



CalTPA
California Teaching
Performance Assessment

Performance Assessment Guide

Instructional Cycle 1: Learning About Students and Planning Instruction



Multiple Subject Directions and Rubrics, **Version 03**

Preamble to the California Teaching Performance Expectations (TPE)

Effective teachers strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student’s academic success and well-being. California teachers recognize, respect, and utilize each student’s strengths, experiences, and background as assets for teaching and learning. Effective teachers confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations.

Throughout the Teaching Performance Expectations (TPE), reference is made to “all students” or “all TK–12 students.” This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, [dyslexia](#),* intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, culture, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of “all students” applies whenever and wherever the phrase “all students” is used in the TPE and in the CalTPA cycles (steps, rubrics, and CalTPA Glossary).

*The purpose of the California Dyslexia Guidelines is to assist regular education teachers, special education teachers, and families in identifying, assessing, and supporting students with dyslexia.

All information about the CalTPA program can be found on the [California Educator Credentialing Assessments website](#). The website includes assessment information, registration and registration support, information for concurrent bilingual candidates who are in a placement where a language other than English is exclusively used for instruction, or who are in a placement where both English and another language are used for instruction, and preparation materials including instructions on using the Pearson ePortfolio system and video annotation tool.

Copyright © 2020 by the California Commission on Teacher Credentialing
1900 Capitol Avenue, Sacramento, CA 95811
All rights reserved.

All materials contained herein are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of the California Commission on Teacher Credentialing. You may not alter or remove any trademark, copyright or other notice from copies of the content. Any redistribution or reproduction of part or all of the contents in any form is prohibited other than the following:

- you may print or download to a local hard disk extracts for your personal and non-commercial use only
- you may copy the content to individual third parties for their personal use, but only if you acknowledge the California Commission on Teacher Credentialing as the source and copyright owner of the material

Contents

- Acknowledgments..... iv
- Overview..... 1
 - Content-Specific Pedagogy..... 4
 - Evidence Table..... 5
- Step 1: Plan 6
 - I. Getting to Know Your Students 6
 - II. Lesson Plan 10
 - III. Lesson Plan Rationale..... 11
 - IV. Related Instructional Resources and Materials..... 12
 - Evidence to Be Submitted 12
- Step 2: Teach and Assess 13
 - I. Select and Annotate Video Clips..... 13
 - Evidence to Be Submitted 15
- Step 3: Reflect 16
 - I. Reflect on What You Learned 16
 - Evidence to Be Submitted 16
- Step 4: Apply 17
 - I. Application of What You Learned 17
 - Evidence to Be Submitted 17
- Instructional Cycle 1 Rubrics 18
 - Essential Questions..... 18
 - Step 1 Rubrics..... 19
 - Step 2 Rubrics..... 26
 - Step 3 Rubric 28
 - Step 4 Rubric 29
- Submitting Your Evidence..... 30
- CalTPA Glossary..... 33

Acknowledgments

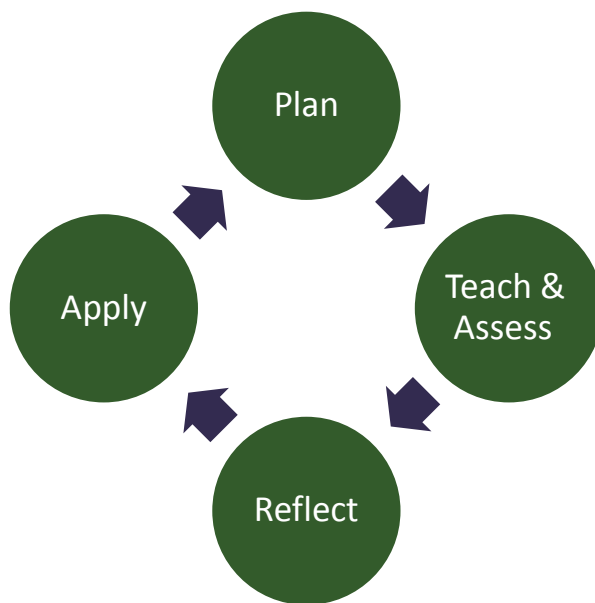
California has been an innovator in the development and use of teaching performance assessments since 2003. The California Teaching Performance Assessment (CalTPA) has been revised and updated with the assistance of a 21-member design team; the Evaluation Systems group of Pearson; the Stanford Center 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.

Overview

Instructional Cycle 1 represents a complete teaching cycle (*plan, teach and assess, reflect, and apply*) for one content-specific lesson that you will develop and teach within a school placement. Cycle 1 focuses on developing an engaging content-specific lesson for one class and 3 focus students based on what you learn about their diverse [assets](#)¹ and learning needs, including their prior knowledge, interests, and developmental considerations. In this cycle, you will demonstrate how you select an appropriate [learning goal\(s\)](#), determine what you expect your students to know and be able to do, and show how you assess that learning. You will develop content-specific student activities and instructional strategies to develop your students' thorough understanding of the

content you are teaching. This cycle also focuses on how you monitor student learning during the lesson and make appropriate [adaptations](#) to support individual student learning needs. As you teach and video record the lesson, you will demonstrate how you establish a positive and safe learning environment, provide social and emotional supports through positive interactions with students, and use resources and materials to promote [higher-order thinking skills](#) (i.e., analysis, synthesis, evaluation, interpretation, and transfer), develop student [academic language](#), and enhance content-specific learning.

The CalTPA is grounded in asset-based instruction and [Universal Design for Learning \(UDL\)](#) theory and practice as it relates to curriculum and instruction. [UDL](#) is an educational framework based on research in the learning sciences, including cognitive neuroscience, which guides the development of flexible learning environments to address individual learning differences.



¹ The first reference of a term in each section of this guide is hyperlinked to its corresponding definition in the CalTPA Glossary. To navigate to the glossary definition, click the hyperlinked word. To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as a positive asset. Teachers and students alike are valued for what they bring to the classroom rather than characterized by what they may need to work on or lack, and therefore are considered assets. Student assets include diversity in thinking (e.g., critical, creative, inductive, deductive, holistic, detail focused), culture (e.g., ethnic, racial, gender-identity), traits (e.g., temperament, introversion/extroversion, social and emotional strengths, creativity, leadership/collaboration ability), and intelligences (e.g., musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic), as well as unique experiences or skills (e.g., travel, outside projects, relevant talents/skills).

[UDL](#) focuses on three key principles:

- Principle 1: Provide multiple means of representation (the **what** of learning)
- Principle 2: Provide multiple means of action and expression (the **how** of learning)
- Principle 3: Provide multiple means of engagement (the **why** of learning)

Instructional Cycle 1 includes four specific steps to be completed in order: plan, teach and assess, reflect, then apply.

- ❖ **Step 1: Plan.** Gather information about one class of TK–12 students, identify **content-specific and ELD learning goals as appropriate**, and develop a lesson plan based on the applicable [California Content Standards and/or Curriculum Frameworks](#),* [content-specific pedagogy](#), and knowledge of your students. Your lesson must focus on either literacy or mathematics. You may integrate other subjects into the lesson. Describe the assets and learning needs of the class as a whole and for 3 focus students.

*You must use California Content Standards and/or Curriculum Frameworks.

- ❖ **Step 2: Teach and Assess.** Teach the planned lesson to students and video record the lesson. Select and annotate clips from your video that illustrate specific teaching practices and instructional strategies of the lesson. [Annotations](#) you provide should describe how you create a positive and safe learning environment; explain connections to prior learning and set expectations for content-specific learning; engage students in content-specific higher-order thinking; and monitor for student understanding through [assessment](#).
- ❖ **Step 3: Reflect.** Provide information on drawing from student assets and learning needs to plan an appropriate, relevant, and rigorous content-specific lesson for your whole class. Explain how your lesson plan was flexible to incorporate in-the-moment adaptations for specific students. Indicate what you needed to do to support your 3 focus students.

- ❖ **Step 4: Apply.** Explain what you would do differently to advance the learning of the class as a whole and, if you were to teach this lesson again, what you would do the same or differently to improve learning for the whole class.

Across the entire instructional cycle of planning, teaching and assessing, reflecting, and applying, you will demonstrate your ability to address learning needs for the whole class as well as 3 focus students:

1. **Focus Student 1:** a student identified as an [English learner](#)
2. **Focus Student 2:** a student identified by the district/school with an [Individualized Education Plan \(IEP\)](#) or a [504 plan](#) or a student identified for [Gifted and Talented Education \(GATE\)](#)
3. **Focus Student 3:** a student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention

Talk with your master, mentor, or supervising teacher to learn about individual students. Refer to subsequent notes regarding strategies for gathering information for focus students.

Multiple subject candidates must demonstrate both standards-based literacy and mathematics instruction within the CalTPA. Candidates may take one of these two approaches:

- Focus Cycle 1 on one of the two disciplines (literacy or mathematics), and focus Cycle 2 on the discipline that was not addressed in Cycle 1.
- OR**
- Focus one cycle on literacy with the integration of another content area(s), and focus the other cycle on mathematics with the integration of another content area(s). Each cycle requires standards-based learning goals and instruction focused on literacy or mathematics as well as in the other content area(s) and ELD, as appropriate. Integration of content can occur in one or both of the cycles.

Your Cycle 1 lesson must not be repeated/used in Cycle 2. The two cycles should demonstrate the depth and breadth of your ability to teach the content area for which you are seeking a credential.

Please note that if you do not submit both a literacy-focused cycle and a mathematics-focused cycle, you will not meet the requirement for passing the CalTPA. In this case, you will need to retake the CalTPA.

Refer to the CalTPA policy on [submission requirements](#) for information on Multiple Subject requirements and requirements for concurrent bilingual multiple subject candidates who are in a placement where a language other than English is exclusively used for instruction or who are in a placement where both English and another language are used for instruction.

Content-Specific Pedagogy

The statements included in this section were drawn from the [California Teaching Performance Expectations \(TPE\)](#) and informed by California subject matter experts as key pedagogy for new teachers to know and be able to demonstrate upon entering the profession.

Multiple Subject—Literacy

Planning, instruction, assessment, reflection, and/or application provide attention to multiple subject literacy concepts and principles through the following:

- creating an environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts
- developing oral communication and interpersonal skills

Multiple Subject—Mathematics

Planning, instruction, assessment, reflection, and/or application provide attention to multiple subject mathematics concepts and principles through the following:

- engaging students in the Standards for Mathematical Practice (e.g., making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, looking for and expressing regularity in repeated reasoning)
- helping students develop the knowledge, skills, and academic language to appropriately (a) use processes of problem solving, reasoning and proof, communication, representation, and connections in real-world situations, and (b) apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition

Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 1: Plan (templates provided, including a sample lesson plan format)</p>	<ul style="list-style-type: none"> • Gather contextual information, including students' assets and learning needs, for the whole class and for each of the 3 focus students. • Use California Content Standards and/or Curriculum Frameworks, content-specific pedagogy, and knowledge of your students to develop one lesson plan focused on literacy or mathematics (you may integrate other subjects into the lesson). • 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"> • Part A: Written Narrative: Getting to Know Your Students (no more than 9 pages) • Part B: Lesson Plan • Part C: Written Narrative: Lesson Plan Rationale (no more than 7 pages) • Part D: Related Instructional Resources and Materials (no more than 8 pages)
<p>Step 2: Teach and Assess (annotation tool provided in the ePortfolio system)</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 and annotate 3 video clips that show (1) how you create a positive and safe classroom environment, connect to prior learning, and establish expectations for content-specific learning; (2) how you engage students in activities and use instructional strategies; and (3) how you clarify next steps for learning the content. • Annotation titles include: <ul style="list-style-type: none"> • Creating a Positive and Safe Learning Environment • Explaining Connections to Prior Learning and Establishing Expectations for Content-Specific Learning • Engaging Students in Content-Specific Higher-Order Thinking • Monitoring for Student Understanding and Next Steps for Learning 	<ul style="list-style-type: none"> • Part E: 3 Annotated Video Clips (no more than 5 minutes each)
<p>Step 3: Reflect (template provided)</p>	<p>Provide responses to prompts that describe how successful you were in using student assets and learning 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.</p>	<ul style="list-style-type: none"> • Part F: Written Narrative: Reflection on What You Learned (no more than 3 pages)
<p>Step 4: Apply (template provided for written narrative only)</p>	<p>Provide responses to prompts regarding what you learned through completing this assessment cycle and how it 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.</p>	<ul style="list-style-type: none"> • Part G: Narrative: Application of What You Learned (no more than 3 pages of written or no more than 5 minutes of video explanation)

Step 1: Plan

Complete the following Step 1 planning activities **prior to** completing Steps 2–4.

Choose one class of students as the focus for Instructional Cycle 1. Verify permission from the teacher(s), other adults, and families of the students who will appear in the video recordings for Instructional Cycle 1.

Follow all district policies regarding video recording of individuals.

Candidates are responsible for verifying and, if necessary, obtaining appropriate permissions from all individuals who appear in the video clips submitted.

Candidates and students must be visible in the video recordings.

I. Getting to Know Your Students

Directions: Consult with your master, mentor, or supervisory teacher; with additional school personnel; and with families, as needed, to develop your understanding of students' [assets](#) and learning needs. Review student work and available [assessment](#) or survey data, and talk with and/or observe students to learn about the class's range of assets, including academic strengths, and learning needs. You will use this information to establish content-specific [learning goals](#) (including [California English Language Development Standards \[CA ELD Standards\]](#) as appropriate) for the literacy or mathematics lesson you will plan and teach for Cycle 1.

Gather information about student assets and learning needs in a professional and appropriate manner that protects students' privacy. While you might collect contextual information by talking with students, only do so if supportive and appropriate for the [developmental level](#) of the student. Personal student information must be vetted through the master, mentor, or supervising teacher. If you have questions about the types of information that are available in a public-school setting about students' assets and/or learning needs, seek guidance from your school program and the school site administrator(s) or teachers in which you are conducting your student teaching.

Provide the following information about your whole class, their assets and learning needs, classroom context, and each of the three focus students using the template provided.

Whole Class

1. Description of Students' Assets and Learning 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** (literacy or mathematics) you plan to teach

Standard English learners are students whose native language is English and whose mastery of the standard English language or academic English is limited due to their use of nonstandard English.

2. Contextual Information for the Class

- a. grade level(s)
- b. content area
- c. classroom setting ([face-to-face](#), online, [hybrid](#))
- d. resources and materials you have access to and plan to use in the lesson
- e. number of students:
 - i. total number of students (whole class)
 - ii. number of identified English learners
 - iii. number of Standard English learners
 - iv. number of students with an [Individualized Education Plan \(IEP\)](#)*
 - v. number of students with a [504 plan](#)*
 - vi. number of students identified for [Gifted and Talented Education \(GATE\)](#)*

*Include a note if IEP, 504 plan, and/or GATE are not applicable for your students given their age (e.g., TK–3 classroom).
- f. dual-language setting, if applicable; indicate setting and language of instruction:
 - bilingual
 - one-way immersion
 - two-way immersion

Focus Students

3. Description of 3 Focus Students' Assets and Learning Needs

You must choose 3 different individuals as focus students who meet the criteria below.

To protect the privacy of the 3 different focus students, refer to these students throughout your submitted evidence as Focus Student 1 (FS1), Focus Student 2 (FS2), and [Focus Student 3](#) (FS3). Remember: Do not use an actual school name, the names of other adults in the classroom who support students, or the names of any students in the evidence you submit for Cycle 1.

Focus Student 1

Choose a district-identified English learner. This can be an English learner at any [CELDT/ELPAC](#) level. If you have only redesignated English learners in your class, you may select one of them or select a student who needs support for his or her language development.

- a. current proficiency in reading, writing, and speaking/listening in English and mastery of the primary language
- b. prior academic knowledge related to the specific content (literacy or mathematics) you plan to teach
- c. [social identity](#) (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)
- d. cultural and linguistic resources and funds of knowledge
- e. prior experiences and interests (as they relate to the content you plan to teach)
- f. developmental considerations (e.g., [social-emotional](#), [typical and atypical child development](#))

Focus Student 2

Choose a student taught in the general education classroom (i.e., not pulled out for instruction during the lesson for the content you will teach) who the district has identified as having a disability with an IEP or a 504 plan or a student identified for GATE who will be participating in the lesson. If there are no identified students in your classroom, select a student who has recently been referred for specialized support or who requires additional learning support in the general education setting.

- a. learning challenge (identified disability and IEP goals, focus of 504 plan or [Multi-Tiered System of Supports \[MTSS\]](#), or need for greater instructional challenge through GATE)
- b. prior academic knowledge related to the specific content (literacy or mathematics) you plan to teach

- c. social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)
- d. cultural and linguistic resources and funds of knowledge
- e. prior experiences and interests related to the content you plan to teach
- f. developmental considerations (e.g., social-emotional, typical and atypical child development)
- g. [assistive technologies](#) as appropriate

When selecting Focus Student 2 in transitional kindergarten or primary grades classrooms where students have yet to be identified as having a learning need, select a student who has been identified for support through the Multi-Tiered System of Supports (MTSS) process, who has recently been referred for evaluation, or who is struggling in the content area that is the focus of the lesson.

Focus Student 3

Choose a student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention (e.g., does not participate, falls asleep in class, remains silent, acts out, demands attention). Life experiences may include, but are not limited to, challenges in the home, community, or school as a result of [discrimination](#), bullying, illness, loss of parents, divorce, trauma, homelessness, poverty, or incarceration, or as a result of needs as a Standard English learner; a migrant, an immigrant, or an undocumented student; or a student in foster care.

- a. life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support
- b. prior academic knowledge related to the specific content (literacy or mathematics) you plan to teach
- c. social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)
- d. cultural and linguistic resources and funds of knowledge
- e. prior experiences and interests related to the content you plan to teach
- f. developmental considerations (e.g., social-emotional, typical and atypical child development)

II. Lesson Plan

Directions: Use knowledge about your students to establish content-specific learning goal(s) and develop one lesson plan focused on either literacy or mathematics (integration of other content is appropriate; however, learning goal(s) must reflect literacy or mathematics).

You may use any lesson plan format (e.g., the format used by your teacher preparation program or by the school or district where you are student teaching/teaching) or use the **sample** lesson plan template provided, which is grounded in a [UDL](#) approach. The lesson plan should address the following components:

- 1. What are you planning to teach in the lesson?**
 - content to be taught based on California Content Standard(s) and/or Curriculum Frameworks and TPE [content-specific pedagogy](#) relevant to the lesson
 - learning goal(s) for content (specify literacy or mathematics; ELD as appropriate)
 - where and how this lesson fits in the larger unit of instruction
 - what you expect students to learn and be able to do
- 2. How will you know whether students learn what you are planning to teach?**
 - assessment (check for understanding) you will use to determine if students are not meeting, meeting, or exceeding the learning goal(s)
- 3. How will you structure student learning activities?**
 - design of student learning activities that are active, challenging, engaging, and accessible to support students to achieve the learning goal(s) (e.g., use of [manipulatives](#), [think-pair-share](#), models, drawings or [maps](#), [graphic organizers](#), [performances](#), [demonstrations](#), labs, [educational technology](#))
 - how you will group students and manage group work (whole class, small group, pairs, or individual) to support student learning
- 4. How will you plan your instruction to support learning through these student activities?**
 - instructional strategies to support student learning during or outside of² the lesson (e.g., explaining, modeling thinking, [scaffolding](#), asking questions that guide a discussion or seek more information from students, role playing, providing instructions to guide an activity, checking for understanding, re-teaching)

²Describe any additional supports that you provide to FS3 that occur outside of the lesson being taught in Cycle 1.

- resources, materials, and/or educational technology you will use to teach the lesson
- [adaptations](#) and [accommodations](#), including, as appropriate, assistive technologies, to support individual student learning needs beyond the [UDL](#) supports you have built into the lesson

III. Lesson Plan Rationale

Directions: Thinking about the class context information and students' assets and learning needs for the whole class and focus students, briefly respond to the following prompts using the template provided to explain how the lesson plan is informed by and addresses:

1. **Prior Academic Knowledge:** Explain how the lesson plan builds on students' prior academic knowledge related to the content-specific learning goal(s) selected for the lesson.
2. **Student Assets and Learning Needs:** Explain how the lesson plan incorporates or builds on students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests related to the content of the lesson.
3. **Student Learning Activities:** Explain why you selected the learning activities and how you will engage all students in higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer) and applications of concepts or skills to purposefully advance their understanding of the specific content (e.g., use of manipulatives, think-pair-share, models, drawings or maps, graphic organizers, performances, demonstrations, labs).
4. **Instructional Strategies:** Explain why you will use specific instructional strategies and what adaptations you might make to improve student access to learning. Describe how you will support student engagement with the content you are teaching in this lesson (e.g., modeling, scaffolding, asking questions, providing instructions to guide an activity).
5. **Student Grouping:** Explain your rationale for grouping students in this lesson—whole class, small group, pairs, individual—and why you think this will support student learning.
6. **Academic Language Development:** How will you address the [academic language development](#) needs of the students you are teaching, including English learners and Standard English learners? What vocabulary or terminology is necessary to access the content?
7. **Resources and Materials to Support Learning:** Explain why you chose particular resources and materials to support student learning and [language demands](#) in this lesson. What is the difficulty level of text, materials, or resources needed for the lesson?
8. **Assessments:** Explain how the assessments will check students' understanding of the content taught during the lesson.

9. **Developmental Considerations** (e.g., social-emotional, typical and atypical child development): Explain how the lesson plan addresses the developmental considerations of your students.
10. **Focus Students:** Explain how the lesson plan addresses individual assets and learning needs of the 3 focus students, including as appropriate, assistive technologies, and provides inclusive learning opportunities (if relevant, may include an explanation of additional support that occurs outside the classroom) to engage fully with the content of the lesson.

IV. Related Instructional Resources and Materials

Directions: Submit no more than 8 pages of key instructional materials and resources (e.g., PowerPoint slides; assignments and/or directions; one-paragraph description of text students read; computer program or app; materials needed to support, clarify, and/or illustrate the lesson plan or student activity[ies]).

Evidence to Be Submitted

- ❖ **Part A:** Written Narrative: Getting to Know Your Students (no more than 9 pages)
 - Whole class:
 - Description of Students' Assets and Learning Needs
 - Contextual Information for the Class
 - Description of 3 Focus Students' Assets and Learning Needs
- ❖ **Part B:** Lesson Plan
- ❖ **Part C:** Written Narrative: Lesson Plan Rationale (no more than 7 pages)
- ❖ **Part D:** Related Instructional Resources and Materials (no more than 8 pages)

Step 2: Teach and Assess

I. Select and Annotate Video Clips

Directions: Teach and video record the entire planned lesson. Review the video(s) and select **3 video clips** from any part of the planned lesson that demonstrate the following:

Video Clip 1

Creating a Positive and Safe Classroom Environment, Connecting to Prior Learning, and Establishing Expectations for Content-Specific Learning (no more than 5 minutes)

Select a clip from a portion of your lesson where you

- establish a positive classroom environment (e.g., creating a safe and welcoming environment, greeting students, establishing positive rapport), and
- explain the connection to prior learning (e.g., framing the lesson by explaining prior knowledge and how it connects to the lesson), and
- establish learning expectations for the content of the lesson (e.g., setting clear expectations for learning the content, establishing central question(s) and/or lesson hook).

Video Clip 2

Student Activities and Instructional Strategies (no more than 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) (e.g., inquiry processes, problem solving, teacher and student discussions that advance understanding of the content, analysis of ideas, connecting ideas, peer-to-peer interactions, critique of student work, guided small group work, collaborative learning activities, opportunities to be creative, activities that encourage student voice, [academic language development](#), use of [educational technology](#) or assistive technologies).

Video Clip 3

Next Steps for Content-Specific Learning (no more than 5 minutes)

Select a clip from the lesson that demonstrates how you

- summarized and checked for understanding of [learning goal\(s\)](#) (e.g., summarizing what was done, asking and answering questions at the end of the lesson), and
- established next steps for learning the content (e.g., indicating what will come next).

Video clips must be selected from the video recording of the complete lesson; **however, each clip must be unedited and continuous, and provide uninterrupted instruction. Video clips should not be edited to include added titles, music, graphics, or other elements.**

You may use no more than 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. Keep in mind that an assessor will watch only the first 5 minutes of video for each clip.

Candidate and students must be visible in the video recordings.

Provide four annotations to the three video clips to point out where you are using instructional strategies to teach and assess your students.

Annotations

Your annotations are brief text explanations attached to specific [timestamped](#) points in a video clip (the **where**). For each annotation, you will

- select an annotation title from a drop-down list (as described below) (the **what**) and
- provide a brief rationale for the annotation (the **why**).

Annotation Titles

Creating a Positive and Safe Learning Environment

Explain why you chose the strategies you used to establish a positive and safe learning environment.

Explaining Connections to Prior Learning and Establishing Expectations for Content-Specific Learning

Explain how the lesson connects to prior learning and how you set and maintained expectations for content-specific learning throughout the lesson.

Engaging Students in Content-Specific Higher-Order Thinking

Explain why you implemented learning activities and used instructional strategies (e.g., resources, materials, and/or educational technology) to provide access and engage students in challenging content-specific learning using higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer).

Monitoring for Student Understanding and Next Steps for Learning

Explain how you checked for understanding of the content-specific goals throughout the lesson and established next steps for learning the content.

Annotations: Each annotation title must be used at least once across the 3 video clips. If appropriate, you may use annotation titles multiple times. Be sure that your annotation title and rationale explain the timestamped segment you have selected. For each annotation rationale, you may enter up to 1,000 characters. If you write an annotation rationale in a separate file and copy it into the system, only the first 1,000 characters will be accepted.

Labels: When you upload your annotated video clips for submission, you will be required to assign a label to each file, indicating whether it is Clip 1-Creating a Positive and Safe Classroom Environment, Connecting to Prior Learning, and Establishing Expectations for Learning, Clip 2-Student Activities and Instructional Strategies, or Clip 3-Next Steps for Content-Specific Learning. Be sure that you appropriately label each video clip during the upload process.

Evidence to Be Submitted

- ❖ **Part E:** 3 Annotated Video Clips (no more than 5 minutes each)

Step 3: Reflect

I. Reflect on What You Learned

Directions: Respond to the following prompts using the template provided. Cite evidence from Steps 1 and/or 2 for each response.

1. How did comprehensively learning about your students' [assets](#) and learning needs
 - a. inform and/or shape your lesson plan for the whole class?
 - b. support student access to and engagement with the literacy or mathematics 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? Why or why not?
3. How did your instructional approach support learning for the whole class and for each of the 3 focus students to achieve the content-specific [learning goal\(s\)](#)?

Be sure to cite 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.

Evidence to Be Submitted

- ❖ **Part F:** Written Narrative: Reflection on What You Learned (no more than 3 pages)

Step 4: Apply

I. Application of What You Learned

Directions: Respond to the following prompts. You have two options for responding, **either**

- in a written narrative on the template provided **or**
- in a video recording in which you verbally respond to each prompt.

In each response, cite evidence from Steps 1, 2, and/or 3.

1. Explain what you would do next to advance the content-specific learning of the whole class of students.
 - a. Do you need to reteach any part of the lesson? Explain why or why not.
 - b. Based on what the whole class of students 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 [deep learning](#) of content and academic language for the whole class of students and why?

Be sure to cite 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.

Evidence to Be Submitted

- ❖ **Part G:** Narrative: Application of What You Learned (no more than 3 pages of written or no more than 5 minutes of video explanation)

Instructional Cycle 1 Rubrics

Essential Questions

[Rubrics](#) are aligned to the pedagogical steps of 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 table below is a summary of the essential questions for the eight rubrics of Cycle 1.

Step 1: 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 and grouping 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 learning needs to support meaningful engagement with the content-specific lesson goal(s)?
Rubric 1.3	How does the candidate plan instruction using knowledge of FS2’s (student with identified special needs) assets and learning needs to support meaningful engagement with the content-specific lesson goal(s)?
Rubric 1.4	How does the candidate plan instruction using knowledge of FS3’s assets and learning 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?
Step 2: Teach and Assess	
Rubric 1.5	How does the candidate maintain a positive and safe learning environment that supports all students to access and meet the content-specific learning goal(s), connect to students’ prior learning, and establish clear learning expectations?
Rubric 1.6	How does the candidate actively engage students in deep learning of content, monitor/assess their understanding, and establish next steps for content-specific learning?
Step 3: Reflect	
Rubric 1.7	How does the candidate analyze and describe (citing evidence from Steps 1 and/or 2) the impact of their asset- and needs-based lesson planning, teaching, and assessment of student learning and explain how the lesson supports the whole class and the three focus students?
Step 4: Apply	
Rubric 1.8	How will the candidate apply what they have learned in Cycle 1 (citing evidence from Steps 1, 2, and/or 3) about students’ learning to strengthen and extend students’ understanding of content and develop academic language and determine next steps for instruction?

Step 1 Rubrics

Rubric 1.1 — Step 1: Plan

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 and grouping strategies support, engage, and challenge all students to meet the learning goal(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s lesson plan includes goal(s) that are not based on students’ prior content knowledge.</p> <p>OR</p> <p>Candidate does not identify evidence of student learning they will look for, and assessment strategy is not purposefully connected to content-specific learning goal(s).</p> <p>OR</p> <p>Planned learning activities are not well structured to meet the learning goal(s), or instructional strategies or grouping do not respond to the diverse needs of learners.</p>	<p>Candidate’s lesson plan includes goal(s) that are loosely built on students’ prior content knowledge, and scaffolding is not likely to support student learning.</p> <p>Candidate identifies evidence of learning that focuses on rote knowledge of content or is only partially connected to content-specific learning goal(s).</p> <p>Plan for student grouping is not conducive to the type of lesson being planned, and rationale for approach is not clear.</p>	<p>Candidate’s lesson plan includes manageable and appropriate goal(s) that clearly build on students’ prior content knowledge.</p> <p>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.</p> <p>The lesson plan includes learning activities that are appropriately supporting, engaging, and/or challenging for students, and grouping strategies are appropriate.</p> <p>Content-specific instructional strategies include modeling and/or scaffolding that will assist students to reach expectations embedded in the learning activities, including higher-order thinking and academic language development.</p>	<p>All of Level 3, plus:</p> <p>Candidate’s lesson plan provides a detailed explanation of proposed instructional adaptations and accommodations to support focus students.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate’s lesson plan is based on UDL principles and is sufficiently flexible to provide for an inclusive learning environment reflective of students’ assets and learning needs where all students clearly have equal access to content by engaging in challenging learning activities that develop academic language and higher-order thinking.</p>

TPE and Elements: TPE 1, Elements 1, 4; TPE 2, Element 2; TPE 3, Elements 1, 2, 3, 5; TPE 4, Elements 1, 4, 7; TPE 6, Element 5

Content-Specific Pedagogy

Sources of Evidence:

- Part A: Written Narrative: Getting to Know Your Students (no more than 9 pages)
- Part B: Lesson Plan
- Part C: Written Narrative: Lesson Plan Rationale (no more than 7 pages)
- Part D: Related Instructional Resources and Materials (no more than 8 pages)

Rubric 1.2 — Step 1: Plan (Focus Student 1—English Learner)

Essential Question: How does the candidate plan instruction using knowledge of FS1’s (English learner) assets and learning needs* to support meaningful engagement with the content-specific lesson goal(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not connect knowledge of FS1’s assets and learning needs to the lesson.</p> <p>OR</p> <p>Candidate’s plan does not take into account the reading, writing, listening, or speaking requirements of the content taught in the lesson.</p> <p>OR</p> <p>Candidate primarily displays deficit thinking in relation to FS1.</p>	<p>Candidate’s planned adaptations and/or accommodations minimally connect FS1’s assets or learning needs to the expected reading, writing, listening, and/or speaking abilities required of the content taught in the lesson.</p> <p>Candidate reduces the rigor of learning activities or instructional strategies in ways that are inappropriate or limit the access to content and/or expose student vulnerability or undermine a safe learning environment.</p>	<p>Candidate’s planned supports for student learning are clearly built on FS1’s assets and learning needs.</p> <p>Candidate’s plan provides appropriate adaptations and/or accommodations, as needed, to support FS1 to access core content of the lesson through required reading, writing, listening, and/or speaking.</p> <p>Candidate provides a cogent rationale in plan for how language adaptations and accommodations used during the lesson encourage FS1’s progress toward meeting learning goal(s).</p>	<p>All of Level 3, plus:</p> <p>Candidate plans opportunities for FS1 to participate in different modes of communication (e.g., collaborative, interpretive, and/or productive language) during the lesson to access content needed to meet learning goal(s).</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate plans a lesson using UDL strategies that purposefully create an inclusive environment to support FS1’s content-specific learning through reading, writing, listening, and/or speaking as part of the whole class community.</p> <p>Candidate’s rationale cites evidence-based English language development practice(s).</p>
<p>TPE and Elements: TPE 1, Elements 1, 6; TPE 3, Elements 1, 2, 5; TPE 4, Elements 1, 4, 7; TPE 5, Element 2</p> <p>Content-Specific Pedagogy</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> • Part A: Written Narrative: Getting to Know Your Students (no more than 9 pages) • Part B: Lesson Plan • Part C: Written Narrative: Lesson Plan Rationale (no more than 7 pages) • Part D: Related Instructional Resources and Materials (no more than 8 pages) 				

*For example: prior academic knowledge; [social-emotional development](#); social identity; cultural and linguistic resources and funds of knowledge; prior experiences and interests; developmental considerations; proficiency in reading, writing, speaking, and listening

Rubric 1.3 — Step 1: Plan (Focus Student 2—Student with identified special needs)

Essential Question: How does the candidate plan instruction using knowledge of FS2’s (student with identified special needs) assets and learning needs* to support meaningful engagement with the content-specific lesson goal(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not connect knowledge of FS2’s assets, needs, or IEP/504/GATE goals to the lesson plan.</p> <p>OR</p> <p>Candidate primarily displays deficit thinking in relation to FS2.</p> <p>OR</p> <p>Planning for gifted students only includes additional, similar work and does not expand or extend their developmental or academic learning.</p>	<p>Candidate’s planned accommodations minimally attend to IEP/504/GATE goals or do not identify needs between FS2’s current developmental or academic abilities and the learning demands of the lesson.</p> <p>Candidate’s plan includes limited or inappropriate scaffolding, support(s), and/or accommodations to address learning needs of FS2 during the lesson.</p> <p>Candidate reduces the rigor of learning activities or instructional strategies in ways that are inappropriate or limit the access to content and/or expose student vulnerability or undermine a safe learning environment.</p>	<p>Candidate’s planned accommodations attend to IEP/504/GATE goals and identified assets and learning needs between FS2’s current developmental or academic abilities and the demands of the lesson, allowing FS2 to fully access content and meet learning goals.</p> <p>Candidate provides a cogent rationale in plan for scaffolding activities and strategies to accommodate FS2’s progress toward meeting learning goal(s).</p>	<p>All of Level 3, plus:</p> <p>Candidate clearly explains how plans specifically build on FS2’s IEP/504/GATE goals, including assets and learning needs.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate plans a lesson using UDL that purposefully creates an inclusive environment to support FS2’s content-specific learning as part of the whole class community.</p> <p>Candidate’s rationale cites evidence-based practice(s) appropriate to the IEP/504/GATE plan or other pre-determined learning goals for FS2.</p>

TPE and Elements: TPE 1, Elements 1, 4; TPE 3, Elements 1, 2, 5; TPE 4, Elements 1, 2, 4, 5; TPE 5, Elements 2, 8

Content-Specific Pedagogy

Sources of Evidence:

- Part A: Written Narrative: Getting to Know Your Students (no more than 9 pages)
- Part B: Lesson Plan
- Part C: Written Narrative: Lesson Plan Rationale (no more than 7 pages)
- Part D: Related Instructional Resources and Materials (no more than 8 pages)

*For example: prior academic knowledge, social-emotional development, social identity, cultural and linguistic resources and funds of knowledge, prior experiences and interests, developmental considerations, assistive technologies, learning challenge (identified IEP goals, focus of 504 plan or MTSS support, or need for greater challenge through GATE)

Rubric 1.4 — Step 1: Plan (Focus Student 3—Student with academic/emotional support needs due to life experiences inside or outside of school)

Essential Question: How does the candidate plan instruction using knowledge of FS3’s* assets and learning 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***?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate provides limited support during or outside of the lesson for FS3 to address needs for a safe and positive learning environment.</p> <p>OR</p> <p>Candidate primarily displays deficit thinking in relation to FS3.</p> <p>OR</p> <p>Candidate demonstrates inaccurate understanding of FS3’s needs and how to ensure a safe and positive learning environment.</p>	<p>Candidate’s planned activities and/or strategies and assessment during or outside of the lesson may be responsive to the life experience(s) of FS3, but it is not clear that the supports contribute to establishing a safe and positive learning environment and promote FS3’s well-being.</p> <p>Candidate minimally connects knowledge of FS3’s assets and learning needs to selection of activities, strategies, and informal assessment or provides a superficial understanding of student needs and how to create a safe and positive learning environment during or outside of the lesson.</p> <p>Candidate reduces the rigor of learning activities or instructional strategies in ways that are inappropriate or limit the access to content and/or expose student vulnerability or undermine a safe learning environment.</p>	<p>Candidate’s planned activities, strategies, and/or assessment during or outside of the lesson are designed to provide a safe and positive learning environment, promote FS3’s well-being, and support FS3’s progress toward meeting the content-specific learning goal(s).</p> <p>Candidate provides a cogent rationale in plan for scaffolding activities and strategies to accommodate FS3’s progress toward meeting learning goal(s).</p>	<p>All of Level 3, plus:</p> <p>Candidate articulates how plans build on FS3’s assets and learning needs and explains why the lesson is likely to be responsive to FS3’s life experience(s).</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate plans a lesson using UDL that purposefully creates an inclusive environment to support FS3’s content-specific learning as part of the whole class community.</p> <p>Candidate’s rationale cites appropriate evidence-based practice(s) to support the needs of FS3.</p>

TPE and Elements: TPE 1, Elements 1, 4; TPE 2, Elements 1, 2, 3, 4; TPE 3, Elements 1, 2, 5; TPE 4, Elements 1, 2, 4; TPE 5, Elements 2, 8

Content-Specific Pedagogy

Sources of Evidence:

- Part A: Written Narrative: Getting to Know Your Students (no more than 9 pages)
- Part B: Lesson Plan
- Part C: Written Narrative: Lesson Plan Rationale (no more than 7 pages)
- Part D: Related Instructional Resources and Materials (no more than 8 pages)

*FS3 is a student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention (e.g., does not participate, falls asleep in class, remains silent, acts out, demands attention). Life experiences may include, but are not limited to, challenges in the home, community, or school as a result of discrimination, bullying, illness, loss of parents, divorce, trauma, homelessness, poverty, or incarceration; or a student who has been negatively impacted due to their religion, racism, sexism, classism, ableism, anti-Semitism, or heterosexism, or as a result of needs as a student of color; a Standard English learner, migrant, immigrant, or undocumented student; a self-identified LGBTQ+ student; or a student in foster care.

**For example: prior academic knowledge, social-emotional development, social identity, cultural and linguistic resources and funds of knowledge, prior experiences and interests, and developmental considerations

***Describe any additional supports that you provide to FS3 that occur outside of the lesson being taught in Cycle 1.

Step 2 Rubrics

Rubric 1.5 — Step 2: Teach and Assess

Essential Question: How does the candidate maintain a positive and safe learning environment* that supports all students to access and meet the content-specific learning goal(s), connect to students’ prior learning, and establish clear learning expectations?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not explain why or how a positive and safe learning environment is established.</p> <p>OR</p> <p>Candidate does not connect lesson to prior learning or explain how it fits in the larger unit of instruction.</p> <p>OR</p> <p>Candidate does not establish clear learning expectations during the lesson.</p>	<p>Candidate minimally explains strategy(ies) attempted to establish a positive and safe learning environment.</p> <p>Candidate minimally connects the lesson to prior learning and establishes vague learning expectations during the lesson.</p> <p>Candidate uses strategies that do not clearly support students to access and meet content-specific learning goal(s).</p>	<p>Candidate explains how a positive and safe learning environment was established.</p> <p>Candidate directly connects the lesson to prior learning of content, explains how this lesson fits in the larger unit of instruction, and establishes clear learning expectations.</p> <p>Candidate uses instructional strategies that support students to access and meet content-specific learning goal(s).</p>	<p>All of Level 3, plus:</p> <p>Candidate and students interact with each other through questioning and conversation that demonstrate positive and respectful rapport with each other and reinforce deep learning of content.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate demonstrates and explains how and why the UDL strategy(ies) used establish an inclusive environment that supports all students to learn and how these strategies provide equitable access to content.</p>
<p>TPE and Elements: TPE 2, Elements 2, 3, 5, 6; TPE 4, Element 4</p> <p>Content-Specific Pedagogy</p> <p>Source of Evidence:</p> <ul style="list-style-type: none"> Part E: 3 Annotated Video Clips (no more than 5 minutes each) 				

*For example: establishing clear expectations; framing the lesson by explaining prior knowledge and how it connects to the lesson; creating a safe and welcoming environment; greeting students; establishing central question(s) and/or lesson hook; engaging students; establishing positive rapport

Rubric 1.6 — Step 2: Teach and Assess

Essential Question: How does the candidate actively engage students in deep learning of content, monitor/assess their understanding, and establish next steps for content-specific learning?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s instruction and assessment demonstrate lack of attention to the levels of student engagement with content and/or classroom management necessary for student learning.</p> <p>OR</p> <p>There are inaccuracies in presented content.</p> <p>OR</p> <p>Next steps for content-specific learning are not provided.</p>	<p>Candidate’s instruction and/or assessment require students to engage in lower-order thinking about content, or strategies engage students in passive learning of content during the lesson (e.g., candidate primarily talks throughout the lesson while students listen or take notes).</p> <p>Next steps for content-specific learning are not clear.</p>	<p>Candidate’s instruction and assessment require students to actively engage in higher-order thinking/deep learning (i.e., analysis, synthesis, evaluation, interpretation, transfer) about content.</p> <p>Candidate monitors student learning to check for understanding throughout the lesson and provides content-specific next steps for learning.</p>	<p>All of Level 3, plus:</p> <p>Candidate’s instruction and assessment provide students opportunities to actively develop their own understandings linked to lesson goal(s).</p> <p>Candidate monitors student content-specific learning throughout the lesson and adjusts instruction as needed (for whole class, small groups, pairs, or individuals).</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate’s instruction and assessment promote inclusion for all students by providing opportunities to participate in classroom discourse and as members of the community.</p> <p>Students independently facilitate their own work either in the whole class, small groups, pairs, or individually, choosing how to advance their content-specific learning.</p>
<p>TPE and Elements: TPE 1, Elements 5, 8; TPE 2, Element 5; TPE 4, Element 4</p> <p>Content-Specific Pedagogy</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> Part E: 3 Annotated Video Clips (no more than 5 minutes each) 				

Step 3 Rubric

Rubric 1.7 — Step 3: Reflect

Essential Question: How does the candidate analyze and describe (citing evidence from Steps 1 and/or 2) the impact of their asset- and needs-based lesson planning, teaching, and assessment of student learning and explain how the lesson supports the whole class and the three focus students?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s reflection provides no connection between student assets and learning needs and impact on their planning, teaching, and monitoring of student learning.</p> <p>OR</p> <p>Candidate does not describe their approach to support student learning.</p> <p>OR</p> <p>Candidate does not cite any evidence from Steps 1 and/or 2.</p>	<p>Candidate’s reflection demonstrates a minor or narrow understanding of what was learned from assessment of student learning in regard to students’ assets or learning needs.</p> <p>Candidate minimally describes approach to support learning for the whole class or three focus students.</p>	<p>Candidate connects the importance of knowing students’ assets and learning needs to student learning, and analyzes and describes how knowing this information led to the development of instruction that is supporting, engaging, and challenging to learners, including the whole class and three focus students.</p>	<p>All of Level 3, plus:</p> <p>Candidate provides a clear rationale for how and why adaptations to instruction were or were not made during the lesson to meet whole class, group, and/or individual student needs.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate demonstrates a clear understanding of the principles of UDL regarding the development of flexible learning environments that can support individual learning differences, allowing for an inclusive classroom, and applies that understanding to an analysis of the planning and implementation of this lesson.</p>

TPE and Elements: TPE 1, Element 1; TPE 6, Element 1

[Content-Specific Pedagogy](#)

Source of Evidence:

- Part F: Written Narrative: Reflection on What You Learned (no more than 3 pages)

Step 4 Rubric

Rubric 1.8 — Step 4: Apply

Essential Question: How will the candidate apply what they have learned in Cycle 1 (citing evidence from Steps 1, 2, and/or 3) about students' learning to strengthen and extend students' understanding of content and develop academic language and determine next steps for instruction?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate's description of future instruction for students is not connected to what was learned by planning, teaching, assessing, and/or reflecting on the lesson taught.</p> <p>OR</p> <p>Candidate does not describe next steps for instruction.</p> <p>OR</p> <p>Candidate does not cite evidence from Steps 1, 2, and/or 3.</p>	<p>Candidate provides a vague description of future instruction for students that is partially related to promotion of content learning and development of academic language.</p> <p>Candidate describes next steps for instruction that are unconnected to what was learned about students.</p>	<p>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.</p> <p>Candidate provides next steps for instruction, citing evidence of student learning assessed during the lesson.</p>	<p>All of Level 3, plus:</p> <p>Candidate describes targeted instructional adaptations to support, strengthen, and extend whole class, group, and/or individual student learning needs during future lessons.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate describes in detail how to support all students in an inclusive, safe, and positive learning environment (UDL strategies), explaining what steps they will take to ensure that all students are welcome to be part of the class community and discourse.</p> <p>Candidate's response demonstrates that they understand all students can learn when assets and learning needs are the focus of instruction.</p>
<p>TPE and Elements: TPE 3, Element 2; TPE 4, Element 4; TPE 6, Element 1</p> <p>Content-Specific Pedagogy</p> <p>Source of Evidence:</p> <ul style="list-style-type: none"> Part G: Narrative: Application of What You Learned (no more than 3 pages of written or no more than 5 minutes of video explanation) 				

Submitting Your Evidence

Preparing Your Evidence

You will submit your evidence using the Pearson ePortfolio system. To begin your work, refer to the Instructional Cycle 1 Submission Specifications on the following page for file requirements, and save the files locally (on your computer or external storage device) for future uploading.

When naming your files, you may find that by including in each filename the specific cycle number and part letter/title (see the submission specifications), you will be better able to manage and organize your files prior to uploading them to the system.

Before submitting your evidence, you must agree to the [CalTPA Candidate Attestations](#), which include confirmation that you are the sole author of the submission, including written and video narratives, completed templates, video clips, and/or other evidence.

Templates

Templates that include the written narrative prompts are provided upon registration in the Pearson ePortfolio system for you to document your responses. To complete the templates, you must

1. log in to your account;
2. download the word-processing template files available;
3. fill out the templates electronically;
4. upload the electronic files or scanned images with any associated evidence to the Pearson ePortfolio system; and
5. review the electronic files you uploaded to ensure that they are the correct files and that they comply with submission requirements.

As you complete these templates, carefully follow the directions on the templates and in this guide. Do not delete or alter any original text (including headers, footers, titles, directions, margins, and prompts) from the templates to gain more space to write your responses. Both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum allowed will not be read or used to determine a rubric score by the assessor.

Remember: Do not use an actual school name, the names of other adults in the classroom who support students, or the names of any students in the evidence you submit for Cycle 1.

All personally identifiable information (e.g., last names) must be [redacted](#) on any evidence you submit.

What to Submit

The Instructional Cycle 1 Submission Specifications on the following page list each piece of evidence that must be submitted and provide format specifications and other important information.

Note that your evidence cannot contain hyperlinks to required uploads. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file type and response length requirements listed on the following page.

English Translation

- Translations or transcriptions are **NOT** required for the following:
 - concurrent bilingual candidates who are in a placement where a language other than English is exclusively used for instruction, or who are in a placement where both English and another language are used for instruction
 - candidates who registered for the World Languages assessment
 - candidates using American Sign Language (ASL) in a classroom setting with students who are deaf or hard of hearing
- For all other candidates, any evidence in a language other than English must be accompanied by a translation.

Instructional Cycle 1 Submission Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Step 1: Plan					
Part A: Written Narrative: Getting to Know Your Students	.docx; .odt; .pdf	1	1	no more than 9 pages	<ul style="list-style-type: none"> Download template. Use Arial 11-point type. Single space with 1" margins on all sides.
Part B: Lesson Plan	.docx; .odt; .pdf	1	1	N/A	<ul style="list-style-type: none"> Download sample template if you need a lesson plan format.
Part C: Written Narrative: Lesson Plan Rationale	.docx; .odt; .pdf	1	1	no more than 7 pages	<ul style="list-style-type: none"> Download template. Use Arial 11-point type. Single space with 1" margins on all sides.
Part D: Related Instructional Resources and Materials	.docx; .odt; .pdf	1	1	no more than 8 pages (translations, if needed, are not included in page limit)	<ul style="list-style-type: none"> In one file, submit samples of key instructional resources and materials needed to support, clarify, and/or illustrate the lesson plan or student activity(ies).
Step 2: Teach and Assess					
Part E: 3 Annotated Video Clips	flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	3	3	no more than 5 minutes each	<ul style="list-style-type: none"> Before video recording, verify permission from families of students and from adults who appear in each video. Provide annotations (brief text explanations attached to specific points in the video clips). Refer to the Step 3 directions for annotation requirements and video content. Be sure the individuals who are actively participating are visible in the video recording. Ensure that the video recording is of sufficient visual and sound quality to serve as evidence.
Step 3: Reflect					
Part F: Written Narrative: Reflection on What You Learned	.docx; .odt; .pdf	1	1	no more than 3 pages	<ul style="list-style-type: none"> Download template. Use Arial 11-point type. Single space with 1" margins on all sides.
Step 4: Apply					
Part G: Narrative: Application of What You Learned (written or video explanation)	Written: .docx; .odt; .pdf Video: flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	1	Written: no more than 3 pages Video: no more than 5 minutes	For written narrative: <ul style="list-style-type: none"> Download template. Use Arial 11-point type. Single space with 1" margins on all sides.

CalTPA Glossary

This glossary contains terms as used in this version of the CalTPA Performance Assessment Guide. Reference this glossary to determine if you are using the terms appropriately in your responses to the cycle directions.

504 Plan. Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination against individuals with disabilities and protects students from being denied participation in school programs, services, or activities solely on the basis of disability. Much like an IEP, a 504 Plan is a written document detailing the services, accommodations, and modifications that can help students with learning and attention issues learn and participate in the general education curriculum. Section 504 defines disability on a broader basis than does IDEA. That is why students who are not eligible for an IEP may qualify for a 504 Plan. Students who meet the definition of a person with a disability under Section 504 are those who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment. The 504 Plan should include a description of the disability, the major life activity limited, the basis for determining the disability and its educational impact, necessary accommodations, and placement in the least restrictive environment.

Academic language development. Refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—in other words, it is the language used in classroom lessons, books, tests, and assignments, and it is 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.

Accommodation. Service or support related to a student’s disability that allows the student to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the assignment’s or test’s standard or expectation.

Adaptations. Changes made by a teacher to lesson or assessment components, usually to the lesson format or to a test, that allow students to participate effectively in the lesson or the assessment. For example, adaptations can include use of different or additional resources, assistance from another student or adult, or additional time.

Annotations. Notes added by way of comment or explanation.

Assessment. The formal or informal process of collecting evidence about student progress, analyzing and evaluating progress, communicating about progress, and adjusting teaching practices based on reflection on a teacher’s practice. There are multiple forms of assessment, including achievement or other standardized tests, exercises or assignments that enable teachers to measure student progress, and student work, and assessments may include feedback from parents or other family members. For additional information, see “Assessment” on the [California Department of Education website](#).

Asset. An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as a positive asset. Teachers and students alike are valued for what they bring to the classroom rather than being characterized by what they may need to work on or lack, and therefore are considered assets. Student assets include diversity in **thinking** (e.g., critical, creative, inductive, deductive, holistic, detail focused), **culture** (e.g., ethnic, racial, gender-identity), **traits** (e.g., temperament, introversion/extroversion, social and emotional strengths, creativity, leadership/collaboration ability), and **intelligences** (e.g., musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic), **as well as unique experiences or skills** (e.g., travel, outside projects, relevant talents/skills).

Assistive technology. Any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.

California Content Standards and/or Curriculum Frameworks.³ These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area. California English Language Development Standards (CA ELD Standards) are included in the California Content Standards.

California English Language Development Standards (CA ELD Standards). The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content.⁴

California English Language Development Test (CELDT). An examination for K–12 students administered through the California Department of Education. The purpose of the CELDT is to identify students who are English learners, determine their level of English proficiency, and annually assess their progress in learning English. Four skill areas are measured: listening, speaking, reading, and writing. There are five levels of proficiency: beginning, early intermediate, intermediate, early advanced, and advanced. NOTE: California has

³ California Content Standards: <https://www.cde.ca.gov/be/st/ss/>; California English Language Development Standards (CA ELD Standards): <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

⁴ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

transitioned from the CELDT to the English Language Proficiency Assessments for California (ELPAC, see definition below).

California Teaching Performance Expectations (TPE).⁵ TPE are the expectations for knowledge, skill, and ability that a new teacher should be able to demonstrate upon completion of a California-accredited teacher preparation program. The TPE have six domains including Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator. These are identical to the six domains of the California Standards for the Teaching Profession (CSTPs) used to guide induction programs, leading to a clear teaching credential.

Content-specific instructional strategies. Instructional strategies that are effective for the content area as defined by the Teaching Performance Expectations (TPE) and the State Board of Education framework and/or equivalent.

Content-specific pedagogy. Content-specific pedagogy is the specific methods or practices that are used to teach a certain subject. Its focus is on the best-practices for that subject, which are most likely derived through research of the methods or practices.

Co-teaching. When two teachers (teacher candidate and cooperating teacher) work together with groups of students, sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space.

Deep learning. Knowledge that is beyond attending to or recalling factual pieces of information and, instead, is characterized by the ability to put those pieces together to evaluate, solve complex problems, and generate new ideas. See also “[higher-order thinking skills](#).”⁶

Deficit thinking. Deficit thinking refers to negative, stereotypical, and prejudicial beliefs about diverse groups.⁷ According to Valencia (1997), “the deficit thinking paradigm posits that students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familial deficits and dysfunctions.”⁸

⁵ <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=0>

⁶ Darling-Hammond, L., Oakes, J., Wojcikiewicz, S., Hyler, M. E., Guha, R., Podolsky, A., Kini, T., Cook-Harvey, C., Mercer, C., & Harrell A. (2019). *Preparing Teachers for Deeper Learning*. Cambridge, MA: Harvard Education Press.

⁷ Constantine, M.G., & Sue, D.W. (2006). *Addressing racism: Facilitating cultural competence in mental health and educational settings*. New Jersey: Wiley & Sons.

⁸ Valencia, R.R. (1997). *The evolution of deficit thinking: Educational thought and practice*. Abingdon, Oxon: Routledge Falmer.

Demonstrations. Refer to a wide variety of potential educational projects, presentations, or products through which students “demonstrate” what they have learned, usually as a way of determining whether and to what degree they have achieved expected learning standards or learning objectives for a course or learning experience. A demonstration of learning is typically both a learning experience in itself and a means of evaluating academic progress and achievement.

Designated English Language Development. A protected time during the school day when teachers use the California English Language Development Standards (CA ELD Standards) as the focal standards in ways that build into and from content instruction.⁹

Developmental level. Refers to the stages or milestones in children’s/adolescents’ cognitive, psychological, and physical development. While children/adolescents may be expected to progress through the same specified stages and in the same order, they proceed at different rates through these stages. Thus, children/adolescents of the same chronological age may be observed to be at different “levels.”

Differentiate. Differentiated instruction and assessment (also known as differentiated learning or, in education, simply, differentiation) is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Discrimination. Treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit. Discrimination may occur, for example, on the basis of race, religion, gender, socio-economic class, physical ability, or sexual orientation.

Educational technology. Any digital/virtual tool used to impact the teaching/learning process within an educational environment.

English language proficiency. The level of knowledge, skills, and ability that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. For California, these are delineated in the California English Language Development Standards (CA ELD Standards).

English Language Proficiency Assessments for California (ELPAC). California and federal laws require that local educational agencies (LEA) administer a state adopted test for English Language Proficiency (ELP) to K–12 students whose primary language is a language other than English. The ELPAC is the state-adopted model for assessing this information and is aligned with the 2012 California English Language Development Standards. This test

⁹ ELA/ELD Framework, 2014

consists of two separate ELP assessments: one for the initial identification (date of first entry into California public school) of students as English Learners (EL) and a second for the annual summative assessment to measure a student's progress with learning English in four domains: Reading, Writing, Speaking, and Listening. While the families can opt their EL student out of support classes, they cannot exempt them from the state and federally required testing.

English learner. A student for whom there is a report of a primary language other than English on the state-approved Home Language Survey or district criteria and who, on the basis of the state-approved oral language assessment procedures, has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

Evidence-based practice. The process in which the practitioner combines well-researched strategies with school-based experience and ethics, and educators' preferences and cultures, to guide and inform how they address educational problems of practice.

Face-to-face classroom. A face-to-face classroom is where the teacher and students are in the same location together, and instruction occurs through face-to-face interactions between and among the candidate and students.

Focus Student 3. A student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention (e.g., does not participate, falls asleep in class, remains silent, acts out, demands attention). Life experiences may include, but are not limited to, challenges in the home, community, or school as a result of discrimination, bullying, illness, loss of parents, divorce, trauma, homelessness, poverty, or incarceration; or a student who has been negatively impacted due to their religion, racism, sexism, classism, ableism, anti-Semitism, or heterosexism, or as a result of needs as a student of color; a Standard English learner, migrant, immigrant, or undocumented student; a self-identified LGBTQ+ student; or a student in foster care.

Formal assessment. Refers to collecting and analyzing student assessment results to provide information about students' current levels of achievement or performance after a period of learning has occurred. Results of formal assessment are used to plan further instruction and provide detailed feedback to students to direct growth and development based on content-specific learning goal(s) of the instruction. Formal assessments use a [rubric](#), shared with students prior to the assessment, to gauge and evaluate student achievement or demonstrated performance. A formal assessment requires students to demonstrate the extent to which they have gained specific skills, competencies, and/or content knowledge through a product, process, or performance.

Funds of knowledge. Defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez "to refer to the historically accumulated and culturally developed bodies of

knowledge and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & Gonzalez, 1992, p. 133).¹⁰ When teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classroom in order to provide culturally responsive and meaningful lessons that tap students’ prior knowledge. Information that teachers learn about their students in this process is considered the student’s funds of knowledge.

Gifted and Talented Education (GATE). Under this state program, local educational agencies (LEAs) develop unique education opportunities for high-achieving and underachieving students in the California public elementary and secondary schools. Each school district’s governing board determines the criteria it will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education (SBE).

Graphic organizer. A visual communication tool that uses visual symbols to express ideas and concepts to convey meaning. A graphic organizer often depicts the relationships between facts, terms, and/or ideas within a learning task. The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction. There are many similar names for graphic organizers, including concept maps and story maps.

Heritage language learner. A student studying a language who has proficiency in or a cultural connection to that language.

Higher-order thinking skills (HOTS). A concept popular in American education reform that distinguishes critical-thinking skills from low-order learning outcomes, such as those attained by rote memorization. HOTS include analysis, synthesis, evaluation, interpretation, and transfer. HOTS are based on various taxonomies of learning, such as that propagated by Benjamin Bloom in his *Taxonomy of Educational Objectives: The Classification of Educational Goals* (1956).

¹⁰ Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, XXXI(2), 132–141.

González, N., Moll, L., & Amanti, C. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Kasarda, J., & Johnson, J. (2006). *The economic impact of the Hispanic population on the state of North Carolina*. Frank Hawkins Kenan Institute of Private Enterprise Report. Kenan-Flagler Business School-University of North Carolina at Chapel Hill.

Hybrid classroom. A hybrid classroom is where a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, and pace.

Inclusive learning environment. Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued.

Individualized Education Plan (IEP). This written document is developed and required for each public-school student who receives special education and related services. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for students with disabilities.

Informal assessment. Observing and documenting student learning and adjusting instruction to provide in-the-moment feedback to students while teaching. Informal assessments may involve a range of strategies (e.g., purposeful questions to check for understanding during the lesson; observation notes taken by the teacher while students are engaged in instructional activities; student-created representations of learning [written work, visuals, graphics, models, products, performances]; student peer review and critique; student and group reflection on the qualities of their own product, process, or performance; homework; “do nows”; exit slips).

Integrated English Language Development. All teachers with English Learners in their classrooms use the CA English Language Development Standards in tandem with the CA Common Core State Standards (CCSS) for ELA/Literacy and other content standards.¹¹

Language demands. Specific ways that academic language is used by students to participate in learning through reading, writing, listening, and/or speaking to demonstrate their understanding of the content.

Learning goal. Specific statements of intended student attainment of essential concepts and skills. The learning goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning manageable.

Lower-order thinking skills. Lower-order thinking skills are reflected by the lower three levels in Bloom’s Taxonomy: Remembering, Understanding, and Applying.

Manipulatives. Physical objects that are used as teaching tools to engage students in hands-on learning. They can be used to introduce, practice, or remediate a concept.

¹¹ ELA/ELD Framework, 2014

A manipulative may be as simple as grains of rice, coins, blocks, and other three-dimensional shapes, or as sophisticated as a model of the solar system.

Maps. Types of visual/graphic organizers that are used to help students organize and represent knowledge of a subject. *Concept maps*, for example, begin with a main idea (or concept) and then branch out to show how that main idea can be broken down into specific topics. *Story maps* help students learn the elements of a book or story by identifying story characters, plot, setting, problem, and solution.

Multi-Tiered System of Supports (MTSS). An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

Performance(s). A demonstration of competence or mastery that typically focuses on the student's ability to apply what he or she has learned to a realistic task—a problem or situation that might be encountered in real life.

Redacted. Edited especially in order to obscure or remove sensitive/personally identifiable information (text) from a document.

Rubric. A tool for scoring student work or performances, typically in the form of a table or matrix, with criteria that describe the dimensions of the outcomes down the left vertical axis and levels of performance across the horizontal axis. The performance being scored by a rubric may be given an overall score (holistic rubric scoring), or criteria may be scored individually (analytic rubric scoring). Rubrics may also be used for communicating expectations for performance.

Scaffolding. Refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

Social-emotional development. Includes the student's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen et al., 2005). It encompasses both intrapersonal and interpersonal processes.

Social identity. The cultural identities of students¹² are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000): ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. Students' cultural identities are defined by these experiences, and students learn these identities within a culture through socializing agents (Campbell, 2004). Therefore, teachers must understand that these cultural identities define who the students are.

Standard English learner. Students whose native language is English and whose mastery of the standard English language or academic English is limited due to their use of nonstandard English.

Student self-assessment. Refers to students evaluating their own learning, based on criteria, and objectively reflecting on and critically evaluating their progress and academic development in the content area.

Think-pair-share. A collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention, and engage students in comprehending the reading material.

Timestamp. A timestamp is a sequence of characters or encoded information identifying when a certain event occurred, usually giving date and time of day, sometimes accurate to a small fraction of a second.

Typical and atypical child/adolescent development. Parents and health practitioners often track and measure a child's/adolescent's developmental milestones from infancy to middle school. Developmental milestones include physical or behavioral signs of physical, social, and cognitive progress that lead to mastery over one's environment.

Universal Design for Learning (UDL).¹³ A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for demonstrating what they know; and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

¹² Savage, S. (2005). The cultural identity of students: what teachers should know. Retrieved from https://www.redorbit.com/news/education/246708/the_cultural_identity_of_students_what_teachers_should_know/

¹³ <http://www.udlcenter.org/>