



CalTPA
California Teaching
Performance Assessment



Performance Assessment Overview

Overview of Instructional Cycles and Rubrics

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Acknowledgments

California has been an innovator in the development and use of teaching performance assessments for almost 20 years. 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)</p>	<ul style="list-style-type: none"> • Gather contextual information, including students’ assets and needs, for the whole class and for each of the 3 focus students. • Use California state standards, content-specific pedagogy, and knowledge of your students to develop one lesson plan.* • 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 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"> • Written Narrative: Getting to Know Your Students (up to 5 pages) • Lesson Plan • Written Narrative: Lesson Plan Rationale (up to 5 pages) • Related Instructional Resources and Materials (up to 8 pages)
<p>Step 2: Teach and Assess</p>	<ul style="list-style-type: none"> • Teach the planned literacy or mathematics lesson to your students within the school placement. • Video-record the full lesson. Select 3 video clips that show (1) how you create a positive classroom environment and set expectations for learning; (2) how you engage students in activities and use instructional strategies; and (3) how you clarify next steps for learning. • Annotate the three video clips. Annotations include a title and brief rationale for the teaching practices recorded. Annotation titles include: <ul style="list-style-type: none"> • Creating a Positive Learning Environment • Setting Expectations for Learning • Engaging Students in Content-Specific Higher-Order Thinking • Monitoring for Student Understanding 	<ul style="list-style-type: none"> • 3 Annotated Video Clips (up to 5 minutes each)
<p>Step 3: Reflect (template provided)</p>	<ul style="list-style-type: none"> • Provide responses to prompts that describe how successful you were in using student assets and needs to plan an appropriate, relevant, and rigorous literacy or mathematics lesson for your whole class and for 3 focus students. Cite evidence from Steps 1 and/or 2 to support your reflection. 	<ul style="list-style-type: none"> • Written Narrative: Reflection on What You Learned (up to 3 pages)
<p>Step 4: Apply (template provided for written narrative only)</p>	<ul style="list-style-type: none"> • Provide responses to prompts regarding how what you learned through completing this assessment cycle 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. 	<ul style="list-style-type: none"> • Narrative (up to 3 pages of written or up to 5 minutes of video): Application of What You Learned

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

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 one class you are teaching within a school placement. • Develop a plan for a series of lessons (in either literacy or mathematics), and complete the Learning Segment Template that includes the following: <ol style="list-style-type: none"> 1. content and standards 2. learning goal(s) 3. description of assessments of learning (informal assessment, student self-assessment, and formal assessment) 4. how each lesson links to prior learning and/or builds on previous lessons 5. learning activities, including how you and your students will use educational technology and how you will ensure equitable access to content 6. instructional strategies 7. description of language demands 8. instructional adaptations and accommodations • 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). • Provide a blank copy of the formal assessment and scoring rubric/criteria, including definition of proficient student performance. 	<ul style="list-style-type: none"> • Written Narrative: Contextual Information (up to 3 pages) • Learning Segment Template • Written Narrative: Assessment Descriptions (up to 5 pages, including additional materials, if necessary) • Blank copy of the formal assessment • Formal assessment rubric and/or scoring criteria
<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. • Video-record your learning segment. Select 4 clips that include (1) instruction and assessment of academic language development, (2) students' use of educational technology, (3) instruction and informal assessment of content, and (4) instruction and student self-assessment of content. • Annotate the four video clips. Annotations include a title and brief rationale for 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 Higher-Order Thinking Skills • Provide samples of the informal and student self-assessments and/or description of the materials and criteria/rubric. • Provide an analysis of the informal and student self-assessments. 	<ul style="list-style-type: none"> • 4 Annotated video clips (up to 5 minutes each) • Informal and student self-assessments and/or description of materials and criteria/rubric (description may be up to 2 pages) • Written Narrative: Analysis of Informal and Student Self-Assessments (up to 2 pages)

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 3: Reflect (template provided)</p>	<ul style="list-style-type: none"> Score the formal assessment results (products, processes, or performances) for the whole class, using a rubric and/or scoring criteria. Select 3 examples of student responses (products, processes, or performances) with your feedback from the formal assessment that demonstrate a range of achievement: a response that (a) exceeds the learning goal(s), (b) meets the learning goal(s), and (c) does not yet meet the learning goal(s) with feedback to these students. Analyze student results from the informal and formal assessments used throughout the learning segment. Reflect on the evidence you observed of student learning and accomplishment of the learning goal(s), and describe what was most and least effective as well as a target for increasing instructional effectiveness. 	<ul style="list-style-type: none"> Scored formal assessments from 3 students that represent evidence of learning (products, processes, or performances) with detailed, content-specific rubric and/or scoring criteria feedback to the 3 student Written Narrative: Analysis of Assessment Results and Reflection for Whole Class and Individuals (up to 5 pages)
<p>Step 4: Apply (template provided)</p>	<ul style="list-style-type: none"> Plan and conduct a follow-up instructional activity based on your analysis of all assessments: either <ul style="list-style-type: none"> a re-teaching activity with a new instructional approach for students who did not achieve the learning goal(s) <p>OR</p> <ul style="list-style-type: none"> an extension activity that builds on what your students demonstrated that they learned. Describe how you decided on your instructional approach in the follow-up re-teaching or extension activity and how that change was informed by your analysis of assessment results. Video-record the entire follow-up activity and select 1 video clip that demonstrates how you adjusted or built on your instruction based on your analysis of all assessment results from Steps 2 and 3. 	<ul style="list-style-type: none"> Re-teaching or extension activity description (up to 3 pages) 1 Annotated video clip (up to 5 minutes) of follow-up instruction (re-teaching or extension activity)

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

Plan	
Rubric 1.1	How does the candidate’s proposed learning goal(s) connect with prior knowledge and define specific outcomes for students? How do proposed learning activities and instructional 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 needs to support meaningful engagement with the content-specific learning goal(s)?
Rubric 1.3	How does the candidate plan instruction using knowledge of FS2’s (student with identified special needs) assets and needs to support meaningful engagement with the content-specific learning goal(s)?
Rubric 1.4	How does the candidate plan instruction using knowledge of FS3’s assets and needs to support meaningful engagement with the content-specific lesson goal(s) and address the student’s well-being by creating a safe and positive learning environment during or outside of the lesson?
Teach and Assess	
Rubric 1.5	How does the candidate establish clear learning expectations based on an understanding of students’ prior knowledge and maintain a positive learning environment that supports all students to access and meet the content-specific learning goal(s)?
Rubric 1.6	How does the candidate actively engage students in deep learning of content and monitor/assess their understanding?
Reflect	
Rubric 1.7	How does the candidate analyze and describe the impact of their asset and needs-based lesson planning, teaching, and assessment of student learning and provide next steps to advance instruction for this group of students?
Apply	
Rubric 1.8	How will the candidate apply what they have learned in Cycle 1 about students’ learning to future instructional design to strengthen and extend students’ understanding of content and develop academic language?

*FS1 for World Language is a “student with a different language learning need” rather than an “English learner.”

Instructional Cycle 2: Assessment-Driven Instruction

Plan	
Rubric 2.1	How does the candidate's learning segment plan provide appropriate content-specific learning goals and assessments that offer multiple ways for all students to demonstrate knowledge?
Rubric 2.2	How does the candidate plan a learning segment where, assessments, instructional strategies, and learning activities align and provide a progression of learning that develops students' concepts and skills to achieve the learning goal(s)?
Teach and Assess	
Rubric 2.3	How does the candidate support student development 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 achieve and/or demonstrate the content-specific learning goal(s)?
Rubric 2.5	How does the candidate use informal assessment to monitor students' deep understanding of content (higher-order thinking) and adjust instruction to meet the needs of all learners?
Rubric 2.6	How does the candidate engage students in self-assessment to build their awareness of what they have learned and support their progress toward meeting learning goal(s)?
Rubric 2.7	How does the candidate use results of informal assessments, including student self-assessment, to provide feedback to students about how to improve or revise their work to continue progress toward and/or beyond the learning goal(s)?
Reflect	
Rubric 2.8	How does the candidate analyze the formal assessment results based on the scoring criteria and identify and describe emerging learning patterns and trends for the whole class in relation to the learning goal(s)?
Apply	
Rubric 2.9	How does the candidate use the analysis of assessment results to plan and teach a follow-up learning activity and provide a rationale for the activity choice, citing evidence?