CalTPA
California Teaching Performance Assessment

Multiple Subject Literacy Cycle Performance Assessment Guide

Assessment-Driven Literacy Instruction



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Multiple Subject Directions and Rubrics, **Version 2.1**

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 Literacy Cycle, see the Contact Us page on the California Educator Credentialing Assessments website.

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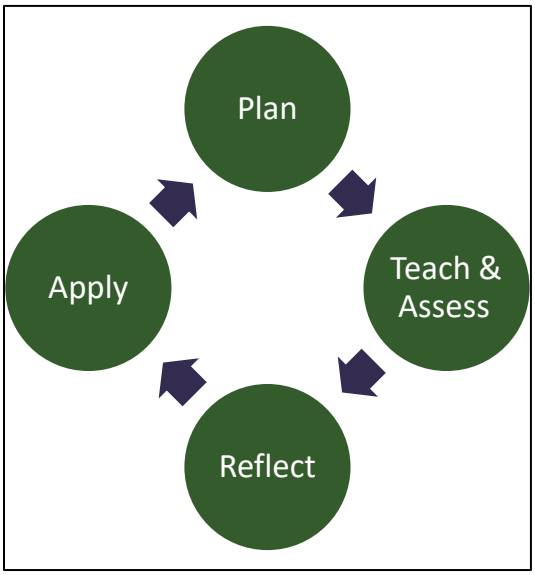
California has been an innovator in the development and use of teaching performance assessments since 2003. The California Literacy Cycle has been revised and updated with the assistance of a literacy design team and the Evaluation Systems group of Pearson to measure TPE Domain 7: Effective Literacy Instruction for All Students, pursuant to SB 488. The Literacy 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 Literacy Cycle represents a complete teaching cycle (*plan, teach and assess, reflect,* and *apply*), which emphasizes effective literacy instruction based on either the age-level California Preschool/ Transitional Kindergarten Learning Foundations (PTKLF) for Language and Literacy or the grade-level California Common Core State Standards (CCSS) for ELA/Literacy and the California English Language Development Standards (CA ELD Standards). The California PTKLF provide guidance for teachers who work with the youngest learners (ages 3–5 ½), while the CCSS for ELA/Literacy provide standards for students in grades K–12.

The Literacy Cycle is grounded in asset[1]-based instruction and Universal Design for Learning (UDL) theory and practice (see AB 1938 for Deaf and Hard of Hearing students) as it relates to curriculum and instruction. UDL is an educational framework based on research in the learning sciences, including cognitive neuroscience, which guides the development of flexible learning environments to address individual learning differences. While *strands/standards* describe what students are expected to know, understand, and be able to do, *instruction* and *assessment* are the ongoing processes of teaching and gathering evidence from multiple sources to determine what each student actually knows, understands, and can demonstrate.



Assessment results are then used to adjust instruction, provide feedback to students, and guide next steps for learning.

Literacy Instruction

Guiding your literacy instruction is the ELA/ELD Framework, which is organized by the crosscutting themes of the standards[2]: Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. These themes highlight the interconnectedness of the strands of the PTKLF for Language and Literacy and the CCSS for ELA/Literacy (Reading, Writing, Speaking and Listening, and Language) and the parts of the CA ELD Standards (Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Skills).

[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).

[2] Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) for both ELA/Literacy and ELD.

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The Circles of Implementation[3]

Effective literacy instruction includes evidence-based methods of teaching all five themes presented in the ELA/ELD framework:

- foundational skills
- meaning making
- language development
- effective expression
- content knowledge

Foundational reading skills help students make meaning, develop language, communicate effectively, and acquire content knowledge. Reciprocally, progress in these themes supports students' progress in foundational reading skills. Students do not need to demonstrate proficiency in foundational reading skills to receive instruction and make progress in the additional themes. Instruction that integrates themes with foundational reading skills encourages students' literacy development.

Student Assessment

Chapter 8 of the ELA/ELD Framework defines multiple types of formative and summative classroom-based assessments. As the framework states, "Teachers' skillful use of assessment to support learning is critical to ensure that students in California meet the language and literacy

[3] ELA/ELD, Circles of Implementation English - Curriculum Frameworks (CA Dept of Education)

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standards that have been set forth."[4] For additional information on assessment, refer to the ELA/ELD Framework and the California Department of Education website.

- Formative assessment is a process teachers and students use during instruction that provides feedback to adjust ongoing teaching strategies and student learning. Formative assessment is often referred to as an assessment for learning.[5]
- 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 the identified student learning goals or outcomes. Often these criteria are reflected in a rubric shared with the students prior to the assessment. Observation, spoken/signed responses, or student discussion are developmentally appropriate assessment strategies for children and students who are not yet independently reading. Summative assessment is often referred to as an assessment of learning.[6]

[4] 2014 ELA/ELD Framework, Chapter 8 - Curriculum Frameworks (CA Dept of Education)

[5] 2014 ELA/ELD Framework, Chapter 8 - Curriculum Frameworks (CA Dept of Education)

[6] 2014 ELA/ELD Framework, Chapter 8 - Curriculum Frameworks (CA Dept of Education)

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Overview of Performance Assessment Cycle Steps 1–4

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

- provide literacy instruction and assessments to students in grades TK and above;
- teach a group of 3 or more students; and
- select one focus student for whom you will intentionally adapt your instruction.

The Literacy 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 a literacy unit for a group of students, including one focus student (FS), in your clinical practice placement (student teaching, residency, or internship).

❖ **Step 1: Plan.** Review and describe recent, available learning/assessments and relevant contextual information for the group of students (3 or more) including the focus student that you plan to teach. Leveraging the students' assets and/or interests, plan a unit that includes a series of three literacy lessons and corresponding assessments that align and build upon one another to create a progression of learning to address the students' learning needs based on grade-level standards. The lessons must teach and assess foundational reading skill(s), an additional theme or themes (e.g., meaning making, language development, effective expression, content knowledge), and integrated ELD in order to support the students' comprehensive literacy development. You will also describe your plan for formative and summative assessments.

❖ **Step 2: Teach and Assess.** Teach the planned unit to your group of students, including the focus student, and video record all lessons and assessments (formative and summative). From your recordings, select and submit 1 to 4 video clips that show the following:

- how you actively engage the students in effective literacy instruction in the foundational reading skill(s) using a direct and explicit approach
- how you provide instruction in the additional theme(s) from the ELA/ELD Framework
- how you integrate ELD to support the foundational reading skill(s) and/or the additional theme(s) from the ELA/ELD Framework
- how you use formative assessment(s) to monitor student progress and respond intentionally

Provide written, verbal, or ASL commentary for your video clip(s) that describes what you are doing in the clip, why, and the impact of your instruction.

❖ **Step 3: Reflect.** After the students complete the summative assessment, score it using the rubric or performance criteria. Next, provide the focus student with specific, actionable feedback based on their performance on the summative assessment. Analyze and reflect upon the results of the summative assessment and students' performance during the lessons to determine the students' progress toward meeting the ELA/Literacy and ELD goals

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of the unit. Finally, reflect on the impact of your literacy instruction and what changes you would make if you were to teach the unit again.

- **Step 4: Apply.** Based on your analysis of the focus student's performance during the unit and summative assessment results, plan either a re-teaching or an extension follow-up activity to support the focus student. Teach and video record the follow-up activity. Finally, select and submit a video clip and provide written, verbal, or ASL commentary to describe what you are doing in the clip, why, and the impact of your instruction.

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Essential Questions

Rubrics are aligned to the pedagogical steps of plan, teach and assess, reflect, and apply. Each rubric is framed by an essential question that highlights the knowledge, skills, and abilities assessed within the rubric. The table below is a summary of the essential questions for the rubrics of the Literacy Cycle.

Step 1: Plan	
Rubric 2.1	How does the candidate use their knowledge of CA State ELA/Literacy strand(s)/standard(s) **and** ELD strand(s)/standard(s), along with information gathered from recent learning/assessments, to develop appropriate ELA/Literacy **and** ELD learning goals? How does the candidate develop formative **and** summative assessments that target the identified learning goals?
Rubric 2.2	How does the candidate leverage student assets **and/or** interests **and** use UDL strategies to plan an aligned series of lessons that build upon one another to create a progression of learning? How do the lessons of the unit plan (a) address the foundational reading skill(s) using a direct, systematic, **and** explicit approach; (b) actively engage the students in the additional theme(s); **and** (c) integrate ELD for the group, including the FS?
Step 2: Teach and Assess	
Rubric 2.3	How does the candidate actively engage students in the foundational reading skill(s) using a direct **and** explicit approach?
Rubric 2.4	How does the candidate leverage student assets **and/or** interests to actively engage them in learning the additional theme(s) from the ELA/ELD Framework?
Rubric 2.5	How does the candidate use UDL strategy(ies) **and** integrate ELD when teaching foundational reading skill(s) **and/or** the additional theme(s)?
Rubric 2.6	How does the candidate use formative assessment(s) to monitor student learning **and** respond intentionally to support student progress toward meeting the ELA/Literacy **and/or** ELD goals?
Step 3: Reflect	
Rubric 2.7	How does the candidate use their analysis of the summative assessment results to identify students' understandings **and/or** misconceptions **and** to provide specific, actionable feedback to the FS? How does the candidate use their analysis of the summative assessment results **and** the information they gathered during their teaching to determine instructional changes they would make if they taught the unit again?
Step 4: Apply	
Rubric 2.8	How does the candidate apply the analysis of the FS's performance during the unit **and** summative assessment results to plan, provide an explanation for, **and** teach a follow-up activity (referring to specific examples from Steps 1, 2, **and/or** 3)?

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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 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

This evidence table outlines what you are expected to complete and submit for each of the four steps of the Literacy 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 recent, available literacy assessment data and other contextual information about your students.
	• Select one focus student (FS).
	• Identify the appropriate, grade-level ELA/ELD strands/standards based on student assets/interests and learning needs.
	• Develop ELA/Literacy and ELD learning goals for the unit plan from the identified strands/standards.
	• Plan three lessons that align and build upon one another to develop a progression of learning that includes
	  • foundational reading skill(s),
	  • additional theme(s), and
	  • appropriate integrated ELD supports.
	• Each lesson must include
	  • ELA/Literacy learning goal(s) (foundational reading skill[s] and/or the additional theme[s]),
	  • ELD learning goal(s), and
	  • formative assessment.
	• Plan for a summative assessment to be administered after the third lesson that will measure the learning goals for the unit. Provide a rubric or performance criteria.
		• **Part A:** Contextual Information (up to 4 pages)
		• **Part B:** Unit Plan (up to 20 pages)
		• **Part C:** Summative Assessment Description (up to 5 pages)
		• **Part D:** Copies of Blank Summative Assessment and Rubric or Performance Criteria (up to 3 pages)

Step 2: Teach and Assess	• Teach and video record all lessons and assessments. • Select 1 to 4 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 4 video clips, totaling up to 20 minutes) • **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

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Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect	• Analyze the results of the summative assessment to determine progress for the group and the focus student toward meeting the ELA/Literacy and ELD learning goals of the unit. • Analyze student results and provide specific, actionable feedback for the focus student. • Reflect on the impact of your instruction and what changes you would make if you taught the unit again.	• **Part G:** Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria • **Part H:** Focus Student's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file) • **Part I:** Reflection and Analysis of Summative Assessment Results (up to 7 pages)
Step 4: Apply	• Plan a re-teaching or an extension follow-up activity based on the focus student's performance on the summative assessment. • Teach and video record the follow-up activity. • Provide commentary (what you are doing, why, and the impact of your instruction) for the video clip.	• **Part J:** Follow-Up Activity Plan (up to 5 pages) • **Part K:** Follow-Up Video (up to 5 minutes) • **Part L:** Commentary (written, up to 2 pages; **OR** up to 5 minutes of verbal or ASL commentary)

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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 Literacy 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 (Literacy) and 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 Literacy 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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Literacy 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: Unit Plan	Up to 20 pages	.docx; .odt; .pdf	1	1	• Download template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.
Part C: Summative Assessment Description	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 D: Copies of Blank Summative Assessment and Rubric or Performance Criteria	Up to 3 pages	.docx; .odt; .pdf	2	2	• If your assessment is not a standalone document, provide the questions you will ask and/or description of the assessment.

Summative Assessment

For Part D, if your summative assessment is not a standalone document (e.g., reading a poem, giving a persuasive speech [spoken/signed], reading fluency [spoken/signed]), provide the directions and/or questions given to the student(s) for the assessment.

Labeling Part D Evidence

When you upload your Part D evidence for submission, you will be required to select a label from a dropdown menu for each file, indicating whether it is the “Assessment” or the “Rubric or Performance Criteria.” Be sure that you correctly label your materials during the upload process.

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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 20 minutes total	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	4	• Before video recording, verify permission from families and/or guardians of students and from adults who appear in each video clip. • Be sure the individuals who are actively participating are seen and heard in the video clips. • Ensure that the video clips 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 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 only.
- If submitting 4 video clips, use the "Video Clip 1," "Video Clip 2," "Video Clip 3," and "Video Clip 4" 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 student learning. The lengths of timestamps should highlight the specific moments in the clip where the evidence can be seen and heard.

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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: Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria	N/A	**Written:** .docx; .odt; .pdf **Audio:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **Video:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	2	• Submit assessment response from the focus student that represents evidence of learning (e.g., PDF of product, video or audio recording of process or performance).
Part H: Focus Student's Summative Assessment Actionable Feedback	**Written:** N/A **Audio or Video:** Up to 5 minutes	**Written:** .docx; .odt; .pdf **Audio:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **Video:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	1	
Part I: Reflection and Analysis of Summative Assessment Results	Up to 7 pages	.docx; .odt; .pdf	1	1	• Download template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.

Student Response

For Part G, verify permission from the family and/or guardian(s) of the focus student whose assessment response is submitted. In addition, before you scan your focus student's assessment response to upload, remove or cover the student's name and/or any identifying information about the student or school.

Labeling Part G Evidence

When you upload your Part G evidence for submission, you will be required to select a label from a dropdown menu for each file as follows:

- If submitting 1 file, use the "Both Response and Scored Rubric or Performance Criteria" label.
- If submitting 2 files, use the "Response Only" and "Scored Rubric or Performance Criteria Only" labels.

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

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Step 4: Apply

What to Submit	Response Length	Supported File Types	Min # of Files	Max # of Files	Additional Information
Part J: Follow-Up Activity 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 K: Follow-Up Video	Up to 5 minutes	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	1	• Before video recording, verify permission from families and/or guardians of students and from adults who appear in the video clip. • Refer to the Step 4 directions for video content. • Be sure the individuals who are actively participating are seen and heard in the video clip. • Ensure that the video clip is of sufficient visual and sound quality to serve as evidence.
Part L: Commentary	**Written:** Up to 2 pages **OR** **Video:** Up to 5 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 template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.

Labeling Part K Evidence

When you upload your Part K video file for submission, you will be required to select a label from a dropdown menu for your file, indicating the type of activity in the video clip: either "Re-Teaching Activity" or "Extension Activity." Be sure that you appropriately label the type of activity during the upload process and that it matches your written narrative and commentary.

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 student learning. The lengths of timestamps should highlight the specific moments in the clip where the evidence can be seen and heard.

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Step 1: Plan

Plan a literacy unit of three lessons and corresponding formative and summative assessments that you will teach to a group of 3 or more students, including one focus student (FS), from your clinical practice placement. **This instructional cycle is to be completed with students in grades TK and above.**

I. Getting to Know the Students

With the guidance and support of your cooperating teacher and/or supervising faculty, review recent, available literacy learning/assessments and other contextual information for the group of students you plan to teach during the unit.

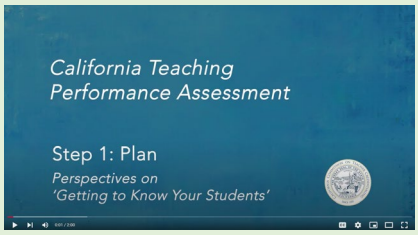
Contextual Information About the Group of Students

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

Directions: Provide contextual information for the group of students you plan to teach during this literacy unit. Include details about the students' assets and/or interests and learning needs.

The contextual information you provide should also include your recent observations or assessments (e.g., screenings; formative, summative, state testing); literacy and/or language profiles; student work samples; as well as information related to the students' literacy knowledge, skills, and abilities provided by your cooperating teacher and/or supervising faculty.

Best Practice 🎥: Getting to Know Your Students



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

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 cultural and/or linguistic experiences and/or interests of students to make learning more relevant and effective.

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Be sure to include:

- Students' age range(s) and grade level(s)
- Students' assets and/or interests
- Students' literacy knowledge, skills, and/or abilities
- Identified English learners (see SB 210 for Deaf and Hard of Hearing students)
- Identified learning needs (e.g., number of students with an IEP, a 504 plan, supplemental or intensified support through MTSS)
- Language(s) of instruction to be used in the unit (e.g., biliteracy, developmental bilingual [one-way immersion], dual language [two-way immersion], English only)
- Staff member(s) who will assist you in the unit and their role in the classroom, if applicable (e.g., co-teachers, paraprofessionals, interpreters, bilingual instructional assistants, education specialists)

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.

To protect the privacy of the focus student, refer to this student throughout your submitted evidence as the Focus Student (FS).

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.

Focus Student

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

Directions: Select a focus student for whom you will intentionally adapt your literacy instruction during the unit. Based on your recent observations, assessment results (e.g., screenings; formative, summative, state testing), literacy and/or language profiles, student work samples, and/or information provided by your cooperating teacher and/or supervising faculty, provide responses to the following prompts regarding the focus student related to their literacy and/or language development on the Part A template.

Select a focus student (FS) who meets one or more of the following criteria:

- Is a district-/school-identified English learner, is Fluent English Proficient (reclassified English learner), is a Heritage language speaker, and/or is multilingual

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- Has a district-/school-identified literacy-related disability (e.g., dyslexia[7])
- May benefit from support with making progress toward meeting the ELA/literacy standard(s)[8]
- Has gaps in knowledge and/or misconceptions related to the expected foundational reading skills for their grade level

Provide the FS's:

- Age and grade level
- Assets and/or interests
- Literacy knowledge, skills, and abilities
- Learning needs related to their literacy and language development
- **If your FS is a district-/school-identified English learner, Fluent English Proficient (reclassified English learner), Heritage language speaker, and/or multilingual**, describe the FS's
  - literacy knowledge and skills in their primary language(s) and
  - learning needs related to their English language development.

Multi-Tiered System of Support (MTSS)
MTSS is an integrated, comprehensive framework that focuses on the CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. For more information, see the MTSS Continuum of Support.

II. Unit Plan

❖ Template: Part B: Unit Plan

Directions: Use the knowledge you gathered about your students to complete the contextual information to plan a unit that includes three lessons and corresponding formative and summative assessments.

[7] The California Dyslexia Guidelines define dyslexia as "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. 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." See Chapter 10 of the CA Dyslexia Guidelines for more information. A student is at risk for dyslexia when they exhibit "deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge." 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. See Chapter 6 "Distinguishing Dyslexia from Other Reading Disabilities" of the CA Dyslexia Guidelines for more information.

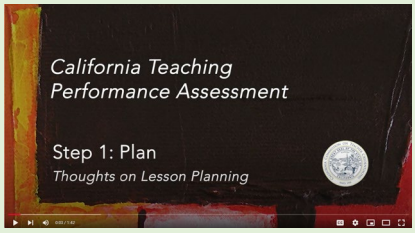
[8] Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

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Your unit plan will integrate foundational reading skill(s), an additional theme(s), and ELD. When planning the unit, think about:

- **Foundational Reading Skill(s):** The foundational reading skill(s) your unit will address can either be integrated across all three lessons or the focus of at least one lesson.
- **Additional Theme(s) from the ELA/ELD Framework:** When planning for an additional theme, you may choose one or more of the following to integrate in two or three of your lessons: (a) meaning making, (b) language development, (c) effective expression, and/or (d) content knowledge.
- **ELD:** You must plan for ELD to support both the foundational reading skill(s) and the additional theme(s) across all three lessons, **even if you do not have an English learner in your group of students**.

Best Practice : Thoughts on Lesson Planning



https://youtu.be/gLDudDVdMHQ

In the unit scope and sequence, you will do the following:

- Explain how you will apply findings from previous literacy assessments and learning to identify the learning need(s) of your students for the three planned lessons.
- Select and list one or more grade-level appropriate California ELA/Literacy strand(s)/standard(s) that you will teach across the series of lessons,[9] OR if you are in a bilingual classroom where the language of instruction is Spanish, you may select the grade-level California CCSS en Español (ELA/Literacy Standard[s]).
- Using the standards you identified, develop either one grade-level appropriate ELA/Literacy learning goal for the unit plan that includes both foundational reading skill(s) and an additional theme(s) **OR** one goal for foundational reading skills and one goal for the additional theme(s) for the unit.

[9] Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development.

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- Select and list one or more grade-level appropriate ELD strand(s)/standard(s)[10] that amplify the selected ELA/Literacy strand(s)/standard(s) that you will teach across the lessons, OR if you are in a bilingual classroom where the language of instruction is Spanish, you may select the grade-level California Spanish Language Development (SLD) Standards that amplify the selected California CCSS en Español (ELA/Literacy Standard[s]).
- Using the grade-level appropriate ELD standard(s), develop a learning goal(s) that aligns with and supports the ELA/Literacy (foundational reading skills and an additional theme) goal(s) for the unit.
- Identify and describe the foundational reading skill(s) students will learn in either one lesson or across multiple lessons in the unit.
- Identify and describe at least one additional theme or themes from the ELA/ELD Framework (meaning making, language development, effective expression, or content knowledge) that students will learn across two or three of the lessons in your unit.
- Summarize your three planned lessons.
- Explain how the lessons align and build upon one another to create a progression of learning.
- Summarize how the summative assessment will measure the identified ELA/Literacy and ELD learning goals for the unit.

For each lesson in your unit, you will do the following:

- Include ELA/Literacy learning goal(s) based on the ELA/Literacy goal(s) for the unit.
- Include ELD learning goal(s) based on the ELD goal(s) for the unit.
- Summarize your lesson activity(ies), describing how you plan to
  - address foundational reading skill(s) (if applicable) with a direct, systematic, and explicit approach;
  - actively engage the students in the additional theme(s) (if applicable); and
  - integrate ELD to support the foundational reading skill(s) (if applicable) and the additional theme(s) (if applicable).
- Describe UDL instructional strategies you plan to use.
- Describe how you plan to actively engage the students.
- Describe how you plan to leverage the students' assets and/or interests.
- Describe the formative assessment(s) you plan to use to monitor student learning.
- Determine and describe what adaptation(s) you will make to address the learning needs of the FS, based on their assets and/or interests and learning needs (e.g., accommodations and/or modifications, language supports, IEP supports/services).

[10]Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development.

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Strands/Standards and Learning Goals
Strands/Standards and learning goals may be the same across all lessons of the unit or may build with each successive lesson (activities and assessments).

TK ELA/Literacy Developmental Strands and Learning Goals
Learning foundations should be cited from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF). For your unit, you will use two age-level developmental strands from the PTKLF: Language and Literacy Development. The learning goal should be a specific goal for this lesson based on the learning strands you selected.

Example from "Later" foundation statements: Foundational Literacy Skills: Phonological Awareness
2.3 Produce rhyming sounds or words. Rhymes may be imperfect and can be real or nonsense words.

Example learning goal:
Children will produce rhyming words or sounds by filling in the blank to familiar chants, songs, and books and generating additional rhyming words.

K–8 ELA/Literacy Standards and Learning Goals
For your lesson, you will choose one or more standards from the current California Common Core State Standards (CCSS) for ELA/Literacy to write your learning goals. The learning goal should be a specific goal for this lesson based on the specific standard you selected.

Example from sixth-grade Standards:
Language 6.4.b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Example learning goal based on sixth-grade Standards:
Students will be able to use Greek roots as clues to determine word meanings when reading The Lightning Thief*.*

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TK ELD Developmental Strands and Learning Goals
If teaching TK, use at least one age-level developmental strand from the PTKLF: Language and Literacy Development. The learning goal should be a specific goal for this lesson based on the specific strand you selected.

Example citation from PTKLF Language and Literacy Development Strands:
Foundation 1.1 Understanding Words
Level: Developing: Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in interactions with adults and peers.

Example learning goal based on PTKLF ELD Strands:
Children will be able to demonstrate an understanding of frequently used words in a familiar story in English with peers and/or adults when participating in the class read aloud.

K–8 ELD Standards and Learning Goals
English Language Development Standards should be cited from Chapter 3 of the current California English Language Development Standards. You are not required to include the children's developmental level in your citations. The learning goal should be a specific goal for this lesson based on the specific standard you selected.

The citation should include the following information: The part number (I, II, or III), the letter and name of the heading, and the standard number. The standard can be copied and pasted into your submission directly.

Example citation from third-grade ELD Standards:
Part I: Interacting in Meaningful Ways, (A) Collaborative, (3) Offering opinions
Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., I think...), as well as open responses in order to gain and/or hold the floor.

Example learning goal based on third-grade ELD Standard:
Students will be able to share and discuss their opinions on their favorite character in the class novel, Charlotte's Web*, using turn-taking and responses to their peers.*

III. Summative Assessment Description

❖ Template: Part C: Summative Assessment Description

Directions: After you teach the three lessons of the unit, plan to use one summative assessment that measures the ELA/Literacy and ELD unit learning goals you outlined in the scope and sequence of the unit plan. Students may demonstrate their progress by creating a product (e.g., written response), engaging in a process (e.g., something you observe), or giving a performance (e.g., spoken/signed presentation). Processes and performances can be captured using video and/or audio recording.

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The students may work in groups during instruction and in preparation for their summative assessment, but individual students must demonstrate their own progress on the summative assessment. As the teacher, you must be able to differentiate how each student contributed to the larger product, process, or performance to assess their individual progress toward meeting the ELA/Literacy and ELD learning goals of the unit.

For additional information about formative and summative literacy assessments, see Chapter 8 of the ELA/ELD Framework.

For the summative assessment:

- Restate the ELA/Literacy and ELD learning goals that you identified in the scope and sequence of your unit plan. (These will be the goals evaluated by the summative assessment.)
- Indicate what you are planning to collect and/or observe from each student as an assessment response (product, process, or performance).
- Describe the summative assessment you plan to implement **after** the third lesson of the unit.
- Describe the evidence you will look for in the students' responses to indicate that the students are progressing toward, meeting, or exceeding the ELA/Literacy and ELD goals.

IV. Copies of Blank Summative Assessment and Rubric or Performance Criteria

❖ **Upload: Part D: Copies of Blank Summative Assessment and Rubric or Performance Criteria**

Directions: If the students are engaging in a product-based summative assessment, provide a blank copy of the summative assessment. If the students are engaging in a process or performance for their summative assessment, provide the prompts and/or the instructions you plan to give to the students.

Provide a copy of the rubric or performance criteria you will use to score the summative assessment to determine the students' progress toward meeting the ELA/Literacy and ELD goals for the unit.

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Types of Summative Assessments

Examples of product-based assessments include:

- Written products (e.g., narrative paragraph, essay, analyses, annotated text)
- Visual representations (e.g., infographic, slide deck, artwork related to a text)

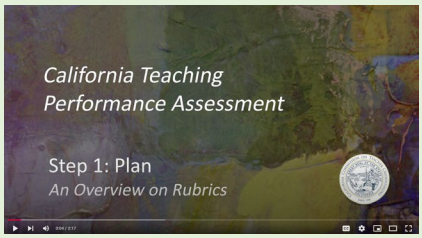
Examples of process-based assessments include:

- Reading (e.g., decoding a passage, answering text-dependent questions during a read-aloud)
- Writing (e.g., a video recording of a student explaining the writing process used to craft an informational essay on a particular topic [spoken/signed], letter formation)
- Speaking and/or listening (e.g., engaging in collaborative conversations related to a text, retelling a familiar story)

Examples of performance-based assessments include:

- Demonstration (e.g., student demonstrating their knowledge of letter sounds, reading fluency activity)
- Spoken/signed presentation (e.g., reading a poem aloud [spoken/signed], giving a persuasive speech [spoken/signed])

Best Practice : An Overview on Rubrics



https://www.youtube.com/watch?v=QnPuqbp8KzA

Step 1 Evidence to Be Submitted

- **Part A:** Contextual Information (up to 4 pages)
- **Part B:** Unit Plan (up to 20 pages)
- **Part C:** Summative Assessment Description (up to 5 pages)
- **Part D:** Copies of Blank Summative Assessment and Rubric or Performance Criteria

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Step 1 Rubrics

Rubric 2.1 — Step 1: Plan

Essential Question: How does the candidate use their knowledge of CA State* ELA/Literacy strand(s)/standard(s) **and** ELD strand(s)/standard(s), along with information gathered from recent learning/assessments, to develop appropriate ELA/Literacy **and** ELD learning goals? How does the candidate develop formative **and** summative assessments that target the identified learning goals?

Level 1	Level 2	Level 3	Level 4
Candidate does not use learning/assessment information to plan instruction. Candidate does not select a CA State* ELA/Literacy **and/or** ELD strands/standards for the unit plan **OR** selects strands/standards that are more than one grade level above **or** below the students they plan to teach in the unit plan. Candidate does not include foundational reading skill(s)** **and/or** an additional theme*** in their ELA/Literacy goal(s) for the unit plan. Candidate does not include an ELD goal, **OR** the ELD goal(s) are not grade-level appropriate, **OR** the ELD goal(s) do not support the ELA/Literacy learning goal(s) for the unit plan. Candidate does not plan formative assessments in each lesson, **OR** the formative assessments are not connected to the ELA/Literacy **and/or** ELD learning goal(s). Candidate does not plan a summative assessment **OR** plans a summative assessment that does not measure the students' progress in meeting the ELA/Literacy **and** ELD learning goals for the unit plan. The included rubric **or** performance criteria for the summative assessment do not measure the ELA/Literacy **and** ELD learning goals for the unit plan. Candidate's planning has 4 **or** more minor errors **or** a major error when addressing foundational reading skill(s),** additional theme(s),*** **and/or** integrated ELD.	Candidate vaguely uses information from recent learning/assessments **or** the information used to plan instruction is not recent. Candidate selects CA State* ELA/Literacy **and** ELD strands/standards that are either one grade level above **or** one grade level below the grade of the students they plan to teach in the unit plan. Candidate develops ELA/Literacy learning goal(s) that vaguely include foundational reading skill(s)** **and/or** an additional theme*** for the unit plan. Candidate develops ELD goal(s) that vaguely support the ELA/Literacy learning goal(s) for the unit plan. Candidate plans one **or** more formative assessment(s) in each lesson that vaguely connect to the ELA/Literacy **and/or** ELD learning goal(s). Candidate plans one summative assessment that vaguely measures the students' progress in meeting the ELA/Literacy **and** ELD learning goals for the unit plan. Candidate includes a rubric **or** performance criteria for the summative assessment that vaguely measure the ELA/Literacy **and** ELD learning goals for the unit plan. Candidate's planning includes 3 **or** fewer minor errors when addressing foundational reading skill(s),** additional theme(s),*** **and/or** integrated ELD.	Candidate clearly uses information from recent learning/assessments to plan instruction. Candidate selects grade-level appropriate CA State* ELA/Literacy **and** ELD strands/standards for the unit plan. Candidate develops grade-level appropriate ELA/Literacy learning goal(s) that include both foundational reading skill(s)** **and** additional theme(s)*** for the unit plan. Candidate develops grade-level appropriate ELD goal(s) that clearly support the ELA/Literacy learning goal(s) for the unit plan. Candidate plans one **or** more formative assessment(s) in each lesson that are clearly connected to the ELA/Literacy **and/or** ELD learning goal(s). Candidate plans one summative assessment that clearly measures the students' progress in meeting the ELA/Literacy **and** ELD learning goals for the unit plan. Candidate includes a rubric **or** performance criteria for the summative assessment that clearly measure the ELA/Literacy **and** ELD learning goals for the unit plan. Candidate's planning accurately addresses foundational reading skill(s),** additional theme(s),*** **and** integrated ELD.	**All of Level 3, plus:** Candidate plans multiple formative assessments within each lesson of the unit to monitor the group's ELA/Literacy **and** ELD understandings **and** learning needs.

Level 5
All of Levels 3 & 4, plus
When developing the summative assessment **and** corresponding rubric **or** performance criteria, the candidate includes real-life scenarios that build upon the group's culture, language(s), **and/or** experiences.

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Notes:

*You must use the California Common Core State Standards for English Language Arts & Literacy, California English Language Arts/English Language Development (ELA/ELD) Framework, and California English Language Development Standards (CA ELD Standards). Candidates in TK must use the Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development. Candidates in bilingual classrooms where the language of instruction is Spanish can use the California CCSS en Español (ELA/Literacy Standard[s]) and the California Spanish Language Development (SLD) Standards. Candidates in bilingual placements that use Spanish as the language of instruction using the CCSS en Español and the Spanish Language Development Standards should substitute SLA/Literacy and SLD goals for ELA/Literacy goals throughout this guide.

**Foundational reading skills: print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphology/morphological awareness; text reading fluency, including accuracy, prosody [expression], and rate [an indicator of automaticity]. For 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.

***Additional themes: meaning making, language development, effective expression, and/or content knowledge

Step 1 Sources of Evidence:

- **Part A:** Contextual Information (up to 4 pages)
- **Part B:** Unit Plan (up to 20 pages)
- **Part C:** Summative Assessment Description (up to 5 pages)
- **Part D:** Copies of Blank Summative Assessment and Rubric or Performance Criteria (up to 3 pages)

TPEs and Elements: TPE 1, Elements 1, 3, 4; TPE 2, Element 2; TPE 3, Elements 1, 2, 3, 5, 6; TPE 4, Elements 1, 2, 4; TPE 5, Element 1; TPE 7, Elements 1, 2, 3, 5, 10, 11

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Rubric 2.2 — Step 1: Plan

Essential Question: How does the candidate leverage student assets **and/or** interests **and** use UDL strategies to plan an aligned series of lessons that build upon one another to create a progression of learning? How do the lessons of the unit plan (a) address the foundational reading skill(s)* using a direct, systematic, **and** explicit approach; (b) actively engage the students in the additional theme(s);** **and** (c) integrate ELD for the group, including the FS?

Level 1	Level 2	Level 3	Level 4
In their planning, the candidate does not leverage student assets **and/or** interests. Candidate does not plan to use UDL strategy(ies) when teaching the ELA/Literacy **and/or** ELD content. The unit plan does not include three lessons **or** the lessons do not align **and** build upon one another to create a progression of learning. Candidate does not plan to teach foundational reading skill(s)* **and/or** does not plan to teach foundational reading skill(s) using a direct, systematic, **and** explicit approach. Candidate does not include an additional theme** **and/or** does not plan to actively engage the students while teaching the additional theme(s). Candidate's plan does not integrate ELD, **and/or** the ELD does not support the foundational reading skill(s)* **and/or** the additional theme(s).** Candidate does not include adaptation(s) that address the FS's assets **and/or** interests **and/or** learning needs.	In their planning, the candidate vaguely leverages student assets **and/or** interests. Candidate vaguely plans to use UDL strategy(ies) when teaching the ELA/Literacy **and/or** ELD content. The unit plan includes three lessons that vaguely align **and** build upon one another to create a progression of learning. When planning to teach the foundational reading skill(s),* candidate vaguely includes a direct, systematic, **and** explicit approach. Candidate vaguely plans to engage the students with the additional theme(s).** Candidate's plan integrates ELD that vaguely supports the foundational reading skill(s)* **or** the additional theme(s).** Candidate includes adaptation(s) that vaguely address the FS's assets **and/or** interests **and/or** learning needs.	In their planning, the candidate clearly leverages student assets **and/or** interests. Candidate clearly plans to use appropriate UDL strategy(ies) when teaching the ELA/Literacy **and/or** ELD content. The unit plan includes three lessons that clearly align **and** build upon one another to create a progression of learning. When planning to teach the foundational reading skill(s),* candidate clearly includes a direct, systematic, **and** explicit approach. Candidate clearly plans to actively engage the students with the additional theme(s).** Candidate's plan integrates ELD that clearly supports the foundational reading skill(s)* **and** the additional theme(s).** Candidate includes a plan for adaptation(s) that clearly address the FS's assets **and/or** interests **and** learning needs.	**All of Level 3, plus:** Candidate leverages student assets by intentionally incorporating students' cultural backgrounds, lived experiences, interests, **and/or** primary languages into the lesson design. **Level 5** **All of Levels 3 & 4, plus:** Each of the candidate's lessons include multiple UDL strategies to support the group **and** the FS toward meeting the ELA/Literacy **and** ELD learning goal(s) based on their assets **and/or** interests **and** learning needs.

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Notes:

*Foundational reading skills: print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphology/morphological awareness; text reading fluency, including accuracy, prosody [expression], and rate [an indicator of automaticity]. For 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.

**Additional themes: meaning making, language development, effective expression, and/or content knowledge

Step 1 Sources of Evidence:

- **Part A:** Contextual Information (up to 4 pages)
- **Part B:** Unit Plan (up to 20 pages)
- **Part C:** Summative Assessment Description (up to 5 pages)
- **Part D:** Copies of Blank Summative Assessment and Rubric or Performance Criteria (up to 3 pages)

TPEs and Elements: TPE 1, Element 6; TPE 3, Elements 2, 4, 5; TPE 4, Elements 1, 2, 4, 7; TPE 5, Elements 1, 2, 7, 8; TPE 7, Elements 1, 2, 4, 5, 10, 11; Candidate Choice of Elements 6–9

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Step 2: Teach and Assess

I. Teach and Video Record the Unit

Teach and video record the unit, including the three planned lessons, the corresponding formative assessments, and the summative assessment. From these videos where you and at least three of the students are seen and heard, select 1 to 4 video clips. Together, the 1 to 4 selected video clips may total up to 20 minutes (assessors will only watch and score the first 20 minutes of video recording submitted, starting with video clip 1).

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 teach in the unit 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 the families/guardians of the students and from all adults who appear in the video clips and/or whose work is submitted. Permission verification remains with the school/district and is not submitted as a part of the Literacy Cycle.

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

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II. Select Literacy Video Clip(s)

❖ **Upload: Part E: Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes)**

Directions: Select and submit 1 to 4 video clips totaling up to 20 minutes that include your demonstration of the following:

- **Foundational Reading Skill(s)**
  - Select a clip that shows you actively engaging the students as you teach the selected foundational reading skill(s) using a direct and explicit approach.
- **Additional Theme(s)**
  - Select a clip that shows you leveraging assets and/or interests while actively engaging the students in the additional theme(s) (meaning making, language development, effective expression, and/or content knowledge).
- **Integrated ELD**
  - Select a clip that shows you actively engaging the students using integrated ELD that supports the foundational reading skill(s) and/or the additional theme(s).
- **Assessment of Literacy**
  - Select a clip that shows you formatively assessing students to monitor their learning and then responding intentionally based on what you learn from the assessment.

Video Clip(s) Length
Assessors will review only the first 20 minutes of video, starting with Video Clip 1. If the total time across all videos exceeds 20 minutes, assessors will stop reviewing and any remaining video footage will not be considered.

If necessary, you may edit video clips to ensure all required elements are documented within the 20 allotted 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 written, verbal, or ASL commentary, respond to each of the prompts below as they relate to the instruction in your 1 to 4 video clips. In your commentary, be sure to identify the video clip and timestamp and provide a description of what is happening, why, and the impact of your instruction. Commentary must align to what is provided 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.

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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 ELA/Literacy and ELD goals.

Commentary Prompts:

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

1. What direct and explicit approach did you use to engage the students in foundational reading skill(s)?
2. How did you actively engage students in learning the foundational reading skill(s)?
3. Describe how you actively engaged students in learning the additional theme(s).
4. Describe the strategy(ies) you used to leverage the students' assets and/or interests while teaching the additional theme.
5. Describe how you integrated ELD to support the teaching of the foundational reading skill(s) and/or the additional theme(s).
6. Describe how you used UDL strategy(ies) to teach the ELA/Literacy and/or ELD content.
7. Describe how you used formative assessment(s) to monitor student progress toward meeting the ELA/Literacy and/or ELD learning goal(s).
8. Explain how you responded intentionally to formative assessment results to support student progress toward meeting the ELA/Literacy and/or ELD learning goal(s).

Step 2 Evidence to Be Submitted

- **Part E:** Video Clip(s) (1 to 4 video clips, totaling up to 20 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 2.3 — Step 2: Teach and Assess

Essential Question: How does the candidate actively engage students in learning the foundational reading skill(s)* using a direct **and** explicit approach?

Level 1	Level 2	Level 3	Level 4
Candidate does not include a demonstration **and/or** description of how they teach the foundational reading skill(s) using a direct **and** explicit approach.	Candidate includes an unclear demonstration **and/or** description of how they teach the foundational reading skill(s) using a direct **and** explicit approach.	Candidate includes a clear demonstration **and** description of how they teach the foundational reading skill(s) using a direct **and** explicit approach.	**All of Level 3, plus:** Candidate models the targeted foundational reading skill(s) using precise academic language **and** think-alouds to make cognitive processes visible.
Candidate does not include a demonstration **and/or** description of how they actively engage the students during the teaching of the foundational reading skill(s).	Candidate includes an unclear demonstration **and/or** description of how they actively engage the students during the teaching of the foundational reading skill(s).	Candidate includes a clear demonstration **and** description of how they actively engage the students during the teaching of the foundational reading skill(s).	**Level 5** **All of Levels 3 & 4, plus:** Candidate formatively assesses students' foundational reading skill(s) throughout the lesson(s) **and** structures frequent opportunities for students to respond **and** receive feedback.
Candidate does not provide a demonstration **and/or** description of the literacy lesson(s) described in Step 1.	Candidate provides an unclear demonstration **and/or** description of the literacy lesson(s) described in Step 1.	Candidate provides a clear demonstration **and** description of the literacy lesson(s) described in Step 1.	

Note:

*Foundational reading skills: print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphology/morphological awareness; text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). For 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.

Step 2 Sources of Evidence:

- **Part E:** Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes)
- **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

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

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Rubric 2.4 — Step 2: Teach and Assess

Essential Question: How does the candidate leverage student assets **and/or** interests to actively engage them in learning the additional theme(s)* from the ELA/ELD Framework?

Level 1	Level 2	Level 3	Level 4
Candidate does not provide a demonstration **and/or** description of how they leverage student assets **and/or** interests while teaching the additional theme(s)* from the ELA/ELD Framework. Candidate does not include a demonstration **and/or** description of how they actively engage students in learning the additional theme(s) from the ELA/ELD Framework.	Candidate provides a vague demonstration **and/or** description of how they leverage student assets **and/or** interests while teaching the additional theme(s)* from the ELA/ELD Framework. Candidate provides a vague demonstration **and/or** description of how they actively engage students in learning the additional theme(s) from the ELA/ELD Framework.	Candidate provides a clear demonstration **and** description of how they leverage student assets **and/or** interests while teaching the additional theme(s)* from the ELA/ELD Framework. Candidate provides a clear demonstration **and** description of how they actively engage students in learning the additional theme(s) from the ELA/ELD Framework.	**All of Level 3, plus:** Candidate incorporates students' cultural backgrounds, lived experiences, interests, **and/or** primary languages into instruction of the additional theme(s) from the ELA/ELD framework. **Level 5** **All of Levels 3 & 4, plus:** Candidate provides structured opportunities for the students to collaboratively explore the additional theme(s) through discussion, writing, **and/or** reading.

Note:

*Additional themes: meaning making, language development, effective expression, and/or content knowledge

Step 2 Sources of Evidence:

- **Part E:** Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes)
- **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

TPEs and Elements: TPE 1, Element 6; TPE 3, Elements 1, 3; TPE 4, Element 4; TPE 7, Elements 1, 4, 11; Candidate Choice of Elements 6–9

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Rubric 2.5 — Step 2: Teach and Assess

Essential Question: How does the candidate use UDL strategy(ies) **and** integrate ELD when teaching foundational reading skill(s) **and/or** the additional theme(s)?

Level 1	Level 2	Level 3	Level 4
Candidate does not include a demonstration **and/or** description of UDL strategy(ies). Candidate does not provide a demonstration **and/or** description of how they integrate ELD to support the teaching of the foundational reading skill(s) **and/or** the additional theme(s).	Candidate includes a vague demonstration **and/or** description of the UDL strategy(ies) they use to teach the ELA/Literacy **and/or** ELD content. Candidate provides a vague demonstration **and**/or description of how they integrate ELD to support the teaching of the foundational reading skill(s) **and/or** the additional theme(s).	Candidate includes a clear demonstration **and** description of the UDL strategy(ies) they use to teach the ELA/Literacy **and/or** ELD content. Candidate provides a clear demonstration **and** description of how they integrate ELD to support the teaching of the foundational reading skill(s) **and/or** the additional theme(s).	**All of Level 3, plus:** Candidate includes a clear demonstration **and** description of multiple UDL strategies used to support the teaching of the ELA/Literacy **and/or** ELD learning goals.

Level 5
All of Levels 3 & 4, plus: Candidate encourages translanguaging as a resource to deepen comprehension **and** language transfer.

Step 2 Sources of Evidence:

- **Part E**: Video Clip(s) (1 to 4 video clips, totaling up to 20 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 2, 8; TPE 3, Element 3; TPE 4, Elements 4, 7; TPE 5, Elements 1, 2, 3, 5; TPE 7, Elements 2, 4, 10

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Rubric 2.6 — Step 2: Teach and Assess

Essential Question: How does the candidate use formative assessment(s) to monitor student learning **and** respond intentionally to support student progress toward meeting the ELA/Literacy **and/or** ELD goals?

Level 1	Level 2	Level 3	Level 4
Candidate does not provide a demonstration **and/or** description of how they use formative assessment(s) to monitor student progress toward meeting the ELA/Literacy **and/or** ELD goals. Candidate does not include a demonstration **and/or** description of how they respond intentionally to formative assessment results to support student progress toward meeting the ELA/Literacy **and/or** ELD goals.	Candidate provides a vague demonstration **and/or** description of how they use formative assessment(s) to monitor student progress toward meeting the ELA/Literacy **and/or** ELD goals. Candidate includes a vague demonstration **and/or** description of how they respond intentionally to formative assessment results to support student progress toward meeting the ELA/Literacy **and/or** ELD goals.	Candidate provides a clear demonstration **and** description of how they use formative assessment(s) to monitor student progress toward meeting the ELA/Literacy **and/or** ELD goals. Candidate includes a clear demonstration **and** description of how they respond intentionally to formative assessment results to support student progress toward meeting the ELA/Literacy **and/or** ELD goals.	**All of Level 3, plus:** Candidate uses multiple formative assessments, such as purposeful questioning, academic discussion, analysis of student work, **and/or** real-time checks for understanding, to monitor student learning in relation to both ELA/Literacy **and** ELD goals. **Level 5** **All of Levels 3 and 4, plus:** Candidate analyzes student responses during instruction to identify patterns **and** any misconceptions. Based on this evidence, the candidate immediately adapts instruction in meaningful ways, including differentiating tasks, providing targeted scaffolds, **and/or** extending the learning for the students.

Step 2 Sources of Evidence:

- **Part E**: Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes)
- **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

TPEs and Elements: TPE 1, Element 8; TPE 5, Elements 1, 2, 5; TPE 7, Element 10

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Step 3: Reflect

I. Score and Analyze the Students' Summative Assessment Responses

After the students engage in the summative assessment, use the rubric or identified performance criteria to score it. Analyze the summative assessment results to determine the students' understandings and/or misconceptions about the ELA/Literacy and ELD learning goals taught in the unit plan.

II. Analyze the Focus Student's Summative Assessment Response

❖ **Upload: Part G: Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria**

Directions: Analyze the FS's summative assessment results to determine their understandings and/or misconceptions about the ELA/Literacy and ELD learning goals taught in the unit plan. Submit the FS's summative assessment response (e.g., product, process,* or performance**). In addition, provide the scored rubric or performance criteria.

Submitting Student Assessment Responses
***For process-based student assessments**, video may be submitted instead of a document where appropriate (e.g., a video recording of a student explaining the writing process used to craft an informational essay on a particular topic).

****For performance-based student assessments**, submit only video or audio recordings of the focus student's performances (e.g., a video of a student demonstrating their knowledge of letter sounds, reading a poem aloud [spoken/signed], or giving a persuasive speech [spoken/signed]).

Groupwork for Summative Assessments
Groupwork is an effective strategy for engaging students, including for summative assessments. However, if your students engage in groupwork for the summative assessment, you must provide evidence of individual student learning in relation to the standard(s)[11]-based ELA/Literacy and ELD goals, and you must provide individual students with detailed feedback to further their individual learning.

[11] Candidates placed in transitional kindergarten classrooms should use age-level developmental strands from the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

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III. Submit the Focus Student's Summative Assessment Feedback

❖ **Upload: Part H: Focus Student's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file)**

Directions: Provide the focus student with specific, actionable feedback based on your analysis of their summative assessment to support their progress toward meeting or exceeding ELA/Literacy and ELD learning goals. Feedback can be written or spoken/signed and should be developmentally appropriate. The focus student should be able to use the feedback to improve and/or advance their learning. Examples include the following:

- providing spoken/signed or written suggestions regarding specific revisions based on the rubric or guiding students toward their next steps for learning
- encouraging students to improve or advance their understanding to continue their progress toward meeting the ELA/Literacy and ELD goals
- showing the student their growth by comparing the student's summative assessment to their past assessment results

You will document the specific, actionable feedback you provided to the FS through

- a video or an audio recording of you providing spoken/signed feedback to the FS

OR

- a written summary of the feedback you provided to the FS.

Specific, Actionable Feedback
Feedback provided to students should be directly related to the ELA/Literacy and ELD goals. The feedback provided should be specific to the individual student and allow them to progress in their learning. While encouraging, comments such as "Good Job!" or "Nice Work!" do not provide students with specific guidance on how their performance on the assessment relates to the ELA/Literacy and ELD goals of the lesson.

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Example from the ELA/ELD Framework[12]
Kathleen, a first grader, is preparing to read aloud to her teacher. Before she begins, Mr. Silverstein reminds her to think about the reading strategies they have been using. The text states: Fish swim in the river. Kathleen, reading very slowly says: "Fish . . . swim . . . in . . . the . . . water. No. That's not water. *It doesn't begin with 'w.' R (says letter name) r (letter sound) . . . i . . . v . . . River! Fish swim in the river." Mr. Silverstein provides feedback after Kathleen finishes reading the sentence: "You did a very good job of using your decoding strategies to read the text accurately. Let's keep on reading, and while you are reading, think about whether what you are reading makes sense. It needs to! Also think about whether what you are seeing (that is, the letters and letter combinations) matches with what you are reading. You did that when you noticed that* water *could not be the right word.* Water *made sense, but the letters indicated a different, equally sensible word:* river.*"*

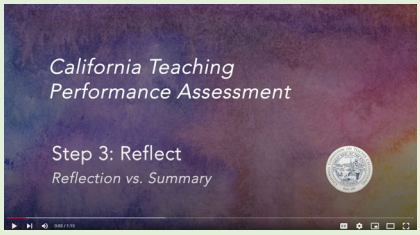
IV. Summative Assessment Reflection and Analysis

❖ Template: Part I: Reflection and Analysis of Summative Assessment Results

Directions: Reflect on Step 1: Plan where you (a) planned a unit that included three aligned lessons that built upon one another to create a progression of learning, (b) planned formative assessments in each of the lessons, and (c) planned one summative assessment that measured the learning goals for the unit after the third lesson. Also, reflect on Step 2: Teach and Assess where you taught the three lessons and engaged the students in formative assessments during the lessons and a summative assessment after teaching the lessons.

Think about how you supported the group of students, including your FS, in making progress toward meeting the ELA/Literacy and ELD goals.

Best Practice 🎥: Reflection vs. Summary



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

[12] 2014 ELA/ELD Framework, Chapter 8 - Curriculum Frameworks (CA Dept of Education)

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Analysis and Reflection for the Group and the Focus Student

Analyze the summative assessment results based on the rubric or performance criteria for the group and the focus student. Be sure to include specific references to the results from the summative assessment to support your reflections.

Reflection and Analysis Prompts:

1. Review and describe the information you gathered while teaching the three lessons of the unit. Think about how the student activity(ies) and the formative assessment(s) the students completed supported their progress toward meeting the ELA/Literacy and ELD goals.
2. Review and list the ELA/Literacy and ELD learning goals for the unit measured by the summative assessment. Complete the information table summarizing your students' scores.

Learning Goals for the Unit Plan Assessed by the Summative Assessment:	Number That Exceeded the Learning Goals	Number That Met the Learning Goals	Number That Did Not Yet Meet the Learning Goals
ELA/Literacy			
ELD			

3. Analyze the summative and formative assessment results and the information you gathered during your teaching of the unit. Identify and describe pattern(s) and/or trend(s) of student understandings and/or misconceptions related to their progress toward meeting the ELA/Literacy and ELD learning goals. Be sure to refer to specific examples from Steps 1 or 2 in your reflection.
    - For the group:
        - ELA/Literacy learning goal(s)
        - ELD learning goal(s)
    - For the FS:
        - ELA/Literacy learning goal(s)
        - ELD learning goal(s)

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4. Based on your analysis of students' summative assessment results **and** the information you gathered when you taught the unit (observations while teaching and formative assessment results), what was the impact of your instructional approach(es), including the activity(ies) students engaged in?
    - On the group's learning
    - On the FS's learning
5. If you were to teach the unit again, what instructional changes would you make?
    - For the group
    - For the FS
6. **For the Focus Student only:** Describe the specific, actionable feedback you provided.
7. **For the Focus Student only:** How will the specific, actionable feedback you provided the FS help them to improve or advance their understanding to continue their progress toward meeting and/or exceeding the ELA/Literacy and ELD goals?

Step 3 Evidence to Be Submitted

- **Part G:** Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria
- **Part H:** Focus Student's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file)
- **Part I:** Reflection and Analysis of Summative Assessment Results (up to 7 pages)

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Step 3 Rubric

Rubric 2.7 — Step 3: Reflect

Essential Question: How does the candidate use their analysis of the summative assessment results to identify students' understandings **and/or** misconceptions **and** to provide specific, actionable feedback to the FS? How does the candidate use their analysis of the summative assessment results **and** the information they gathered during their teaching to determine instructional changes they would make if they taught the unit again?

Level 1	Level 2	Level 3	Level 4
Candidate's reflection does not include an analysis of the group's **and/or** the FS's summative assessment results. The candidate does not identify understandings **and/or** misconceptions related to the group's **and/or** the FS's progress toward meeting the ELA/Literacy **and** ELD goals, **OR** the candidate does not base their analysis on the information they gathered while teaching **and/or** the summative assessment results. Candidate does not provide specific, actionable feedback for the FS, **OR** the specific, actionable feedback is not based on the summative assessment results. Candidate does not provide a description of the impact of their instructional approach(es) **and/or** their choice of student activity(ies) during the unit for the group, including the FS. Candidate does not provide an explanation of what instructional changes they would make for the group, including the FS, if they taught the unit again.	Candidate's reflection includes a vague analysis of the group's **and/or** the FS's summative assessment results. Based on their analysis of the summative assessment results **and** the information gathered during their teaching, the candidate vaguely identifies understandings **and/or** misconceptions related to the group's **and/or** the FS's progress toward meeting the ELA/Literacy **and/or** ELD goals. Candidate provides feedback to the FS that is vague, not actionable, **or** not clearly based on the student's performance on the summative assessment, **OR** the candidate provides developmentally inappropriate feedback. Candidate provides a vague description of the impact of their instructional approach(es) **and/or** their choice of student activity(ies) during the unit for the group, including the FS. Candidate provides a vague explanation of what instructional changes they would make for the group, including the FS, if they taught the unit again.	Candidate's reflection includes a clear analysis of the group's **and** the FS's summative assessment results. Based on their analysis of the summative assessment results **and** the information gathered during their teaching, the candidate clearly identifies understandings **and/or** misconceptions related to the group's **and** the FS's progress toward meeting the ELA/Literacy **and** ELD goals. Candidate provides specific, actionable feedback for the FS that is clearly based on the FS's performance on the summative assessment. Candidate provides a clear description of the impact of their instructional approach(es) **and** their choice of student activity(ies) during the unit for the group, including the FS. Candidate provides a clear explanation of what instructional changes they would make for the group, including the FS, if they taught the unit again.	**All of Level 3, plus:** Candidate's specific, actionable feedback for the FS is aligned to the learning goals of the unit. It clearly names what the FS did well **and/or** what needs improvement based on specific strengths **and/or** needs of the FS using concrete examples from the summative assessment **and/or** observations. **Level 5** **All of Levels 3 & 4, plus:** When reflecting on the impact of their instruction, the candidate uses data from the unit plan, specific examples from their teaching **or** commentary, **and** data from formative **and/or** summative assessment(s) to determine which strategies moved learning forward.

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Step 1/Step 3 Sources of Evidence:

- **Part C:** Summative Assessment Description (up to 5 pages)
- **Part D:** Copies of Blank Summative Assessment and Rubric or Performance Criteria (up to 3 pages)
- **Part G:** Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria
- **Part H:** Focus Student's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file)
- **Part I:** Reflection and Analysis of Summative Assessment Results (up to 7 pages)

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

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Step 4: Apply

I. Follow-Up Instruction: Re-Teaching or Extension Activity for the Focus Student

❖ **Template: Part J: Follow-Up Activity Plan**

Directions: Review evidence from Step 1: Plan (contextual information and series of three lessons and corresponding assessments), Step 2: Teach and Assess (video clips and commentary to explain your teaching), and Step 3: Reflect (analysis and feedback for the FS based on the summative assessment and your analysis of the impact of your instruction), then think about what you learned related to the FS's progress toward meeting and/or exceeding the ELA/Literacy and ELD learning goals from the unit plan. Plan a re-teaching or an extension follow-up activity that supports the FS's ELA/Literacy and ELD learning based on evidence from these previous steps.

Note: You may choose to plan and teach the follow-up activity for the FS only or the FS and any additional student(s) who require similar support to progress toward meeting or exceeding the ELA/Literacy and ELD learning goals measured by the summative assessment.

- **Re-teaching:** If the FS—and, if applicable, the additional student(s)—need more experience or practice to progress toward meeting the ELA/Literacy and ELD goals measured in the unit or by the summative assessment, implement a targeted intervention and/or use an individualized strategy.

OR

- **Extension:** If the FS—and, if applicable, the additional student(s)—met or exceeded the ELA/Literacy and ELD goals measured in the unit or by the summative assessment, implement an activity designed to deepen and/or advance the student's(s') ELA/Literacy and ELD learning.

Provide a description of the literacy follow-up activity.

1. After analyzing the FS's results based on their performance during the lessons, formative assessments during each lesson, and the summative assessment, what follow-up activity will you plan: a re-teach or an extension? Why? (Be sure to identify specific examples from Steps 1, 2, and/or 3 to support your follow-up instructional decision making.)
2. What are your follow-up activity goal(s)?
   - ELA/Literacy
   - ELD
3. For a **re-teach**, describe your follow-up instruction. What targeted intervention and/or individual strategy will you use to support the FS's progress toward meeting the ELA/Literacy and/or ELD goals?

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For an **extension**, describe your follow-up instruction. How will you plan instruction that deepens and/or advances the FS's ELA/Literacy and/or ELD learning?

4. Describe how you plan to leverage the FS's assets and/or interests during the follow-up instruction.

II. Teach and Video Record the Follow-Up Activity

❖ **Upload: Part K: Follow-Up Video**

Directions: Teach and video record the entire follow-up activity. Select 1 video clip of up to 5 minutes that demonstrates re-teaching **OR** extension.

III. Provide Commentary

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

Directions: For the video clip, provide commentary that describes what you are teaching, why, and the impact on student learning. Be sure to include the timestamp where the teaching occurs.

Note: If you choose to submit a video commentary response, it may be up to 5 minutes. Respond naturally and authentically, explaining your teaching choices and how they support the FS's progress toward meeting or exceeding the ELA/Literacy and/or ELD goals.

- If you selected a **re-teaching** activity, identify the targeted intervention and/or individualized strategy being used. Explain why this activity supports your FS in making progress toward meeting the ELA/Literacy and/or ELD goal(s).
  OR
- If you selected an **extension** activity, identify the instruction provided that deepens and/or advances your FS's literacy learning. Explain why this activity supports your FS to deepen and/or advance their ELA/Literacy and/or ELD learning.

Step 4 Evidence to Be Submitted

❖ **Part J:** Follow-Up Activity Plan (up to 5 pages)

❖ **Part K:** Follow-Up Video (up to 5 minutes)

❖ **Part L:** Commentary (written, up to 2 pages; **OR** up to 5 minutes of verbal or ASL commentary)

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Step 4 Rubric

Rubric 2.8 — Step 4: Apply

Essential Question: How does the candidate apply the analysis of the FS's performance during the unit **and** summative assessment results to plan, provide an explanation for, **and** teach a follow-up activity (referring to specific examples from Steps 1, 2, **and/or** 3)?

Level 1	Level 2	Level 3	Level 4
Candidate does not include a plan for follow-up instruction for the FS, either re-teaching **or** extension, based on their analysis of the FS's performance during the unit, including summative assessment results. The video **and** commentary do not include either: • Re-Teach: A demonstration **and/or** description of the targeted intervention **and/or** individualized strategy used to support the FS's progress toward meeting the ELA/Literacy **and/or** ELD goal(s) **OR** • Extend: A demonstration **and/or** description of the instruction that deepens **and/or** advances the FS's ELA/Literacy **and/or** ELD learning Candidate does not include specific example(s) from Steps 1, 2, **and/or** 3 to support their follow-up instructional decision making, **OR** evidence cited does not support follow-up instructional decisions.	Candidate includes a vague plan for follow-up instruction for the FS, either re-teaching **or** extension, based on their analysis of the FS's performance during the unit, including summative assessment results. The video **and/or** commentary include either: • Re-Teach: An unclear demonstration **and/or** description of the targeted intervention **and/or** individualized strategy used to support the FS's progress toward meeting the ELA/Literacy **and/or** ELD goal(s) **OR** • Extend: An unclear demonstration **and/or** description of the instruction that deepens **and/or** advances the FS's ELA/Literacy **and/or** ELD learning Candidate uses vague example(s) from Steps 1, 2, **and/or** 3 to support their follow-up instructional decision making.	Candidate includes a clear plan for follow-up instruction for the FS, either re-teaching **or** extension, based on their analysis of the FS's performance during the unit, including summative assessment results. The video **and** commentary include either: • Re-Teach: A clear demonstration **and** description of the targeted intervention **and/or** individualized strategy used to support the FS's progress toward meeting the ELA/Literacy **and/or** ELD goal(s) **OR** • Extend: A clear demonstration **and** description of the instruction that deepens **and/or** advances the FS's ELA/Literacy **and/or** ELD learning Candidate clearly uses specific example(s) from Steps 1, 2, **and/or** 3 to support their follow-up instructional decision making.	**All of Level 3, plus:** Candidate leverages the FS's assets **and/or** interests by intentionally incorporating the student's cultural, linguistic, **and/or** lived experiences into the follow-up instruction design. **Level 5** **All of Levels 3 & 4, plus:** Candidate synthesizes multiple sources of evidence from Steps 1, 2, **and** 3 to justify their instructional decisions **and** clearly explain**s** how the selected strategy accelerates the FS's learning of the ELA/Literacy **and/or** ELD content.

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Step 4 Sources of Evidence:

- **Part J:** Follow-Up Activity Plan (up to 5 pages)
- **Part K:** Follow-Up Video (up to 5 minutes)
- **Part L:** Commentary (written, up to 2 pages; **OR** up to 5 minutes of verbal or ASL commentary)

TPEs and Elements: TPE 1, Elements 1, 3, 4; TPE 2, Element 2; TPE 3, Elements 2, 3, 5; TPE 4, Element 1; TPE 5, Elements 2, 7, 8; TPE 6, Element 1; TPE 7, Elements 1, 2, 10

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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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