



CalTPA
California Teaching
Performance Assessment



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Performance Assessment Overview

Overview of Instructional Cycles and Rubrics

Version 04

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Acknowledgments

California has been an innovator in the development and use of teaching performance assessments since 2003. The California Teaching Performance Assessment (CalTPA) has been revised and updated with the assistance of a 21-member design team; the Evaluation Systems group of Pearson; the Stanford Center for Assessment, Learning, and Equity (SCALE); and the California State University Center for Teacher Quality. The revised CalTPA 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 Performance Assessment for California Teachers (PACT), and edTPA®. Participants in each of these other systems contributed to the redesigned CalTPA. The Commission on Teacher Credentialing acknowledges the contributions of these assessment systems and the educators who have developed, administered, and scored them.

Introduction

For 20 years, the Commission on Teacher Credentialing (CTC) has applied performance assessment as one of multiple measures to inform candidate preparedness. This work began in 1998 with the passage of Senate Bill 2042 (Chapter 548) and later with the passage of Senate Bill 1209 (Chapter 517 in 2006), requiring all Preliminary Multiple Subject and Single Subject Credential candidates attending California teacher preparation programs to pass a teaching performance assessment (TPA). In response, the CTC developed a state model TPA, called the California Teaching Performance Assessment (CalTPA), based on the CTC's Assessment Design Standards and the California Teaching Performance Expectations (TPEs). As the CTC moved to strengthen and streamline its accreditation system, update preparation standards to align with the California content standards for students, and improve performance assessment, it was necessary to conduct a deeper review of the TPEs to ensure that, as a whole, they reflected the field's evolving set of expectations for teacher and student knowledge and ability.

At its June 2016 meeting, the CTC adopted new TPEs that are aligned with the California Standards for the Teaching Profession (CSTP), and this action launched the redevelopment of the CalTPA. In doing so, the CTC has engaged a 21-member design team of practitioners and teacher educators, including representation from the full range of teacher preparation programs, teacher induction programs, and the geographic regions of California. Along with assessment development experts from the CTC and the Evaluation Systems group of Pearson, the team has developed a new teaching performance assessment system that reflects the needs of California's students and public schools at the dawn of the 21st century.

The CalTPA has been purposefully structured to address key elements of the TPEs, including

- development of students' content-specific higher-order thinking and academic language required to be college- and career-ready;
- developmentally appropriate practices in relation to content-specific pedagogy;
- use of educational technology to enhance instruction;
- approaches to classroom management and student engagement that support social-emotional development; and
- effective instruction of all students in the general education classroom, including English learners, all underserved education groups or groups that need to be served differently, and students with special needs.

The redeveloped CalTPA includes two instructional cycles with a focus on content-specific instructional planning and assessment:

❖ **Instructional Cycle 1: Learning About Students and Planning Instruction**

❖ **Instructional Cycle 2: Assessment-Driven Instruction**

Each instructional cycle reflects four iterative steps commonly used in teaching: (1) plan, (2) teach and assess, (3) reflect, and (4) apply. This pedagogical cycle provides an overarching conceptual framework of progressively interrelated cognitive steps to help guide and refine the candidate's thinking and encourage active decision-making throughout each cycle of planning, teaching, and assessing student learning.

The redeveloped CalTPA is intended to provide both a formal assessment of candidate ability and a framework of performance-based guidance to inform candidate preparation and continued professional growth through induction. Analytic feedback provided at the completion of each cycle will facilitate data-driven collaboration and reflection by the candidate in preparing for the subsequent assessment cycle. Performance data will be shared with institutions to assist them in making program improvements and will guide induction programs as they work with new teachers to individualize learning plans. The CalTPA is designed to be embedded within the field placement of a teacher preparation program so that the candidate may draw on authentic evidence of teaching ability and student learning experienced during clinical practice.

The two instructional cycles were developed to build on each other, but may be completed independently and in any order deemed appropriate by a preparation program.

Evidence Tables

The tables on the following pages provide a summary of the expectations of candidates completing the CalTPA, including what actions should be taken and what evidence should be submitted by pedagogical step.

Instructional Cycle 1: Learning About Students and Planning Instruction

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 1: Plan (templates provided, including a sample lesson plan format)</p>	<ul style="list-style-type: none"> • Gather contextual information, including students’ assets and learning needs, for the whole class and for each of the 3 focus students. • Develop one lesson plan using content-specific pedagogy, knowledge of your students, California Content Standards and/or Curriculum Frameworks, and California English Language Development Standards.* <i>Be sure to write out the content and ELD standards and not refer to only the content or ELD standard number.</i> • Explain how the lesson plan addresses the learning needs of your students and is informed by relevant student assets, as well as how it uses UDL strategies to provide for an inclusive learning environment. • Provide at least one ELD goal for English learners in your class and Focus Student 1 (FS1). • Provide key instructional resources and/or materials related to the lesson plan (e.g., reading materials, graphic organizers, slides, support documents, educational technology). 	<ul style="list-style-type: none"> • Part A: Written Narrative: Getting to Know Your Students (no more than 9 pages) • Part B: Lesson Plan (include content-specific learning goal[s] and ELD goal[s]) • Part C: Written Narrative: Lesson Plan Rationale (no more than 7 pages) • Part D: Related Instructional Resources and Materials (no more than 8 pages)
<p>Step 2: Teach and Assess (annotation tool provided in the ePortfolio system)</p>	<ul style="list-style-type: none"> • Teach the planned content-specific lesson to your students within the school placement. • Video record the full lesson. Select and annotate 3 video clips that show (1) how you create a positive and safe learning environment for your students, connect to prior learning, and establish expectations for content-specific learning; (2) how you engage students in activities and your instructional strategies; and (3) how you clarify next steps for learning the content. • Annotation titles include: <ul style="list-style-type: none"> • Creating a Positive and Safe Learning Environment • Explaining Connections to Prior Learning and Establishing Expectations for Content-Specific Learning • Engaging Students in Content-Specific Higher-Order Thinking • Monitoring for Students’ Understanding of Content • Establishing Next Steps for Students’ Learning of Content 	<ul style="list-style-type: none"> • Part E: 3 Annotated Video Clips (no more than 5 minutes each)
<p>Step 3: Reflect (template provided)</p>	<p>Drawing on information from Step 1 and Step 2, reflect on the effectiveness of your asset-based lesson planning. Explain how your lesson planning did or did not support students in reaching content-specific and ELD learning goals. Indicate what you needed to do to support your 3 focus students during the lesson.</p>	<ul style="list-style-type: none"> • Part F: Written Narrative: Reflection on What You Learned (no more than 3 pages)

*For Multiple Subject candidates, the lesson plan should focus on literacy or mathematics (other subjects may be integrated into the lesson).

(Continued)

Instructional Cycle 1: Learning About Students and Planning Instruction (continued)

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 4: Apply (template provided for written narrative only)</p>	<p>Provide responses to prompts regarding what you learned through completing this assessment cycle and how it will advance your teaching practice, and describe next instructional steps for your students. Cite evidence from Steps 1, 2, and/or 3 to demonstrate your rationale for next instructional steps for your students.</p>	<ul style="list-style-type: none"> • Part G: Narrative: Application of What You Learned (no more than 3 pages of written or no more than 5 minutes of video explanation)

Instructional Cycle 2: Assessment-Driven Instruction

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 1: Plan (templates provided)</p>	<ul style="list-style-type: none"> • Provide contextual information about the whole class you are teaching within a school placement. • Develop a plan for a series of three to five content-specific lessons* and complete the Learning Segment Template that includes: <ol style="list-style-type: none"> 1. California Content Standards and/or Curriculum Frameworks 2. Content-specific learning goal(s) and ELD goal(s), if appropriate 3. evidence and description of assessments of learning (classroom-based informal assessment, student self-assessment, and formal assessment) 4. how each lesson links to prior learning and/or builds on previous lessons 5. lesson activities, including how you and your students will use educational technology and how you will ensure equitable access to content 6. instructional strategies 7. grouping strategies 8. English language development (ELD) and academic language development (ALD) 9. instructional adaptation 10. resources and materials to support learning • Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the content-specific learning goal(s) and ELD goal(s), if appropriate. • Provide a description or blank copy of the informal assessment, student self-assessment and rubric, and formal assessment and rubric, including definition of proficient student performance. 	<ul style="list-style-type: none"> • Part A: Written Narrative: Contextual Information (no more than 4 pages) • Part B: Learning Segment Template • Part C: Written Narrative: Assessment Descriptions (no more than 7 pages, including additional materials, if necessary) • Part D: Description or Blank Copy of the Informal Assessment • Part E: Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric • Part F: Description or Blank Copies of Both the Formal Assessment and Corresponding Rubric

*For Multiple Subject candidates, the lessons should focus on literacy or mathematics (other subjects may be integrated into the lessons).

(Continued)

Instructional Cycle 2: Assessment-Driven Instruction (continued)

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 2: Teach and Assess (template provided)</p>	<ul style="list-style-type: none"> • Conduct the instruction and assessment activities in your learning segment (three to five lessons). • Video record your learning segment lessons. Select 4 clips (each up to 5 minutes of unedited video) that include (1) instruction and assessment of academic language development, (2) student use of educational technology, (3) instruction and informal assessment of content, and (4) instruction and student self-assessment of content. • Annotate the 4 video clips. Annotations include a title and brief rationale (the “why”) for instruction and assessment practices recorded. Annotation titles include: <ul style="list-style-type: none"> • Assessing Student Learning and Development of Academic Language • Students Using Educational Technology • Providing Content-Specific Feedback to Students • Assessing Student Learning and Use of Age and/or Developmentally Appropriate Higher-Order Thinking Skills • Provide an analysis of the informal and student self-assessments. 	<ul style="list-style-type: none"> • Part G: 4 Annotated Video Clips (no more than 5 minutes each) • Part H: Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)
<p>Step 3: Reflect (template provided)</p>	<ul style="list-style-type: none"> • Score the formal assessment responses for the whole class, using a rubric. Select 3 examples of student responses (products, processes, or recorded performances) with your detailed, content-specific, rubric-based feedback from the formal assessment, that demonstrate a range of achievement: a student response that (a) exceeds the learning goal(s), (b) meets the learning goal(s), and (c) does not yet meet the learning goal(s). • Analyze student results from the informal assessment, student self-assessment, and formal assessment used throughout the learning segment. 	<ul style="list-style-type: none"> • Part I: Formal Assessment Responses from 3 Students (products, processes, or recorded performances) that represent evidence of learning (labeled “exceeded,” “met,” and “not yet met”) with Feedback • Part J: Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class and 3 Students (no more than 5 pages) (If detailed, content-specific, rubric-based feedback is not included with responses in Part I, include the feedback with this written narrative; feedback does not count toward the 5-page limit.)

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Rubric Essential Questions

For each cycle, rubrics are aligned to the specified steps of the instructional cycle (plan, teach and assess, reflect, and apply). Each rubric is framed by an essential question that outlines the knowledge, skills, and abilities assessed within the rubric. The tables below list the essential questions for the CalTPA rubrics contained in each instructional cycle. Refer to the rubrics in each instructional cycle guide for performance level descriptors and alignment to the TPEs.

Instructional Cycle 1: Learning About Students and Planning Instruction

Step 1: Plan	
Rubric 1.1	How does the candidate's proposed learning goal(s) connect with students' prior knowledge? How do proposed learning activities, instructional strategies, and grouping strategies support, engage, and challenge all students to meet the learning goal(s)?
Rubric 1.2	How does the candidate plan instruction using knowledge of FS1's (English learner*) assets and learning needs to support meaningful engagement with the content-specific learning goal(s) and ELD goal(s)?
Rubric 1.3	How does the candidate plan instruction using knowledge of FS2's assets, learning needs, and IEP/504/GATE goals/plans to support meaningful engagement with the content-specific learning goal(s) and, if appropriate, ELD goal(s)?
Rubric 1.4	How does the candidate plan instruction using knowledge of FS3's assets and learning needs to support meaningful engagement with the content-specific learning goal(s) and, if appropriate, ELD goal(s) and address the student's well-being by creating a safe and positive learning environment during or outside of the lesson?
Step 2: Teach and Assess	
Rubric 1.5	How does the candidate maintain a positive and safe learning environment that supports all students to access and meet the content-specific learning goal(s) and ELD goal(s)? How does the candidate support students in making connections between prior learning and the current lesson and establish clear learning expectations?
Rubric 1.6	How does the candidate actively engage students in deep learning of content, monitor/informally assess their understanding, and explain to students next steps for learning?
Step 3: Reflect	
Rubric 1.7	How does the candidate reflect on (citing evidence from Steps 1 and/or 2) the impact of their asset- and needs-based lesson planning, teaching, and informal assessment of student learning and analyze how effective the lesson was in supporting the whole class and the 3 focus students in meeting the content-specific learning goal(s) and ELD goal(s)?
Step 4: Apply	
Rubric 1.8	How will the candidate apply what they have learned in Cycle 1 (citing evidence from Steps 1, 2, and/or 3) about students' learning to strengthen and extend students' understanding of content and academic language development and determine next steps for instruction?

*FS1 for World Languages is a "student with a different language learning need" rather than an "English learner."

Instructional Cycle 2: Assessment-Driven Instruction

Step 1: Plan	
Rubric 2.1	How does the candidate's learning segment plan provide appropriate content-specific learning goal(s) and, if appropriate, ELD goal(s), assessments, and rubrics that offer multiple ways for all students to demonstrate knowledge and affirm and validate students' assets, including strengths, experiences, and backgrounds?
Rubric 2.2	How does the candidate plan a learning segment in which assessments and rubrics, instructional strategies, and lessons align and build on one another to provide a progression of learning that develops the students' concepts and skills to achieve the standards-based learning goal(s)?
Step 2: Teach and Assess	
Rubric 2.3	How does the candidate support student development and demonstration of academic language in relation to the content-specific learning goal(s)?
Rubric 2.4	How does the candidate incorporate educational technology (digital/virtual tools and resources) to provide opportunities for students to use these tools and resources to enhance, improve, and/or demonstrate the learning goal(s)?
Rubric 2.5	How does the candidate use informal assessment to monitor and support the students' deep learning of content (age and/or developmentally appropriate higher-order thinking skills) and adjust instruction to meet the needs of learners?
Rubric 2.6	How does the candidate model and engage the students in self-assessment to build their awareness of what they have learned, provide in-the-moment feedback, and support their progress toward meeting content-specific learning goal(s) and ELD goal(s), if appropriate?
Rubric 2.7	How does the candidate use results of informal assessments and/or student self-assessment to provide actionable feedback to students about how to improve or revise their work to continue progress toward and/or beyond the learning goal(s)?
Step 3: Reflect	
Rubric 2.8	How does the candidate analyze the formal assessment results based on the rubric and identify and describe learning patterns and/or trends for the students and determine what was most and least effective in relation to the learning goal(s)?
Step 4: Apply	
Rubric 2.9	How does the candidate use the analysis of results from informal assessment, student self-assessment, and formal assessment to plan and teach a follow-up learning activity and provide a rationale for the activity choice, citing evidence?