

CalTPA Overview

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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:
Sit with Single
or Multiple
Subject Groups

ICP
Cohorts

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Agenda: Continuing the Dive into CalTPA Cycle 1 - Steps 2, 3 and 4

- Registering for the CalTPA (Oct. 9) - How did it go?
- Cycle 1, Step 2 - Teach and Assess
- Cycle 1, Step 3 - Reflect
- Cycle 1, Step 4 - Apply
- Review Cycle 1, Step 1: Plan
- Review CalTPA Submission Timeline(s)
- Preparing for the Next Workshops - Drop In (Optional) (Nov. 3 and 13)
- Sign in/Questions



Note: Updated Guides Available Now

- **CSUSM School of Education Website:**
 - ▷ Current Students
 - ▷ Teacher Performance Assessment- CalTPA
 - ▷ Link: <https://www.csusm.edu/soe/currentstudents/tpa.html>
- We updated the FAQs!
- CalTPA Updated all Cycle Guides With Minor Changes
- New Link: [Critical Tech Resources](#)
 - ▷ Note: Step-By-Step Guide to Uploading Your Materials to Pearson



How did it go? Registering for the CalTPA

- Register for CalTPA assessment at Pearson - open now as of **October 9**.
- How did it go?
- Save copies of all documentation you are submitting - as once sent cannot retrieve
- Be mindful and professional in your written narrative regarding students



Today: Step 2 - Teach and Assess Brief Review: Video Recording and Annotations

Video Recording:

- **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.

Annotating Your Video:

- [Training Video](#)

Today: Step 2 - Teach and Assess A Close Look at Step 2 Rubrics



Rubric 1.5 (Level 3 Target):

- Candidate sets learning expectations during the opening of the lesson, directly connects the lesson to prior learning of content, and explains how this lesson fits in the larger unit of instruction.
- Candidate's annotations explain how a positive and safe learning environment was established.
- Strategies seen in video(s) support students to access and meet content-specific learning goal(s).

Rubric 1.6 (Level 3 Target):

- Instruction and assessment require students to actively engage in higher -order thinking /deep learning (analysis, synthesis, evaluation, interpretation, transfer) about content.
- Candidate monitors student learning to check for understanding throughout the lesson.

Video Tips?

- What worked?
- What didn't?

Editing Video



We recognize some students have concerns about the tech portion of the video submission. We have some resources that will help. We also encourage candidates to work with their cohorts. There is a lot of expertise out there!

Resources:

- **Our Website**
- **[CalTPA Preparation Website](#)**
- **Nov. 3 & 10 Drop-In Support**
 - Student Volunteers (thank you!)
- **Tech Support from the Library**
 - We are working on it! TBA

Today: Step 3 - Reflect A Close Look at Step 3 Template



Directions: Respond to the following prompts (up to 3 pages), **citing evidence from your submission from Step 1 and/or Step 2 (e.g., narrative, lesson plan, lesson plan rationale, video clips, annotations) for each response.** Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

Step 3: Reflect Reflection on What You Learned Template

1. How did learning deeply about your students' assets and needs
 - a. inform/shape your lesson plan for the whole class?
 - b. support student access to and engagement with the content?
2. Was your lesson plan sufficiently flexible to support all students' learning, or did you need to incorporate specific instructional, in-the-moment adaptations for particular students?
3. How did your instructional approach support learning for each of the 3 focus students to achieve the content-specific learning goal(s)?

Today: Step 3 - Reflect A Close Look at Step 3 Rubric



Rubric 1.7 (Level 3 Target):

- **Candidate connects the importance of knowing students' assets and needs to student learning, and analyzes and describes how knowing this information can lead to the development of instruction that is engaging, challenging, and motivating to learners, including the whole class and three focus students.**

Source of Evidence:

- **Step 3 Template**

Today: Step 4 - Apply A Close Look at Step 4 Template

Directions: Respond to the following prompts (up to 3 pages), **citing evidence from your submission from Step 1, Step 2, and/or Step 3 (e.g., narrative, lesson plan, lesson plan rationale, video clips, annotations)** for each response. Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

Step 4: Apply Application of What You Learned Template

1. Explain what you would do next to advance the learning of this group of students.
 - a. Do you need to reteach any part of the lesson? Explain why.
 - b. Based on what they learned about the content you were teaching, what will you teach next?
2. If you were to develop and teach this lesson again, what would you do the same or differently to improve learning of content and academic language for this group of students and why?

Today: Step 4 - Apply A Close Look at Step 4 Rubric

Rubric 1.8 (Level 3 Target):

- Candidate applies what they have learned to describe future instruction for students that is designed to strengthen and extend deep content learning and academic language development for all students.
- Candidate provides next steps for instruction, citing evidence of student learning assessed during the lesson.

Source of Evidence:

- Step 4 Template

The “Optional” Lesson Plan Template



We have heard a lot of questions about how to answer specific questions on the “Optional” Lesson Plan Template, especially since it doesn’t look like most lesson plans. In fact, it isn’t really a “plan” in the traditional sense, which involves outlining the steps in a lesson. Some constraints include:

1. We cannot answer all questions about what each question specifically wants, beyond what is addressed in the Assessment Guide.
2. We don’t have models to show you, yet. And they won’t be out until after most of you submit.

So, we have a few options for you to consider.

The “Optional” Lesson Plan Template



1. Use only the “Optional” Lesson Plan Template, and be sure to explain somewhere on the template what will happen during the lesson--the step-by-step activities, etc. **or**
2. Use only your own “Lesson Plan” format, and make sure that you are addressing all of the elements addressed in the Rubrics (1.1-1.4), which are also outlined on the “Optional Lesson Plan Template.” **or**
 - a. You can submit up to 8 additional pages with this submission.
3. Write your lesson plan using your own “Lesson Plan” format. Then **ALSO** submit the “Optional Lesson Plan Template,” making sure you’re addressing all of the questions. This may be duplicative in some places, but it ensures you’re covering all your bases.

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**

CalTPA Workshop Timeline

- ~~Saturday, September 22, 2018~~
- ~~Saturday, October 6, 2018~~
- ~~Saturday, October 20, 2018~~
- **Saturday, November 3, 2018**
 - Introduction to the CalTPA/Overview of the Process
- **Saturday, November 10, 2018**
 - Cycle 1 Overview/Planning for Your Fall Submission
 - Cycle 1 Steps 2-4
 - Drop-In Support
 - Drop-In Support



Drop-In Support (Nov. 3 & 10)

- Got questions? The Drop-In Support sessions (Nov. 3 and 10) will be formatted as work sessions.
- Bring your computer, your notes, your coffee & snacks, and set up to get your submissions done!
- We will be there to answer questions and offer support.



Thank you!