CalTPA Update for Preliminary Multiple and Single Subject Preparation Programs

October 18, 2017

WebEx Features

- Mute and Unmute (*6 to mute, #6 to unmute)

- Participant panel

- Chat
  - Send questions to "Everyone".
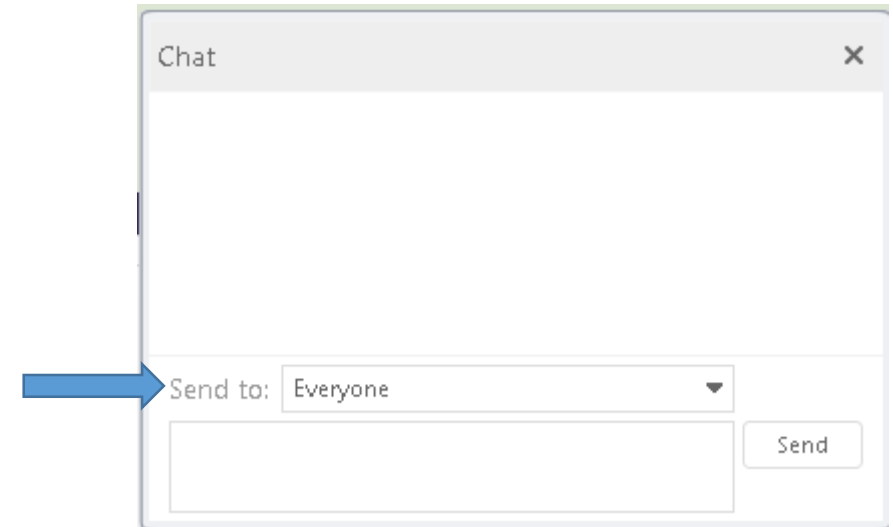
Introductions

CTC

Amy Reising, Director of Performance Assessment Development

Wayne Bacer, Consultant

Evaluation Systems

Tina Frushour, Program Manager

Laurie Thornley, Program Manager

Agenda

- CalTPA redevelopment update
- Deep dive into cycles & rubrics
- Field test update
- Implementation considerations
- Q&A

CalTPA Redevelopment

CalTPA Redevelopment Timeline

December 2015	CTC Adopts Revised Design Standards
Spring 2016	TPE Validity Study
June 2016	CTC Adopts Revised TPEs
June-December 2016	Assessment Cycle and Scoring Rubric Development with Design Team
January-April 2017	Pilot Test
Fall 2017-Spring 2018	**Field Test**
Summer 2018	Standard Setting
August 2018	CTC Adopts Passing Standard
Fall 2018	Operational Administration

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CalTPA Design Team

Rebecca Ambrose, University of California, Davis

Paul Boyd-Batstone, California State University, Long Beach

Jorge Colmenero, RFK UCLA K-12 Community School/LAUSD

Nedra Crow, National University (San Diego)

Brent Duckor, San Jose State University

Karen Escalante, California State University, San Marcos

Meredith Fellows, CalState TEACH

Annamarie Francois, University of California, Los Angeles

Fred Freking, University of Southern California

Donna Glassman-Sommer, Tulare County Office of Education

Kim Harrison, Washington Unified School District

Jose Lalas, University of Redlands

Edmundo Litton, Loyola Marymount University

Helene Mandell, University of San Diego

Beth Roybal, Salinas Union High School District

Donna Scarlett, Reach Institute for School Leadership

David Sloan, Brandman University

Daniel Soodjinda, California State University, Stanislaus

Emily Vazirian, Olive Crest Academy

Mick Verdi, California State University, San Bernardino

Patricia Wick, Brandman University

Tine Sloan, Commission Liaison

CalTPA Key Design Features

- Instructional cycle: *Plan*, *Teach and Assess*, *Reflect*, *Apply*

- Focus on teaching ALL students including English learners, students with identified needs including gifted students, and other underserved students

- Content-specific pedagogy

- Same number of cycles for Multiple Subject and Single Subject candidates

- Diagnostic, formative feedback to candidates and programs

- Centrally scored (statewide, with local option)

- Video of teaching practice is directed, specific, and annotated

- "Natural harvest" of evidence

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CalTPA Key Design Features (cont.)

- Educational technology is infused in practice

- Less emphasis on written evidence

- Choice in how to present evidence including option to provide reflection in either video or written narrative

- Integrated instruction supported

- Formative nature by allowing feedback on one instructional cycle before completing the next cycle

CalTPA Structure: Two Instructional Cycles

- Instructional Cycle 1: Learning About Students and Planning Instruction

- Instructional Cycle 2: Assessment-Driven Instruction
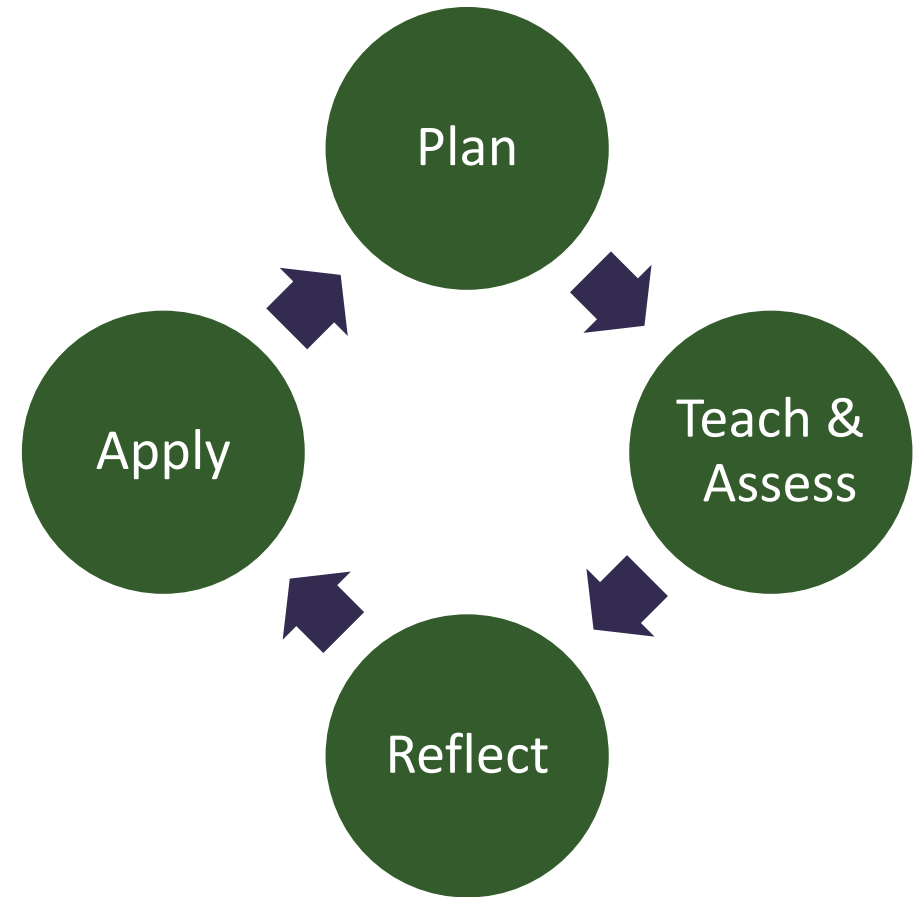
Instructional Cycle 1 focuses on developing an engaging content-specific lesson for one class and 3 focus students based on what you learn about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. Select an appropriate learning objective(s), determine what you expect your students to learn and how you will assess that learning, and develop content-specific activities and instructional strategies to develop your students' thorough understanding of the content. This cycle also focuses on monitoring student understanding during the lesson and making appropriate accommodations to support individual student learning needs.

Plan

Teach and Assess

Reflect

Apply

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. 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. Throughout the content-specific learning segment, you will provide feedback to students about their academic performance(s) based on informal assessment(s), student self-assessment, and formal assessment results.

You will then analyze and reflect on the evidence you observed of student learning to either (a) create a re-teaching activity because students did not demonstrate the learning goal(s) or (b) create a connecting activity to build on the instruction provided.

Instructional Cycle 1: Learning About Students and Planning Instruction

Step 1: Plan Evidence

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan (templates provided)	• Gather contextual information, including students' assets and needs for the whole class and for each of the 3 focus students. • Use California state standards, content-specific pedagogy, and knowledge of your students to develop one lesson plan. • Explain how the lesson plan addresses the content-specific academic achievement levels and learning needs of your students and is informed by relevant student assets. • Provide no more than 10 pages of key instructional resources and/or materials related to the lesson plan (e.g., handouts, slides, student text).	• Written Narrative: Getting to Know Your Students • Lesson Plan • Written Narrative: Lesson Plan Rationale • Related Instructional Resources and Materials

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Focus Students

❖ Focus Student 1 – English Learner

❖ Focus Student 2 – IEP/504/GATE

❖ Focus Student 3 – student who has had life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support

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Step 2: Teach and Assess Evidence

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	• Teach the planned content-specific lesson to your students within the school placement. • Video-record the full lesson. Select 3 video clips that show (1) expectations for learning being set (up to 5 minutes); (2) student activities and instructional strategies (up to 8 minutes), and; (3) next steps for learning (up to 3 minutes). • Provide annotations for the video clips that include a title and brief rationale for the teaching practices recorded. Annotation titles include: • Engaging Students in Content-Specific Higher Order Thinking • Creating a Positive Learning Environment • Expectations for Learning • Monitoring for Student Understanding • Supporting 3 Focus Students	• 3 Annotated Video Clips

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Step 3: Reflect

Reflect on What You Learned

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect (template provided)	• Provide responses to prompts that describe how successful you were in using student assets and needs to plan an appropriate, relevant, and rigorous content-specific lesson for your whole class and for 3 focus students. Cite evidence from Steps 1 and 2 and describe next instructional steps for your students.	• Written Narrative: Reflection on What You Learned

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Step 4: Apply

Application of What You Learned

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply (template provided for written narrative only)	• Provide responses to prompts regarding how what you learned through completing this assessment cycle will advance your teaching practice, and describe next instructional steps for your students.	• Narrative (written or video): Application of What You Learned

Step 1: Example Content-specific Rubric

Rubric 1.6 — Step 1: Plan (Academic Language Development)

Essential Question: How does the candidate's plan provide opportunities through content-specific instructional strategies, activities, and assessment for students to develop academic language in relation to the content-specific learning objective(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's plan does not identify the language demands of the content-specific lesson or vocabulary/terminology that may be problematic for students as they participate in the lesson.	Candidate's plan is vague with respect to identified potential language demands of the content-specific lesson. Candidate's plan provides limited description of how academic language demands will be met, how the concepts and terminology will be taught, and how texts will be made accessible for all students.	Candidate's plan identifies the language demands of the lesson specific to the core content being taught and anticipates the ways in which students may struggle with content-specific vocabulary/terminology. Candidate describes how texts will be made accessible for all students.	All of Level 3, plus: Candidate attends to both the level and complexity of text in materials as well as the conceptual and vocabulary/terminology demands and identifies key vocabulary/terminology to be developed in the lesson. Candidate identifies and describes plan to teach essential vocabulary/terminology for students to actively engage in the content-specific lesson.	All of Levels 3 & 4, plus: Specific activities, strategies, informal assessment, and resources/materials are identified and tailored to address the range of students' proficiency in academic language.

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

Primary Sources of Evidence:

- Lesson Plan
- Written Narrative: Lesson Plan Rationale
- Related Instructional Resources and Materials

Content-Specific Pedagogy Appendix

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Key Pedagogy

Multiple Subject—Literacy

Plans, 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

Key Pedagogy

Mathematics

Plans, instruction, assessment, reflection, and/or application provide attention to 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)

- providing a secure environment for taking intellectual risks, modeling and encouraging students to use multiple ways of approaching mathematical problems, and encouraging discussion of different solution strategies

- enabling students to understand basic mathematical computations, concepts, and symbols; to use them to solve common problems; and to apply them to novel problems

Step 1: Plan Rubric Essential Questions (6 rubrics)

1.1 – How does the candidate choose appropriate learning objective(s) and develop assessments, learning activities, and content-specific instructional strategies that are engaging, challenging, and accessible for all students in the classroom placement?

1.2 – 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)?

Step 1: Plan Rubric Essential Questions (6 rubrics)

1.3 – How does the candidate plan instruction using knowledge of FS1's (English Learner) assets and needs to support meaningful engagement with the content-specific lesson objective(s)?

1.4 – How does the candidate plan instruction using knowledge of FS2's (student with identified special needs) assets and needs to support meaningful engagement with the content-specific lesson objective(s)?

Step 1: Plan Rubric Essential Questions (6 rubrics)

1.5 – How does the candidate plan instruction using knowledge of FS3's assets and needs to support meaningful engagement with the content-specific lesson objective(s) and address well-being by creating a safe and positive learning environment during or outside of the lesson?

1.6 – How does the candidate's plan provide opportunities through content-specific instructional strategies, activities, and assessment for students to develop academic language in relation to the content-specific learning objective(s)?

Step 2: Teach and Assess Rubric Essential Questions (3 rubrics)

1.7 – How does the candidate establish clear learning expectations based on an understanding of students' prior knowledge and maintain a positive learning environment that supports students to access and meet the content-specific lesson objective(s)?

1.8 – How does the candidate actively engage students in deep learning of content and monitor/assess understanding?

1.9 – How does the candidate productively incorporate resources, materials, tools, and/or educational technology to enhance student learning?

Step 3: Reflect Rubric Essential Question (1 rubric)

1.10 – How does the candidate reflect on planning, teaching, and assessing in terms of what students have learned and what next steps would strengthen or continue their learning?

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Step 4: Apply Rubric Essential Question (1 rubric)

1.11 – How will the candidate apply what they have learned in Cycle 1 about students' learning to follow-up instruction to strengthen students' understanding?

Questions?

Send questions to "Everyone" using Chat.

Instructional Cycle 2: Assessment-Driven Instruction

Step 1: Plan Evidence

Cycle Step	What You Need to Do	Evidence to Be Submitted

Step 1: **Plan** (templates provided)	• Provide contextual information about one class you are teaching within a school placement.
	• Develop a plan for a series of lessons and complete the Learning Segment Template that includes the following:
	  1. learning goal(s) and objective(s)
	  2. description of assessments (informal assessment, student self-assessment, and formal assessment of learning)
	  3. learning activities and instructional strategies, including how you and your students will use educational technology, and how you will develop academic language
	  4. supports and accommodations
	  5. how each lesson links to prior learning and/or builds on previous lessons
	• Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the content-specific learning goal(s) and objective(s).
	• Provide a blank copy of the formal assessment and scoring rubric/criteria, including definition of proficient student performance.
		• Written Narrative: Contextual Information
		• Learning Segment Template
		
		• Written Narrative: Assessment Descriptions
		
		• Blank copy of the formal assessment
		• Formal assessment rubric and/or scoring criteria

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Step 2: Teach and Assess Evidence

Cycle Step	What You Need to Do	Evidence to Be Submitted

Step 2: Teach and Assess (template provided)	• Conduct the instruction and assessment activities in your learning segment.
	
	• Video-record your learning segment. Select 3 clips that include (a) instruction and informal assessment and detailed feedback to the whole class, (b) instruction and student self-assessment, with detailed feedback to at least 1 student, and (c) academic language development.
	
	• Provide 5 types of annotations for the video clips that include a title and brief rationale for assessment practices recorded. Annotations include:
	  o Teaching to Specific Goals
	  o Providing Content-Specific Feedback to Students
	  o Monitoring Student Content Learning and Development of Academic Language
	  o Monitoring Student Learning and Use of Higher Order Thinking
	  o Creating a Positive Learning Environment
	
	• Analyze the informal assessment(s) results for the whole class and individual students
		• 3 annotated video clips
		
		• Written Narrative: Analysis of Informal Assessments

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Step 3: Reflect Evidence

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect (template provided)	• Score the formal assessment results (products, processes, or performances) for the whole class. • Select 3 examples of student responses (products, processes, or performances) with your feedback from the formal assessment that demonstrate a range of achievement: a response that (a) exceeds the learning goal(s), (b) meets the learning goal(s), and (c) does not yet meet the learning goal(s) with feedback to these students. • Analyze student results from the informal and formal assessments used throughout the learning segment. • Reflect on the evidence you observed of student learning and accomplishment of the learning goal(s) and objectives, and describe what you think you would need to do next for individuals and the whole class.	• Scored assessments from 3 students that represent evidence of learning (products, processes, or performances) with rubric and/or scoring criteria feedback • Written Narrative: Analysis of Formal Assessment Results and Reflection

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Step 4: Apply Evidence

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 4: Apply (templates provided)	• Plan and conduct a follow-up instructional activity based on your analysis of all assessments: either ○ a re-teaching activity with a new instructional approach for students who did not achieve the learning goal(s) and/or objective(s) **OR** ○ a connecting activity that builds on what your students demonstrated that they learned. • Describe how you decided on your instructional approach in the follow-up re-teaching or connecting activity and how that change was informed by your analysis of assessment results. • Video-record the entire follow-up activity and select 1 video clip that demonstrates how you adjusted or built on your instruction based on your analysis of all assessment results from Steps 2 and 3. • Explain how using multiple types of assessment (informal, student self, peer, and formal assessments) has influenced the teaching and assessment decisions you will make for whole class and individual students as you continue to teach.	• Re-teaching or connecting content-specific activity description • 1 video clip (no annotations required) • Narrative (written or video): Assessment-Driven Instruction

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Step 1: Plan Rubric Essential Questions (3 rubrics)

2.1 – How does the candidate choose appropriate learning goal(s) and objective(s) and develop assessments, content-specific learning activities, and instructional strategies, including educational technology, that are engaging, challenging, and accessible for all students in their classroom placement?

2.2 – How does the candidate plan a learning segment where standards, assessments, instructional strategies, and learning activities align and provide a progression of learning that develops students' concepts and skills to achieve the lesson goal(s) and objectives(s)?

Step 1: Plan Rubric Essential Questions (3 rubrics)

2.3 – How do the assessments (informal, student self, and formal) provide useful evidence of students' prior knowledge and ongoing learning as they progress toward achieving the learning goal(s) and objective(s) and inform adaptations to instruction?

Step 2: Teach and Assess Rubric Essential Questions (5 rubrics)

2.4 – How does the candidate create a positive learning environment and actively engage students in deep learning and assessment of content?

2.5 – How does the candidate use informal assessment to monitor students' deep learning of content and adjust instruction to meet the needs of learners?

2.6 – How does the candidate use informal assessment results to monitor students' development of academic language and adjust instruction to meet the needs of the learner?

Step 2: Teach and Assess Rubric Essential Questions (5 rubrics)

2.7 – How does the candidate engage students in self-assessment to support their progress toward meeting learning goal(s) and objective(s)?

2.8 – How does the candidate use results of informal assessments, including student self-assessment, to provide feedback to students about how to improve or revise their work to continue progress toward and/or beyond the learning goal(s) and objective(s)?

Step 3: Reflect Rubric Essential Questions (1 rubric)

2.9 – How does the candidate analyze the formal assessment results based on the scoring criteria and identify and describe emerging learning patterns and trends for the whole class in relation to the learning goal(s) and objective(s)?

Step 4: Apply Rubric Essential Questions (3 rubrics)

2.10 – How does the candidate use the analysis of assessment results to plan and teach a follow-up instructional activity and provide a rationale for the activity choice citing evidence?

2.11 – How does the candidate's re-teaching or connecting activity develop or extend students' content knowledge, skills, and development of academic language?

2.12 – How does the candidate evaluate what they learned about assessment, instruction, and student learning during Cycle 2 and plan to apply what they have learned to their future teaching practice?

Questions?

Send questions to "Everyone" using Chat.

CalTPA Field Test Update

Field Test Programs

Azusa Pacific University	CSU San Marcos	Sonoma State University
Biola University	CSU Stanislaus	The Master's University
CalPoly Pomona	CalState TEACH	Tulare County Office of Education
CSU Bakersfield	Hebrew Union College	UC Davis
CSU Chico	LASUD	University of La Verne
CSU Dominguez Hills	Mount Saint Mary's University	University of Redlands
CSU Fullerton	National University	University of San Diego
CSU Long Beach	Point Loma Nazarene University	Vanguard University
CSU San Bernardino	San Jose State University	William Jessup University

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Field Test Sample

Content Area	Sample	Content Area	Sample
Multiple Subject	453	Home Economics	0
Agriculture	16	Industrial Technology Education	1
Art	19	Mathematics	69
Business	1	Music	25
English	102	Physical Education	42
ELD	1	Science	61
Health	0	World Languages	25
History/Social Science	59		

Performance Assessment Website

Field Support

Workshops

- Wednesday, October 25, 2017, 10:00 a.m.-4:00 p.m. (Sacramento)

- Winter/Spring 2018 (TBD)

Program Onboarding

- Spring/Summer 2018

CalTPA Operational Support Materials

- Assessment guide (cycle directions, rubrics, glossary)

- Templates to support candidate success

- Candidate tutorials for technical support

- Faculty support

- Example submissions (exemplars)

- Candidate Support Center
  - Phone
  - Email
  - Live chat

CalTPA Operational Infrastructure

- Online candidate registration system

- Online candidate submission system with integrated annotation tool for video-recorded evidence

- Year-round submission opportunities and scores reported within three weeks of a submission deadline

- Centralized, online scoring with local scoring option

- Electronic distribution of candidate scores to candidates and programs including *ResultsAnalyzer* for programs

- Remediation and retake support

- Data available on Commission Dashboard

Questions?

Send questions to "Everyone" using chat.

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Thank you for attending.

Technical questions: es-caltpa@pearson.com
Policy questions: areising@ctc.ca.gov, wbacer@ctc.ca.gov

Recording and FAQs: www.ctcpa.nesinc.com

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