
Annotated Bibliography

The purpose of this bibliography is to help candidates identify resources that may be useful for enhancing the knowledge, skills, and abilities covered on the California Teaching Performance Assessment (CalTPA). For each reference cited, the bibliography provides a brief summary of the types of information covered. The bibliography is **not** intended to offer a comprehensive listing of all potentially useful resources for preparing for the CalTPA, nor is it intended to be a substitute for coursework and other types of teacher preparation. Please note that candidates are not expected to familiarize themselves with all of the materials in the bibliography and that successful performance on the CalTPA will not require familiarity with any of the specific materials listed below.

Research and Texts

Berger, R., Strasser, D., & Woodfin, L. (2015). [*Management in the active classroom*](#) (2nd ed.). EL Education Inc. - EL Ed Publications.

A well-managed classroom almost runs itself. Students are focused and respectful, whether they are silent at their desks or active throughout the classroom—collaborating, experimenting, discovering, and creating. This book is a guide for teachers who want their classrooms to run well in all settings, where students are self-directed and self-disciplined learners. It is a book of proven, practical strategies harvested from successful schools across the United States. Strategies are described in concrete language, illustrated through classroom examples, and illuminated by companion videos. This guide will equip teachers, whether veterans or brand-new, to join inspired, collaborative learning with a calm and thoughtful classroom culture.

Borrero, N., & Sanchez, G. (2017). Enacting culturally relevant pedagogy: Asset mapping in urban classrooms. *Teaching Education, 28*(3), 279–295.

Asset mapping is a pedagogical tool for students to visually represent personalized stories of their cultural assets. Asset mapping is a possible model for strength-based pedagogy that centers the lived experiences of students, their families, and their shared stories in classroom curriculum.

Boyd-Batstone, P. (2013). [*Helping English language learners meet the Common Core: Assessment and instructional strategies K–12*](#). New York, NY: Eye on Education—Routledge.

This book presents the Classroom Assessment of Language Levels (CALL) tool for assessing the language levels of English learners in grades K–12. It includes direct interview and small-group observation strategies for determining students’ instructional levels and needs as well as other Common Core–based strategies that can be used post-assessment to help students improve their speaking and listening skills.

Cutler, D. (2018). Crafting feedback that leads to learning. [Edutopia website, George Lucas Educational Foundation](https://www.edutopia.org/article/crafting-feedback-leads-learning). Retrieved from <https://www.edutopia.org/article/crafting-feedback-leads-learning>.

This article presents and describes five techniques for giving feedback that helps students improve their work: (1) asking questions rather than making corrections, (2) encouraging face-to-face conferences, (3) giving electronic voice feedback, (4) guiding students to seek and give peer feedback, and (5) sharing feedback you have received.

Darling Hammond, L. (2010). [*Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching*](#). Center for American Progress.

Parents, practitioners, and policymakers agree that the key to improving public education in America is placing highly skilled and effective teachers in all classrooms. Yet the nation still lacks a practical set of standards and assessments that can guarantee that teachers, particularly new teachers, are well prepared and ready to teach. This report discusses a promising approach to the question of how to measure teacher effectiveness. Specifically, it describes the ways in which assessments of teacher performance for licensing and certification can both reflect and predict teachers' success with children so that they can not only inform personnel decisions, but also leverage improvements in preparation, mentoring, and professional development. It outlines progress in the field of teacher assessment development and discusses policies that could create much greater leverage on the quality of teacher preparation and teaching than has previously existed in the United States.

Darling-Hammond, L., & Oakes, J. (2019). [*Preparing teachers for deeper learning*](#). Harvard Education Press.

Answers an urgent call for teachers who educate children from diverse backgrounds to meet the demands of a changing world. In today's knowledge economy, teachers must prioritize problem-solving ability, adaptability, critical thinking, and the development of interpersonal and collaborative skills over rote memorization and the passive transmission of knowledge. Authors Linda Darling-Hammond and Jeannie Oakes and their colleagues examine what this means for teacher preparation and showcase the work of programs that are educating for deeper learning, equity, and social justice.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 1–44. New York: Routledge.

This article draws out the implications for school and classroom practices of an emerging consensus about the science of learning and development, outlined in a recent synthesis of the research. Research regarding practices that can help educators respond to individual variability, address adversity, and support resilience, such that schools can enable all children to find positive pathways to adulthood, is also reviewed.

Donaldson, L. P., & Daughtery, L. (2011). Introducing asset-based models of social justice into service learning: A social work approach. *Journal of Community Practice, 19*(1), 80–99.

Increased attention is being given to university–community partnerships. This article presents the integration of a progressive service learning model into a graduate-level social work macro practice course. The model gives explicit attention to respecting the dignity and worth of the individual by sharing power and developing collaborative relationships between students and community residents where both are serving and learning together.

Donally, J. (2018). *Learning transported: Augmented, virtual and mixed reality for all classrooms*. Portland, OR: International Society for Technology in Education.

Teachers are increasingly adopting immersive technology—devices and software that provide augmented, virtual, and mixed reality experiences—to enable students to go on virtual field trips, manipulate 3D objects, and augment the world around them. This book offers practical insights, lesson plans, and classroom examples for educators to make the most of virtual and augmented reality.

Duckor, B. (2014, March). [Formative assessment in seven good moves](http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/Formative-Assessment-in-Seven-Good-Moves.aspx). *Educational Leadership, 71*(6), 28–32. <http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/Formative-Assessment-in-Seven-Good-Moves.aspx>

This article introduces seven “moves” teachers can make to blend instruction and assessment and to help create and sustain a classroom culture that supports all students’ engagement while promoting their learning. These include priming students, posing good questions, pausing during questioning, probing student responses, bouncing questions through the classroom, using tagging to generate and represent a wide range of responses, and using binning strategies to make sense of students’ learning progressions and to ensure they get the feedback they need to move their learning forward.

Duckor, B. M., & Francois, A. M. (2018). Connecting instructional and assessment teacher candidate moves in the new CalTPA: Using video evidence to drive deeper student learning and build support for content validity. Paper presented at the Annual Conference of the Educational Research Association (AERA): New York.

In this paper, the authors explore the validity evidence for use of the newly revised CalTPA by examining (a) the relationship between its content and contemporary knowledge about high-leverage teaching practices in general domains and (b) particular facets of evidence-based classroom assessment, such as feedback, woven into the Cycle 1 and 2 TPA video-based evidence design.

Duckor, B., & Holmberg, C. (2017). [*Mastering formative assessment moves: 7 high-leverage practices to advance student learning*](#). Alexandria, VA: ASCD.

This book introduces seven research-based practices grounded in the core principles of educational assessment that can be used to develop classroom learning culture, uncover student thinking, assist teacher decision making, and blend instruction and assessment. Case studies, prompts for individual and collaborative reflection, and tips and advice from beginning and seasoned teachers focus attention on teacher learning progression in the domain of formative assessment/assessing for student learning.

Duckor, B., Holmberg, C., & Rossi Becker, J. (2017, February). [*Making moves: Formative assessment in mathematics. Mathematics Teaching in the Middle School*](#), 22(6), 334–342.

https://www.nctm.org/Publications/Mathematics-Teaching-in-Middle-School/2017/Vol22/Issue6/Making-Moves_-Formative-Assessment-in-Mathematics/

This article illustrates how formative assessment moves can be used to sustain a focus on the development of academic language for all students and increase the participation of all students, including “less eager” or “quiet” students, in higher-level mathematical thinking in order to foster equity in mathematics learning and teaching.

Escalante, K. E. (2018). *Reclaiming the TPA: Implementation and ownership at the program level*. Paper presented at the Annual Conference of the Educational Research Association (AERA): New York.

This paper describes and examines how California’s credentialing agency along with a team of California educators came together to redesign the Commission-sponsored CalTPA and confront each of the noted concerns. This paper focuses on the first year of the redesign process, including the pilot study.

González, N., Moll, L. C., & Amanti, C. (Eds.). (2006). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New York, NY: Routledge.

The concept of “funds of knowledge” is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that firsthand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions.

Grant, K., & Perez, L. (2018). [*Dive into UDL: Immersive practices to develop expert learners*](#). Arlington, VA: International Society for Technology in Education (ISTE).

In this book, Universal Design for Learning (UDL) is described as a framework for designing instruction that meets the needs of every learner. This book provides an overview of UDL, showing how to offer flexibility in methods of presentation as well as student participation and expression to support high achievement for all students, including those with disabilities or limited English proficiency.

Haines, A. (2009). Asset-based community development. An introduction to community development, 38-48.

Building on a community's assets rather than focusing on its needs for future development is the basic approach of asset-based community development. By focusing on successes and small triumphs instead of looking to what is missing or negative about a place, a positive community outlook and vision for the future can be fostered. This chapter outlines the process and the major steps in identifying individual, organizational, and community asset development.

Harper, S.R. (2010). An anti-deficit achievement framework for research on students of color in STEM. *New Directions for Institutional Research*, 2010(148), 63–74.

In this chapter, the author offers the National Black Male College Achievement Study (NBMCAS) as an example of how to explore and better understand the enablers of minority student achievement in science, technology, engineering, and mathematics (STEM). Methods employed in the national study are described, followed by the presentation of an anti-deficit achievement framework for research on students of color at various junctures of the STEM pipeline, from K–12 schools through doctoral degree attainment and transitions into science research and long-term industry careers. Though informed by and conceptually similar to the framework used in the NBMCAS, the author has customized the one introduced in this chapter for students of color (women and men, as well as various underrepresented minority groups) in STEM fields.

Holmberg, C., & Duckor, B. (2018, February). [Reframing classroom assessment: Making formative assessment moves that matter](#). *California English*, 23(3), 6–9.

This article invites language arts teachers to use a flexible set of instructional moves that emphasize assessment as an interactive process of checking for students' understanding. It provides examples of posing-pausing-probing strategies that focus on collaboration and building a learning culture.

Johnson, K. E. (2006, March). The sociocultural turn and its challenges for second language teacher education. *Tesol Quarterly*, 40(1), 235–257.

Although the overall mission of second language (L2) teacher education has remained relatively constant, the field's understanding of that work has changed dramatically over the past 40 years. This article examines the epistemological underpinnings of a more general sociocultural turn in the human sciences and the impact that this turn has had on the field's understanding of how L2 teachers learn to do their work.

López, F. A. (2017). Altering the trajectory of the self-fulfilling prophecy: Asset-based pedagogy and classroom dynamics. *Journal of Teacher Education, 68*(2), 193–212.

This article describes a study wherein asset-based practices are applied to a classroom dynamics framework to examine how teachers' asset-based pedagogy beliefs and behaviors are associated with Latino students' ethnic and reading achievement identity. Analyses revealed that teachers' critical awareness moderates their expectancy, resulting in higher achievement; and teachers' critical awareness and expectancy beliefs were found to be directly associated with teachers' behaviors, which were in turn related to students' ethnic and achievement identities.

López, F. A. (2016). Asset-based pedagogies and Latino students' achievement and identity. In Jessica T. DeCuir-Gunby & Paul A. Schutz (Eds.), *Race and ethnicity in the study of motivation in education* (pp. 143–161). New York, NY: Routledge.

Teacher expectancy research has added to our understanding about the ways teachers communicate their expectations to students as well as how students perceive differential teacher behavior and its effect on students' own perceptions of ability. Despite the marked presence of teacher expectancy in teacher training, however, traditionally marginalized students—students who face particularly onerous obstacles associated with poverty and prejudice—continue to be underrepresented in a vast array of achievement outcomes (e.g., achievement test scores, high school completion, college matriculation).

McTighe, J., & Wiggins, G. (2012). *Understanding by Design® framework*. Alexandria, VA: The Association for Supervision and Curriculum Development (ASCD).
https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

This paper explains the Understanding by Design® framework (UbD™ framework), which offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: (1) focus on teaching and assessing for understanding and learning transfer, and (2) design curriculum “backward” from those ends.

Meyer, A., Gordon, D., & Rose, D. H. (2016). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST Professional Publishing.

Universal Design for Learning (UDL) is a framework to improve teaching and learning based on new insights from the learning sciences and creative uses of digital technologies. UDL can help educators improve and optimize learning experiences for all individuals.

Moll, L. C. (Ed.). (1992). *Vygotsky and education: Instructional implications and applications of sociohistorical psychology*. Cambridge, England: Cambridge University Press.

This volume is devoted to analyzing Vygotsky's ideas as a means of bringing to light the relevance of his concepts to education. Distinguished scholars analyze the educational implications of his thoughts and present applications in practice, addressing educational issues such as school organization, teacher training, educational achievement, literacy learning and development, uses of technology, community-based education, and special education.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992, Spring). [Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms.](#) *Theory Into Practice*, 31(2), 132–141.

This article discusses a collaborative project between education and anthropology that qualitatively studies the establishment of strategic connections between households and classrooms in Arizona’s Mexican communities. Teacher-researchers visit households, assume the role of learners, establish connections with parents, and develop instructional activities based on observations. The article summarizes studies and findings.

Moll, L. C., Vélez-Ibañez, C. G., & Greenberg, J. (1990). Community knowledge and classroom practice combining resources for literacy instruction: Handbook for teachers and planners from the Innovative Approaches Research Project. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, Educational Resources Information Center.

This handbook describes an innovative instructional/innovation model (implemented in an urban school district in the southwestern United States) that represents a promising approach to the education of language minority students. School personnel, parents, and educational planners may use the handbook to assess the appropriateness of the intervention for their schools. Teachers may look to the handbook for explicit advice on implementing the model.

Peck, C. A., Gallucci, C., and Sloan, T. (2010). [Negotiating implementation of high-stakes performance assessment policies in teacher education: From compliance to inquiry.](#) *Journal of Teacher Education* 61(5), 1–13.

Teacher education programs in the United States face a variety of new accountability policies at both the federal and the state levels. Many of these policies carry high-stakes implications for students and programs and involve some of the same challenges for implementation as they have in the P–12 arena. Serious dilemmas for teacher educators arise in these contexts, as compliance with prescriptive state mandates is often interpreted by faculty to signify a demoralizing loss of program autonomy and integrity, whereas noncompliance may result in loss of program accreditation. The authors describe how one teacher education program negotiated these dilemmas in a fashion responsive to local values and concerns while also meeting state requirements. Results are discussed in terms of tensions between (a) policy goals seeking alignment and coherence across institutions of higher education and (b) motivational conditions likely to engage faculty in the difficult work of programmatic renewal and change in teacher education.

Peck, C. A., Singer-Gabella, M., Sloan, T., and Lin, S. (2014). [Driving blind: Why we need standardized performance assessment in teacher education.](#) *Journal of Curriculum and Instruction*, 8(1), 8–30.

In this article we argue that standardized teaching performance assessments (TPAs) offer a uniquely valuable resource for learning and improvement of practice in teacher education. The affordances of TPAs as opportunities for learning are identified at four levels, including those for teacher candidates, individual faculty, organizational learning at the program level, and organizational networks that span program boundaries. We conclude that TPAs can provide motivation and direction for continuous program improvement efforts, contribute to the development of a common and concrete language of practice, and accelerate the professionalization of teaching.

Peck, C. A., Young, M. G., & Zhang, W. (2021). [Using teaching performance assessments for program evaluation and improvement in teacher education.](#) National Academy of Education Committee on Evaluating and Improving Teacher Preparation Programs. National Academy of Education.

In this paper we examine the uses of teaching performance assessments (TPAs) as resources for learning, program evaluation, and improvement in teacher education. In undertaking our review, we take note of our positionality as *practitioners* within the field of educator preparation. Our professional work as educators is carried out largely at the program level, inside the practical dilemmas of policy and practice that emerge as we attempt to use the TPA tools described in this paper. Our review is intended to be of value to policymakers, faculty, and academic leaders as they navigate the challenges and opportunities of using TPAs as resources for improving the work of teacher preparation.

[Performance assessment: Fostering the learning of teachers and students.](#) (2017). *Voices in Urban Education*. Annenberg Institute for School Reform, No. 46.

Against a backdrop of the opportunities provided by the Every Student Succeeds Act (ESSA) and the challenges for education posed by the new federal administration, this issue of VUE proposes performance assessment as a personalized and rigorous alternative to standardized testing. Performance assessment provides an opportunity for public schools and districts to better meet the needs of all students and to use more relevant, engaging curriculum and instruction that prepares students for complex problem-solving and collaboration.

Reising, A., Sandy, M., Klesch, H., & Hanson, M. (2019). *How an innovative, inquiry-based teaching performance assessment informs state policies and practices to prepare 21st century teachers*. Paper presented at the Annual Conference of the American Educational Research Association (AERA): Toronto, Ontario, Canada.

This paper presents findings from the field test of the re-developed CalTPA that offer insight for other researchers and policy makers on the feasibility and design challenges in developing embedded performance assessments for statewide use in teacher preparation and licensure. The paper also discusses (a) how the discourse about what next generation teachers should know and be able to demonstrate is shifting in California and (b) the future policy and program implications of an outcomes-driven, state accreditation process that is informed by performance assessment data.

Sandy, M., Reising, A., & Klesch, H. (2018). *Strengthening the continuum of teaching practice through collaboration and educative performance assessment*. Paper presented at the Annual Conference of the Educational Research Association (AERA): New York.

A recent California initiative focused on the improvement of the design and use of the CalTPA as one of multiple measures to inform teacher readiness to enter professional practice. This paper examines the work of California's dynamic education community and its active engagement in this process and also presents findings from the pilot study of the re-developed CalTPA.

Shepard, L. A. (2005). [Linking formative assessment to scaffolding](http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Linking-Formative-Assessment-to-Scaffolding.aspx). *Educational Leadership*, 63(3), 66–70. <http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Linking-Formative-Assessment-to-Scaffolding.aspx>

To move learning forward in the zone of proximal development, the author of this article recommends four research-based scaffolding and formative assessment strategies: eliciting prior knowledge, providing effective feedback, teaching for transfer, and teaching students how to self-assess.

Soodjinda, D. (2018). *The TPA game-changer: Pushing for equity, inclusion, and educational technology via teacher performance assessment*. Paper presented at the Annual Conference of the Educational Research Association (AERA): New York.

This paper examines how the redeveloped state-sponsored CalTPA disrupts traditional frameworks in teacher preparation anchored in deficit ideology and the superficial treatments of educational technology. Further, this paper reviews a number of elements included in the redeveloped CalTPA that require candidates to gather data about their students, allowing them to be more inclusive and equity-driven in their practices.

Stiggins, R. (2002). Assessment crisis: The absence of assessment FOR learning. *Phi Delta Kappan*, 83(10), 758–765.

The author of this article argues that to maximize student achievement, assessment *for* learning needs to be actuated and supported to counterbalance the overemphasis on assessment *of* learning. Benefits of assessment for learning for students, teachers, parents, school leaders, and political officials are summarized.

Perkins, D. (2014). *Future wise: Educating our children for a changing world* (1st ed.). Jossey-Bass.

K–12 teachers and administrators play a crucial role in building a thriving society. David Perkins, founding member and co-director of Project Zero at Harvard's Graduate School of Education, argues that curriculum is one of the most important elements of making students ready for the world of tomorrow. In *Future Wise*, you will learn concepts, curriculum criteria, and techniques for prioritizing content so that you can guide students toward the big understandings that matter.

Tugel, J. (2019). *Using formative assessment to uncover how students think about science*. White paper, McGraw-Hill Education News. <https://www.mheducation.com/unitas/school/explore/sites/inspire-science/formative-assessment-ngss-white-paper.pdf>

The author, a STEM education specialist, argues that formative assessment is a critical element of science education. For an assessment to be considered formative, it must be used to make decisions about next steps, to plan instruction, and to help learners reflect upon their thinking. In this white paper, the author describes in-depth formative assessment techniques that can help science students persevere in a manner that is engaging and motivating.

Valencia, R. (Ed.). (1997). *The evolution of deficit thinking in educational thought and practice*. New York: Falmer.

Educational deficit thinking is a form of blaming the victim that views the alleged deficiencies of poor and minority group students and their families as predominantly responsible for these students' school problems and academic failure, while frequently holding structural inequality blameless. Chapters in this book examine the roots of deficit thinking; discuss the consecutive development of theories that blamed the lower intellectual performance of minority groups on genetic deficits, cultural deficits, and accumulated environmental deficits; and propose a model of democratic education as an alternative to deficit-theory policies and practices.

Van Steensel, R. (2006). Relations between socio-cultural factors, the home literacy environment and children's literacy development in the first years of primary education. *Journal of Research in Reading*, 29(4), 367–382.

This article addresses the relation between children's home literacy environments (HLE) and their literacy development in the first phase of primary school. After controlling for relevant background characteristics, the HLE had an effect on children's vocabulary scores in first grade and their general reading comprehension in both first and second grade.

Wiggins, G. (2012). *Seven keys to effective feedback*. *Educational Leadership*, 70(1), 10–16. <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/seven-keys-to-effective-feedback.aspx>

In this article, the author explains seven characteristics of helpful feedback: goal-referenced, tangible and transparent, actionable, user-friendly (specific and personalized), timely, ongoing, and consistent.

Implicit Bias–Related Research and Texts

- Banaji, M. R., & Greenwald, A. G. (2013). *Blindspot: Hidden biases of good people*. Delacorte Press.
- Chiu, C. L., Sayman, D., Lusk, M. E., Kressler, B., & Cote, D. (2022). “Does this mean I am racist, distrust, or dislike people of color?” A DisCrit qualitative study of implicit bias among preservice and practicing special educators. *Issues in Teacher Education*, 31(1), 6–34.
- Denessen, E., Hornstra, L., van den Bergh, L., & Bijlstra, G. (2022). Implicit measures of teachers’ attitudes and stereotypes, and their effects on teacher practice and student outcomes: A review. *Learning and Instruction*, 78(3), 1–15.
- Drake, C. E., Kellum, K. K., Wilson, K. G., Luoma, J. B., Weinstein, J. H., & Adams, C. H. (2010). Examining the implicit relational assessment procedure: Four preliminary studies. *Psychological Record*, 60(1), 81–100.
- Gilliam, W., Maupin, A., Reyes, C., Accavitti, M., & Shic, F. (2016). *Do early educators’ implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions?* Yale University Child Study Center.
- Gorski, P. (2018). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. Teachers College.
- Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review*, 102(1), 4–27.
- Greenwald, A. G., & Krieger, L. H. (2006). Implicit bias: Scientific foundations. *California Law Review*, 94(4), 945–967.
- Greenwald, A. G., McGhee, D. E., & Schwartz, J. K. (1998). Measuring differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology*, 74(6), 1464–1480. doi:10.1037/0022-3514.74.6.1464.
- Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*, 27, 421–443.
- Jacoby-Senghor, D. S., Sinclair, S., & Shelton, J. N. (2016). A lesson in bias: The relationship between implicit racial bias and performance in pedagogical contexts. *Journal of Experimental Social Psychology*, 63, 50–55. <https://doi.org/10.1016/j.jesp.2015.10.010>.
- Kumar, R., Karabenick, S. A., & Burgoon, J. N. (2015). Teachers’ implicit attitudes, explicit beliefs, and the mediating role of respect and cultural responsibility on mastery and performance-focused instructional practices. *Journal of Educational Psychology*, 107(2), 533–545. <https://doi.org/10.1037/a0037471>.
- Munch-Juriscic, D. M. (2020). The right to feel comfortable: Implicit bias and the moral potential of discomfort. *Ethical Theory and Moral Practice*, 23, 237–250.
- Neitzel, J. (2018). Research to practice: Understanding the role of implicit bias in early childhood disciplinary practices. *Journal of Early Childhood Teacher Education*, 39(3), 232–242.

- Okonofua, J. A., & Eberhardt, J. L. (2015). Two strikes: Race and the disciplining of young students. *Psychological Science, 26*(5), 617–662. <https://doi.org/10.1177/0956797615570365>.
- Pit-ten Cate, I. M., & Glock, S. (2019). Teachers' implicit attitudes towards students from different social groups: A meta-analysis. *Frontiers in Psychology, 10*, 28–32. <https://doi.org/10.3389/fpsyg.2019.02832>.
- Quinn, D. M. (2020). Experimental evidence on teachers' racial bias in student evaluation: The role of grading scales. *Educational Evaluation and Policy Analysis, 42*(3), 375–392. <https://doi.org/10.3102/0162373720932188>.
- Quinn, D. M. (2021). How to Reduce Racial Bias in Grading: New research supports a simple, low-cost teaching tool. *Education Next, 21*(1), 72–78.
- Reinholz, D. L., Stone-Johnstone, A., & Shah, N. (2020). Walking the Walk: Using classroom analytics to support instructors to address implicit bias in teaching. *International Journal for Academic Development, 25*(3), 259–272.
- Starck, J. G., Riddle, T., Sinclair, S., & Warikoo, N. (2020). Teachers are people too: Examining the racial bias of teachers compared to other American adults. *Educational Researcher, 49*(4), 273–284. <https://doi.org/10.3102/0013189X20912758>.
- Tyner, A. R. (2019). Unconscious bias, implicit bias, microaggressions. *GPSolo American Bar Association, 36*(4), 30–33.
- Warikoo, N., Sinclair, S., Fei, J., & Jacoby-Senghor, D. (2016). Examining racial bias in education: A new approach. *Educational Researcher, 45*(9), 508–514. <https://doi.org/10.3102/0013189X16683408>.

Standards and Policy Documents

California Commission on Teacher Credentialing (CTC). (2015). [California Teaching Performance Assessment Design Standards](https://www.ctc.ca.gov/docs/default-source/educator-prep/tpa-files/tpa-assessment-design-standards.pdf). Sacramento, CA: Author. <https://www.ctc.ca.gov/docs/default-source/educator-prep/tpa-files/tpa-assessment-design-standards.pdf>

This document specifies and delineates the standards for the development of the CalTPA.

California Commission on Teacher Credentialing (CTC). (2016). [California Teaching Performance Expectations](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0). Sacramento, CA: Author. https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0

This document includes Teaching Performance Expectations (TPEs) within the six California Standards for the Teaching Profession (CSTP). Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of teaching performance, along with a narrative providing context for subject-specific pedagogy.

California Commission on Teacher Credentialing, California Department of Education, and New Teacher Center (CTC/CDE/NTC). (2012). [Continuum of Teaching Practice](https://www.ctc.ca.gov/docs/default-source/continuum-of-teaching-practice/continuum-of-teaching-practice.pdf). Sacramento, CA: Author.

https://www.ctc.ca.gov/docs/default-source/educator-prep/ca-ti/final-continuum-of-teaching-practice.pdf?sfvrsn=9b400217_0

The Continuum of Teaching Practice is a tool for self-reflection, goal setting, and inquiry into practice. It provides common language about teaching and learning and can be used to promote professional growth within an environment of collegial support. Self-assessment data can support teachers in making informed decisions about their ongoing development as professionals.

California Department of Education (CDE). (2013). [California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](https://www.cde.ca.gov/be/st/ss/documents/finalelaccsststandards.pdf). Sacramento, CA: Author. <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsststandards.pdf>

The California Standards include the standards developed by the Common Core State Standards Initiative with specific additions to maintain and build on the rigor of California's previous English language arts standards. For grades 6–12, they also include literacy standards to supplement content standards in history/social studies, science, and technical subjects. The standards prepare students to be college- and career-ready by the end of high school.

California Department of Education (CDE). (2013). [California Common Core State Standards: Mathematics](https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf). Sacramento, CA: Author. <https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

The California Common Core State Standards for Mathematics include the standards developed by the Common Core State Standards Initiative. California's additions to the CCSS are designated to show that the rigor of California's previous mathematics standards was retained. Grade-level standards for kindergarten through grade eight are clearly defined. The standards for higher mathematics are organized into courses in two pathways: traditional and integrated. The standards are also organized by conceptual categories. A glossary is included.

California Department of Education (CDE). (2021). [California comprehensive state literacy plan](https://www.cde.ca.gov/pd/ps/documents/cacompstatelitplan.pdf). Sacramento, CA: Author. Retrieved August 9, 2021, from <https://www.cde.ca.gov/pd/ps/documents/cacompstatelitplan.pdf>

California Department of Education (CDE). (2017, updated 2018). [California Dyslexia Guidelines](https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf). California Sacramento, CA: Author. Retrieved August 9, 2021, from <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

California Department of Education (CDE). (2014). [California English Language Development \(ELD\) Standards](https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf). Sacramento, CA: Author. <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

The California ELD Standards define the progression of language acquisition through three stages of proficiency and recognize that the student's native language plays an important role in learning English. Teachers can use the CA ELD Standards document as a tool to inform their practice, making clear relationships between the English language and the student's other language(s).

California Department of Education (CDE). (2017). [*California English learner roadmap: Strengthening comprehensive educational policies, programs, and practices for English learners*](#). Sacramento, CA: Author.

This roadmap articulates a common vision for educating English learners and supports local educational agencies (LEAs) in reaching out to the diverse population of English learners attending California public schools. This publication provides historical context, explains the principles and elements that work together to make the mission a reality, and offers real-world examples that demonstrate the principles and elements in action.

California Department of Education (CDE). (2019). [*California practitioners' guide for educating English learners with disabilities*](#). Sacramento, CA: Author. Retrieved February 6, 2022, from <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

California Department of Education (CDE). (2010). [*California Preschool Curriculum Framework: Volume 1*](#). Sacramento, CA: Author. <https://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf>

California Department of Education (CDE). (2008). [*California Preschool Learning Foundations: Volume 1*](#). Sacramento, CA: Author. <https://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

California Department of Education (CDE). (2014/2015). [*English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve*](#). Sacramento, CA: Author. <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

California Department of Education (CDE). (2020). [*Improving education for multilingual and English learner students: Research to practice*](#). Sacramento, CA: Author. Retrieved February 6, 2022, from <https://www.cde.ca.gov/sp/el/er/documents/mleeducation.pdf>

California Department of Education (CDE). (2014). [*Next Generation Science Standards \(NGSS\) for California public schools, K–12*](#). Sacramento, CA: Author. <https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

The Next Generation Science Standards (NGSS) are K–12 science content standards that set the expectations for what students should know and be able to do. The NGSS, developed by states to improve science education for all students, were adopted by California in 2013. This web page summarizes NGSS learning progressions for elementary (K–5), middle (6–8), and high school (9–12) science for California.

California Department of Education (CDE). (2009). [*Preschool English learners: Principles and practices to promote language, literacy, and learning \(2nd ed.\)*](#). Sacramento, CA: Author.

This resource guide offers a user-friendly review of current research on how to support the language development of English learners during the preschool years (ages three to five). The second edition features the addition of an appendix containing an excerpt from the *California Preschool Learning Foundations*.

California Department of Education (CDE). (2015). [*Resource guide to the foundational skills of the California Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*](#). Sacramento, CA: Author.

<https://www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf>

California Department of Education (CDE), Council of Chief State School Officers, & San Diego County Office of Education. (2012). [*California Common Core State Standards for Spanish language arts and literacy in history/social studies, science, and technical subjects*](#). San Diego County Office of Education.

Retrieved May 4, 2022, from <https://www.sdcoe.net/common-core-espanol/home>

California Department of Education (CDE) & Sacramento County Office of Education. (2021). [*California digital learning integration and standards guidance: Section C, Standards guidance for English language arts, literacy, and English language development*](#). Sacramento, CA: Author. Retrieved January 17, 2022,

from <https://www.cadlsg.com>

California Department of Education (CDE) & San Diego County Office of Education. (2012/2021). [*California Spanish Language Development Standards: Kindergarten through Grade 12*](#). San Diego County Office of Education. Retrieved May 4, 2022, from <https://www.sdcoe.net/educators/multilingual-education-and-global-achievement/spanish-language>

California State Department of Public Instruction. (2012). [*Greatness by design: Supporting outstanding teaching to sustain a golden state*](#). Sacramento, CA: Author.

<https://www.cde.ca.gov/pd/ps/documents/greatnessbydesign.pdf>

This report, by State Superintendent of Public Instruction Tom Torlakson's Task Force on Educator Excellence, provides a roadmap for school reform based on best practices and classroom research, and advocates for an integrated approach to teacher support, including teacher training, induction, evaluation, and ongoing professional development.

Hasbrouck, J., & Tindal, G. (2017). [*An update to compiled ORF norms \(Technical Report No. 1702\)*](#).

Behavioral Research and Teaching, University of Oregon. <https://files.eric.ed.gov/fulltext/ED594994.pdf>

International Society for Technology in Education (ISTE). (2018). [*The ISTE Standards*](#). Arlington, VA: Author. <https://www.iste.org/standards>

The ISTE Standards are a framework for students, educators, administrators, coaches, and computer science educators to rethink education and create innovative learning environments. The standards are helping educators and education leaders worldwide re-engineer schools and classrooms for digital-age learning, no matter where they are on the journey to effective edtech integration.

Orange County Department of Education. (2018). [*Guide to understanding California MTSS*](#). Orange County Department of Education. Retrieved March 16, 2022, from

<https://ocde.us/MTSS/Documents/GuidetoUnderstandingCAMTSS.pdf>

Slowik, H. Y., & Brynelson, N. (2015). [*Executive summary: English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*](#). Sacramento,

CA: Consortium for the Implementation of the Common Core State Standards.
https://www.scoe.net/media/b0qduuod/summary_ela-eld_framework.pdf

This summary provides highlights from the framework and directs readers to resources in the document. It begins with a broad overview of the standards and California’s vision for their implementation, features important grade-level guidance, and highlights selected topics crucial for effective implementation.

Yakes, C., & Sprague, M. (2015). [*Executive summary: Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*](#). Sacramento, CA: Consortium for the Implementation of the Common Core State Standards.

https://www.scoe.net/media/sm1e1fof/summary_math_framework.pdf

This summary highlights essential information and guidance in the 2015 edition of *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve* and is intended to introduce teachers, administrators, and parents/guardians to the wealth of information and support offered by California’s latest mathematics framework. Grade-level and course-level chapters provide examples of what standards-based instruction and learning look like; other chapters focus on access, instructional strategies, assessment, and supporting high-quality instruction.

Evidence-Based Literacy Practices

[WWC | Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades \(ed.gov\)](#)

[WWC | Effective Literacy and English Language Instruction for English Learners in the Elementary Grades \(ed.gov\)](#)

[WWC | Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade \(ed.gov\)](#)

This practice guide provides four recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, administrators, and other educators who want to improve their students’ foundational reading skills, and is a companion to the practice guide [Improving Reading Comprehension in Kindergarten Through 3rd Grade](#).

[WWC | Improving Adolescent Literacy: Effective Classroom and Intervention Practices \(ed.gov\)](#)

[WWC | Preparing Young Children for School \(ed.gov\)](#)

This practice guide, developed in conjunction with an expert panel, distills contemporary early childhood and preschool education research into seven easily comprehensible and practical recommendations. The guidance will help to prepare young children to benefit from the learning opportunities they will encounter in school.

[WWC | Providing Reading Interventions for Students in Grades 4–9 \(ed.gov\)](#)

This practice guide provides four evidence-based recommendations that teachers can use to deliver reading interventions to meet the needs of their students.

[WWC | Teaching Academic Content and Literacy to English Learners in Elementary and Middle School \(ed.gov\)](#)

This practice guide provides four recommendations that address what works for English learners during reading and content area instruction. Each recommendation includes extensive examples of activities that can be used to support students as they build the language and literacy skills needed to be successful in school, including examples of how the recommendations align with Common Core and other contemporary state standards. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, administrators, and other educators who want to improve instruction in academic content and literacy for English learners in elementary and middle schools.

[WWC | Teaching Elementary School Students to Be Effective Writers \(ed.gov\)](#)

This practice guide provides four recommendations for improving elementary students' writing. Each recommendation includes implementation steps and solutions for common roadblocks. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, literacy coaches, and other educators who want to improve the writing of their elementary students.

[WWC | Teaching Secondary Students to Write Effectively \(ed.gov\)](#)

This practice guide presents three evidence-based recommendations for helping students in grades 6–12 develop effective writing skills. Each recommendation includes specific, actionable guidance for educators on implementing practices in their classrooms. The guide also summarizes and rates the evidence supporting each recommendation, describes examples to use in class, and offers the panel's advice on how to overcome potential implementation obstacles. This guide is geared toward administrators and teachers in all disciplines who want to help improve their students' writing.

Websites and Other Web-Based Resources

California Department of Education (CDE). (2018). [Common Core Resources for Special Education](#). Retrieved November 1, 2018, from <https://www.cde.ca.gov/Sp/se/cc/>.

This web page provides resources and guidelines on the Common Core State Standards (CCSS) for the Special Education Community. This page offers resources and guidelines on what the CCSS and the new tests will mean for California students in the special education community.

California Department of Education (CDE). (2018). [CDE Press](https://www.cde.ca.gov/re/pn/rc/index.asp). Retrieved November 1, 2018, from <https://www.cde.ca.gov/re/pn/rc/index.asp>.

This web page provides publications and other educational resources from CDE Press, the California Department of Education's publications office.

California Department of Education (CDE). (2018). [Gifted & Talented Education](https://www.cde.ca.gov/sp/gt/). Retrieved November 1, 2018, from <https://www.cde.ca.gov/sp/gt/>.

This web page provides program information, laws and regulations, and resources related to implementation of Gifted and Talented Education (GATE) programs.

California Department of Education (CDE). (2018). [Multi-Tiered System of Supports \(MTSS\)](https://www.cde.ca.gov/ci/cr/ri/index.asp). Retrieved November 1, 2018, from <https://www.cde.ca.gov/ci/cr/ri/index.asp>.

California's MTSS is an integrated, comprehensive framework that focuses on the Common Core State Standards (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. This web page provides an overview of California's MTSS and resources to assist California educators in ensuring equitable access and opportunity for all students to achieve the CCSS.

California Department of Education (CDE). (2018). [Resources on IEPs for Children with Disabilities](https://www.cde.ca.gov/sp/se/sr/selinks.asp). Retrieved November 1, 2018, from <https://www.cde.ca.gov/sp/se/sr/selinks.asp>.

This web page provides resources to improve instruction, assessment, and accountability for students with disabilities.

California Department of Education (CDE). (2018). [Response to Instruction & Intervention \(RtI²\)](https://www.cde.ca.gov/ci/cr/ri/). Retrieved June 10, 2021, from <https://www.cde.ca.gov/ci/cr/ri/>.

California's RtI² processes focus on students who are struggling and provide a vehicle for teamwork and data-based decision making to strengthen their performances before and after educational and behavioral problems increase in intensity. This web page provides CDE's definition and philosophy of Multi-Tiered System of Supports, RtI², and Positive Behavioral Interventions and Supports (PBIS).

California Educator Credentialing Assessments. (2018). [CalTPA/CalAPA Program Website](http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html). Retrieved November 1, 2018, from http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html.

This website provides information about the work of the CTC to revise the California Teaching Performance Assessment (CalTPA) and to develop a new assessment, the California Administrator Performance Assessment (CalAPA). You will find the latest updates on these efforts and how California educator preparation programs can get involved.

Center for Applied Special Technology (CAST). (2018). [About Universal Design for Learning](http://www.cast.org/our-work/about-udl.html#.W9tK3tVKiUl). Retrieved November 1, 2018, from <http://www.cast.org/our-work/about-udl.html#.W9tK3tVKiUl>.

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. This web page provides an overview of the UDL framework and direct access to guidelines for designing instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs.

[Center for the Future of Teaching & Learning](https://www.teachcalifornia.org/partners/Detail/238). (2018). Retrieved November 1, 2018, from <https://www.teachcalifornia.org/partners/Detail/238>.

The center is a public, not-for-profit organization whose mission is to strengthen teacher development policy and practice. The center's website highlights recent information on teacher development, including information on research, state and national initiatives, and models for effective practice.

[CUE](https://cue.org/). (2018). Retrieved November 1, 2018, from <https://cue.org/>.

CUE is a nonprofit educational corporation that seeks to inspire innovative learners in all disciplines by supporting regional affiliates, learning networks, and conferences focused on the use of educational technology.

CUE Craft. (2018). [Video Presentations](https://www.youtube.com/playlist?list=PLseblIYonVmwWGhH2vhWmKgGvvE8g3RvE). Retrieved November 1, 2018, from <https://www.youtube.com/playlist?list=PLseblIYonVmwWGhH2vhWmKgGvvE8g3RvE>.

Curated videos feature educational technology teacher/leader experts demonstrating strategies and resources you can learn from as you develop your own activities in which students are using educational technology to enhance their learning.

Duckor, B., & Holmberg, C. (2018, July 23). [Web blog post]. [Two strategies for assessing for learning: The partial credit scoring key and the scoring guide](https://ascd.org/blogs/two-strategies-for-assessing-for-learning-the-partial-credit-scoring-key-and-the-scoring-guide). Retrieved from <https://ascd.org/blogs/two-strategies-for-assessing-for-learning-the-partial-credit-scoring-key-and-the-scoring-guide>.

This web blog post explains strategies for assessing students' understanding and providing formative feedback, including peer- and self-assessment, that students can use to revise their performances and advance their learning and that teachers can use to guide their instructional decision making.

[International Education and Resource Network \(iEARN\)](https://us.iearn.org/). (2018). Retrieved July 18, 2019, from <https://us.iearn.org/>.

iEARN-USA is a global education organization that provides various pathways for educators and students to connect and learn with their international peers. These include online collaboration through projects, professional development and global networking opportunities, and sponsored programs for educators and students to connect and learn with the world.

U.S. Department of Education (USDE). (2018). [A guide to the individualized education program](https://www2.ed.gov/parents/needs/speced/iepguide/index.html). Retrieved November 1, 2018, from <https://www2.ed.gov/parents/needs/speced/iepguide/index.html>.

The purpose of this guide is to assist educators, parents, and state and local educational agencies in implementing the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) regarding individualized education programs (IEPs) for children with disabilities, including preschool-aged children.