

CalTPA Overview

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CalTPA
California Teaching
Performance Assessment



California State University
SAN MARCOS

Welcome!

Sit toward the front!

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Agenda:

- Introduction to the CalTPA
- Overview of the Process
- The Instructional Cycle
- Cycle 1, Step 1: Getting To Know Your Students
- CalTPA Submission Timeline(s)
- Preparing for the Next Workshop (Oct. 6)
- Questions?

Introduction to the CalTPA

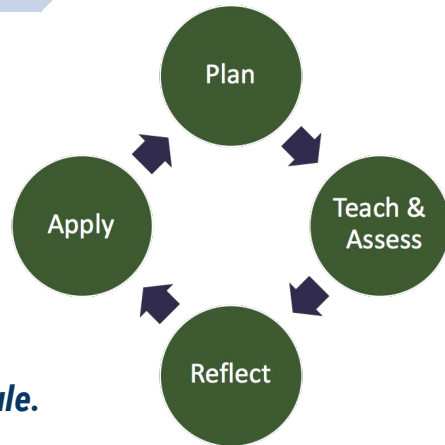
- Purpose:
 - ▷ To ensure that all teachers meet minimum standards for the Teaching Profession.
 - ▷ To provide new teachers the opportunity to reflect on their practice.
 - ▷ To help teacher candidates move into the profession with confidence.
- Content:
 - ▷ The CalTPA is aligned with the California Teaching Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP).
- Details:
 - ▷ CalTPA is Required to earn a Preliminary Credential
 - ▷ Cost: \$300 (\$150/semester)

Overview of the Process

You will submit two times:

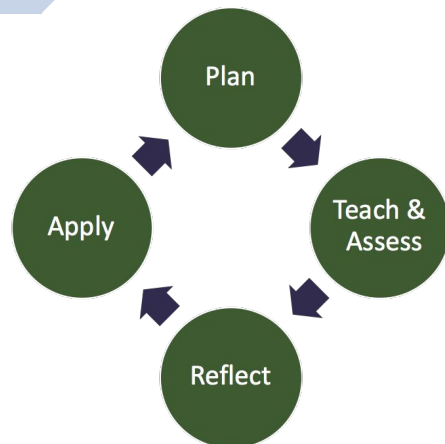
- **Instructional Cycle 1 (Fall):**
Learning About Students and Planning Instruction
- **Instructional Cycle 2 (Spring):**
Assessment-Driven Instruction

Note: ICP Candidates are on a different schedule.



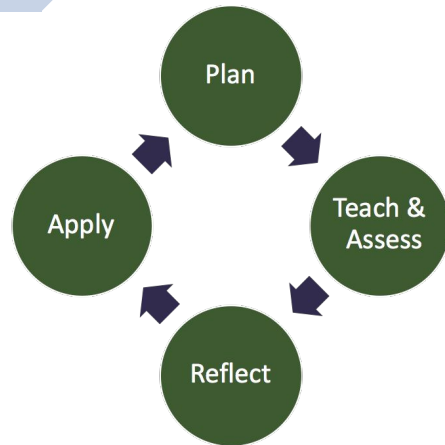
What is the Instructional Cycle?

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



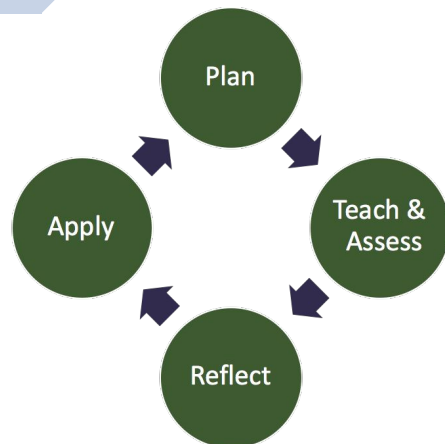
What is the Instructional Cycle?

- **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?

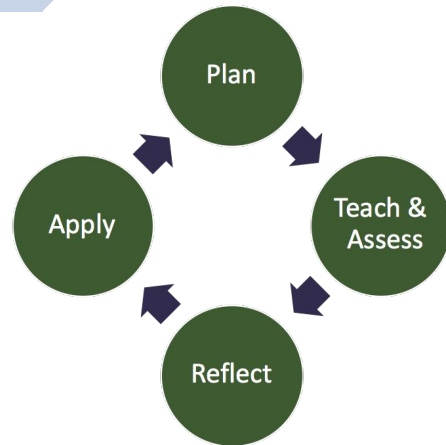
- **Step 3-Reflect:**
 - ▷ **Provide information by thinking about students' assets and needs when planning lessons**
 - ▷ **Explain how your lesson plan was flexible to incorporate in-the-moment adaptations for specific students**
 - ▷ **Explain how you supported 3 focus students**



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.



Who are the Focus Students?

- **Focus Student 1 – A student identified as an English Learner**
 - ▷ World Languages focuses on a student with a different language need, including a bilingual, multilingual student or one who is a Heritage language learner
- **Focus Student 2 – A student with an IEP, 504 or GATE designation**
- **Focus Student 3 – A student who has had life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support**
 - ▷ Speak with your cooperating teacher to learn about individual students who might make a good Focus Student 3.

Step 1: Plan Getting To Know Your Students



Purpose: To focus on teaching ALL students, including:

- **Your whole class**
 - ▷ **Your students' assets & needs**
 - ▷ **Class context**
- **Your 3 focus students**
 - ▷ **English Learner (except WL)**
 - ▷ **Student with IEP, 504, GATE needs**
 - ▷ **Student with other learning needs**

Step 1: Plan Getting To Know Your Students



- **Template for Getting To Know Your Students**
 - ▷ **Some of you may have already gathered this data**
 - ▷ **Now, you can start plugging in what you know into the template**
- **Templates for:**
 - ▷ **Single & Multiple Subject**
 - ▷ **World Languages**

Note: Refer to students as "Focus Student 1" (etc.) rather than using their names

Step 1: Plan

Getting to Know Your Students Template

Directions: Provide the information listed below about your whole class, your classroom context, and each of the three focus students by responding to the following prompts (up to 5 pages). To protect the privacy of the focus students, refer to these students as Focus Student 1 (FS1), Focus Student 2 (FS2), and Focus Student 3 (FS3). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

Whole Class

1. Description of Students' Assets and Needs

- a. prior academic knowledge related to the specific content you plan to teach
[]
- b. English language proficiency levels (Standard English learners and English learners)
[]
- c. cultural and linguistic resources and funds of knowledge (i.e., knowledge and skills derived from cultural experience)
[]
- d. prior experiences and interests related to the content you plan to teach
[]

2. Contextual Information for the Class

- a. grade level(s)
[]
- b. content area
[]

Sample Template:

- Multiple & Single Subject
- Save as a Word Doc, modify it directly

CalTPA Workshop Timeline

- | | |
|--------------------------------|--|
| ▪ Saturday, September 22, 2018 | Introduction to the CalTPA/Overview of the Process |
| ▪ Saturday, October 6, 2018 | Cycle 1 Overview/Planning for Your Fall Submission |
| ▪ Saturday, October 20, 2018 | Cycle 1 Submission Workshop |
| ▪ Saturday, November 3, 2018 | Drop-In Advising & Support |
| ▪ Saturday, November 10, 2018 | 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 2 Submission
 - ▷ **ICP (Students in Clinical Practice) Only**

Note: ICP Candidates who will do Clinical Practice in the Spring will complete both CalTPA cycles in the Spring.

Preparing For the Next Workshop (Oct 6.)

1. **Complete the Step 1 Template (Getting To Know Your Students)**
2. **Prepare for video recording:**
 - Check with your school site--if students have NOT opted out of the media release, you are good to go.
 - If students HAVE opted out, you'll need permission slips for those specific students.
 - Permission Slips will be available on our website (TBA)
3. **Read the Cycle 1 Assessment Guide for your program.**

Thank you!

The image is a graphic design with a white background. On the left side, there is a dark blue triangle pointing to the right. On the right side, there is a light blue triangle pointing to the left. These two triangles meet at a diagonal line. A horizontal orange bar with a 3D effect is positioned across the middle, overlapping the dark blue triangle on the left and extending to the right edge. The text "Thank you!" is written in white, bold, sans-serif font on the dark blue triangle.