

CalTPA Cycle 2 Overview

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CalTPA
California Teaching
Performance Assessment



Welcome to CalTPA Cycle 2!

Sit with your program.

Single
Subject
Program
Cohort

Multiple
Subjects
Program
Cohort

Concurrent
Program
Cohort

ICP
Program
Cohort

Middle
Level
Program
Cohort

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Agenda:

- Overview of the CalTPA Process
- CalTPA Cycle 2:
 - ▶ Steps 1-4 - Plan, Teach and Assess, Reflect and Apply
- Key Differences in Cycle 2
- Deeper Dive into Steps 1 and 2
- Cycle 2 Submission Timeline(s)
- Preparing for the Next Workshop (March)
- Sign in/Questions?

CSUSM CalTPA Website

CSUSM School of Education Website:

- ▶ Current Students
- ▶ Teacher Performance Assessment- CalTPA
 - ▶ Link: <https://www.csusm.edu/soe/currentstudents/tpa.html>
 - ▶ Reference Cycle 2 Performance Assessment Guides (For your Program)
 - ▶ Cycle 2 Templates

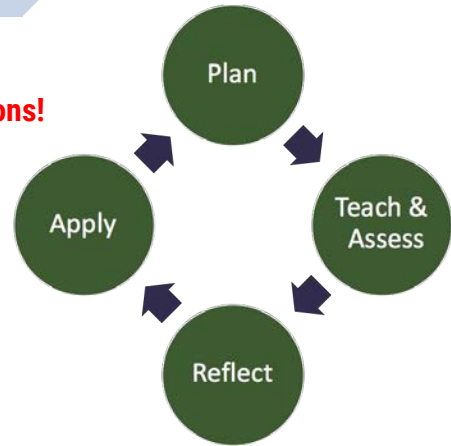
Overview of the CalTPA Process



- **Instructional Cycle 1 (Fall):** ✓ **Congratulations!**

*Learning About Students
and Planning Instruction*

- **Instructional Cycle 2 (Spring):**
Assessment-Driven Instruction

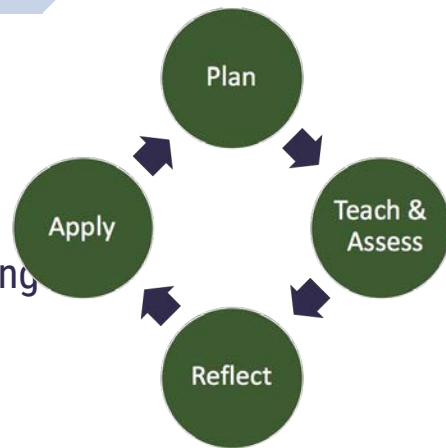


Cycle 2 Overview



Emphasis:

- ▷ The interaction between:
 - ▷ Standards
 - ▷ **Assessment**
 - ▷ Instructional decision-making
- ▷ **Educational Technology**



Key Differences in Cycle 2

- **No Focus Students** -> Contextual Information for Whole Class
- **More than 1 Lesson** -> Learning Segment: Consists of a Series of **3 - 5** Lessons + **1** Additional Extension or Re-teaching Lesson
- More of an **Educational Technology** Use Focus -> Student Use
- More of an **Assessment Driven** Instruction Focus -> To include 3 types of assessment: Informal, Student Self-Assessment, and Formal
- Providing Evidence of use of **Academic Language** -> Noted in Rubrics

Step 1: Universal Design for Learning (UDL)



- UDL: Designing lessons or learning experiences while taking the needs of a diverse student population into consideration
- UDL is a key focus of the CalTPA.
- Cycle 2's focus on assessment gives many opportunities to use UDL principles in your planning.

Step 1: Universal Design for Learning (UDL)

Universal Design for Learning Guidelines

I. Representation

Use multiple means of representation

1. Provide options for perception
 - Options that customize the display of information
 - Options that provide alternatives for auditory information
 - Options that provide alternatives for visual information
2. Provide options for language and symbols
 - Options that define vocabulary and symbols
 - Options that clarify syntax and structure
 - Options for decoding text or mathematical notation
 - Options that promote cross-linguistic understanding
 - Options that illustrate key concepts non-linguistically
3. Provide options for comprehension
 - Options that provide or activate background knowledge
 - Options that highlight critical features, big ideas, and relationships
 - Options that guide information processing
 - Options that support memory and transfer

II. Expression

Use multiple means of expression

4. Provide options for physical action
 - Options in the mode of physical response
 - Options in the means of navigation
 - Options for accessing tools and assistive technologies
5. Provide options for expressive skills and fluency
 - Options in the media for communication
 - Options in the tools for composition and problem solving
 - Options in the scaffolds for practice and performance
6. Provide options for executive functions
 - Options that guide effective goal-setting
 - Options that support planning and strategy development
 - Options that facilitate managing information and resources
 - Options that enhance capacity for monitoring progress

III. Engagement

Use multiple means of engagement

7. Provide options for recruiting interest
 - Options that increase individual choice and autonomy
 - Options that enhance relevance, value, and authenticity
 - Options that reduce threats and distractions
8. Provide options for sustaining effort and persistence
 - Options that heighten salience of goals and objectives
 - Options that vary levels of challenge and support
 - Options that foster collaboration and communication
 - Options that increase mastery-oriented feedback
9. Provide options for self-regulation
 - Options that guide personal goal-setting and expectations
 - Options that scaffold coping skills and strategies
 - Options that develop self-assessment and reflection

- These guidelines help you plan for *all* kids.
- One lesson won't hit all of these guidelines! But your unit might hit several of them.

Step 1: Plan

■ Template 1: Contextual Information

- ▷ Similar to Cycle 1, except **you do not have focus students**. Instead, address the profile of the entire class:
- ▷ Description of Students' Assets & Needs:
 - ▷ Prior academic knowledge (re: the learning goal)
 - ▷ English proficiency
 - ▷ Cultural & linguistic resources & funds of knowledge
 - ▷ Prior experience related to the content
 - ▷ **Experience re: Educational Technology** (inside & outside the classroom)

Step 1: Plan

■ Template 1: Contextual Information

- ▷ Contextual Information for the Class
 - ▷ Grade, content, setting, ed tech available, # of students in each “category,” dual language (if applicable).
 - ▷ Topic of content & assessment sequence.

Step 1: Plan

■ Template 2: Learning Segment Template

| Learning Segment | |
|--|--|
| Content area, topic, and grade level | |
| California state standard(s) listed by name and number | |
| English language development (ELD) standards (if applicable) | |
| Unit goal(s) for the learning segment | |
| Lesson 1 | |
| Learning goal(s) | |
| Evidence and assessment of | |

- Overview of standards (content & ELD) for entire learning segment.
- Unit goals for the entire learning segment.

Step 1: Plan

■ Template 2: Learning Segment Template

- ▷ 3-5 lessons total (You can add boxes to the template if you have more than 3)
- ▷ Goals for each lesson
- ▷ Evidence & assessment for each lesson
- ▷ How each lesson links to prior & next lessons
- ▷ Learning activities (**students do**)
- ▷ Instructional strategies (**you do**)
- ▷ ELD/ALD
- ▷ Adaptations/Accommodations/UDL
- ▷ Plans, adaptations for next lesson.

| Lesson 3 | |
|---|--|
| Learning goal(s) | |
| Evidence and assessment of learning (informal assessment, student self-assessment, formal assessment) | |
| How does lesson link to prior learning and/or build on previous lesson to develop deep learning of content? | |
| Learning activities (what students do) Include, where appropriate, how you and your students will use educational technology. | |
| Instructional strategies (what you do) | |
| ELD and ALD | |
| Adaptations/accommodations for students with specific learning needs | |
| At the completion of Lesson 3: Based on what you learned as a result of teaching this lesson, what changes, if any, will you make to the next lesson? | |

Step 1: Plan

■ Template 3: Assessment Descriptions Template

- ▷ Detailed description of your planned assessments following prompts - up to 5 pages
- ▷ **Informal** - describe assessment and the corresponding criteria and what you will look for in student responses to monitor student understanding
- ▷ **Student Self-Assessment**- describe how you will engage students
- ▷ **Formal Assessment** - describe the learning goal measured, evidence to be collected, and how you will use criteria

Assessment Descriptions Template

Directions: Provide a detailed description of your planned assessments in response to the following prompts (up to 5 pages). If additional materials need to be provided, insert them at the end of this template file (these count toward your 5-page maximum). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

Informal Assessment

1. Describe one informal assessment you plan to implement and the corresponding criteria. Explain how the selected informal assessment is aligned to the content-specific student learning goal(s) and how the assessment will provide students opportunities to demonstrate content knowledge in a variety of different ways.
[]

2. Identify what you will look for in student responses to the selected informal assessment and how you plan to monitor students' understanding of content during the learning sequence. If you provide instructional adaptations or accommodations, explain why.
[]

Student Self-Assessment

3. Describe how you will engage students in self-assessment or reflection and the criteria you will provide to students to guide their evaluation of their own learning. Explain how the student self-assessment is aligned to the content-specific learning goal(s) and how it will provide opportunities for students to reflect on and advance their understanding of the content. If you provide instructional adaptations or accommodations for students, explain why.

Informal Assessment

- **One** informal assessment, aligned to the learning goal(s), and how the assessment will give students the chance to demonstrate knowledge in a variety of ways (UDL)
- Identify what you will look for in student responses & how you'll monitor for student understanding; explain any adaptations or accommodations.
- **Examples of informal assessments:** Question/Answer discussions; observing students engaged in activities; student peer review; homework; student-created items (work, visuals, graphics, performances, products, etc.).

Note: Be specific! For example, if your informal assessment is collaborative group work, provide a set of instructions/expectations for learning. If they're engaging in peer assessment, provide guiding questions, etc.

KEY: How will you know students have learned what you want them to?

Student Self-Assessment

- Describe how you'll engage students in self-assessment or reflection, including the criteria students will use.
- Explain how the self-assessment is aligned to the learning goal(s) and how it will provide students with opportunities to reflect on and advance their learning.
- Explain any adaptations or modifications.

Note: Be specific! For example, if the self-assessment is based on questions, provide the questions. If it's a presentation, provide the guiding questions or expectations. Or provide sentence frames, etc.

KEY: How will you know students have learned what you want them to?

Formal Assessment

- What **learning goals** are measured by the formal assessment? (Content knowledge, skills, etc.)
- What **evidence** (product, process, performance) are you planning to collect or observe from **each student** to determine if the goals have been met?
- Use a rubric and/or **clearly defined scoring criteria**, shared with students prior to the assessment. You will use the results to plan further instruction and provide detailed feedback to students based on content-specific learning goal(s) of the instruction

Note: Be specific! Describe what each student will do, and the resulting process, product or performance, as well as how their work will be assessed according to scoring criteria. Examples: Students will balance on one foot; participate in a hands-on science experiment; tell a story using puppets. etc.

- **KEY: How will you know students have learned what you want them to?**

Step 1: Plan - Rubric 2.1

Essential Question: 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?

Evidence:

- Learning Segment Template
- Written Narrative: Assessment Descriptions
- Formal Assessment Rubric and/or Scoring Guide

Note: Template 1 is not mentioned.

Level 3

Candidate's learning segment includes manageable and appropriate learning goals that clearly build on students' prior content knowledge.

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

Learning segment includes learning activities that are appropriately engaging, challenging, and accessible for students, and grouping strategies are appropriate.

[Content-specific instructional strategies](#) include adaptations and accommodations that will assist students to reach learning goals in multiple ways.

Step 1: Plan - Rubric 2.2

Essential Question: 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 learning goal(s)?

Evidence:

- Learning Segment Template
- Written Narrative: Assessment Descriptions

Note: Template 1 is not mentioned.

Level 3

The assessments (including scoring criteria), learning activities, and instructional strategies of each lesson are aligned to meet the learning goal(s).

Lessons build on one another to develop students' higher-order thinking skills (analysis, synthesis, evaluation, interpretation, transfer), academic language, and concepts and skills that are likely to support students to engage with the learning segment content.

Step 1 Bottom Line: Have an Assessment Strategy

- Given the focus of Rubrics 2.1-2.7 is mostly on assessment, you should have **a clear assessment strategy** for your entire unit before you video record yourself.
 - ▷ How will you use informal assessment?
 - ▷ How will your students engage in self-assessment?
 - ▷ How will you use formal assessment? What measures (rubrics, etc.) will you use?

Step 2: Teach and Assess



- There are 2 main pieces of Step 2:
 - **Video Recordings:**
 - Video Clip 1: Instruction and Assessment of Academic Language Development
 - Video Clip 2: Student's Use of Educational Technology
 - Video Clip 3: Instruction and Informal Assessment of Content
 - Video Clip 4: Instruction and Student Self-Assessment of Content
 - **Template:** Analysis of Informal & Student Self-Assessments Template
 - Done after your lessons.

Step 2: Teach and Assess



Select and Annotate Video Clips

Note: Video clips selected from the video recording of the complete learning segment. Each clip to be continuous, unedited and **up to 5 minutes** in length.

- **The where:** brief text explanations associated with specific points in video clips
- **The what:** include annotation titles to label your explanation
- **The why:** provide your brief rationale explaining decisions that you made in your teaching practice as that specific point

Note - each annotation must be used at least once across the 4 video clips

Step 2: Teach and Assess

Video Clip 1: Assessing Student Learning and Development of Academic Language

- **Essential Question:** How does the candidate support student development of academic language in relation to the content-specific learning goal(s)?
- Explain why students are engaged in specific learning activities focused on developing academic language to learn/access the content

Evidence: 4 Annotated Video Clips & Written Narrative: Analysis of Informal and Student Self-Assessments

Rubric 2.3:

Level 3

Candidate uses specific learning activities to provide opportunities for students to develop academic language specific to the language demands of the learning segment and content-specific learning goals.

Language demands are generally addressed for the whole class as a group through instructional adaptations to support content learning.

Focus: Academic Language

- Refers to the oral, written, auditory, and visual language **proficiency required** to learn **effectively** in schools and academic programs—i.e., it's the language used in classroom lessons, books, tests, and assignments, and it's the language that students are expected to learn and **achieve** fluency in.
- Frequently **contrasted** with “conversational” or “social” language, academic language includes a variety of formal-language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to **acquire** knowledge and academic skills while also successfully **navigating** school policies, assignments, expectations, and cultural norms.
- Even though students may be highly intelligent and capable, for example, they may still struggle in a school setting if they have not yet **mastered** certain terms and **concepts**, or learned how to express themselves and their ideas in **expected** ways.

Step 2: Teach and Assess



Video Clip 2: Students Using **Educational Technology**

- **Essential Question:** 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)?
- Provide a rationale for how **students' use** of educational technology supports or demonstrates their content-specific learning.

Evidence: 4 Annotated Video Clips

Rubric 2.4:

Level 3

Candidate provides students with opportunities to use educational technology to achieve and/or demonstrate the content-specific learning goal(s).

Step 2: Teach and Assess



Video Clip 3: Providing **Content-Specific Feedback to Students**

- **Essential Question:** How does the candidate engage students in self-assessment to build their awareness of what they have learned and support their progress toward learning meeting learning goal(s)?
- Explain why you provided detailed, content-specific **feedback** about informal and self-assessment results to the whole class, groups, or individual students, and how the feedback was intended to support students to advance their learning.

Evidence: 4 Annotated Video Clips

Rubric 2.6:

Level 3

Candidate provides criteria for self-assessment by which students build their awareness of what they have learned and what they need to continue to learn to measure their own progress toward meeting learning goal(s).

Candidate supports students in understanding criteria and how to conduct the self-assessment.

Step 2: Teach and Assess

Rubric 2.5:

Level 3

Candidate's use of informal assessment monitors students' higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer), resulting in an understanding of whole class progress toward meeting the learning goal(s) and deep understanding of content.

Monitoring is sufficient to inform teaching in the moment, and candidate adjusts instruction for the whole class based on assessment results.

Video Clip 4: Use of Higher-Order Thinking Skills

- **Essential Question:** 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?
- Explain why you implemented **specific assessment strategies** that provide students opportunities to engage in the use of higher order thinking skills to learn about the content and how you adjusted your instruction based on the results?

Evidence: 4 Annotated Video Clips & Written Narrative: Analysis of Informal and Student Self-Assessments

Step 2: Teach and Assess

Template: Analysis of Informal and Student Self-Assessments:

- Respond to the 3 prompts:
 - ▷ Informal assessment
 - ▷ In-the-moment assessment
 - ▷ **Self-Assessment**
- This written analysis narrative may be up to 2 pages
- Submit a copy of your informal assessment & student self-assessment materials, including scoring criteria.

Analysis of Informal and Student Self-Assessments Template

Directions: Respond to the following prompts (up to 2 pages) to describe your analysis of the assessments. Type your responses within the brackets following each prompt. Do not delete or alter the prompts. You may insert translations of video evidence not in English at the end of this file (translations do not count toward your page total).

1. How did you use informal assessment results to learn about and support students' academic language development? How did you adjust your instruction based on these results?
[]
2. How did your in-the-moment informal assessment give you the opportunity to provide feedback to students to help them understand what they need to do next to continue progress toward and/or beyond meeting the learning goal(s)? How did you adjust your instruction based on these results?
[]
3. How did student self-assessment results provide insight about students' own understanding of the content-specific learning goals and their progress toward meeting the goal(s)? How did you adjust your instruction based on these results?
[]

CalTPA Cycle 2 Workshop Timeline



- **February 9, 2019** **Overview of the CalTPA Cycle 2, Steps 1 and 2**
- **March 9, 2019** **CalTPA Cycle 2 and Planning for Your Spring Submission**

*Cycle 2 Submission Date is **April 18, 2019** for the May 9, 2019 Score Release*

- **March 23, 2019** **Drop-In Advising & Support**
- **April 13, 2019** **Drop-In Advising & Support**

Preparing for the Next Workshop (March 9)



1. **Review and begin to complete or plan the Templates for Steps 1 and 2**
2. **Plan for the completion of your video clips:**
 - **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 through the Teacher Performance Guide thoroughly, specifically the templates and rubrics.**

Thank you for coming!



Thank you!