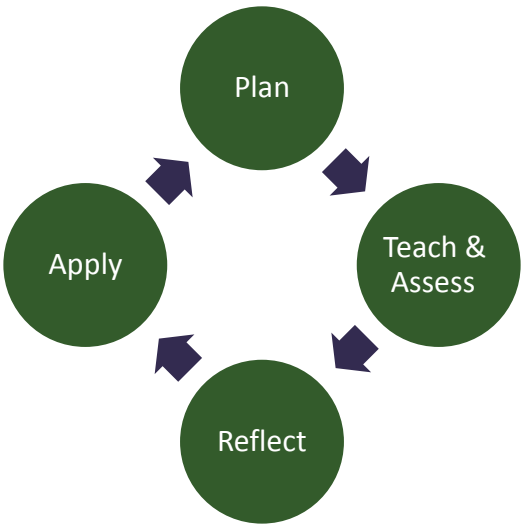
CalTPA
California Teaching
Performance Assessment

CalTPA Field Test Design

The revised CalTPA is structured around two full instructional cycles based on the pedagogical sequence of **plan, teach and assess, reflect**, and **apply**, each conducted within a school placement. The complete sequence will be addressed by each instructional cycle, with candidates providing evidence of instructional practice for each step within the context of their subject-specific teaching assignments. Acceptable evidence may be in a variety of forms, including annotated video clips and written narrative.



Instructional 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 and needs, including their prior knowledge, interests, and developmental considerations. Within the cycle of plan, teach and assess, reflect, and apply, you will demonstrate how you select an appropriate learning objective(s); determine what you expect your students to learn and how you will assess that learning; develop content-specific activities and instructional strategies to develop your students' thorough understanding of the content; monitor student understanding during the lesson and make appropriate accommodations to support individual student learning needs; establish a positive and safe learning environment; provide social and emotional supports through positive interactions with students; and use resources, materials, and tools, including educational technology and assistive technologies as appropriate, to enhance content-specific learning.

Instructional Cycle 2 focuses on developing a learning segment that includes several purposefully connected lessons that occur over multiple days to develop student knowledge and understanding within a particular content area. Within the cycle of plan, teach and assess, reflect, and apply, you will use several types of assessment and student results to support and promote deep learning of content, development of academic language, and engagement of students in the use of higher order thinking; use what you know about your students' assets and needs and learning context to plan and teach a learning segment based on California state standards using the content-specific pedagogy of your discipline; provide feedback to students about their academic performance(s) based on assessment results; and support students' use assessment feedback to advance their understanding. You will then analyze and reflect on the evidence you observed of student learning to either (a) create a re-teaching activity or (b) create a connecting activity to build on the instruction.

Together, these instructional cycles and the related rubrics will assess a range of the TPEs.

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Rubric 1.2 — Step 1: Plan

Essential Question: How does the candidate plan instruction using knowledge of students' assets and needs* to support students' meaningful engagement with the content-specific lesson objective(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate plans a lesson that refers to students' assets or needs* but does not make a connection to content-specific lesson objective(s). **AND/OR** Candidate primarily displays deficit thinking in relation to students or to their capacity to achieve the lesson objective(s).	Candidate plans a lesson with minimal attention to students' relevant assets and needs* that are related to content-specific lesson objective(s). It is unclear that the lesson will support individual students to engage in active or meaningful ways with the content being taught.	Candidate plans a lesson that is clearly informed by relevant student assets and needs and is related to content-specific lesson objective(s). The lesson is designed to engage students in active and meaningful ways with the content being taught.	**All of Level 3, plus:** Candidate's lesson plan specifically addresses individual student learning needs and provides scaffolding or other accommodations, including extension opportunities to support students to engage in active and meaningful ways with the content being taught.	**All of Levels 3 & 4, plus:** Candidate plans a lesson that purposefully creates an inclusive environment for active engagement in meaningful learning for the whole class and for individual students.

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

Primary Sources of Evidence:

Written Narrative: Getting to Know Your Students (Description of Students' Assets and Needs [whole class])

Lesson Plan

Written Narrative: Lesson Plan Rationale

Related Instructional Resources and Materials

* For example: students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests

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