

**Evidence Table**

**TPE 1.4 Assessment**

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p><b>Step 1: Plan</b> (templates provided, including a sample lesson plan format)</p>	<ul style="list-style-type: none"> <li>Gather contextual information, including students' assets and learning needs, for the whole class and for each of the 3 focus students.</li> <li>Use California Content Standards and/or Curriculum Frameworks, content-specific pedagogy, and knowledge of your students to develop one lesson plan.</li> <li>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.</li> <li>Provide key instructional resources and/or materials related to the lesson plan (e.g., reading materials, graphic organizers, slides, support documents, educational technology).</li> </ul>	<ul style="list-style-type: none"> <li>Part A: Written Narrative: Getting to Know Your Students (no more than 9 pages)</li> <li>Part B: Lesson Plan</li> <li>Part C: Written Narrative: Lesson Plan Rationale (no more than 7 pages)</li> <li>Part D: Related Instructional Resources and Materials (no more than 8 pages)</li> </ul>
<p><b>Step 2: Teach and Assess</b> (annotation tool provided in the ePortfolio system)</p>	<ul style="list-style-type: none"> <li>Teach the planned content-specific lesson to your students within the school placement.</li> <li>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 contentspecific learning; (2) how you engage students in activities and use instructional strategies; and (3) how you clarify next steps for learning the content.</li> <li>Annotation titles include:               <ul style="list-style-type: none"> <li>Creating a Positive and Safe Learning Environment</li> <li>Explaining Connections to Prior Learning and Establishing Expectations for Content-Specific Learning</li> <li>Engaging Students in Content-Specific Higher-Order Thinking</li> <li>Monitoring for Student Understanding and Next Steps for Learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Part E: 3 Annotated Video Clips (no more than 5 minutes each)</li> </ul>
<p><b>Step 3: Reflect</b> (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 content-specific 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"> <li>Part F: Written Narrative: Reflection on What You Learned (no more than 3 pages)</li> </ul>

<b>Step 4:</b> <b>Apply</b> (template provided for written narrative only)	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.	<ul style="list-style-type: none"><li>Part G: Narrative: Application of What You Learned (no more than 3 pages of written or no more than 5 minutes of video explanation)</li></ul>
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## 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 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** 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 \(GATE\)](#)
- 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 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/adolescent 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 [MultiTiered System of Supports \[MTSS\]](#), or need for greater instructional challenge through GATE)
- b. prior academic knowledge related to the specific content 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/adolescent development)
- g. [assistive technologies](#) as appropriate

### 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 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/adolescent development)

## II. Lesson Plan

Directions: Use knowledge about your students to establish content-specific learning goal(s) and develop one lesson plan.

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 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 of<sup>1</sup> 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, reteaching)
    - 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.

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

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/adolescent 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 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 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)
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## 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?
<b>Step 3: Reflect</b>	
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?
<b>Step 4: Apply</b>	
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

<b>Essential Question:</b> 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)?				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>

<p>Candidate’s lesson plan includes goal(s) that are not based on students’ prior content knowledge.</p> <p><b>OR</b></p> <p>Candidate does not identify evidence of student learning they will look for, and assessment strategy is not purposefully connected to content-specific <a href="#">learning goal(s)</a>.</p> <p><b>OR</b></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 contentspecific 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><a href="#">Content-specific instructional strategies</a> 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><b>All of Level 3, plus:</b></p> <p>Candidate’s lesson plan provides a detailed explanation of proposed instructional adaptations and accommodations to support focus students.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate’s lesson plan is based on <a href="#">UDL</a> 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>
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**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)

<b>Essential Question:</b> 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><b>OR</b></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><b>OR</b></p> <p>Candidate primarily displays <a href="#">deficit thinking</a> 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><b>All of Level 3, plus:</b></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><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate plans a lesson using <a href="#">UDL</a> strategies that purposefully create an inclusive environment to support FS1’s contentspecific 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>



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

**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; proficiency in reading, writing, speaking, and listening

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

<p><b>Essential Question:</b> 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)?</p>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>

<p>Candidate does not connect knowledge of FS2’s assets, needs, or IEP/504/GATE goals to the lesson plan.</p> <p><b>OR</b></p> <p>Candidate primarily displays deficit thinking in relation to FS2.</p> <p><b>OR</b></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><b>All of Level 3, plus:</b></p> <p>Candidate clearly explains how plans specifically build on FS2’s IEP/504/GATE goals, including assets and learning needs.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate plans a lesson using <a href="#">UDL</a> 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 <a href="#">evidence-based practice(s)</a> appropriate to the IEP/504/GATE plan or other pre-determined learning goals for FS2.</p>
<p><b>TPE and Elements:</b> TPE 1, Elements 1, 4; TPE 3, Elements 1, 2, 5; TPE 4, Elements 1, 2, 4, 5; TPE 5, Elements 2, 8 <a href="#">Content-Specific Pedagogy</a></p> <p><b>Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>Part A: Written Narrative: Getting to Know Your Students (no more than 9 pages) • Part B: Lesson Plan</li> <li>Part C: Written Narrative: Lesson Plan Rationale (no more than 7 pages)</li> <li>Part D: Related Instructional Resources and Materials (no more than 8 pages)</li> </ul>				

\*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
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<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><b>OR</b></p> <p>Candidate primarily displays deficit thinking in relation to FS3.</p> <p><b>OR</b></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 <a href="#">informal assessment</a> 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><b>All of Level 3, plus:</b></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><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate plans a lesson using <a href="#">UDL</a> 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>
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**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

<b>Essential Question:</b> 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><b>OR</b></p> <p>Candidate does not connect lesson to prior learning or explain how it fits in the larger unit of instruction.</p> <p><b>OR</b></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><b>All of Level 3, plus:</b></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><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate demonstrates and explains how and why the <a href="#">UDL</a> strategy(ies) used establish an inclusive environment that supports all students to learn and how these strategies provide equitable access to content.</p>
<p><b>TPE and Elements:</b> TPE 2, Elements 2, 3, 5, 6; TPE 4, Element 4</p> <p><a href="#">Content-Specific Pedagogy</a></p> <p><b>Source of Evidence:</b></p> <ul style="list-style-type: none"> <li>Part E: 3 Annotated Video Clips (no more than 5 minutes each)</li> </ul>				

\*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

<p><b>Essential Question:</b> How does the candidate actively engage students in deep learning of content, monitor/assess their understanding, and establish next steps for content-specific learning?</p>				
<p>Level 1</p>	<p>Level 2</p>	<p>Level 3</p>	<p>Level 4</p>	<p>Level 5</p>

<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><b>OR</b></p> <p>There are inaccuracies in presented content.</p> <p><b>OR</b></p> <p>Next steps for contentspecific learning are not provided.</p>	<p>Candidate’s instruction and/or assessment require students to engage in <a href="#">lowerorder thinking</a> 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 contentspecific learning are not clear.</p>	<p>Candidate’s instruction and assessment require students to actively engage in higherorder 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><b>All of Level 3, plus:</b></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><b>All of Levels 3 &amp; 4, plus:</b></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 contentspecific learning.</p>
<p><b>TPE and Elements:</b> TPE 1, Elements 5, 8; TPE 2, Element 5; TPE 4, Element 4</p> <p><a href="#">Content-Specific Pedagogy</a></p> <p><b>Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>Part E: 3 Annotated Video Clips (no more than 5 minutes each)</li> </ul>				

## Step 3 Rubric

### Rubric 1.7 — Step 3: Reflect

<p><b>Essential Question:</b> 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?</p>				
<p>Level 1</p>	<p>Level 2</p>	<p>Level 3</p>	<p>Level 4</p>	<p>Level 5</p>

<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><b>OR</b></p> <p>Candidate does not describe their approach to support student learning.</p> <p><b>OR</b></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><b>All of Level 3, plus:</b></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><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate demonstrates a clear understanding of the principles of <a href="#">UDL</a> 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>
<p><b>TPE and Elements:</b> TPE 1, Element 1; TPE 6, Element 1</p> <p><b><a href="#">Content-Specific Pedagogy</a></b></p> <p><b>Source of Evidence:</b></p> <ul style="list-style-type: none"> <li>• Part F: Written Narrative: Reflection on What You Learned (no more than 3 pages)</li> </ul>				

## Step 4 Rubric

### Rubric 1.8 — Step 4: Apply

<p><b>Essential Question:</b> 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?</p>				
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><b>OR</b></p> <p>Candidate does not describe next steps for instruction.</p> <p><b>OR</b></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><b>All of Level 3, plus:</b></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><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate describes in detail how to support all students in an inclusive, safe, and positive learning environment (<a href="#">UDL</a> 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><b>TPE and Elements:</b> TPE 3, Element 2; TPE 4, Element 4; TPE 6, Element 1</p> <p><a href="#">Content-Specific Pedagogy Source</a></p> <p><b>of Evidence:</b></p> <ul style="list-style-type: none"> <li>Part G: Narrative: Application of What You Learned (no more than 3 pages of written or no more than 5 minutes of video explanation)</li> </ul>				

