CalTPA
California Teaching Performance Assessment

Multiple Subject Math Cycle Performance Assessment Guide

Learning About Students and Planning a Math Lesson



Multiple Subject (MS) Directions and Rubrics, **Version 2.0**

Preamble to the California Teaching Performance Expectations (TPEs)

Effective teachers strive to provide educational opportunities that are driven by equity and culturally responsive practices and promote each student's academic success and well-being. California teachers recognize, respect, and utilize each student's strengths, experiences, and background as assets for teaching and learning. Effective teachers confront and alter institutional and implicit biases that reproduce or result in student marginalization, deficit-based schooling, and low expectations.

Throughout the Teaching Performance Expectations (TPEs), reference is made to "all students" or "all Birth–22 students." This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of differences based on learning and behavioral characteristics, as well as disabilities, dyslexia,* and all students who receive services under IDEA, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, gender expression, sexual orientation, culture, language, religion, citizenship status, and/or geographic origin. The range of students in California public schools also includes students whose first language is English; Deaf and Hard of Hearing students who use ASL or other signed languages (e.g., LSM, LSC, BASL), assistive technology (e.g., personal hearing devices/FM/DM system), and/or augmentative and alternative communication (AAC); who are English learners (including those reclassified as Fluent English Proficient), Heritage language users, and/or multilingual learners (see SB 210 for Deaf and Hard of Hearing students). This definition of "all students" applies whenever and wherever the phrase "all students" is used in the TPEs and in CalTPA (steps, rubrics, and CalTPA Glossary).

*The purpose of the California Dyslexia Guidelines is to assist general education teachers, special education teachers, and families and/or guardians in identifying, assessing, and supporting students with dyslexia.

All information about the CalTPA program can be found on the California Educator Credentialing Assessments website. The website includes assessment information, registration and registration support, information on requesting reasonable accommodations for alternative testing arrangements, information for concurrent bilingual candidates who are in a placement where a language other than English is exclusively used for instruction or who are in a placement where both English and another language are used for instruction, and preparation materials including instructions on using the Pearson ePortfolio system. For technical questions related to the Math Cycle, see the Contact Us page on the California Educator Credentialing Assessments website.

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Acknowledgments

California has been an innovator in the development and use of teaching performance assessments since 2003. The California Teaching Performance Assessment (CalTPA) Math Cycle has been revised and updated with the assistance of a group of math experts and the Evaluation Systems group of Pearson. The Math Cycle draws from and is informed by California's rich experience with different performance-based assessment models, including the original California Teaching Performance Assessment (CalTPA), the redeveloped CalTPA (2016), the Education Specialist CalTPAs, as well as the California Administrator Performance Assessment (CalAPA), the Performance Assessment for California Teachers (PACT), edTPA®, and the National Board for Professional Teaching Standards. The Commission on Teacher Credentialing acknowledges the contributions of these assessment models and the educators who have developed, administered, and scored them.

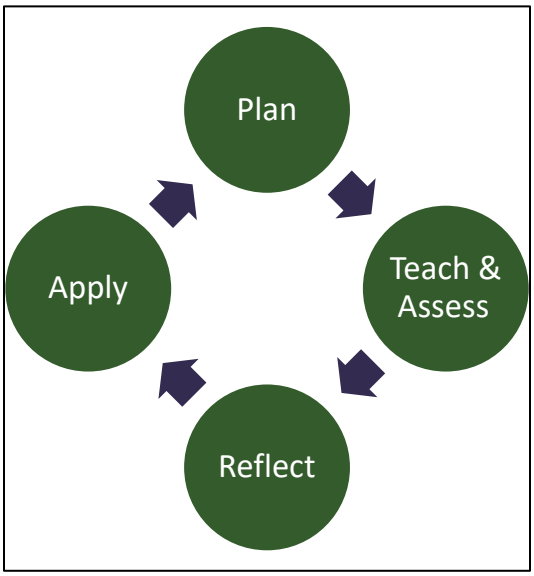
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Overview

The California Teaching Performance Assessment (CalTPA) Multiple Subject (MS) Math Cycle has four steps—plan, teach and assess, reflect, and apply—which emphasize effective math instruction based on either the age-level California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) or the grade-level California Common Core State Standards Mathematics (CA CCSSM) and math practice. The California PTKLF provide guidance for teachers who work with the youngest learners (ages 3–5½), while the CA CCSSM provide standards for students in kindergarten and above.

The CalTPA MS Math Cycle is grounded in Universal Design for Learning (UDL)[1] theory and focuses on asset-based learning. UDL is an educational framework based on research in the learning sciences, including cognitive neuroscience. According to The Universal Design for Learning Guidelines, "the goal of UDL is learner agency that is purposeful, reflective, resourceful, and authentic, strategic, and action-oriented."

Based on recent information collected about the students, you will plan and teach one math lesson to a group of students. To demonstrate your ability to differentiate



math instruction, you will select three focus students who have a variety of assets and learning needs.

As you teach and video record the math lesson, you will monitor student learning; demonstrate how you establish a safe, positive learning environment to support the well-being of all students; affirm and validate your students' assets and/or interests; use resources and materials to promote age and developmentally appropriate higher-order thinking skills; and support academic language development (ALD) of the students to enhance deep learning of the math content and practice.

[1] The first reference of a term in each section of this guide is hyperlinked to its corresponding definition in the CalTPA Glossary. To navigate to the glossary definition, click the hyperlinked word. To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

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Navigating California Math Strands/Standards

The MS CalTPA Math Cycle is informed by the California Teaching Performance Expectations (TPEs) for Multiple Subject teacher candidates, the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF), and the California Common Core State Standards Math (CA CCSSM).

California Preschool/Transitional Kindergarten Learning Foundations (ages 3–5½)

The Preschool/Transitional Kindergarten Learning Foundations (PTKLF) are designed with the assumption that children's learning in preschool through transitional kindergarten (TK) takes place in everyday environments: through interactions, relationships, activities, and play that are part of a beneficial preschool experience.

The PTKLF Math Foundations include Mathematical Practices, which describe the types of behaviors and dispositions that allow children to develop knowledge and skills in mathematics. The Mathematical Practices are identical to the Standards for Mathematical Practice listed in the CCSSM but with added descriptions to provide teachers with context for how these practices apply to young children.

The PTKLF strands represent broad areas of mathematical development, while the sub-strands break down these areas into more specific skills and concepts, referred to as foundations. Here's how this structure is organized:

1. **Strands**: These are the main categories of mathematical knowledge and skills that children are expected to develop. The PTKLF identify four primary strands:
    - Counting and Cardinality
    - Operations and Algebraic Thinking
    - Measurement and Data
    - Geometry and Spatial Thinking
2. **Mathematical Practice Standards**: These standards are consistent across PK–12 grade levels and describe the behaviors and processes that children should develop to engage effectively in mathematics. The eight Mathematical Practice (MP) Standards are:
    - **MP1**: Make sense of problems and persevere in solving them.
    - **MP2**: Reason abstractly and quantitatively.
    - **MP3**: Construct viable arguments and critique the reasoning of others.
    - **MP4**: Model with mathematics.
    - **MP5**: Use appropriate tools strategically.
    - **MP6**: Attend to precision.
    - **MP7**: Look for and make use of structure.
    - **MP8**: Look for and express regularity in repeated reasoning.

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For additional information, please visit the following PTKLF resources:

- Introduction
- At-a-Glance
- Approaches to Learning
- Math

California Common Core State Standards Math and the California Mathematics Framework (K–12)

The California Mathematics Framework helps educators structure the teaching of the state's math standards around "Big Ideas" that integrate rather than isolate math concepts. This learning approach includes persevering in problem solving, explaining one's thinking, and constructing arguments that students need to become powerful users of math to better interpret and understand their world.

The framework's instructional approach connects learning to the "real world" through authentic examples and the use of data, an approach that not only addresses "why do I need to learn this?" but sparks curiosity and encourages inquiry, problem solving, and deep learning. The framework also emphasizes the students' need to have opportunities to explicitly connect their conceptual understanding with facts and procedures in ways that make sense to them so that they can use known facts, including those drawn from memory, to determine unknown facts and develop fluency.

The California Common Core State Standards Math (CA CCSSM) are organized into two main types of standards: content standards and practice standards. In the CalTPA Math Cycle, you will develop learning goals that encompass both content standards **and** practice standards to ensure that mathematical content is both introduced **and** applied through developmentally appropriate and meaningful activities.

1. **Mathematical Content Standards**: These domains differ at each grade level, kindergarten through grade eight, and focus on specific mathematical knowledge and skills.
    - Counting and Cardinality (K)
    - Operations and Algebraic Thinking (K–5)
    - Number and Operations in Base Ten (K–5)
    - Measurement and Data (K–5)
    - Geometry (K–8)
    - Number and Operations–Fractions (3–5)
    - Ratios and Proportional Relationships (6–7)
    - The Number System (6–8)
    - Expressions and Equations (6–8)
    - Statistics and Probability (6–8)
    - Functions (8)

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2. **Mathematical Practice Standards**: These standards are consistent across PK–12 grade levels and describe the behaviors and processes that students should develop to engage effectively in mathematics. The eight Mathematical Practice (MP) Standards are:
    - **MP1**: Make sense of problems and persevere in solving them.
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    - **MP3**: Construct viable arguments and critique the reasoning of others.
    - **MP4**: Model with mathematics.
    - **MP5**: Use appropriate tools strategically.
    - **MP6**: Attend to precision.
    - **MP7**: Look for and make use of structure.
    - **MP8**: Look for and express regularity in repeated reasoning.

By integrating both the content and practice standards, teachers ensure that students not only acquire mathematical knowledge but also develop the skills to apply this knowledge effectively in various contexts.

California Content Standards Mobile Application

The CA Content Standards mobile application offers convenient and targeted access to the CA CCSSM content standards.

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Overview of Performance Assessment Cycle Steps 1 to 4

To complete the Multiple Subject CalTPA Math Cycle, you are required to

- provide math instruction to students in grades TK and above;
- teach a group of three or more students; and
- select three focus students for whom you will adapt your instruction.

The MS Math Cycle includes four specific steps to be completed in order: plan, teach and assess, reflect, and apply. With guidance and support from your cooperating teacher and/or supervising faculty, you will plan and teach one asset-based, UDL-focused math lesson to a group of students (three or more), including three focus students (FS1, FS2, and FS3), that you select in your clinical practice placement (student teaching, residency, or internship).

- **Step 1: Plan.** Review and describe recent math learning for the group of students you plan to teach. The group must include your three focus students (FSs). Based on their assets and/or interests and learning needs, plan one asset-based, UDL-focused math lesson. Include one math learning goal that includes both one math content and practice-based age-/grade-level appropriate goal and one associated math academic language development (ALD) goal. In addition to the lesson plan, you will provide an explanation of the specific adaptation(s) you made for FS1, FS2, and FS3 in your math lesson and why these strategies are appropriate.
- **Step 2: Teach and Assess.** Teach the planned math lesson to your students, including the three focus students, and video record the math lesson. From your recording, select and submit 1 to 3 video clips (up to 15 minutes) that show how you (a) maintained a safe, positive learning environment, (b) engaged students in higher-order thinking, (c) implemented a UDL-focused strategy, (d) monitored students' math learning, and (e) responded intentionally to support student learning. Provide written, verbal, or ASL commentary for your video clip(s) that describes what you are doing, why, and the impact of your instruction.
- **Step 3: Reflect.** Drawing on information from Step 1 and/or Step 2, reflect on the impact of your asset-based, UDL-focused lesson planning, teaching, and monitoring. Explain how the lesson did or did not support the students in making progress toward meeting the math content and practice and math ALD learning goals. Discuss what you need to do to support the math learning of your group, including your focus students.
- **Step 4: Apply.** Based on what you learned throughout this cycle (e.g., what went well and what did not go well or as expected), describe the next math activity that you would teach to this group of students to advance their math and ALD learning.

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Essential Questions

Rubrics are aligned to the four pedagogical steps of plan, teach and assess, reflect, and apply. Each rubric is framed by an essential question that outlines the knowledge, skills, and abilities assessed within the rubric.

Step 1: Plan	
Rubric 1.1	How does the candidate apply findings from recent math learning to plan one asset-based, UDL-focused math lesson that engages students in higher-order thinking? How does the candidate plan to monitor student progress in a safe, positive environment?
Rubric 1.2	How does the candidate apply recent learning to plan adaptation(s) to support the math ALD of FS1 based on their assets **and/or** interests **and** learning need(s)?
Rubric 1.3	How does the candidate apply recent learning to plan adaptation(s) to support the math learning of FS2 based on their assets **and/or** interests **and** learning need(s)?
Rubric 1.4	How does the candidate apply recent learning to adapt the environment to support FS3's well-being and/or behavior based on their assets **and/or** interests, **and** learning need(s)?
Step 2: Teach and Assess	
Rubric 1.5	How does the candidate maintain a safe, positive learning environment **and** apply a UDL-focused strategy that supports their students in making progress during the math lesson?
Rubric 1.6	How does the candidate engage students in higher-order thinking during the math lesson **and** monitor **and** respond intentionally to support student learning?
Step 3: Reflect	
Rubric 1.7	How does the candidate reflect on the effectiveness of their asset-based, UDL-focused math lesson for the group **and** the focus students in a safe, positive learning environment?
Step 4: Apply	
Rubric 1.8	How does the candidate apply what they have learned to determine next steps for math content **and** math practice **and** math ALD instruction?

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How Rubrics Are Scored

When self-reviewing your performance assessment evidence, you should follow these steps:

1. Review the essential question to understand what the rubric is assessing.
2. Identify the sources of evidence listed at the bottom of each rubric.
3. Focus on Level 3 constructs: Scoring begins with a Level 3. You should self-assess to determine whether or not you have provided clear evidence that matches each of the constructs listed under the Level 3.
    - If all Level 3 constructs are met, check for evidence supporting Level 4, then Level 5.
    - If all Level 3 constructs are not met, check Level 2, then Level 1. **You must meet all Level 3 constructs to be scored at Level 3.**
4. The final rubric score: The score is based on the highest level for which all constructs are evidenced. For example, if a rubric Level 3 has three constructs and your submission meets two of those constructs at a Level 3 but one of the constructs is vague or unclear, then the submission would score a Level 2 for that rubric.

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Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted

Step 1: Plan	• With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your group of students.
	• Select three focus students (FS1, FS2, FS3).
	• Develop one asset-based, UDL-focused math lesson that includes two goals:
	  • One math content and practice learning goal, and
	  • One math academic language development (ALD) learning goal
	• Provide an explanation of the specific adaptations for the three focus students and a rationale.
	• Provide key instructional resources and/or materials related to the math lesson plan.
		• **Part A:** Contextual Information (up to 4 pages)
		• **Part B:** Math Lesson Plan (up to 5 pages)
		• **Part C:** Focus Student Adaptation(s) (up to 10 pages)
		• **Part D:** Math Lesson Resources and/or Materials (up to 7 pages)

Step 2: Teach and Assess	• Teach and video record the entire math lesson. • Select 1 to 3 video clips. • Provide commentary (what you are doing, why, and the impact of your instruction) for each video clip.	• **Part E:** Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) • **Part F:** Commentary (written, up to 8 pages **OR** up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	• Reflect on the impact of the math lesson. What did the students learn? What did you learn about planning and teaching a math lesson?	• **Part G:** Lesson Reflection and Analysis (up to 5 pages)
Step 4: Apply	• Based on what you learned throughout this cycle, describe the next math activity that you would teach to this group of students to advance their math and ALD learning, including FS1, FS2, and FS3.	• **Part H:** Application of Learning (written, up to 4 pages; **OR** up to 6 minutes of verbal or ASL response)

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Submitting Your Evidence

Preparing Your Evidence

You will submit your evidence using the Pearson ePortfolio system. To begin your work, refer to the Math Cycle Submission Specifications on the following pages for file requirements, and save the files locally (on your computer or external storage device) for future uploading.

When naming your files, you may find that by including in each filename the specific cycle (Math) and the part letter/title (see the submission specifications), you will be better able to manage and organize your files prior to uploading them to the system. Do not include any special characters (# : % * ; $ @) in the filenames of videos you are uploading to the Pearson ePortfolio system. Doing so may cause the upload to fail.

Before submitting your evidence, you must agree to the CalTPA Candidate Attestations, which include confirmation that you are the sole author of the submission, including written and video narratives, completed templates, video clips, and/or other evidence.

Templates

Templates that include the prompts are provided upon registration in the Pearson ePortfolio system for you to document your responses. To complete the templates, you must

1. log in to your account;
2. download the word-processing template files available;
3. fill out the templates electronically;
4. upload the electronic files or scanned images with any associated evidence to the Pearson ePortfolio system; and
5. review the electronic files you uploaded to ensure that they are the correct files and that they comply with submission requirements.

As you complete these templates, carefully follow the directions on the templates and in this guide. Do not delete or alter any original text (including headers, footers, titles, directions, margins, and prompts) from the templates to gain more space to write your responses. Both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum allowed will not be read or used to determine a rubric score by the assessor.

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What to Submit

The Math Cycle Submission Specifications on the following pages list each piece of evidence that must be submitted and provide format specifications and other important information.

Note that your evidence cannot contain hyperlinks to required uploads. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file type and response length requirements listed on the following pages.

Since you will not be able to access any of your files in the ePortfolio system after you submit your cycle, you are strongly encouraged to save all your submitted files to your local drive for your records.

Refer to the California Educator Credentialing Assessments website for more information on submitting your files using the ePortfolio system.

English Translation

Translations or transcriptions are **NOT** required for the following:

- concurrent bilingual candidates who are in a placement where a language other than English is exclusively used for instruction, or who are in a placement where both English and another language are used for instruction.
  Note: Candidates teaching in a dual immersion/bilingual setting can complete all of their templates and video(s) in the language of instruction with the exception of the Step 3: Reflect template(s), which must be done primarily in English.
- candidates using American Sign Language (ASL) in a classroom setting with students who are Deaf or Hard of Hearing
- candidates using braille instructional materials in a classroom setting with students who are visually impaired

For all other candidates, any evidence in a language other than English must be accompanied by a translation.

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Math Cycle Submission Specifications

Step 1: Plan

What to Submit	Response Length	Supported File Types	Min # of Files	Max # of Files	Additional Information
Part A: Contextual Information	Up to 4 pages	.docx; .odt; .pdf	1	1	• Download template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.
Part B: Math Lesson Plan	Up to 5 pages	.docx; .odt; .pdf	1	1	• Download template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.
Part C: Focus Student Adaptation(s)	Up to 10 pages	.docx; .odt; .pdf	1	1	• Download template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.
Part D: Math Lesson Resources and/or Materials	Up to 7 pages	.docx; .odt; .pdf	1	1	• In one file, submit samples of key instructional resources and materials needed to support, clarify, and/or illustrate the math lesson.

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Step 2: Teach and Assess

What to Submit	Response Length	Supported File Types	Min # of Files	Max # of Files	Additional Information
Part E: Video Clip(s)	Up to 15 minutes total	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	3	• Before video recording, verify permission from families and/or guardians of students and from adults who appear in the video clip(s). • Be sure the individuals who are actively participating are seen engaging in synchronous instruction in the video clip(s). • Ensure that the video clip(s) are of sufficient visual and sound quality to serve as evidence.
Part F: Commentary	**Written:** Up to 8 pages **OR** **Video:** Up to 10 minutes of verbal or ASL commentary	**Written:** .docx; .odt; .pdf **OR** **Video:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	1	For written commentary: • Download the template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.

Labeling Part E Evidence

When you upload your Part E video clip(s) for submission, you will be required to select a label from a dropdown menu for each file as follows:

- If submitting 1 video clip, use the "Video Clip 1" label only.
- If submitting 2 video clips, use the "Video Clip 1" and "Video Clip 2" labels only.
- If submitting 3 video clips, use the "Video Clip 1," "Video Clip 2," and "Video Clip 3" labels.

Be sure that you appropriately label each video clip during the upload process.

Timestamps

When using timestamps in your commentary, do not indicate timestamps that are the entire duration of the video clip. The purpose of the timestamps is to provide you with the opportunity to demonstrate to the assessor when and where you are purposefully making decisions to support the students' learning. The lengths of timestamps should highlight the specific moments in the clip where the evidence appears.

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Step 3: Reflect

What to Submit	Response Length	Supported File Types	Min # of Files	Max # of Files	Additional Information
Part G: Lesson Reflection and Analysis	Up to 5 pages	.docx; .odt; .pdf	1	1	• Download template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.

Step 4: Apply

What to Submit	Response Length	Supported File Types	Min # of Files	Max # of Files	Additional Information
Part H: Application of Learning	**Written:** Up to 4 pages **OR** **Video:** Up to 6 minutes of verbal or ASL response	**Written:** .docx; .odt; .pdf **OR** **Video:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	1	For written narrative: • Download template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.

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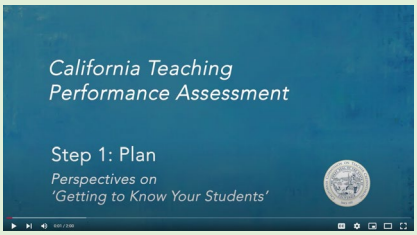
Step 1: Plan

Plan one, asset-based, UDL-focused math lesson that you will teach to a **group of 3 or more students** during your clinical practice placement. The group must include your three focus students.

I. Getting to Know the Students

With the guidance and support of your cooperating teacher and/or supervising faculty, review recent, available information for the group of students you will engage in one math lesson.

Best Practice 🎥: Getting to Know Your Students



https://www.youtube.com/watch?v=ooccOPJUGTE

Contextual Information About the Group of Students

❖ **Template: Part A: Contextual Information**

Directions: Provide contextual information for the group of students you plan to teach during this math lesson. Include details about the students' assets and/or interests and learning needs. The contextual information you provide should include your recent observations or math assessment results (e.g., formative, summative, state testing), as well as information related to the students' math knowledge, skills, and/or abilities provided by your cooperating teacher or supervising faculty.

Be sure to include:

- Age range(s) and grade level(s)
- Student assets and/or interests
- Math knowledge, skills, and/or abilities (e.g., present level of performance)
- Identified English learners (see SB 210 for Deaf and Hard of Hearing students)
- Identified learning needs (e.g., how many students with an IEP, a 504 plan, Multi-Tiered System of Support [MTSS])
- Language(s) of instruction (e.g., biliteracy, developmental bilingual [one-way immersion], dual language [two-way immersion], English only) to be used in the lesson

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Gather information about students' assets and/or interests and learning needs in a professional and appropriate manner that protects students' privacy and aligns with the school's and/or program's policies.

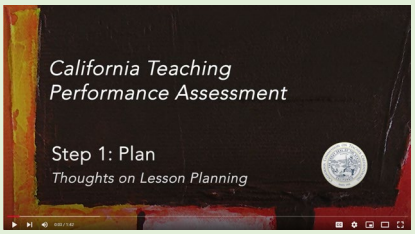
Do not use an actual school name, the actual first **and** last names of other adults in the classroom who support the students, or the actual first **and** last names of any students in the evidence you submit.

II. Math Lesson Plan

❖ **Template: Part B: Math Lesson Plan**

Directions: Use the knowledge gathered about your students to establish age-/grade-level appropriate math-specific learning goals: one goal that supports math content and practice and one goal that supports math academic language development (ALD). Based on those learning goals, plan one asset-based, UDL-focused math lesson and provide answers to the following prompts.

Best Practice 🎥:
Thoughts on Lesson Planning



https://youtu.be/gLDudDVdMHQ

1. **State Strands/Standards:** Depending on your clinical placement setting, select one age-/grade-level appropriate CA State Math Content Strand/Standard **and** one Math Practice Standard based on information from students' recent math learning, student assets and/or interests, and learning needs.
   - **For TK:** From the California Preschool/Transitional Kindergarten Learning Foundations, select
     - one age-level Math Content Strand and
     - one Math Practice Standard (MP).
   - **For K–12:** From the California Common Core State Standards Math, select
     - one grade-level Math Content Standard and
     - one Math Practice Standard (MP).

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2. **Learning Goals:**
    - **Develop One Math Content and Practice Learning Goal:** Based on the age-/grade-level strand/standard and math practice you selected, write one appropriate math learning goal that includes **both** math content **and** practice (see examples).
    - **Develop One Math ALD Learning Goal:** Develop a math ALD learning goal that aligns with the math content and practice learning goal you developed (see examples). Think about relevant math academic vocabulary the students will need during the lesson.
3. Summarize your math lesson activity(ies).
4. Within the math lesson, describe how you will:
    - Support students in meeting the math content and practice learning goals.
    - Support students in meeting the math ALD learning goals.
    - Monitor the students' progress toward meeting the math and ALD learning goals.
    - Connect the content of this lesson to students' recent math learning.
    - Create a safe, positive learning environment.
    - Leverage your students' assets and/or interests.
    - Ask questions to engage students in higher-order thinking to deepen their understanding of math content.
    - Use UDL-focused instructional strategy(ies) to support student learning.
5. What instructional materials and/or resources will you use in the math lesson? Why?

How to Write a TK Math Learning Goal

Learning foundations should be cited from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF). For your lesson, you will choose one age-level Math Content Strand from the PTKLF: Math and one Math Practice Standard. The learning goal should be a specific goal for this lesson based on the learning strands you selected.

Example from "Later" foundation statements:
Math Content Strand:
2.1 Demonstrate understanding that adding one or taking away one object changes the number in a small group of objects by exactly one.
Math Practice Standard:
4. Model with mathematics.
Use models (for example, drawings, constructions, modeling with their own bodies) to illustrate thinking and solve mathematical problems.

Example learning goal:
"Students will demonstrate their understanding that adding one or taking away one object changes the quantity in a small group of objects by exactly one using objects available in their environment to model their thinking."

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How to Write a K–12 Math Learning Goal

Math Content and Practice Standards should be cited from the California Common Core State Standards Math. For your lesson, you will choose one Math Content Standard and one Math Practice Standard (MP). The Math Practice Standards serve to help students understand the Math Content in ways not solely focused on procedural processes. The learning goal should be a specific goal for this lesson based on the specific standard you selected.

Example from first-grade standards:
Math Content Standard:
Domain: Standards for Content: Operations and Algebraic Thinking 1.0A
Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.
Standard 3. Apply properties of operations as strategies to add and subtract.

Mathematical Practice Standard (MP):
MP3. Construct viable arguments and critique the reasoning of others.
MP5. Use appropriate tools strategically.

Example learning goal based on first-grade content and practice standards:
"Students will further their understanding of addition and subtraction by composing and decomposing numbers up to 10 (1.0A.3) using two-color counters or two colors of connecting cubes (MP5) and use their tools to support them as they explain their thinking to peers (MP3)."

How to Write an Academic Language Development (ALD) Learning Goal

Academic language refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—in other words, it is the language used in classroom lessons, books, tests, and assignments, and it is the language that students are expected to learn and achieve fluency in. Academic language includes a variety of formal-language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms.
Note: For candidates in a bilingual/dual-immersion setting, the ALD learning goal should be in the language of instruction that is being taught to the group.

Early elementary example:
"Children will explain their thinking using simple sentences and math-related terms, such as 'add, subtract, greater than, less than,' while engaging in activities involving number sense."

5th-grade example:
"Students will use precise mathematical vocabulary, such as 'quotient, divisor, remainder,' to explain their reasoning when solving division problems."

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III. Math Lesson Adaptation(s) for Focus Students

❖ **Template: Part C: Focus Student Adaptation(s)**

Directions: Select three focus students for whom you will intentionally adapt your math and ALD teaching and support during the lesson. Based on your recent observations, math assessment results (e.g., formative, summative, state testing), and/or information provided by your cooperating teacher and/or supervising faculty, explain the specific adaptation(s) you will make for each focus student (FS) in your math lesson and why these strategies are appropriate.

> To protect the privacy of the three focus students, refer to these students throughout your submitted evidence as Focus Student 1 (FS1), Focus Student 2 (FS2), and Focus Student 3 (FS3).

Focus Student 1 (FS1)

Select a student who needs additional support with their math academic language development (ALD). This may be a student who is a district-/school-identified English learner (at any ELPAC level), is Fluent English Proficient (reclassified English learner), is a Heritage language user, or is multilingual.

Provide:

- FS1's age and grade level
- FS1's math knowledge, skills, and/or abilities (e.g., present level of math performance)
- Identify FS1's specific math ALD learning need(s).
- Identify the adaptation(s) you plan to make to support FS1.
- Describe how your adaptation(s) for FS1 are based on recent learning/observations and/or math assessment results (e.g., formative, summative, state testing).
- Describe FS1's assets and/or interests that are relevant for supporting the student in this lesson and explain how you will leverage them to support FS1's learning needs.
- Describe the adaptation(s) you will make to the instructional content to support FS1's math ALD learning needs through reading, writing, listening, and/or speaking using multiple modes of communication (e.g., collaborative, interpretive, and/or productive language). On what evidence-based practice(s) or research did you base your decision to make the adaptation(s)?

Focus Student 2 (FS2)

Select a student who requires additional support with making progress toward meeting the grade-level math content strand/standard and/or practice standard, has gaps in math knowledge, and/or has misconceptions related to expected grade-level math understanding (e.g., a student who needs additional support in math, a student with an identified math-

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related disability and IEP goal[s], math-focused 504 plan, supplemental or intensified math support through MTSS).

Provide:

- FS2's age and grade level
- FS2's math knowledge, skills, and/or abilities (e.g., present level of math performance)
- Identify FS2's specific math learning need(s).
- Identify the adaptation(s) you plan to make to support FS2.
- Describe how your adaptation(s) for FS2 are based on recent learning/observations and/or math assessment results (e.g., formative, summative, state testing).
- Describe FS2's assets and/or interests that are relevant for supporting the student in this lesson and explain how you will leverage them to support FS2's learning needs.
- Describe the adaptation(s) you will make to support FS2's math learning needs using two or more multisensory strategies (e.g., visual, auditory, kinesthetic, tactile). On what evidence-based practice(s) or research did you base your decision to make the adaptation(s)?

Focus Student 3 (FS3)

Select a student whose life experience(s) either inside or outside of school may result in a need for additional adaptations to support the student's well-being and/or behavior in class (e.g., work avoidance, sudden shift in behavior, easily distracted, acts out or shuts down).

Provide:

- FS3's age and grade level
- FS3's math knowledge, skills, and/or abilities (e.g., present level of math performance)
- Identify FS3's specific math learning need(s) and well-being and/or behavior needs based on their life experiences.
- Identify the adaptation(s) you plan to make to support FS3.
- Describe how your adaptation(s) for FS3 are based on recent learning/observations and/or math assessment results (e.g., formative, summative, state testing).
- Describe FS3's assets and/or interests that are relevant for supporting the student in this lesson and explain how you will leverage them to support FS3's learning needs.
- Describe the targeted, proactive plan (e.g., structured routines, frequent breaks, safe space, positive reinforcement, minimizing triggering language and/or tasks) and adaptation(s) you will make to the instructional content **and** the physical/social environment to support FS3's well-being and/or behavior to meet their math learning needs. On what evidence-based practice(s) or research did you base your decision to make the adaptation(s)?

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IV. Math Lesson Resources and/or Materials

- **Upload: Part D: Math Lesson Resources and/or Materials**

Directions: Write a description and/or include screenshots/images of math lesson resources and/or materials you plan to use in your lesson (e.g., pictures of manipulatives, graphic organizer[s], written information, picture book[s], or any other materials you plan to use when teaching the math lesson).

Step 1 Evidence to Be Submitted

- **Part A:** Contextual Information (up to 4 written pages)
- **Part B:** Math Lesson Plan (up to 5 pages)
- **Part C:** Focus Student Adaptation(s) (up to 10 pages)
- **Part D:** Math Lesson Resources and/or Materials (up to 7 pages)

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Step 1 Rubrics

Rubric 1.1 — Step 1: Plan

Essential Question: How does the candidate apply findings from recent math learning* to plan one asset-based, UDL-focused math lesson that engages students in higher-order thinking? How does the candidate plan to monitor student progress in a safe, positive environment?

Level 1	Level 2	Level 3	Level 4
Candidate does not use information from recent math learning* to plan instruction. Candidate does not select an age-/grade-level appropriate CA State Math Content Strand/Standard **and/or** a Math Practice Standard **or** they select a strand/standard that is more than one grade level above **or** below the students they plan to teach. Candidate does not develop a math learning goal** that is based on the selected math strand/standard **and/or** does not include math content **and/or** practice. Candidate does not develop a math ALD learning goal **or** the ALD learning goal does not align with the math learning goal. Candidate does not describe how they will create a safe, positive learning environment **or** does not describe how the environment will support students during the math lesson. Candidate does not describe how they will leverage the students' assets **and/or** interests. Candidate does not describe how they will engage students in higher-order thinking*** to deepen their math understanding. Candidate does not describe how they will monitor student learning during the math lesson. Candidate does not describe how they will use UDL-focused instructional strategy(ies) to support student learning.	Candidate vaguely uses information from recent math learning* to plan instruction. Candidate selects an age-/grade-level appropriate CA State Math Content Strand/Standard **and/or** a Math Practice Standard that is either one grade-level above **or** below the students they plan to teach. Candidate develops a math learning goal** that is vaguely based on the selected math strand/standard **and** includes math content **and** practice. Candidate develops a math ALD learning goal that vaguely aligns with the math learning goal. Candidate vaguely describes how they will create a safe, positive learning environment **or** vaguely describes how the learning environment will support students during the math lesson. Candidate vaguely describes how they will leverage the students' assets **and/or** interests. Candidate vaguely describes how they will engage students in higher-order thinking*** to deepen their math understanding. Candidate vaguely describes how they will monitor student learning during the math lesson. Candidate vaguely describes how they will use UDL-focused instructional strategy(ies) to support student learning.	Candidate clearly uses information from recent math learning* to plan instruction. Candidate selects an age-/grade-level appropriate CA State Math Content Strand/Standard **and** a Math Practice Standard for the students they plan to teach. Candidate develops a math learning goal** that is clearly based on the selected math strand/standard **and** includes both math content **and** practice. Candidate develops a math ALD learning goal that clearly aligns with the math learning goal. Candidate describes how they will create a safe, positive learning environment that clearly supports students during the math lesson. Candidate clearly describes how they will leverage the students' assets **and/or** interests. Candidate clearly describes how they will engage students in higher-order thinking*** to deepen their math understanding. Candidate clearly describes how they will monitor student learning during the math lesson. Candidate clearly describes how they will use UDL-focused instructional strategy(ies) to support student learning.	**All of Level 3, plus:** Candidate's planning clearly includes opportunities for students to learn collaboratively to progress toward the math content **and** practice **and** math ALD learning goals. **Level 5** **All of Levels 3 & 4, plus:** Candidate designs a math lesson that reflects the interconnectedness of math plus an additional academic content area (e.g., literacy, social science, art, science, PE).

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Notes:

*For example, recent observations, math assessment results (e.g., formative, summative, state testing), and/or information provided by your cooperating teacher and/or supervising faculty

**Math learning goal includes strand(s)/standard(s) and math practice. Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

***For example, analysis, synthesis, evaluation, interpretation, and transfer/generalization

Step 1 Sources of Evidence:

- **Part A:** Contextual Information (up to 4 pages)
- **Part B:** Math Lesson Plan (up to 5 pages)
- **Part C:** Focus Student Adaptation(s) (up to 10 pages)
- **Part D:** Math Lesson Resources and/or Materials (up to 7 pages)

TPEs and Elements: TPE 1, Elements 1, 4, 5; TPE 2, Element 2; TPE 3, Elements 1, 2, 3, 5; TPE 4, Elements 1, 4; TPE 5, Elements 2, 8; TPE 6, Element 5

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Rubric 1.2 — Step 1: Plan

Essential Question: How does the candidate apply recent learning* to plan adaptation(s) to support the math ALD of FS1 based on their assets **and/or** interests **and** learning need(s)?

Level 1	Level 2	Level 3	Level 4
Candidate's planned adaptation(s) for FS1 are not based on recent learning.* Candidate's planned math lesson adaptation(s) do not leverage FS1's assets **and/or** interests. Candidate's planned math lesson adaptation(s) do not support FS1's math ALD learning need(s) through reading, writing, listening, **and/or** speaking.	Candidate's planned adaptation(s) for FS1 are vaguely based on recent learning* **or** information used is not recent. Candidate's planned math lesson adaptation(s) vaguely leverage FS1's assets **and/or** interests. Candidate's planned math lesson adaptation(s) vaguely support FS1's math ALD learning need(s) through reading, writing, listening, **and/or** speaking.	Candidate's planned adaptation(s) for FS1 are clearly based on recent learning.* Candidate's planned math lesson adaptation(s) clearly leverage FS1's assets **and/or** interests. Candidate's planned math lesson adaptation(s) clearly support FS1's math ALD learning need(s) through reading, writing, listening, **and/or** speaking.	**All of Level 3, plus:** Candidate plans adaptation(s) for FS1 to participate in the math lesson by using multiple modes of communication** to support FS1's learning needs. **Level 5** **All of Levels 3 & 4, plus:** Candidate's planning for FS1's adaptation(s) draws upon **and/or** refers to evidence-based practice(s) **and/or** research appropriate to FS1's math ALD.

Notes:

*For example, recent observations, math assessment results (e.g., formative, summative, state testing), and/or information provided by your cooperating teacher and/or supervising faculty

**For example, collaborative, interpretive, and/or productive language

Step 1 Sources of Evidence:

- **Part A:** Contextual Information (up to 4 pages)
- **Part B:** Math Lesson Plan (up to 5 pages)
- **Part C:** Focus Student Adaptation(s) (up to 10 pages)
- **Part D:** Math Lesson Resources and/or Materials (up to 7 pages)

TPEs and Elements: TPE 1, Elements 1, 6; TPE 3, Elements 1, 2, 5; TPE 4, Elements 1, 4, 7; TPE 5, Element 2

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Rubric 1.3 — Step 1: Plan

Essential Question: How does the candidate apply recent learning* to plan adaptation(s) to support the math learning of FS2 based on their assets **and/or** interests **and** learning need(s)?

Level 1	Level 2	Level 3	Level 4
Candidate's planned adaptation(s) for FS2 are not based on recent learning.* Candidate's planned math lesson adaptation(s) do not leverage FS2's assets **and/or** interests. Candidate's planned math lesson adaptation(s) do not support FS2's math learning need(s).**	Candidate's planned adaptation(s) for FS2 are vaguely based on recent learning* **or** information used is not recent. Candidate's planned math lesson adaptation(s) vaguely leverage FS2's assets **and/or** interests. Candidate's planned math lesson adaptation(s) vaguely support FS2's math learning need(s).**	Candidate's planned adaptation(s) for FS2 are clearly based on recent learning.* Candidate's planned math lesson adaptation(s) clearly leverage FS2's assets **and/or** interests. Candidate's planned math lesson adaptation(s) clearly support FS2's math learning need(s).**	**All of Level 3, plus:** Candidate plans adaptation(s) for FS2 to participate in the math lesson by using two **or** more multisensory strategies*** to support FS2's learning needs.

Level 5
All of Levels 3 & 4, plus: Candidate's planning for FS2's adaptation(s) draws upon **and/or** refers to evidence-based math practice(s) **and/or** research appropriate to FS2's math learning need(s).

Notes:

*For example, recent observations, math assessment results (e.g., formative, summative, state testing), and/or information provided by your cooperating teacher and/or supervising faculty

**For example, gaps in math knowledge, misconceptions, IEP/504 plan/MTSS with math learning need

***Multisensory strategies are teaching techniques that engage two or more senses simultaneously—visual, auditory, kinesthetic, and/or tactile

Step 1 Sources of Evidence:

- **Part A:** Contextual Information (up to 4 pages)
- **Part B:** Math Lesson Plan (up to 5 pages)
- **Part C:** Focus Student Adaptation(s) (up to 10 pages)
- **Part D:** Math Lesson Resources and/or Materials (up to 7 pages)

TPEs and Elements: TPE 1, Elements 1, 4; TPE 3, Elements 1, 2, 5; TPE 4, Elements 1, 2, 4, 5; TPE 5, Elements 2, 8

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Rubric 1.4 — Step 1: Plan

Essential Question: How does the candidate apply recent learning* to adapt the environment to support FS3's well-being **and/or** behavior based on their assets **and/or** interests, **and** learning need(s)?

Level 1	Level 2	Level 3	Level 4
Candidate's planned adaptation(s) for FS3 are not based on recent learning.* Candidate's planned math lesson adaptation(s) do not leverage FS3's assets **and/or** interests. Candidate's planned math lesson adaptation(s) do not support FS3's well-being **and/or** behavior to meet their math learning need(s).	Candidate's planned adaptation(s) for FS3 are vaguely based on recent learning* **or** information used is not recent. Candidate's planned math lesson adaptation(s) vaguely leverage FS3's assets **and/or** interests. Candidate's planned math lesson adaptation(s) vaguely support FS3's well-being **and/or** behavior to meet their math learning need(s).	Candidate's planned adaptation(s) for FS3 are clearly based on recent learning.* Candidate's planned math lesson adaptation(s) clearly leverage FS3's assets **and/or** interests. Candidate's planned math lesson adaptation(s) clearly support FS3's well-being **and/or** behavior to meet their math learning need(s).	**All of Level 3, plus:** Candidate plans adaptation(s) for FS3 to participate in the math lesson by creating a targeted, proactive plan** to support FS3's learning needs. **Level 5** **All of Levels 3 & 4, plus:** Candidate's planning for FS3's adaptation(s) draws upon **and/or** refers to evidence-based practice(s) **and/or** research appropriate to FS3's well-being **and/or** behavior.

Notes:

*For example, recent observations, math assessment results (e.g., formative, summative, state testing), and/or information provided by your cooperating teacher and/or supervising faculty

**Proactive plan is intentionally setting up a learning environment that is conducive and targeted to the well-being and/or behavioral needs of the student (e.g., structured routines, frequent breaks, safe space, positive reinforcement, minimizing triggering language and/or tasks)

Step 1 Sources of Evidence:

- **Part A:** Contextual Information (up to 4 pages)
- **Part B:** Math Lesson Plan (up to 5 pages)
- **Part C:** Focus Student Adaptation(s) (up to 10 pages)
- **Part D:** Math Lesson Resources and/or Materials (up to 7 pages)

TPEs and Elements: TPE 1, Elements 1, 4; TPE 2, Elements 1, 2, 3, 4; TPE 3, Elements 1, 2, 5; TPE 4, Elements 1, 2, 4; TPE 5, Elements 2, 8

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Step 2: Teach and Assess

I. Teach and Video Record the Math Lesson

Teach and video record the entire math lesson. From this video of the math lesson where you and the students (3 or more) are seen and heard, select 1 to 3 video clips. Your 1 to 3 video clips may total up to 15 minutes (assessors will only watch and score the first 15 minutes of video recording submitted).

Privacy Reminder: Do not use your school's actual name. For students and/or other adults in the classroom, use their first or last name only.

Best Practice : Thoughts on Video Recording



https://www.youtube.com/watch?v=roInnlNiiMY

Permission for Video Recording
Verify permission from the families and/or guardians of the students whom you plan to engage in the lesson and who will appear in the video recordings.

Follow all district policies regarding video recording of students and adults. Videos may not be posted on any public forum (e.g., YouTube).

Candidates are responsible for verifying and, if necessary, obtaining appropriate permissions from all the families/guardians of the students and from all adults who appear in the video clips. Permission verification remains with the school/district or preschool program and is not submitted as a part of the Math Cycle.

Technical support for video recording is found at CalTPA Preparation Materials.

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II. Select Math Lesson Video Clip(s)

❖ **Upload: Part E: Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes)**

Directions: Select and submit 1 to 3 video clip(s) totaling up to 15 minutes where you and the students (3 or more) must be seen and heard. Across your selected video clip(s), provide evidence that demonstrates you doing each of the following:

1. Maintaining a safe, positive learning environment
2. Engaging the students in higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer) during the math lesson
3. Using a UDL-focused strategy(ies) to support students during the math lesson
4. Implementing strategies to monitor students' progress to support their learning
5. Responding intentionally to support student learning

Video Clip(s) Length
Assessors will review only the first 15 minutes of video, starting with Video Clip 1. If the total time across all videos exceeds 15 minutes, assessors will stop reviewing, and any remaining video will not be considered.

If necessary, you may edit video clips to ensure all required elements are documented within the 15 minutes. Do not include music, sound effects, or any other distracting elements in any of the video clips. Do NOT speed up videos to include more content.

III. Provide Commentary

❖ **Template/Upload: Part F: Commentary (written, verbal, or ASL commentary)**

Directions: In a written, verbal, or ASL commentary, respond to the prompts below as they relate to the instruction in your 1 to 3 video clips. In your commentary, be sure to identify the video clip and the time span and provide a description of what is happening and why. Commentary must align to what is demonstrated in the video clip(s) of your instruction.

Any commentary that does not align with the video provided will not be considered by assessors as evidence.

Note: If you choose to record a video response to the prompts, that response may be up to 10 minutes. Respond naturally and authentically, explaining your teaching choices and how they support the math content and practice and math ALD learning goals.

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Commentary Prompts:

For each prompt below, describe (a) what you did, (b) why you did it, and (c) the impact on student learning. Be sure to include the video clip number and timestamp where each of the following occurs.

1. Maintaining a safe, positive learning environment
2. Engaging the students in higher-order thinking during the math lesson
3. Using a UDL-focused strategy(ies) to support students during the math lesson
4. Implementing strategies to monitor students' progress to support their learning
5. Responding intentionally to support student learning

Step 2 Evidence to Be Submitted

- **Part E:** Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes)
- **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

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Step 2 Rubrics

Rubric 1.5 — Step 2: Teach and Assess

Essential Question: How does the candidate maintain a safe, positive learning environment* **and** apply a UDL-focused strategy that supports their students in making progress during the math lesson?

Level 1	Level 2	Level 3	Level 4
Candidate does not provide a demonstration **and/or** description of how they maintain a safe, positive learning environment* during the math lesson. Candidate does not provide a demonstration **and/or** description of how they use a UDL-focused strategy(ies) to support their students during the math lesson. Candidate provides a demonstration **and/or** description with 4 **or** more minor **or** a major inaccuracy(ies) in their math content instruction. Candidate does not provide a demonstration **and/or** description of the math lesson described in Step 1.	Candidate provides an unclear demonstration **and/or** description of how they maintain a safe, positive learning environment* during the math lesson. Candidate provides an unclear demonstration **and/or** description of how they use a UDL-focused strategy(ies) to support their students during the math lesson. Candidate provides a demonstration **and/or** description with 3 **or** fewer minor inaccuracies in their math content instruction. Candidate provides an unclear demonstration **and/or** description of the math lesson described in Step 1.	Candidate provides a demonstration **and** description of how they clearly maintain a safe, positive learning environment* during the math lesson. Candidate provides a clear demonstration **and** description of how they use a UDL-focused strategy(ies) to support their students during the math lesson. Candidate provides a clear demonstration **and** description of accurate math content instruction. Candidate provides a clear demonstration **and** description of the math lesson described in Step 1.	**All of Level 3, plus:** Candidate demonstrates **and** describes how they use multiple UDL-focused strategies to support their students during the math lesson. **Level 5** **All of Levels 3 & 4, plus:** Candidate facilitates structured opportunities for the students to collaboratively explore the math content **and** practice through discussion, writing, **and/or** reading.

Note:

*For example: establishing clear expectations; creating a safe and welcoming environment; greeting students; establishing central question(s) and/or lesson hook; engaging students; establishing positive rapport

Step 2 Sources of Evidence:

- **Part E:** Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes)
- **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

TPEs and Elements: TPE 2, Elements 2, 3, 5, 6; TPE 4, Element 4

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Rubric 1.6 — Step 2: Teach and Assess

Essential Question: How does the candidate engage students in higher-order thinking during the math lesson **and** monitor **and** respond intentionally to support student learning?

Level 1	Level 2	Level 3	Level 4
Candidate does not provide a demonstration **and/or** description of how they engage the students in higher-order thinking to support student learning. Candidate does not provide a demonstration **and/or** description of how they monitor **and/or** respond intentionally to support student learning.	Candidate provides an unclear demonstration **and/or** description of how they engage the students in higher-order thinking to support student learning. Candidate provides an unclear demonstration **and/or** description of how they monitor **and/or** respond intentionally to support student learning.	Candidate provides a clear demonstration **and** description of how they engage the students in higher-order thinking to support student learning. Candidate provides a clear demonstration **and** description of how they monitor **and** respond intentionally to support student learning.	**All of Level 3, plus:** Candidate demonstrates **and** describes how they use multiple assessment(s) to monitor **and** adjust instruction to support student learning.

Level 5
All of Levels 3 & 4, plus: Candidate demonstrates **and** describes how they connect math learning to real-life contexts to engage, motivate, **and/or** extend student learning.

Step 2 Sources of Evidence:

- **Part E:** Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes)
- **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

TPEs and Elements: TPE 1, Elements 3, 5, 8; TPE 2, Element 5; TPE 4, Element 4

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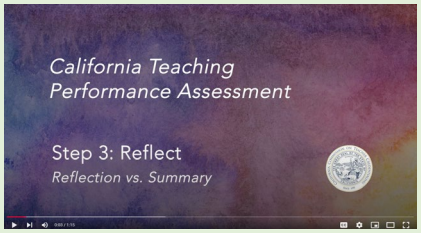
Step 3: Reflect

I. Reflect on What You Learned

❖ **Template: Part G: Lesson Reflection and Analysis**

Directions: Reflect on how your planning and teaching of the math lesson supported students in making progress toward meeting the math and ALD learning goals.

Best Practice : Reflection vs. Summary



https://www.youtube.com/watch?v=DUVX0x5hpPw

Reflective writing in education is a practice where students or teachers critically analyze their learning experiences and thoughts about a specific event or situation, allowing them to gain deeper insights into their own learning process and identify areas for improvement.

Reflection prompts:

For the group (including the focus students):

1. Overall, what went well in your teaching of the lesson? Think about specific examples from Steps 1 and/or 2.
2. What did not go well or as expected in your teaching of the lesson? Think about specific examples from Steps 1 and/or 2.
3. What impact did each of the following have on your teaching:
   - getting to know your students before teaching the lesson
   - creating a safe, positive environment
   - using an asset-based approach
   - implementing UDL-focused strategy(ies)
   - engaging students in higher-order thinking
4. Overall, did your students meet the math and ALD learning goals? How do you know?

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For the focus students:

1. Analyze the impact of the adaptation(s) for FS1's language learning needs. Did the adaptation(s) support FS1's progress toward the learning goals? How do you know?
2. Analyze the impact of the adaptation(s) for FS2's math learning need(s). Did the adaptation(s) support FS2's progress toward the learning goals? How do you know?
3. Analyze the impact of the adaptation(s) for FS3's well-being and/or behavior in the math lesson. Did the adaptation(s) support FS3's progress toward the learning goals? How do you know?

Step 3 Evidence to Be Submitted

- **Part G:** Lesson Reflection and Analysis (up to 5 pages)

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Step 3 Rubric

Rubric 1.7 — Step 3: Reflect

Essential Question: How does the candidate reflect on the impact of their asset-based, UDL-focused math lesson for the group **and** the focus students in a safe, positive learning environment?

Level 1	Level 2	Level 3	Level 4
Candidate does not reflect on what went well **and/or** what did not go well **or** as expected in the lesson.	Candidate vaguely reflects on what went well **and/or** what did not go well **or** as expected in the lesson.	Candidate clearly reflects on what went well **and** what did not go well **or** as expected in the lesson.	**All of Level 3, plus:** Candidate's reflection demonstrates an understanding that affirming, validating, **and/or** leveraging the students' assets **and/or** interests influence student math learning.
Candidate does not reflect on the impact of getting to know their students before teaching the lesson.	Candidate vaguely reflects on the impact of getting to know their students before teaching the lesson.	Candidate clearly reflects on the impact of getting to know their students before teaching the lesson.	
Candidate does not reflect on the impact of the safe, positive environment they created to include all students.	Candidate vaguely reflects on the impact of the safe, positive environment they created to include all students.	Candidate clearly reflects on the impact of the safe, positive environment they created to include all students.	**Level 5**
Candidate does not reflect on the impact of their asset-based approach.	Candidate vaguely reflects on the impact of their asset-based approach.	Candidate clearly reflects on the impact of their asset-based approach.	**All of Levels 3 & 4, plus:** When reflecting on the impact of their instruction, the candidate refers to specific examples from the teaching of their math lesson to determine which strategy(ies) moved learning forward.
Candidate does not reflect on the impact of their UDL-focused strategy(ies).	Candidate vaguely reflects on the impact of their UDL-focused strategy(ies).	Candidate clearly reflects on the impact of their UDL-focused strategy(ies).	
Candidate does not reflect on the impact of engaging students in higher-order thinking.	Candidate vaguely reflects on the impact of engaging students in higher-order thinking.	Candidate clearly reflects on the impact of engaging students in higher-order thinking.	
Candidate does not analyze* student progress in meeting the math **and/or** ALD learning goals.	Candidate vaguely analyzes* student progress in meeting the math **and/or** ALD learning goals.	Candidate clearly analyzes* student progress in meeting the math **and** ALD learning goals.	
Candidate does not analyze* the impact of the adaptation(s) used to support FS1, FS2, **and/or** FS3 in making progress toward meeting the learning goals.	Candidate vaguely analyzes* the impact of the adaptation(s) used to support FS1, FS2, **and/or** FS3 in making progress toward meeting the learning goals.	Candidate clearly analyzes* the impact of the adaptation(s) used to support FS1, FS2, **and** FS3 in making progress toward meeting the learning goals.	

Note:

*Analyze: Involves carefully and systematically looking for recurring themes, common misconceptions, and strengths and/or areas of growth across a collection of student work in order to gain insights into student understanding. Analysis goes beyond simply describing what happened; it delves into why, what was learned/understood, and what the work reveals about student thinking.

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Step 3 Source of Evidence:

- **Part G:** Lesson Reflection and Analysis (up to 5 pages)

TPEs and Elements: TPE 5, Elements 2, 3; TPE 6, Elements 1, 3

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Step 4: Apply

I. Application of What You Learned

❖ **Template/Upload: Part H: Application of Learning (written, verbal, or ASL response)**

Directions: Respond to the following prompts and explain what your next steps would be to advance these students' math knowledge.

Note: If you choose to submit a video commentary response, it may be up to 5 minutes. Respond naturally and authentically to explain your future math teaching plans.

Application Prompts:

1. For the group: Describe what you learned throughout this cycle (e.g., what went well and what did not go well or as expected). Use a specific example(s) from Steps 1, 2, or 3 to justify your next instructional move for math learning.
2. For the group: Describe the next math activity that you would teach to this group of students to advance their math and ALD learning. Use a specific example(s) from Steps 1, 2, or 3 to justify your next instructional move for math learning.
3. For the FSs: How would you continue to support your focus students' learning need(s) during this next math activity? Think about how you might leverage student assets and/or interests. Use a specific example(s) from Steps 1, 2, or 3 to justify your next instructional move for math learning.
    - FS1
    - FS2
    - FS3

Step 4 Evidence to Be Submitted

❖ **Part H:** Application of Learning (written, up to 4 pages; **OR** up to 6 minutes of verbal or ASL response)

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Step 4 Rubric

Rubric 1.8 — Step 4: Apply

Essential Question: How does the candidate apply what they have learned to determine next steps for math content **and** math practice **and** math ALD instruction?

Level 1	Level 2	Level 3	Level 4
Candidate's application of next steps does not describe what they learned throughout this cycle. Candidate's application of next steps does not describe how they would advance the math **and/or** ALD learning for the group. Candidate's application of next steps does not describe how they would continue to support the learning need(s) of FS1, FS2, **and/or** FS3. Candidate does not use a specific example(s) from Steps 1, 2, **or** 3 **and/or** does not justify their next instructional move for math learning, **or** the provided example does not justify the next instructional move for math learning.	Candidate's application of next steps vaguely describes what they learned throughout this cycle. Candidate's application of next steps vaguely describes how they would advance the math **and/or** ALD learning for the group. Candidate's application of next steps vaguely describes how they would continue to support the learning need(s) of FS1, FS2, **and/or** FS3. Candidate uses an example(s) from Steps 1, 2, **or** 3 that vaguely justifies their next instructional move for math learning.	Candidate's application of next steps clearly describes what they learned throughout this cycle. Candidate's application of next steps clearly describes how they would advance the math **and** ALD learning for the group. Candidate's application of next steps clearly describes how they would continue to support the learning need(s) of FS1, FS2, **and** FS3. Candidate uses a specific example(s) from Steps 1, 2, **or** 3 that clearly justifies their next instructional move for math learning.	**All of Level 3, plus:** Candidate's responses demonstrate how they will continue to leverage students' assets **and/or** interests in future lessons to support math learning. **Level 5** **All of Levels 3 & 4, plus:** Candidate describes how they will apply what they have learned about the group **and** the focus students to plan future instruction that clearly reinforces, strengthens, **and/or** extends students' higher-order thinking related to math **and** ALD.

Step 4 Source of Evidence:

- **Part H:** Application of Learning (written, up to 4 pages; **OR** up to 6 minutes of verbal or ASL response)

TPEs and Elements: TPE 3, Element 2; TPE 4, Element 4; TPE 6, Element 1

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CalTPA Glossary

This glossary contains terms as used in this version of the CalTPA Performance Assessment Guide. Reference this glossary to determine if you are using the terms appropriately in your responses to the directions.

504 Plan

Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination against individuals with disabilities and protects students from being denied participation in school programs, services, or activities solely on the basis of disability. A 504 Plan is a written document detailing the accommodations that can assist students with learning and attention issues learn and participate in the general education curriculum. Section 504 defines disability on a broader basis than does IDEA. That is why students who are not eligible for an IEP may meet the criteria for a 504 Plan. Students who meet the definition of a person with a disability under Section 504 are those who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment. The 504 Plan should include a description of the disability, the major life activity limited, the basis for determining the disability and its educational impact, and necessary accommodations.

Academic language development (ALD)

The process of learning and using the language necessary for success in academic settings. ALD provides students with a common set of terms to help them access, understand, and communicate subject-specific concepts. This includes developing vocabulary and syntax to support learning, critical thinking, and academic discussions. By integrating ALD into instruction, educators ensure that all students, including multilingual learners, have the linguistic tools to engage with the content and express their understanding effectively.

Accommodation

Service or support related to a student's disability that allows the student to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the standard or expectation of the assignment or test.

Actionable feedback

Actionable feedback is specific, practical, and clear information provided to students to help them improve their performance or understanding. It goes beyond general comments and provides concrete suggestions on how to address specific areas for improvement. Essentially, it is feedback that empowers students to take tangible steps toward growth. By providing actionable feedback, teachers can help students focus their efforts on specific areas for improvement and track their progress toward mastery.

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Active learning

Active learning is a teaching approach that engages students directly in the learning process through meaningful activities and reflection. Instead of passively receiving information, students actively participate by discussing, problem-solving, collaborating, experimenting, or analyzing, which helps deepen understanding and improve retention of content.

Adaptation

Making either an accommodation or modification to instruction to give students equal access to the content-specific curriculum and to give them the opportunity to process and demonstrate what has been taught.

Adverse childhood experiences

Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0–17 years). Examples include:

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member attempt or die by suicide

Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding. Examples can include growing up in a household with:

- substance use problems
- mental health problems
- instability due to parental separation
- instability due to household members being in jail or prison

The examples above are not a complete list of adverse experiences. Many other traumatic experiences could impact health and well-being. This can include not having enough food to eat, experiencing homelessness or unstable housing, or experiencing discrimination.

Affirm and validate[1]

To take the culture(s) and language(s) of the student(s) that have been traditionally perceived as negative or illegitimate and intentionally and purposefully reverse those perceptions and highlight them as strengths.

Analyze

Involves carefully and systematically looking for recurring themes, common misconceptions, and strengths and/or areas of growth across a collection of student work in order to gain insights into student understanding. Analysis goes beyond simply describing what happened; it

[1] Center for Culturally Responsive Teaching and Learning (CCRTL) (https://culturallyresponsive.org/)

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delves into why it happened, what was learned/understood, and what the work reveals about student thinking.

Assessment

The formal or informal process of collecting evidence about student progress, analyzing and evaluating progress, communicating about progress, and adjusting teaching practices based on reflection on a teacher's practice. There are multiple forms of assessment, including achievement or other standardized tests, exercises or assignments that enable teachers to measure student progress, and student work, and assessments may include feedback from parents/guardians or other family members. For additional information, see the California Department of Education website.

Asset

An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as a positive asset. Students are valued for what they bring to the classroom rather than characterized by what they may need to work on or lack. Therefore, what they bring to the classroom is considered an asset. Student assets include diversity in **thinking** (e.g., critical, creative, inductive, deductive, holistic, detail focused), **culture** (e.g., ethnic, racial, gender-identity), **traits** (e.g., temperament, introversion/extroversion, social and emotional strengths, creativity, leadership/collaboration ability), and **intelligences** (e.g., musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic), **as well as unique experiences, skills, or interests** (e.g., travel, outside projects, relevant talents/skills/interests, student club affiliations).

Assets and/or interests

The culture(s) and language(s) that students bring to school are important strengths and positive contributions to the school community. These assets are incorporated in positive ways through culturally and linguistically sustaining practices and the support of bilingualism.

Asset-based pedagogies view the diversity that students bring to the classroom (e.g., culture, language, interests, disability, socio-economic status) as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, and culturally sustaining pedagogy are all approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the interests of students to make learning more relevant and effective.

Assistive technology

Any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.

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At risk for dyslexia

A student is at risk for dyslexia when they exhibit "deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge." (Gaab, 2017)

Augmentative and alternative communication (AAC)[2]

One of a family of alternative methods of communication, which includes communication boards, communication books, and computerized voices; used by individuals unable to communicate readily through speech.

Biliteracy[3]

Sometimes referred to as bilingual. Instruction for English learners in which the students' native language and English are used for academic and literacy instruction. The goal of biliteracy instruction is to work toward proficiency in English.

Black, Indigenous, and people of color (BIPOC)

BIPOC—or Black, Indigenous, and people of color—is used to refer to members of nonwhite communities.

Bridging

Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.[4]

California Content Standards and/or Curriculum Frameworks[5]

These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area. For the purpose of this guide, this general term is also intended to include the California English Language Development Standards, the California Preschool Curriculum Frameworks, and the California Preschool/Transitional Kindergarten Learning Foundations. **For EdSp only, this term is intended to include the Core Content Connectors and the Expanded Core Curriculum for Students with Visual Impairments:** If the

[2] https://iris.peabody.vanderbilt.edu/resources/glossary/

[3] Multilingual Education - Resources (CA Dept of Education)

[4] Appendix, Resources, & Glossary - Curriculum Frameworks (CA Dept of Education)

[5] 2014 English Language Arts/English Language Development Framework: https://www.cde.ca.gov/ci/rl/cf/
California Content Standards: https://www.cde.ca.gov/be/st/ss/
California English Language Development Standards (CA ELD Standards): https://www.cde.ca.gov/sp/el/er/eldstandards.asp
California Preschool Curriculum Frameworks: https://www.cde.ca.gov/sp/cd/re/psframework.asp
California Preschool/Transitional Kindergarten Learning Foundations: https://www.cde.ca.gov/sp/cd/re/psfoundations.asp
Expanded Core Curriculum for Students with Visual Impairments: Hatlen, P. (1996). "Expanded Core Curriculum for Students with Visual Impairments." In *Guidelines for programs serving students with visual impairments* from https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf
Reading, Writing, and Math Core Content Connectors: https://wiki.ncscpartners.org/index.php/Core_Content_Connectors

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students access an alternate curriculum that makes them eligible for the California Alternate Assessments (CAA), you may use the Core Content Connectors instead of the CA Common Core State Standards. Core Content Connectors "are content bridges between the state content standards and learning progression pathways through the K–12 grade-level curriculum. The language of the content standard is in almost all cases retained to maintain a close grade-level connection."[6]

California English Language Development Standards (CA ELD Standards)

The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content.[7]

California Preschool Curriculum Frameworks[8]

These frameworks enrich learning and development opportunities for all of California's preschool children. They include ideas for how to intentionally integrate learning into children's play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children's knowledge, skills, needs, and interests.

California Preschool/Transitional Kindergarten Learning Foundations[9]

These foundations outline the key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program.

California Standards for the Teaching Profession (CSTP)

These delineate and define six interrelated domains of teaching practice: (1) Engaging and Supporting All Students in Learning; (2) Creating and Maintaining Effective Environments for Student Learning; (3) Understanding and Organizing Subject Matter for Student Learning; (4) Planning Instruction and Designing Learning Experiences for All Students; (5) Assessing Students for Learning; and (6) Developing as a Professional Educator.

[6] NCSC's Content Model for Grade-Aligned Instruction and Assessment: "The Same Curriculum for All Students" (NCSC Brief #7) (https://wayback.archive-it.org/6505/20240617130528/http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief7.pdf)

[7] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

[8] https://www.cde.ca.gov/sp/cd/re/psframework.asp

[9] https://www.cde.ca.gov/sp/cd/re/psfoundations.asp

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California Teaching Performance Expectations (TPEs)[10]

TPEs are the expectations for knowledge, skills, and abilities that a new teacher should be able to demonstrate upon completion of a California-accredited teacher preparation program. The TPEs have six domains including Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator. These are identical to the six domains of the California Standards for the Teaching Profession (CSTPs) used to guide induction programs, leading to a clear teaching credential.

Checklist

A form of student self-assessment that is based on the learning goals and allows the students to objectively compare the criteria of the checklist to their own process, product, or performance.

Class

A group of students who meet regularly while attending school. A class is typically made up of students at the same chronological level; levels can range from preschool to grade 12, or age 22.

Classroom context

Classroom context can be defined as characteristics or features of classrooms that do not include the teachers or their teaching. This includes the composition of the student body, classroom structures, resources, as well as school and district policies that teachers must follow.

Collaborative

Relating to engagement in dialogue with others.[11]

Content knowledge

Reading, writing, speaking, listening, and language are tools for acquiring, constructing, and conveying knowledge. Students who exhibit the capacities of literate individuals build strong content knowledge. As stated in the CA CCSS for ELA/Literacy, “Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking” (CDE 2013, 6).[12]

[10] https://docs.ctc.ca.gov/Document/Download/30460

[11] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

[12] 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education)

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Content-specific instructional strategies

Instructional strategies that are effective for the content area as defined by the Teaching Performance Expectations (TPEs) and the State Board of Education framework and/or equivalent.

Content-specific learning goal(s)

Specific statements of intended student attainment of essential content concepts and skills. The content-specific learning goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

Content-specific pedagogy

Content-specific pedagogy is the specific methods or practices that are used to teach a certain subject. Its focus is on the best practices for that subject, which are most likely derived through research of the methods or practices.

Co-teaching

When two teachers (teacher candidate/cooperating teacher, education specialist, and/or general education teacher) work together with groups of students or individual students, sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space.

Crosscutting themes

The five key themes of a robust and comprehensive instructional program in ELA/Literacy for all students: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Reading Skills. These key themes cut across the strands of Reading, Writing, Speaking and Listening, and Language. They also encompass all three parts of the CA ELD Standards: “Interacting in Meaningful Ways” (collaborative, interpretive, and productive), "Learning About How English Works” (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas), and “Using Foundational Literacy Skills.”[13]

Culturally and linguistically sustaining practices[14]

Culturally and Linguistically Sustaining Practices (CLSP) draw upon, infuse, and evoke students’ existing schema, experiences, funds of knowledge, and perspectives to optimally facilitate learning. CLSP also intentionally seek racial and cultural equity and pluralism in order to deliberately tailor district-wide norms, policies, and practices to affirm the identities of and expand opportunities for historically marginalized students. CLSP heavily rely upon the

[13] 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education)

[14] Dr. Colin Rose & Hayden Frederick-Clarke (https://www.bostonpublicschools.org/bps-departments/opportunity-gaps/our-cultural-proficiency-work) (https://www.cde.ca.gov/sp/me/mt/clrtdescriptions.asp)

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scholarship and research of its preceding models, namely culturally relevant, culturally responsive, and culturally sustaining pedagogies (Gay 2010; Ladson-Billings 1995; Paris 2012).

Deaf coach

A Deaf coach is a Deaf adult who is fluent in sign language and works in conjunction with the teacher and the family to provide services that support the student's progress toward IFSP or IEP language goals.[15]

Deep learning

Knowledge that is beyond attending to or recalling factual pieces of information and, instead, is characterized by the ability to put those pieces together to evaluate, solve complex problems, and generate new ideas. See also "higher-order thinking skills."[16]

Deficit thinking

Deficit thinking refers to negative, stereotypical, and prejudicial beliefs about diverse groups.[17] According to Valencia (1997), "the deficit thinking paradigm posits that students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familial deficits and dysfunctions."[18]

Demonstrations

Refer to a wide variety of potential educational projects, presentations, or products through which students "demonstrate" what they have learned, usually as a way of determining whether and to what degree they have achieved expected learning standards or learning objectives for a course or learning experience. A demonstration of learning is typically both a learning experience in itself and a means of evaluating academic progress and achievement.

Designated English language development

A protected time during the school day when teachers use the California English Language Development Standards (CA ELD Standards) as the focal standards in ways that build into and from content instruction.[19]

[15] https://norcalcenter.org/deafcoach/

[16] Darling-Hammond, L., Oakes, J., Wojcikiewicz, S., Hyler, M. E., Guha, R., Podolsky, A., Kini, T., Cook-Harvey, C., Mercer, C., & Harrell, A. (2019). *Preparing teachers for deeper learning*. Cambridge, MA: Harvard Education Press.

[17] Constantine, M. G., & Sue, D. W. (2006). *Addressing racism: Facilitating cultural competence in mental health and educational settings*. New Jersey: Wiley & Sons.

[18] Valencia, R. R. (1997). *The evolution of deficit thinking: Educational thought and practice*. Abingdon, Oxon: Routledge Falmer.

[19] ELA/ELD Framework, 2014

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Developmental level

Refers to the stages or milestones in children's/adolescents' cognitive, psychological, and physical development. While children/adolescents may be expected to progress through the same specified stages and in the same order, they proceed at different rates through these stages. Thus, children/adolescents of the same chronological age may be observed to be at different "levels."

Differentiate

Differentiated instruction and assessment (also known as differentiated learning or, in education, simply, differentiation) is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Direct literacy instruction[20]

The California Dyslexia Guidelines provide the following definition: All concepts are directly and explicitly taught to students with continuous student–teacher interaction. Learning is never assumed. All concepts, skills, and procedures are deliberately taught and practiced with teacher guidance and feedback. The goal of instruction is always independent and functional use.

SB 488 adds that "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

1. The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.
2. A strong literature, language, and comprehension component with a balance of oral and written language.
3. Ongoing diagnostic techniques that inform teaching and assessment.
4. Early intervention techniques.
5. Guided practice in a clinical setting.

Disability

An individual with a disability means an individual evaluated in accordance with federal statute as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in part as "emotional disturbance"), an orthopedic impairment, autism,

[20] California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education)

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traumatic brain injury, another health impairment, a specific learning disability, deafblindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.[21]

Disability category

Students who qualify for special education services can qualify under thirteen categories under the Individuals with Disabilities Education Act (IDEA). They can have a primary eligibility and a secondary eligibility. The thirteen categories are autism, deafblindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment (including blindness).

Discrimination

Treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit. Discrimination may occur, for example, on the basis of race, religion, gender, socio-economic class, physical ability, or sexual orientation.

Dual language setting

A classroom in which children are learning two (or more) languages at the same time, including those learning a second language while continuing to develop their first (or home) language.

Dyslexia

"A specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (IDA 2002) Dyslexia may also be understood as one type of a 'specific learning disability,' which is defined in California's regulations pertaining to students who qualify for special education services."[22]

Education Specialist Teaching Performance Expectations

Education Specialist TPEs[23] are the expectations for knowledge, skills, and abilities that a new education specialist candidate should be able to demonstrate upon completion of a California-accredited teacher preparation program. The TPEs have six domains including Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments for

[21] Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (a) (1) https://sites.ed.gov/idea/regs/b/a/300.8

[22] See Chapter 10 of the CA Dyslexia Guidelines for more information

[23] https://docs.ctc.ca.gov/Document/Download/31263

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Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator. These are identical to the six domains of the California Standards for the Teaching Profession (CSTPs) used to guide induction programs, leading to a clear teaching credential.

Educational team

Members of the educational team typically include professionals and/or individuals from the school and/or community, as well as the student's parent(s)/guardian(s). These individuals bring their expertise and knowledge of the student to work together to address a student's needs. A non-exhaustive list of members includes: parents/guardians, general education teachers, special education teachers, administrators, school psychologists, behaviorists, paraprofessionals, occupational therapists, physical therapists, speech language pathologists, nutritionists, social workers, vocational specialists, audiologists, counselors, orientation and mobility specialists, adapted physical education specialist, assistive technology specialist. At times, it may be requested that a member of the community with knowledge of the student join the educational team (e.g., child/family advocates, clergy, tribal elders).[24]

Educational technology

Any digital/virtual tool used to impact the teaching/learning process within an educational environment.

Effective expression

Effective expression in writing, discussing, and presenting depends on drawing clear understandings from and interacting with oral, written, and visual texts. These understandings may be literal or inferential and are impacted by students' knowledge of the topic and comprehension of the underlying language structures of the texts. Cogent presentations in speaking and writing result from repeated encounters with texts; these encounters are driven by different purposes, which help students analyze and interpret texts in terms of validity and linguistic and rhetorical effects.[25]

English language development (ELD)

Integrated ELD is instruction in which the California English Language Development Standards (CA ELD Standards) are used in tandem with the state-adopted academic content standards. Designated ELD is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During Designated ELD, English

[24] https://iris.peabody.vanderbilt.edu/module/asd1/cresource/q2/p04/#content

[25] 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education)

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learners develop critical English language skills necessary for accessing academic content in English.[26]

English language development (ELD) goals

Specific statements of intended student attainment of essential English language skill development. The English language development goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

English language development proficiency level descriptors

Proficiency level descriptors (PLDs) provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language. Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level. Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.[27]

English language proficiency

The level of knowledge, skills, and ability that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. For California, these are delineated in the California English Language Development Standards (CA ELD Standards).

English Language Proficiency Assessments for California (ELPAC)

California and federal laws require that local educational agencies (LEAs) administer a state-adopted test for English Language Proficiency (ELP) to K–12 students whose primary language is a language other than English. The ELPAC is the state-adopted model for assessing this information and is aligned with the 2012 California English Language Development Standards. This test consists of two separate ELP assessments: one for the initial identification (date of first entry into California public school) of students as English learners (ELs) and a second for the annual summative assessment to measure a student’s progress with learning English in four

[26] English Language Development Standards - Resources (CA Dept of Education)

[27] Appendix, Resources, & Glossary - Curriculum Frameworks (CA Dept of Education)

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domains: Reading, Writing, Speaking, and Listening. While the families/guardians can opt their EL student out of support classes, they cannot exempt them from the state and federally required testing.

English learner

A student for whom there is a report of a primary language other than English on the state-approved Home Language Survey or district criteria and who, on the basis of the state-approved oral language assessment procedures, has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

Evidence-based practice

"Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA [Every Student Succeeds Act] has generally been produced through formal studies and research."[28] Examples of evidence-based practices include but are not limited to UDL practices and strategies; providing students with clear lesson goals; questioning to check for understanding; summarizing learning graphically; productive group collaboration; providing students with actionable feedback; teaching strategies, not just content; and teaching meta-cognition.

Expanded Core Curriculum for Students with Visual Impairments (ECC)[29]

A specialized curriculum for students who are blind or visually impaired encompassing nine content areas: compensatory skills and functional academics, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills, and self-determination.

Explicit literacy instruction

The California Dyslexia Guidelines provide the following definition: All concepts are directly and explicitly taught to students with continuous student–teacher interaction. Learning is never assumed. All concepts, skills, and procedures are deliberately taught and practiced with teacher guidance and feedback. The goal of instruction is always independent and functional use.

SB 488 adds that "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

[28] https://www.cde.ca.gov/re/es/evidence.asp

[29] Hatlen, P. (1996). "Expanded Core Curriculum for Students with Visual Impairments." In *Guidelines for programs serving students with visual impairments* from https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf

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(i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.

(ii) A strong literature, language, and comprehension component with a balance of oral and written language.

(iii) Ongoing diagnostic techniques that inform teaching and assessment.

(iv) Early intervention techniques.

(v) Guided practice in a clinical setting.

Extension

Building on the material of the curriculum and providing opportunities for additional learning within the realm of the learning goals. Examples include a differentiated class activity that takes into account the higher-order thinking skills of analyzing, evaluating, creating, and problem solving, often activating divergent thinking, developing different perspectives, and seeking alternative solutions.

Family Educational Rights and Privacy Act (FERPA)

A federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99. See also "HIPAA."

Feedback

Information given to students about their performance that guides future behavior. Feedback can tell students what is going well, what they are or are not understanding, and how they can advance learning, improve, or revise their work (Ambrose et al., 2010).

Fluent English Proficient

Students with a primary language other than English who were initially classified as an English learner but who have since met the school district's criteria for English Language Proficiency.[30]

Focus Student 3

A student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and/or whose behavior in class catches your attention (e.g., does not participate, falls asleep in class, remains silent, acts out, demands attention). Life experiences may include, but are not limited to, challenges where they live, in the community, or in school as a result of discrimination, bullying, illness, loss of family

[30] English Language Proficiency Assessments for California Information Guide

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member(s)/guardian(s) or close relation(s), divorce, trauma, homelessness, poverty, or incarceration; or a student who has been negatively impacted due to religion, racism, sexism, classism, ableism, anti-Semitism, or heterosexism, or as a result of needs as a migrant, immigrant, or undocumented student; a self-identified LGBTQIA+ student; or a student in foster care.

Formal assessment

Refers to collecting and analyzing student assessment results to provide information about students' current levels of achievement or performance after a period of learning has occurred. Results of formal assessment are used to plan further instruction and provide detailed feedback to students to direct growth and development based on content-specific learning goal(s) and, if appropriate, ELD goal(s) of the instruction. Formal assessments use a rubric, shared with students prior to the assessment, to gauge and evaluate student achievement or demonstrated performance. A formal assessment requires students to demonstrate the extent to which they have gained specific skills, competencies, and/or content knowledge through a product, process, or performance.

Formative assessment

Formative assessment is a process teachers and students use during instruction that provides feedback to adjust ongoing teaching strategies and student learning. This type of assessment is referred to as an assessment for learning (e.g., purposeful questions to check for understanding during the lesson; observation notes taken by the teacher while students are engaged in instructional activities; student-created representations of learning [written work, visuals, graphics, models, products, performances]; student peer review and critique; student and group reflection on the qualities of their own product, process, or performance; homework; "do nows"; exit slips).

Foundational reading skills

Acquisition of the foundational skills of literacy—print concepts, phonological awareness, phonics and word recognition, fluency, and/or morphology/morphological awareness—is crucial for literacy achievement.

- For Multiple Subject, Mild to Moderate Support Needs, and Extensive Support Needs candidates in TK–3 settings, foundational reading skills also include creating literacy environments that are print rich and that foster interest in print; and games, books, poetry, oral storytelling, and songs that draw attention to print, the manipulation of sounds, and alphabet letters.
- For Early Childhood Special Education candidates, foundational reading skills are defined as games, books, poetry, and oral or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters; print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including orthographic awareness; decoding and encoding; and morphological awareness.

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- For Deaf and Hard of Hearing candidates, foundational reading skills are defined as print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter to handshape mapping; phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning; phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics, Cued Speech), spelling, and word recognition, including letter to handshape, letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphology/morphological awareness; and fluency, including sign concept accuracy and prosody through verbal expression and/or facial expressions and movement in ASL.
- For Visual Impairments candidates, foundational reading skills are defined as print/braille concepts, including pre-braille skills (e.g., tactual discrimination, finger sensitivity, tracking); letters of the print alphabet; braille letters and symbols, including contracted braille; braille mechanics/hand movements; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphology/morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity).

In order for students to independently learn with and enjoy text and express themselves through written language they need to develop facility with the alphabetic code. This framework recognizes that early acquisition of the foundational skills is imperative. The sooner children understand and can use the alphabetic system for their own purposes, the more they can engage with text, which is the very point of learning the foundational skills. The more students engage with text, the more language and knowledge and familiarity with the orthography (written system) they acquire, which in turn support further literacy development.

Funds of knowledge

Defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez "to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll, Amanti, Neff, & Gonzalez, 1992, p. 133).[31] When teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families/guardians of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classrooms in order to inform the planning of culturally responsive and meaningful lessons that incorporate students' culturally based knowledge and skills.

[31] Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice, XXXI*(2), 132–141.

González, N., Moll, L., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Kasarda, J., & Johnson, J. (2006). The economic impact of the Hispanic population on the state of North Carolina. Frank Hawkins Kenan Institute of Private Enterprise Report. Kenan-Flagler Business School, University of North Carolina at Chapel Hill.

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Information that teachers learn about their students in this process is considered the students' funds of knowledge.

Generalization

Also known as transfer, generalization includes the ability for a student to perform a skill under different conditions (stimulus generalization), to apply a skill in a different way (response generalization), and to continue to exhibit that skill over time (maintenance). By teaching students to apply learned skills in a wide variety of environments, with various people and varying materials, teachers can help students increase their level of independence and flexibility.

Gifted and Talented Education (GATE)

Under this state program, local educational agencies (LEAs) develop unique education opportunities for high-achieving and underachieving students in the California public elementary and secondary schools. Each school district's governing board determines the criteria it will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education (SBE).

Graphic organizer

A visual communication tool that uses visual symbols to express ideas and concepts to convey meaning. A graphic organizer often depicts the relationships between facts, terms, and/or ideas within a learning task. The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction. There are many similar names for graphic organizers, including concept maps and story maps.

Health Insurance Portability and Accountability Act (HIPAA)

A federal law (1996) that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge. In most cases, the HIPAA Privacy Rule does not apply to an elementary or secondary school because the school either: (1) is not a HIPAA-covered entity or (2) is a HIPAA-covered entity but maintains health information only on students in records that are by definition "education records" under FERPA and, therefore, is not subject to the HIPAA Privacy Rule. See also "FERPA."

Heritage language speaker

Individuals who have learned a language from their family. The language learned at home differs from the primary language spoken in the country/society in which they have lived most of their lives.

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Heritage language user

A student studying a language who has proficiency in or a cultural connection to that language.

High-leverage practices

Vanderbilt University (Pittman)[32] defines high-leverage practices (HLPs) as a set of practices that must "focus directly on instructional practices, occur with high frequency in teaching in any setting, be research-based and known to foster student engagement and learning, be broadly applicable and usable in any content area or approach to teaching, and be fundamental to effective teaching when executed skillfully (Source: McLeskey et. al., 2017)." HLPs focus on special education practices related to collaboration, assessment, social/emotional/behavioral practices, and instruction (Council for Exceptional Children and the CEEDAR Center).[33]

Higher-order thinking skills (HOTS)

A concept popular in American education reform that distinguishes critical-thinking skills from low-order learning outcomes, such as those attained by rote memorization. HOTS include analysis, synthesis, evaluation, interpretation, and transfer. HOTS are based on various taxonomies of learning, such as that propagated by Benjamin Bloom in his Taxonomy of Educational Objectives: The Classification of Educational Goals (1956). See also "deep learning."

Hybrid classroom

A hybrid classroom is where a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, and pace.

Inclusive environment

An inclusive environment is a learning environment in which all students are able to access and participate in the lesson activities through individual learning goals, accommodations, and modifications, leading access to the general education curriculum.[34]

Individualized Education Program (IEP)

This written document is developed and required for each public-school student who receives special education and related services. The IEP creates an opportunity for teachers, family/guardians, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for students with disabilities.

[32] https://my.vanderbilt.edu/spedteacherresources/high-leverage-practices-in-special-education/

[33] https://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf

[34] IRIS | Page 2: How Does Inclusion Differ from Traditional Instruction? (https://iris.peabody.vanderbilt.edu/module/inc/cresource/q1/p02/)

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Individualized strategy

A teaching method that involves tailoring the content and pace of a lesson to the assets and/or interests and learning needs of the individual student to help them meet the learning goals. With individualized instruction, learning strategies are based on student readiness, interests, and evidence-based practices.

Informal assessment

Observing and documenting student learning and adjusting instruction to provide in-the-moment feedback to students while teaching. Informal assessments may involve a range of strategies (e.g., purposeful questions to check for understanding during the lesson; observation notes taken by the teacher while students are engaged in instructional activities; student-created representations of learning [written work, visuals, graphics, models, products, performances]; student peer review and critique; student and group reflection on the qualities of their own product, process, or performance; homework; “do nows”; exit slips).

In-person classroom

An in-person classroom is where the teacher and students are in the same location together, and instruction occurs through face-to-face interactions between and among the candidate and students.

Instructional support personnel

A certified or trained adult who collaborates, coordinates, and/or communicates with the education specialist to work together toward a common goal of planning, implementing, or evaluating a specific aspect of an educational program for a student or group of students. These individuals can include general education teachers, co-teachers, paraprofessionals, occupational therapists, speech and language therapists, counselors, administrators, and behaviorists.[35] See also “support personnel.”

Integrated English language development

Defined as instruction in which the state-adopted California English Language Development Standards (CA ELD Standards) are used alongside state-adopted academic content standards (CA Common Core State Standards). Integrated ELD includes specifically designed academic instruction in English (5 CCR Section 11300[c]).[36]

Intentional

Being thoughtful and purposeful in the decisions made related to the specific students in the class and the learning goals of the activity.

[35] Source: https://iris.peabody.vanderbilt.edu/

[36] ELA/ELD Framework, 2014

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Interpretive

Relating to comprehension and analysis of written and spoken texts.[37]

Just-in-time support

Refers to a teacher's proactive and timely intervention to address a student's learning needs as they arise, providing targeted assistance to facilitate understanding and skill development.

Language demands

Specific ways that academic language is used by students to participate in learning through reading, writing, listening, and/or speaking to demonstrate their understanding of the content.

Language deprivation

The harm that results when a child does not receive sufficient language input to acquire or learn any language or readily develop cognitive capabilities. Early access to language is critical for all children, particularly for children who are Deaf or Hard of Hearing (DHH). Some students who are DHH may be able to access some residual hearing or use devices to assist them with auditory access, but those who do not will access language visually. Students who use a visual language, such as ASL, need access from an early age in order to avoid the academic and cognitive delays that can result from language deprivation.

Language development

Language development, especially academic language, is crucial for learning. It is the medium of literacy and learning; it is with and through language that students learn, think, and express. The strands of the CA CCSS or ELA/Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—"Interacting in Meaningful Ways," "Learning About How English Works," and "Using Foundational Literacy Skills."

Language program model

The language program model refers to the type of multilingual program a bilingual student may access. Programs include dual-language (two-way) immersion, biliteracy, and one-way immersion. For more information please visit the CDE's Multilingual Program Descriptions.

Learning goal(s)

Specific statements of intended student attainment of essential concepts, skills, and development. The learning goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

[37] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

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Leverage

Utilizing and building upon the unique strengths, knowledge, skills, abilities, and experiences that students bring to the classroom to enhance their learning and development.

LGBTQIA+

Refers to lesbian, gay, bisexual, trans, queer/questioning, intersex, asexual, with the plus signifying a desire to be inclusive.

Literacy learning need

Students who have a literacy learning need are not progressing or responding to initial instruction and/or may need additional support in order to meet grade-level standards.[38]

Literacy profile

A literacy profile describes a student's existing literacy knowledge and skills and their areas of need, and it identifies factors or obstacles to their learning.[39] It may contain information about the student's phonemic awareness skills, word-level reading accuracy, fluency, comprehension, spelling, writing, and/or oral language skills.

Literacy-related disability

A student may have a literacy-related disability if their district/school-identified disability impacts their ability to access literacy-related content. For example, a student with autism may have challenges with inferential thinking or the use of pragmatic language.[40]

Long-term English learner

An English learner who is enrolled in any of grades 6–12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to EC Section 60810, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to EC Section 60640, or any successor test.[41]

Lower-order thinking skills

Lower-order thinking skills are reflected by the lower three levels in Bloom's Taxonomy: Remembering, Understanding, and Applying.

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[38] 2014 ELA/ELD Framework, Chapter 9 - Curriculum Frameworks (CA Dept of Education)

[39] Creating a literacy profile (https://arc.educationapps.vic.gov.au/learning/sites/diverse-learners-hub/2780/Creating-a-literacy-profile)

[40] See Chapter 6, subheading "Distinguishing Dyslexia from Other Reading Disabilities" of the CA Dyslexia Guidelines for more information.

[41] Appendix, Resources, & Glossary - Curriculum Frameworks (CA Dept of Education)

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Manipulatives

Physical objects that are used as teaching tools to engage students in hands-on learning. They can be used to introduce, practice, or remediate a concept. A manipulative may be as simple as grains of rice, coins, blocks, and other three-dimensional shapes, or as sophisticated as a model of the solar system.

Maps

Types of visual/graphic organizers that are used to help students organize and represent knowledge of a subject. *Concept maps,* for example, begin with a main idea (or *concept*) and then branch out to show how that main idea can be broken down into specific topics. *Story maps* help students learn the elements of a book or story by identifying story characters, plot, setting, problem, and solution.

Math thinking

The process by which a teacher actively seeks to understand how a student is making sense of mathematical concepts, reasoning through problems, and applying strategies. This involves careful observation, asking probing questions, analyzing student work, and engaging in dialogue to uncover the student's thought process. The goal is to identify not just what the student knows, but how they arrived at their understanding, allowing the teacher to support and build upon the student's mathematical reasoning effectively.[42]

Meaning making

Meaning making is at the heart of ELA/Literacy and ELD instruction. Meaning making should be the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research.[43]

Migrant

A student who changes schools during the year, often crossing school district and state lines, to follow work in agriculture, fishing, dairies, or the logging industry.

Modification

Services or support related to a student's disability in order to help a student access the subject matter and demonstrate knowledge, but in this case the services and supports *do* fundamentally alter the standard or expectation of the assignment or test.

Multiple disabilities

Concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that

[42] http://media.mspnet.org/conferences/06lnc/06dball/transcript/index.htm

[43] 2014 ELA/ELD Framework, Chapter 2 - Curriculum Frameworks (CA Dept of Education)

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they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deafblindness.[44]

Multi-Tiered System of Support (MTSS)

California's Multi-Tiered System of Support (CA MTSS) is a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students. The evidence-based domains and features of the California MTSS framework provide opportunities for LEAs to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment, thus closing the equity gaps for all students. By embracing the Whole Child approach to teaching and learning, grounded in Universal Design for Learning (UDL), and Culturally Responsive Teaching (CRT), and utilizing Implementation Science and Improvement Science for continuous improvement, the California MTSS framework lays the foundation for the statewide system of support. They have also moved from Tier 1, 2, 3 to a Continuum of Supports: All Students—Universal Support, Some Students—Supplemental Support, and Few Students—Intensified Support.

Newcomer

Students who are recent immigrants to the U.S. who have little or no English proficiency and who may have had limited formal education in their native countries. (See page 544, Chapter 6, for a more detailed description.)[45]

Non-classroom

An educational context that occurs mostly in community environments and provides students "real life experiences." The goal is to provide a variety of hands-on learning opportunities that will allow students to practice essential skills. It will also determine the need for further instruction. All activities in the community support post-secondary education, employment, life skills, and independent living goals.[46]

Observation

Directly viewing or listening to children, teachers, others, and/or the surroundings or environment. Observation can be used for various purposes and can be documented in various ways.

[44] Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (c) (7) https://sites.ed.gov/idea/regs/b/a/300.8

[45] Appendix, Resources, & Glossary - Curriculum Frameworks (CA Dept of Education)

[46] Source: https://iris.peabody.vanderbilt.edu/

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One-way immersion

A language program model where instruction is provided in English and other language for non-speakers of the other language, with the goals of language proficiency and academic achievement in English and the other language, and cross-cultural understanding.[47]

Pedagogy

Pedagogy describes the theories, methods, and philosophies of teaching. Stated another way, pedagogy describes the use of various instructional strategies.

Performance(s)

A demonstration of competence or mastery that typically focuses on the student's ability to apply what they have learned to a realistic task—a problem or situation that might be encountered in real life.

Performance criteria

The specific ways that students will demonstrate and provide evidence of their learning. Performance criteria are derived from the ELA/Literacy and ELD goals and explicitly describe what students will say, do, make, or write to demonstrate they are progressing toward meeting the ELA/Literacy and ELD goals. Performance criteria should be clearly communicated to the students in advance of the assessment.

Play-based learning

An educational approach that uses play activities, including manipulatives and other hands-on tools, to support problem solving, learning, and development. This approach recognizes that children learn best through active engagement and exploration. Importantly, play-based learning is not just "free play" but also "purposeful play," where activities are intentionally designed to support specific learning objectives.[48]

Positive behavior support[49]

Evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. Educators and practitioners provide a continuum of academic, behavioral, social, and emotional support matched to students' needs. We describe this continuum across three tiers of support.

[47] Multilingual Education - Resources (CA Dept of Education)

[48] https://www.child-encyclopedia.com/play-based-learning/according-experts/defining-play-based-learning

[49] https://pbisca.org/executive-summary

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- Tier 1: Universal, Primary Prevention (All). Tier 1 systems, data, and practices support everyone—students, educators, and staff—across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust and differentiated, and enables most (80% or more) students to experience success.
- Tier 2: Targeted, Secondary Prevention (Some). In addition to Tier 1 foundation, students receiving Tier 2 supports get an added layer of systems, data, and practices targeting their specific needs. On average, about 10–15% of students will need some type of Tier 2 support.
- Tier 3: Intensive and Individualized, Tertiary Prevention (Few). At most schools and programs, there are a small number (1–5%) of students for whom Tier 1 and Tier 2 supports have not been sufficient to experience success. At Tier 3, students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not.

Proactive Plan

A preventative approach to classroom management and instruction that focuses on intentionally setting up a learning environment that is conducive and targeted to the well-being and/or behavioral needs of the student (e.g., structured routines, clear expectations, relationship building, frequent breaks, safe space, positive reinforcement, minimizing triggering language and/or tasks).

Productive

Relating to the creation of oral presentations and written texts.

Progress monitoring

Progress monitoring is used to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to instruction. Progress monitoring may be used for individual students, small learning groups, and/or for an entire class. Progress monitoring may include formative/informal, student self-, and summative/formal assessment strategies.

Purposeful

Being thoughtful in the selection of your teaching strategies and assessments in a way that supports the specific students in your classroom and the learning goals of the lesson.

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Reclassified English learner

Reclassification[50] is the process whereby a student is reclassified from English learner (EL) status to fluent English proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

State and federal laws require Local Education Agencies (LEAs) to monitor students who have exited EL status for a period of four years after they have RFEP status (20 United States Code Section 6841[a][4][5]; Title 5 California Code of Regulations [5 CCR] Section 11304). After students have exited an EL program through the locally approved reclassification process, LEAs must monitor the academic progress of those RFEP students for at least four years to ensure that

- the students have not been prematurely exited;
- any academic deficit they incurred as a result of learning English has been remedied; and
- the students are meaningfully participating in the standard instructional program comparable to their English-only peers.

Redacted

Edited especially in order to obscure or remove sensitive/personally identifiable information (text) from a document.

Re-teach

Presenting previous learning goals that students did not yet meet using a new method or approach by breaking down concepts or presenting the content in a new way. Re-teaching does not mean repeating your lesson for students who are still working toward meeting the learning goals.

Rubric

A tool for scoring student work or performances, typically in the form of a table or matrix, with qualitative criteria that describe the multiple levels of student performance. The performance being scored by a rubric may be given an overall score (holistic rubric scoring), or criteria may be scored individually (analytic rubric scoring). Rubrics may also be used for communicating expectations for performance.

Scaffolding

Refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of

[50] https://www.cde.ca.gov/sp/ml/reclassification.asp

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temporary support[51] that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

Screenings

Screenings are conducted with all students in their general education classrooms as part of the typical instruction. Screenings may include checklists, work samples, curriculum-based assessment tools, and informal or formal standardized achievement tools. The use of a schoolwide, multi-tiered system of support may assist educators in determining whether individual students require more intensive interventions. A screening is not a diagnostic assessment.[52]

Second language (L2)

The student's second language.

Self-advocacy

The ability to understand and effectively communicate one's needs to others.

Self-determination

A person's ability to control their own destiny. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead children or individuals to set goals for themselves and to take the initiative to reach these goals.

Social and emotional development

Includes the student's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen et al., 2005). It encompasses both intrapersonal and interpersonal processes.

Social identity

The cultural identities of students[53] are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000): ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. Students' cultural identities are defined by these experiences, and students learn these identities within a culture through socializing

[51] https://www.edglossary.org/academic-support/

[52] California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education)

[53] Savage, S. (2005). The cultural identity of students: what teachers should know. Retrieved from https://www.redorbit.com/news/education/246708/the_cultural_identity_of_students_what_teachers_should_know/

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agents (Campbell, 2004). Therefore, teachers must understand that these cultural identities define who the students are.

SST

SST stands for Student Study Team or Student Success Team. A team of educators convened at the request of a classroom teacher, parent, or counselor, that designs in-class interventions to meet the needs of a particular student prior to a special education referral or development of an IEP.[54]

Student group

A distinct group within a group; a subdivision of a group (i.e., a group whose members usually share some common differential quality).

Student self-assessment

Refers to students evaluating their own learning, based on criteria, and objectively reflecting on and critically evaluating their progress and academic development in the content area.

Summary

To describe what has happened in a short, condensed form, highlighting the key ideas and main points while omitting unnecessary details.

Summative assessment

Summative assessments are used to evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period. Summative assessments are based on specific criteria for evaluating student learning goals. Often these criteria are reflected in a rubric shared with the students prior to the assessment. In summative assessments for students in TK–3, observational and oral responses are developmentally appropriate assessment strategies for students and children who are not yet independently reading. This type of assessment is referred to as an assessment of learning.

Supplemental support

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of, universal supports and are available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress-monitoring assessments.[55]

[54] Overview of Special Education in California

[55] https://ocde.us/MTSS/Pages/Continuum-of-Support.aspx

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Support personnel

An adult who collaborates, coordinates, and/or communicates with the teacher to work together toward a common goal of implementing specific aspect(s) of an activity(-ies) for a student or group of students. These individuals may or may not be certified and/or trained and could include family/guardians, community members, and/or volunteers. See also "instructional support personnel."

Supportive learning environment

Supportive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued.

Systematic literacy instruction

The organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult.

SB 488 adds that "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

(i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.

(ii) A strong literature, language, and comprehension component with a balance of oral and written language.

(iii) Ongoing diagnostic techniques that inform teaching and assessment.

(iv) Early intervention techniques.

(v) Guided practice in a clinical setting.

Targeted intervention

Intervention for a student that is planned after considering instruction and assessment data when the student does not meet the learning goals.

Think-pair-share

A collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention, and engage students in comprehending the reading material.

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Timestamp

A timestamp is a sequence of characters or encoded information identifying when a certain event occurred, usually giving date and time of day, sometimes accurate to a small fraction of a second.

Transfer

See "generalization."

Twice-exceptional

Also referred to as "2e," this term is used to describe gifted children who have the characteristics of gifted students with the potential for high achievement and give evidence of one or more disabilities as defined by federal or state eligibility criteria. These disabilities may include specific learning disabilities (SpLD), speech and language disorders, emotional/behavioral disorders, physical disabilities, autism spectrum, or other impairments such as attention deficit hyperactivity disorder (ADHD).[56]

Universal Design for Learning (UDL)[57]

A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for demonstrating what they know; and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Well-being

The state of being comfortable, healthy, or happy.

[56] National Association for Gifted Children https://nagc.org

[57] https://udlguidelines.cast.org

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