

CalTPA Overview

October 6, 2018

Wendy Heredia, M.A.
CSUSM (wheredia@csusm.edu)

Suzi Van Steenberg, Ed.D.
CSUSM (svansteenbergen@csusm.edu)



CalTPA
California Teaching
Performance Assessment



California State University
SAN MARCOS

Welcome!

Sit with your program!

Single
Subject
Program
Cohort

Multiple
Subjects
Cohort

Concurrent
Program
Cohort

Middle Level
Cohort

ICP
Cohorts

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Agenda: Diving Into Cycle 1, Step 1

- **Our Role**
- **CSUSM CalTPA Website**
- **Cycle 1, Step 1:**
 - ▷ **Overview**
 - ▷ **3 Templates**
 - ▷ **4 Rubrics**
- **Review CalTPA Submission Timeline(s)**
- **Registering for the CalTPA (Oct. 9)**
- **Preparing for the Next Workshop (Oct. 20)**
- **Sign in/Questions**

Our Role

- **The Purpose of our CalTPA Workshops**
 - ▷ **To focus on the CalTPA process**
 - ▷ **To provide “acceptable” support**
 - ▷ **To help you apply your learning from various sources and experiences to the CalTPA**
 - ▷ **Credential Program Courses**
 - ▷ **Clinical Practice Assignments**
 - ▷ **Prior knowledge**



Who do I contact?



- **Wendy Heredia (Multiple Subject & Concurrent Programs)**
wheredia@csusm.edu

- **Suzi Van Steenberg (Single Subject, Middle Level & ICP Programs)**
svansteenbergen@csusm.edu

CSUSM CalTPA Website



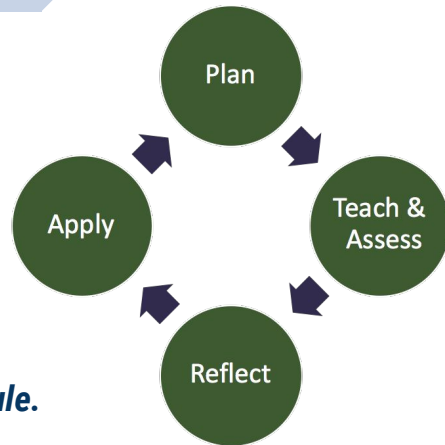
- **CSUSM School of Education Website:**
 - **Current Students**
 - **Teacher Performance Assessment- CalTPA**
 - **Link: <https://www.csusm.edu/soe/currentstudents/tpa.html>**

Review: Overview of the Process

You will submit two times:

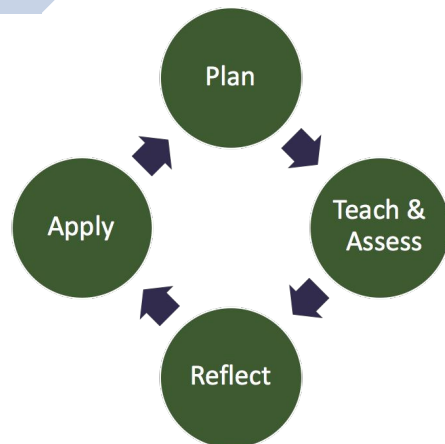
- **Instructional Cycle 1 (Fall):**
Learning About Students and Planning Instruction
- **Instructional Cycle 2 (Spring):**
Assessment-Driven Instruction

Note: ICP Candidates are on a different schedule.



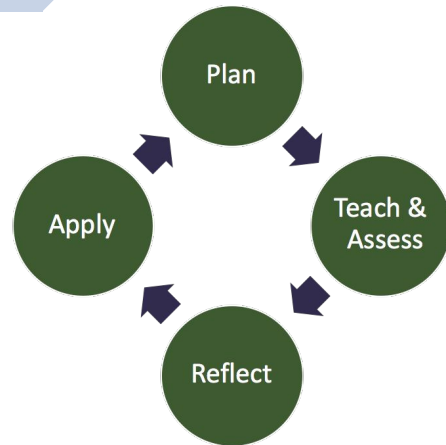
What is the Instructional Cycle?

- **Step 1-Plan:**
 - ▷ **WHO:** Gathering information about your students
 - ▷ **WHAT:** Choose a content focus
 - ▷ **WHY:** Develop a lesson plan based on the standards and the students



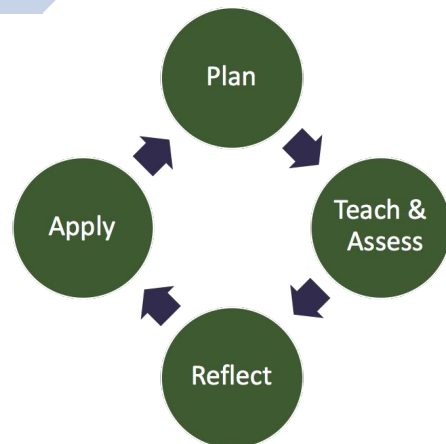
What is the Instructional Cycle?

- **Step 2-Teach & Assess:**
 - ▷ **Teach the lesson to the students**
 - ▷ **Video-record the lesson**
 - ▷ **Select clips from the video that illustrate specific teaching practices & strategies**
 - ▷ **Annotate the video to describe your choices**
 - ▷ **Monitor for student understanding through assessment**



What is the Instructional Cycle?

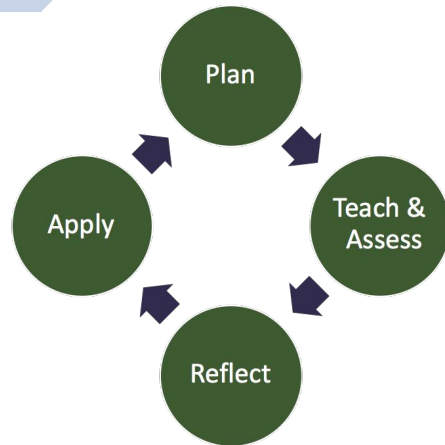
- **Step 3-Reflect:**
 - ▷ **Provide information by thinking about students' assets and needs when planning lessons**
 - ▷ **Explain how your lesson plan was flexible to incorporate in-the-moment adaptations for specific students**
 - ▷ **Explain how you supported 3 focus students**



What is the Instructional Cycle?

- **Step 4-Apply:**
 - After teaching the lesson, explain what you would do the same or differently to improve the learning of this group of students.

Across all 4 cycles, candidates will demonstrate your ability to address learning needs for the whole class as well as 3 focus students.



Today: Step 1

- **Template 1: WHO**
 - Getting To Know Your Students
 - Focus Student FAQ
 - Review & Questions
- **Template 2: WHAT**
 - Lesson Plan Template
 - Review & Questions
- **Template 3: WHY**
 - Lesson Plan Rationale Template
 - Review & Questions



Template 3: Rationale

■ Rubric 1.1

- ▷ *Essential Question: 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)?*
- ▷ **Level 3 Criteria (Right)**
- ▷ **Evidence**
 - ▷ Getting to Know You Template
 - ▷ Lesson Plan Template
 - ▷ Lesson Plan Rationale
 - ▷ Instructional Resources & Materials

Level 3

Candidate's lesson plan includes manageable and appropriate goal(s) that clearly build on students' prior content knowledge.

Candidate clearly identifies the kinds of evidence they will look for to determine that students met the learning goal and the assessment(s) they will use to make this determination.

Lesson plan includes learning activities that are appropriately engaging, challenging, and/or accessible for students, and grouping strategies are appropriate.

Content-specific instructional strategies include modeling and scaffolding that will assist students to reach expectations embedded in the learning activities, including higher-order thinking and academic language development.

Template 3: Rationale

■ Rubrics 1.2, 1.3, 1.4

- ▷ **Review Essential Questions**
- ▷ **Examine Evidence**
- ▷ **Look at Level 3 Criteria**
- ▷ **Compare to Rationale Template**



Getting Ready to Video Record



First, review the requirements for **Step 2 (Teach & Assess)**. Why? Because they're looking for 3 specific things in your video annotations:

- **Creating a Positive Classroom Environment and Setting Expectations for Learning** (up to 5 minutes)
 - ▷ Select a clip from a portion of your lesson that establishes a positive classroom environment and establishes learning expectations for the content of the lesson.
- **Student Activities and Instructional Strategies** (up to 5 minutes)
 - ▷ Select a clip from a portion of your lesson that shows you and the students actively engaged in activity(ies), strategy(ies), and assessment that reflect content-specific higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer).
- **Next Steps for Learning** (up to 5 minutes)
 - ▷ Select a clip from the end of the lesson that demonstrates how you summarized and checked for understanding of learning goal(s) and clarified next steps for learning the content.

Getting Ready to Video Record



- **Video clips can be selected from the video recording of the complete lesson; however, each clip must be continuous and unedited (e.g., no additional music or graphics, no breaks in recording to remove quiet time).**
- **You may use up to 5 minutes for each clip to demonstrate your ability to address the teaching practices required through the annotation titles. Please note that the length of your video is not the focus of the assessment; you can clearly demonstrate some practices—particularly for younger students—in less than 5 minutes.**

Getting Ready to Video Record

- Your video should be easy to follow, free from disruptive movement, noises, etc. It should be relatively easy to hear you talking and to hear students talking.
- There are no specific requirements for the number of students you must have in the video, the types of activities you must have students doing, etc.
- You may have someone (a CT or other adult) help you with the video recording, including moving the camera around the room. We do not recommend giving this responsibility to a student. Remember, though, that you cannot edit the clips you send in.
- If you can have all 3 of your focus students in the video, that is helpful, but it is not required.

CalTPA Workshop Timeline

- ~~Saturday, September 22, 2018~~
- Saturday, October 6, 2018
- Saturday, October 20, 2018
- Saturday, November 3, 2018
- Saturday, November 10, 2018

~~Introduction to the CalTPA/Overview of the Process~~
Cycle 1 Overview/Planning for Your Fall Submission
Cycle 1 Steps 2-4
Drop-In Advising & Support
Drop-In Advising & Support



CalTPA Submission Timeline

- **Tuesday, November 13, 2018**
 - CalTPA Cycle 1 Submission
 - ▷ Multiple Subject
 - ▷ Middle Level
 - ▷ Single Subject
 - ▷ **ICP (Students in Clinical Practice) Only**

- **Tuesday, November 27, 2018**
 - CalTPA Cycle 1 Submission
 - ▷ Concurrent Only

- **Tuesday, December 11, 2018**
 - CalTPA Cycle 1 Submission
 - ▷ **ICP Students in Practicum Only**

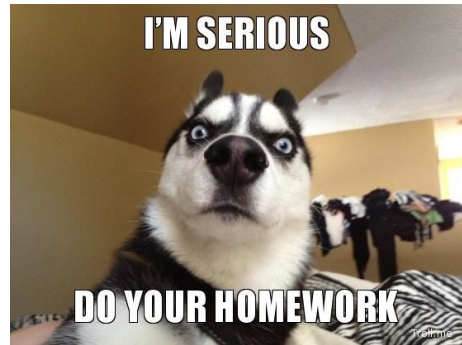
Registering for the CalTPA

- Register for CalTPA assessment at Pearson - opens **October 9**.
- <https://www.ctcexams.nesinc.com/>
- Save copies of all documentation you are submitting - as once sent cannot retrieve
- Be mindful and professional in your written narrative regarding students



Preparing For the Next Workshop (Oct 20)

- Try to video record a lesson before the next workshop, for practice or for an assignment. It doesn't have to be the one you use for CalTPA.
- Review the full Assessment Guide for your credential (MS, SS, WL)



Thank you!