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Information

Educator Preparation Committee

Update on the Redevelopment of the California Teaching Performance Assessment (CalTPA)

Executive Summary: This agenda item presents an update on the redevelopment of the CalTPA and the results of the spring 2018 field test.

Recommendation: For information only

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Strategic Plan Goal:

I. Educator Quality

- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

August 2018

Update on the Redevelopment of the California Teaching Performance Assessment (CalTPA)

Introduction

This agenda item presents an update of redevelopment efforts for the California Teaching Performance Assessment (CalTPA) completed during 2017-18 and discusses field test findings for the Commission's model performance assessment. The Commission redeveloped its approved TPA model for several key reasons. First, as expectations changed for students in California based on the Common Core Standards and Next Generation Science Standards, it was apparent that what teachers needed to know and be able to demonstrate had to be revised to align to these new student academic expectations. Second, the Commission's commitment to strengthening and streamlining its accreditation processes for teacher preparation programs and moving to an outcome based set of quality indicators, meant that the CalTPA needed to be centrally scored and managed to produce consistent and reliable data. Third, in an effort to increase reliability, content specific assessors were necessary to ensure that detailed, analytic, information based on content specific teaching performance expectations (TPEs) could be provided to candidates and programs in a timely manner to guide teacher development. Finally, years of CalTPA evaluation data indicated a clear need to revisit the original model to address issues of redundancy within the system, to ensure that the tasks required were, in fact, actual tasks that teachers engage in on the job, and that the CalTPA measured performance of teaching and not primarily candidate writing skills.

At its December 2015 meeting, the Commission adopted revised Teaching Performance [Assessment Design Standards](#) and directed staff to develop a Request for Proposals to identify a technical contractor to support Commission staff and an appointed design team of 21 California educators, to redevelop the CalTPA. Evaluation Systems group of Pearson (ES) was selected in February 2016 to serve as the technical contractor to support the redevelopment project. Subcontractors to ES included the [Human Resources Research Organization](#) (HumRRO,) the California State University and their Deans of Education Assessment Committee, and the [Stanford Center for Assessment, Learning and Equity](#) (SCALE).

The first task was to conduct a validity study on the revised [Teaching Performance Expectations](#) (TPEs), which was completed during the spring of 2016 by ES and HumRRO. Based on the findings of the validity study, at the [June 2016 meeting](#), the Commission adopted revised TPEs and directed staff to commence with the redevelopment of the CalTPA. Between June 2016 and July 2018, the Commission's Design Team (DT) met with the contractor and staff to redevelop the CalTPA.

The revised CalTPA was piloted by 24 institutions and 250 candidates in early 2017. The CalTPA was revised during the summer of 2017 based on the pilot test findings, and field tested by 27 programs (Appendix E) during the 2017-18 academic year. The results of the field test are

summarized in this item and led to another round of revisions in the CalTPA instrument and supporting materials prior to operational administration of the exam starting fall 2018.

In December 2017, the Commission (1) established criteria for institutions to participate in the field test, (2) determined that the field test version of the revised CalTPA was equivalent in scope and depth to the currently approved CalTPA and on that basis approved waivers for institutions that met these criteria, and (3) adopted an expected performance level on the revised CalTPA for candidates participating in the field test. Preparation programs included in the field test were granted a waiver for their candidates who took the new CalTPA, allowing passage of the updated version to meet the statutory requirement that candidates pass a Commission approved TPA as part of their preparation for a teaching credential. The field test waiver process for programs was identical to guidelines adopted by the Commission for the pilot study.

This item is organized into three parts:

- Part 1 provides an update on the redeveloped CalTPA, a brief review of pilot study outcomes and a summary of field test findings;
- Part 2 discusses key features of the Commission's model TPA and an overview of the final system to be used for operational administration beginning in the fall of 2018; and
- Part 3 provides information about how the Commission and its technical contractor Evaluation Systems group of Pearson will support programs during the first year of operational administration, 2018-19.

Part 1. Update on the Development of the CalTPA, Pilot Study, and Field Test Findings

This section of the agenda item provides an overview of the activities undertaken to redevelop the CalTPA and the structure of the system, reviews findings from the field test, which occurred between October 2017 and April of 2018, and describes steps taken to prepare for the first year of operational administration of the CalTPA in fall 2018.

CalTPA Design Team Meetings

The CalTPA Design Team was appointed by the Executive Director to advise Commission staff and ES in the redesign of the CalTPA. The Design Team includes twenty-one members representing the full range of teacher preparation programs, teacher induction programs, and the geographic regions of California. A list of CalTPA Design Team members is included in Appendix A. The CalTPA Design Team (DT) engaged in 12 meetings in person with several additional online meetings from 2016-18. The first meeting was held in April 2016, and the final meeting on July 27, 2018.

Meetings allowed DT members to learn about the current CalTPA and other TPA models, understand the context for redevelopment including the revised TPEs and Assessment Design Standards, and support the design and development of the proposed new structure that includes two instructional cycles as well as analytic scoring rubrics. As the cycles and rubrics evolved over the last two years, the DT continued to provide input by mapping the steps of each cycle to the TPE domains and elements. In preparation for the field test, the DT reviewed the candidate guide and provided recommendations to ensure clarity and appropriate TPE coverage. In addition, the DT learned about the developing online submission and scoring system, advised on the pilot study and field test sample submissions, provided feedback on how best to support programs and candidates in the pilot study and field test, developed criteria for assessor qualifications, and

many experienced the scoring process by participating as lead assessors or assessors during the pilot and field test scoring sessions. In June 2018 the DT was provided an overview of the field test findings. The DT and Lead Assessors worked with Commission and ES staff to revise the cycles, rubrics, and assessment guides in preparation for the operational administration beginning fall 2018.

Appendix B provides a graphic showing how the CalTPA Design Team and other teams necessary to inform the redevelopment of the CalTPA interacted with the Commission, Commission staff, and the Commission's technical contractor, ES. Content expert panels were identified in each of the subject areas for credentials (e.g., math, music, home economics, etc.) and reviewed CalTPA cycles and rubrics for subject specific appropriateness. In July 2017 content experts reviewed revisions made to the pilot version of the CalTPA for the field test. The Commission's Bias Review Committee has also reviewed the CalTPA multiple times and will provide a final review in August 2018 in preparation for operational administration. Currently Commission staff and ES are providing onboarding support for preparation programs, including:

- Program surveys to collect potential numbers of candidates and content areas;
- Webinars to provide information about initial changes to the instrument in preparation for operational administration;
- Determination of local or centralized scoring options;
- Online technical assistance through webinars and developing online communities of practice to share strategies for preparation for the revised CalTPA; and
- Finally to continue recruitment of assessors.

At the time of this agenda item, 56 teacher preparation programs have chosen the CalTPA as the model they will use to fulfill the TPA requirement for candidates. A list of programs planning to use the CalTPA is provided in Appendix C.

Structure of the Redeveloped CalTPA

The CalTPA DT, Commission staff, and ES, through discussions over the last two years determined an overall structure for the redeveloped CalTPA. The DT came to consensus that the CalTPA will have a task-based structure with two cycles of instruction that ask candidates to:

- a) Demonstrate their ability to plan instruction with attention to the content and the students they are teaching;
- b) Teach in ways that engage all students in powerful learning opportunities;
- c) Assess student learning formally and informally;
- d) Reflect on the outcomes of their teaching; and
- e) Apply what they learned to their next steps in teaching (Plan, Teach and Assess, Reflect and Apply).

The cycles are to be completed at two different times during a candidate's preliminary program and they must pass both of the cycles of instruction. This structure supports an educative quality of the assessment and both modifies and maintains the original structure of the CalTPA, allowing candidates to complete a cycle of instruction during field placement, submit it for scoring, and receive assessment results including a pass or no pass score with analytic feedback at the rubric level within three weeks of the submission date. Each of the 17 analytic rubrics are aligned to

specific TPEs. Programs can support candidates in improving their teaching practice based on their assessment results for the first cycle of instruction. The two instructional cycles were purposefully developed to be completed in order, but the cycles are not dependent on each other.

Cycle 1: Learning about Students and Planning Instruction

Cycle 1 focuses on getting to know students' assets and needs and using this information for content specific instructional planning. Candidates demonstrate their knowledge of students and instructional strategies including developing academic language and higher order thinking (analysis, synthesis, evaluation, interpretation, transfer) to support deep learning of content, monitoring student learning, and adjusting instruction during the lesson to meet individual student needs. They establish a positive learning environment, and provide social and emotional supports through positive interactions with students. Candidates reflect on their teaching and on what students learned, and apply insights to future instructional planning, teaching, and assessing. Cycle 1 has eight analytic rubrics.

Cycle 2: Assessment-driven Instruction

Cycle 2 focuses on assessing student learning during content specific instruction using outcomes from multiple assessments embedded in a sequence of lessons to plan for and promote learning for all students. Candidates use what they know about students and the learning context to enact the plan, teach and assess sequence based on California state standards for students. The learning sequence focuses on supporting students to develop academic language and apply higher order thinking, and provides students with the opportunity to use educational technology to enhance their deep understanding of content. Candidates provide feedback to students about their performance from both informal and formal assessments, including student self-assessment and they demonstrate how they adjust their teaching in the moment to support student learning needs. Based on what the candidate learns about their students' skills and competencies and/or content knowledge, candidates either reteach or develop a connecting, extension activity to build on the instruction provided. Cycle 2 has nine analytic rubrics.

Review of CalTPA Pilot Study Summary

The CalTPA pilot study began in January of 2017 and ran through April of 2017. CalTPA pilot participants submitted their TPA responses online to ES. The pilot study yielded candidate responses from which to select marker papers, informed the scoring process and assessor training, and provided data to assist with determining revisions to cycles and rubrics in preparation for the field test. All candidate evidence submitted was kept confidential. Participating programs gained valuable information about how to design courses and support candidates to prepare for the revised TPEs and the newly developed CalTPA. The target number of participants was 320 across all types of preliminary teacher preparation programs.

CalTPA Pilot Data Collection

- Based on institution's projections of candidate participants by content area, a sample of 30 programs with 352 candidates were selected for the pilot
- 275 candidates registered to complete the revised CalTPA
- 24 programs participated in the pilot

- 250 candidates submitted complete responses to both instructional cycles for a total of 500 submissions across the two cycles, representing thirteen content areas as depicted in Table 1

Table 1. Content Area Representation in the CalTPA Pilot Study

Content Area	Target # of Candidates	# of Candidates Completing Pilot (Submitting Both Cycles)
Multiple Subject	50	86
Agriculture	15	18
Art	15	3
Business	15	1
English	30	47
Health	15	3
History/Social Science	30	28
Industrial Technology Education	15	1
Mathematics	30	14
Music	15	6
Physical Education	15	14
Science	30	25
World Languages	15	4
Total	320	250

At the conclusion of the pilot, ES collected surveys from candidates and program coordinators. In addition, six focus group sessions (two online) were held with candidates by the California State University Center for Teacher Quality. Candidate submissions were scored by calibrated California educators that met assessor criteria (Appendix D provides CalTPA assessor criteria) from April 24-May 5, 2017.

Pilot Study Assessor Recruitment, Training, and Scoring

ES began recruiting assessors for the pilot scoring process in fall 2016. In April 2017 lead assessors met with Commission and ES staff to identify marker papers from the pool of submissions for each cycle to be used for training assessors that month. Table 2 shows the number of lead assessors and assessors per content area and the number of submissions scored.

Table 2. Lead Assessors, Assessors and Candidate Submissions by Content Area

Content Area	Lead Assessors	Assessors (including lead assessors)	Candidates	Submissions (Cycles) Scored
Multiple Subject	5	22	86	172
Agriculture	1	5	18	36
Art	1	5	3	6
Business	1	2	1	2
English	1	11	47	94
Health	1	6	3	6
History/SS	1	9	28	56
Industrial Technology	--	2	1	2

Mathematics	2	7	14	28
Music	1	2	6	12
Physical Education	1	6	14	28
Science	2	9	25	50
World Languages	1	3	4	8
Total Counts	18	89	250	500

Assessors were provided marker papers that displayed differing levels of quality responses from across the five score levels. Once assessors demonstrated calibration through reviewing and discussing marker papers, they were moved into pairs or triads for scoring the candidate submissions. Scoring was conducted online and as score judgments were consensually reached, data was entered into the computer system to track each candidate's scores.

Rubrics were developed for each step of the *Plan, Teach and Assess, Reflect and Apply* sequence with bulleted lists of tasks and evidence, and represented constructs of the TPEs. By scoring pilot submissions, assessors were able to see the full range of performance across the five level scales. These scored performances were used to inform revisions to the rubrics and to the cycles for the field test. Programs were notified in May 2017, of the aggregate scores for each cycle across the candidate submissions. Candidates received notification in May 2017 of whether or not they met the passing threshold. Eight candidates did not meet the threshold and programs were asked to provide the necessary support and guidance for the candidate to complete the current approved TPA in use at the institution.

The pilot study findings led the Commission, ES, and the DT to (1) clarify the alignment between assessment guide instructions, prompts, and required evidence, (2) redesign the holistic rubrics to analytic rubrics, resulting in 11 rubrics for Cycle 1 and 12 rubrics for Cycle 2, (3) revise video clip annotations and length of time for videos, (4) clarify prompts for both the reflection and apply sections of the two cycles, and (5) add key terminology and vocabulary to the glossary.

CalTPA Field Test Findings and Summary

The CalTPA field test began in October of 2017 and ran through April of 2018. CalTPA field test participants submitted their TPA responses online to ES using the system developed for operational administration. The field test yielded candidate responses from which to select new marker papers, informed the scoring process and assessor training, and provided data to assist with determining final revisions to cycles and rubrics in preparation for operational administration. All candidate evidence submitted was kept confidential. The target number of participants was 900 across all types of preliminary teacher preparation programs and content areas.

Criteria for the Selection of Institutions to Participate in the Field Test

The field test provided an opportunity to collect data about the teaching performance of approximately 900 candidates across a sample of institutions that reflect the diversity of program types, sizes, and candidates served by institutions, and service areas in California.

To ensure a diverse sample, the Commission adopted the following criteria for the selection of institutions to participate in the in the field test:

1. The institution is in good standing with the Commission and the Preliminary Multiple and Single Subject Credential Programs meet all standards.
2. The institution agrees to fully participate in the field test, which requires:
 - a. Working with ES and Commission staff to select a diverse group of candidates to field test the redeveloped CalTPA by July 2017.
 - b. Providing the same level of support for field test participants as is provided to all other MS/SS candidates in preparation for a TPA based on the newly revised TPEs.
 - c. Ensuring that all participating candidates have fair and equitable opportunity to complete both cycles of the redeveloped CalTPA and submit scoreable evidence to ES by April 2018.
 - d. Providing field test participants who do not meet the expected performance level on both cycles of the redeveloped CalTPA with remedial support and the opportunity to complete the institution’s current approved TPA.
3. The institution contributes to an appropriately diverse pool of field test participants that includes different types of programs and program structures, candidates, geographic regions, and content areas.

Appendix E provides a table listing field test programs and number of candidates.

Program Support Provided During Field Test

Commission and ES staff provided support and technical assistance to field test programs between August 2017 and May of 2018. Supports included providing online copies of instructional cycles, analytic rubrics, and a candidate assessment guides (Multiple Subject, Single Subject, and World Languages), a website with supports for candidates and faculty (www.ctcpa.nesinc.org), multiple online webinars, weekly office hours to answer program’s questions, and ES provided technical support for programs as they supported their candidates with uploading their submissions, particularly video recordings.

CalTPA Field Test Data Collection

- Based on institution’s projections of candidate participants by content area, a sample of 27 programs with approximately 900 candidates were selected for the field test
- 875 candidates registered to complete the revised CalTPA
- 851 candidates submitted complete responses to both instructional cycles for a total of 1,702 scoreable submissions across the two cycles, representing thirteen content areas as depicted in Table 1

Table 3. Content Area Representation in the CalTPA Field Test

Content Area	Target # of Candidates	# of Candidates Completing Field Test (Submitting Both Cycles)
Multiple Subject	100	516
Agriculture	25	16
Art	25	14

Business	25	0
English	50	89
Health	25	1
Home Economics	25	0
Industrial/Technical Education	25	0
Mathematics	50	41
Music	25	19
Physical Education	25	38
Science	50	49
Social Science/History	50	42
World Languages	25	26
Total	550*	851

* The Commission expanded the original field test target to include up to 900 candidates.

In those subject areas for which no candidate materials were submitted (i.e., Business, ELD, and Home Economics), ES will work closely with Commission staff to collect additional validity evidence as submissions become available during operational administration. For example, feedback will be sought from assessors, program coordinators, and candidates, and this feedback will be used to further refine any subject-specific considerations for the assessment process.

At the conclusion of the field test, ES collected surveys from candidates, program coordinators, and assessors. In addition, five candidate focus group sessions (including one online) and nine coordinator interviews were conducted by the California State University Center for Teacher Quality. Candidate submissions were scored by calibrated California educators that met assessor criteria from April 16 to May 21, 2018.

Field Test Assessor Recruitment, Training, and Scoring

Starting in fall 2017, ES began recruiting multiple subject and single subject, content specific assessors and identified lead assessors for the field test scoring process. Assessors were divided into two groups, one group to be trained to score Cycle 1 and a second group to receive training to score Cycle 2. Lead assessors were identified from the pool of assessors trained for the pilot study and participated in field test marker paper selection and in-person assessor training. The following table provides marker paper selection dates, assessor trainings for Cycle 1 and Cycle 2 for both multiple subject and single subject assessors, and numbers of assessors for each event.

Table 4. Assessor Training Events and Numbers of Lead Assessors and Assessors

Workshop/Assessor Training	Dates	MS Lead Assessors	SS Lead Assessors	MS Assessors	SS Assessors
Marker Paper Selection for MS, Cycle 1	March 6-7	7	N/A	N/A	N/A
Marker Paper Selection for SS, Cycle 2	March 12-13	N/A	13	N/A	N/A
Cycle 1, MS/SS Assessor Training South	March 20	7	11	13	27

Cycle 1, MS/SS Assessor Training North	March 22	7	10	19	25
Marker Paper Selection for MS, Cycle 2	March 27-28	7	N/A	N/A	N/A
Marker Paper Selection for SS, Cycle 2	April 5-6	N/A	12	N/A	N/A
Cycle 2, MS/SS Assessor Training South	April 10	6	8	25	20
Cycle2, MS/SS Assessor Training North	April 11	5	10	19	26

Assessor training processes were developed and implemented during spring 2018. Training included a mix of online and in-person experiences. Lead assessors participated in selecting marker papers, facilitated by Commission and ES staff, for the spring scoring sessions and were trained to support the facilitation of the upcoming assessor trainings held later in March and April 2018. To support assessor participation, trainings were held in southern and northern California.

Prior to the in-person training, assessors were required to attend an online orientation facilitated by Commission and ES staff that provided an overview of the cycle, evidence to be collected, and associated analytic rubrics for the cycle they were assigned. Assessors then attended a full day, in-person training. Once assessors met the criteria for training and calibration they were notified by ES that they could begin scoring submissions for the field test using the online system. Assessors who did not meet the calibration requirement were provided coaching by lead assessors and given the opportunity to score additional submissions. Double scoring was conducted for 10 percent of submissions scored. Table 3 shows the number of submissions scored for each content area for the field test.

Table 5. Candidate Submissions by Content Area for Field Test

Content Area	Candidates	Submissions (Cycles) Scored
Multiple Subject	516	1,032
Agriculture	16	32
Art	14	28
Business	0	0
English	89	178
Health	1	2
Industrial/Technical Education	0	0
Mathematics	41	82
Music	19	38
Physical Education	14	28
Science	25	50
World Languages	4	8

By scoring submissions, assessors were able to see the full range of performance across the five level scales. Scored field test performances were used to inform the next round of revisions to the rubrics and both instructional cycles.

Programs were notified in May 2018, of the aggregate scores for each cycle across the candidate submissions. Candidates received notification in May 2018 of whether or not they met the passing threshold. Of the 849 submissions scored, 819 met the waiver threshold. Twenty-seven (27) of the candidates did not meet the threshold and programs were asked to provide the necessary support and guidance for the candidate to complete the approved TPA in use at the institution or to advise candidates to retake the operational administration of the CalTPA in fall 2018.

General Findings of Field Test

Field test findings were drawn from several sources:

- Performance data (scoring data, see Appendix F)
- Surveys completed by candidates, program coordinators, and assessors (including lead assessors) focusing on the following areas:
 - Clarity and Ease of Use
 - Opportunity to Demonstrate Knowledge, Skills, and Abilities (KSA)
 - Field Placement issues
 - Fairness and Authenticity
- Lead Assessor debrief sessions with Commission and ES staff
- Five candidate focus groups and nine program coordinator interviews

Findings were shared with the DT at their June 2017 on-line meeting, and again at their final meeting held July 27, 2018. Using all sources of data, the DT and lead assessors made recommendations to Commission and ES staff for revisions to the two cycles and analytic rubrics. A workshop, held May 29-June 1, 2018, allowed Commission and ES staff to review field test findings and begin making edits to the cycles, rubrics, and the online system. Through an online webinar, lead assessors were consulted at the end of the workshop for an opportunity to share additional feedback and suggestions for improvement or clarity. Revised cycles and rubrics were shared with the DT at their July 25, 2018 meeting for a final review. On August 8, 2018 the Commission's Bias Committee will meet online to provide a final review of all assessment materials. Lead assessors will continue to work with Commission staff and ES over the summer to revise assessor training and to prepare materials for the fall, online and in-person assessor trainings.

Qualitative Data Summary

ES prepared summaries of the qualitative findings and shared several themes that emerged from the initial data analysis. Themes included a request for flexibility in the system, particularly:

- Mapping annotations to video to describe practice;
- Clarification in relation to choosing focus students;
- Concerns about clinical practice placements and the resulting impact on scoring;
- A desire for exemplars of responses to cycles;
- Clarification of terminology;
- Tightening alignment between prompts, evidence required, and rubric level descriptions and templates; and
- Assessors desire for improvements to the assessor training process including more time, marker papers that clearly represent the range of scores, and clarification of rubric language.

Appendix E provides additional details from the qualitative data gathered and analyzed regarding clarity and ease of use, opportunity to demonstrate knowledge, skills, and abilities, and issues tied to fairness and authenticity for each cycle.

Appendix F provides the following field test data tables:

- Participating Candidates by Program,
- Numbers of Survey Respondents by Cycle and Group,
- Field Test Survey: Areas of Inquiry,
- Participating Candidate Demographic Information by Content Area, and
- Participating Candidate Program Information by Content Area.

Field Test Score Results

Field test score results were returned to candidates in May 2018, notifying them of whether or not they met the waiver threshold. As in the pilot for the field test, programs were encouraged to determine grades or credit for the evidence submitted as a replacement for a typical course work assignment. All candidate evidence submitted for the field test will be kept confidential.

The results of the field test and the feedback received by all sources are being used to further refine the CalTPA and supporting materials in preparation for the operational administration beginning fall 2018. Part Two of this agenda item sheds light on some of the key changes and emerging features of the final CalTPA system.

Part 2. Key features of the Commission’s model CalTPA and Overview of the Final System

Pilot and field test results have led to several revisions and improvements in the CalTPA cycles, rubrics, and guidebooks, as well as other supporting materials including the websites, assessor training, and to the online system used by candidates. Key features of the redeveloped system, deeply informed by two years of study and knowledge gained through the pilot and field test feedback, have emerged and include the following.

Transparent Performance Assessment

The CalTPA was designed to provide clear information to candidates and programs about what quality teaching performance, as described in the TPEs, at the beginning teacher level is through prompts, required evidence of practice, and analytic rubrics. Clear policy has been established to guide programs as they support candidates to engage in and complete the CalTPA. Programs are to work with candidates to support their growth and development, they are to engage in dialogue about quality teaching, show examples of quality performance, critique videos of teaching, provide guidance on how to write professionally about teaching and students, and demonstrate how the work of teaching is collaborative in nature. Cycles, rubrics and examples of performance are to be shared with candidates and discussed. Candidates practice, under the guidance of their programs, and when ready complete and submit their own response to the CalTPA for scoring. Appendix F provides the language guiding how feedback can be provided to candidates.

Plan, Teach and Assess, Reflect, Apply Metacognitive Frame

Each cycle follows a metacognitive cycle leading the candidate through four key steps of teaching practice. Candidates begin each cycle by planning instruction and assessment for a class of students based on their assets and learning needs. They then teach and video record their practice, annotating particular strategies they are employing to support student learning. Candidates reflect on what they have learned through planning and then teaching and assessing and determine what went well and what they would seek further support or understanding about. Finally, candidates step back from their reflection and analysis and determine how they will apply the knowledge gained by completing the cycle of inquiry to future instruction with their students.

Formative Practice: Two Instructional Cycles and Analytic Rubrics

The system has two cycles of inquiry focused on instructional practice. Each cycle has multiple detailed, analytic rubrics. These two cycles allow for a formative, educative capacity as a candidate will register for and submit one cycle, receive feedback and coaching, and then move on to the second cycle. The first cycle focuses on one lesson, with one class of students. The second cycle is more complex and requires the candidate to describe a learning segment made up of several lessons and range of assessments, including student self-assessment, taken from a larger instructional unit. Candidates work in a school site with actual students to complete each cycle. Supervising teachers, coaches and mentors on site, and program faculty work together to support the candidate to engage in and complete each cycle. Analytic rubrics provide detailed feedback leading to targeted coaching during the program, and provide a roadmap to a potential induction learning plan once the candidate is employed as a teacher.

Applying Universal Design for Learning (UDL)

The CalTPA is grounded in the [Universal Design for Learning \(UDL\)](#) theory and practice as it relates to curriculum and instruction. UDL focuses on three key principles: providing multiple means of representation (the “what” of learning), of action and expression (the “how” of learning), and of engagement (the “why” of learning). This approach is particularly important given the updated TPEs that require general education teachers to be more deeply knowledgeable and proficient with respect to inclusive classroom practice. Candidates are encouraged to apply UDL to their teaching practice for both instructional cycles.

Student Asset Based Approach to Instructional Design

Candidates provide contextual information for the class of students they are working with as they engage in the CalTPA. Candidates describe student’s assets and learning needs and learn about funds of knowledge, including cultural and linguistic resources that students bring to the classroom community. They use this information to develop active and engaging instruction and assessment for their students.

Deep Content Learning Through Higher Order Thinking and Academic Language Development

Candidates are asked to include the development of higher order thinking (analysis, synthesis, evaluation, interpretation, transfer) and academic language in their planning and execution of teaching and assessment. Rubric language assesses candidate’s ability to incorporate these aspects of instruction and assessment in their evidence. For example, the candidate in Cycle 2 is asked to formally assess a student’s work process, product, or performance moving away from

lower level thinking processes and demonstrations of learning toward deeper learning and demonstrations of deep content knowledge.

Student Use of Educational Technology to Enhance Learning

Revised teaching performance expectations require students to become digital citizens and learn how to appropriately use technology as a learning tool. In Cycle 2, student use of educational technology is incorporated into the planning and observed during the teaching of the lesson(s), and is expected to enhance, extend, and deepen learning of content.

Using Multiple Sources of Assessment Data to Drive Instruction Decisions

Cycle 1 calls for candidates to check for their student's understanding during the lesson they teach. Cycle 2 calls for candidates to use multiple types of assessment, including informal, student self-assessment, and formal assessment of a process, product, or performance with clear criteria to inform their instructional design for a follow up lesson. Candidates use multiple measures of student performance to drive their instructional choices.

Diagnostic Feedback to Candidates, Programs, and the Commission

Assessment reports will be provided to candidates, programs, and to the Commission three weeks after a submission date. Submission dates are provided every month of the year, with some months having two submission dates. Data will be provided at the rubric level for each of the 17 rubrics allowing candidates, programs, and the Commission to understand how candidates are performing on the range of constructs, based on the TPEs, represented in the rubrics. Data will be used to inform program accreditation visits and provide them insights on how to design programs to support candidate growth and development.

Centralized Scoring and Content Specific Assessors

The CalTPA system is designed to provide for supervised, centralized scoring. Content specific assessors will be identified, trained and calibrated to score content specific submissions through an online system. Lead assessors and supervising assessors, ES, and Commission staff will monitor scoring processes and provide support to assessors as they participate in the important work of accurately and consistently scoring all submissions. Policies are developed to regulate the process from registration through final score reporting.

Multiple Subject Submissions in Spanish

Beginning with the 2018-19 year, for CalTPA Multiple Subject submissions, no translation will be required if the language of instruction is Spanish. Commission and ES staff will recruit and calibrate bilingual assessors to score these submissions. Over time, additional languages will be added and assessors recruited to score submissions without the need for translation.

Part 3. Next Steps and Supports for Programs during Operational Administration of the CalTPA, 2018-19

Next steps include:

- Continuing to finalize assessment cycles and rubrics and Assessment Guides (glossaries) and make them available to programs and candidates for the 2018-19 academic year;
- Widely publicize submission dates (see Appendix F);

- Continue to recruit assessors, and revise and conduct assessor training both online and in-person in northern and southern locations;
- Develop additional support materials (e.g. Program Implementation Guide, annotated bibliography) and update websites for programs and candidates;
- Provide training to and work with identified CalTPA coordinators; and
- Conduct a standard setting study.

Once operational, ES will provide candidates and programs with technical assistance through phone, email, and live chat (M-F, 9 to 5). The Commission, during this initial operational year, will also continue to provide guidance to programs on how to support candidates who were not successful in passing a TPA during the recent transition year. Program guidance will include a wide variety of in-person and online supports, weekly PSD e-news updates, monthly Virtual Think Tanks, quarterly webinars, and regional workshops. (Table 6, below, provides further dates and details.)

Proposed Performance Level to Pass the Redeveloped CalTPA

Developers of TPA models are required through the Assessment Design Standards to conduct a standard setting study in order to establish the requirements for successful completion of the assessment. ES will conduct a standard setting study with a panel of approximately 20 California educators in the spring 2019 once a representative range of candidates complete the operational version of the redeveloped CalTPA and score results are available.

The CalTPA rubrics have been revised and reduced in number (Cycle 1: from 11 to 8 rubrics, Cycle 2: from 12 to 9 rubrics) based on the field test findings. Each rubric will continue to have five score points. Given the significant changes in the rubrics, for the first year of operation, the DT, ES, and Commission staff recommend a compensatory scoring model identical to the one adopted for the pilot study and field test. Candidates would need to complete each cycle with an expected performance level of 2 across all rubrics and no more than one rubric with a score of 1 on each cycle. Candidates who do not meet the Commission's expected performance level on both of the Instructional Cycles in the operational administration may receive coaching and support and retake the CalTPA.

Supporting Candidates during Transition

Commission staff proposed the following guidelines for programs and candidates which were adopted by the Commission at its June 2017 meeting. Programs will support candidates following these guidelines into and through the first several years of administration.

1. Candidates enrolling as of July 1 for the 2018-19 year are to take and pass a revised 2018 TPA model.
2. If a candidate began the teacher preparation program prior to August 2018 and has begun a previously approved TPA, the candidate retains the right to complete that TPA. Ed Code §44252.1 allows a candidate to have up to two full years past the expected completion of the educator preparation program to satisfy the requirements that were in place when the candidate enrolled.
3. For current CalTPA institutions, candidates who enrolled in a teacher preparation program in spring 2018 should not begin the previously approved CalTPA. Instead the

candidates should wait until they enter student teaching in the summer or fall of 2018, and complete Instructional Cycle 1 and Cycle 2 of the revised CalTPA.

Scheduled Support: Fall 2018

Scheduled support events for programs and for candidates as they register for and take the redeveloped CalTPA in the first operational year are detailed in the Table 6 below. Assessor training dates will be added once determined.

Table 6. Fall Support for Programs and Candidates

Type of Support	Dates
CalTPA program onboarding	Spring 2018-ongoing
Results Analyzer Training	Fall 2018-ongoing
PSD e-news (Subscribe or Unsubscribe: https://www.ctc.ca.gov/commission/newsletters/psd-news)	Weekly Friday updates
Website	www.ctcpa.nesinc.com
Virtual (online) Think Tanks for CalTPA programs (coordinators and faculty)	July 27, August 31, September 21, October 26, December 7, 2018
CalTPA Coordinator Workshops	September 17, 2018 (SoCal) September 25, 2018 (NorCal)
CalTPA Registration for Candidates Opens	October 2018
CCAC Presentation (Sacramento)	October 10-12, 2018
CUE Presentation (Napa) Best practices with Educational Technology	October 12-13, 2018
CCTE Presentation (San Diego)	October 18-20, 2018
First CalTPA Submission Date	October 25, 2018

Appendix A

California Teaching Performance Assessment (CalTPA) Design Team

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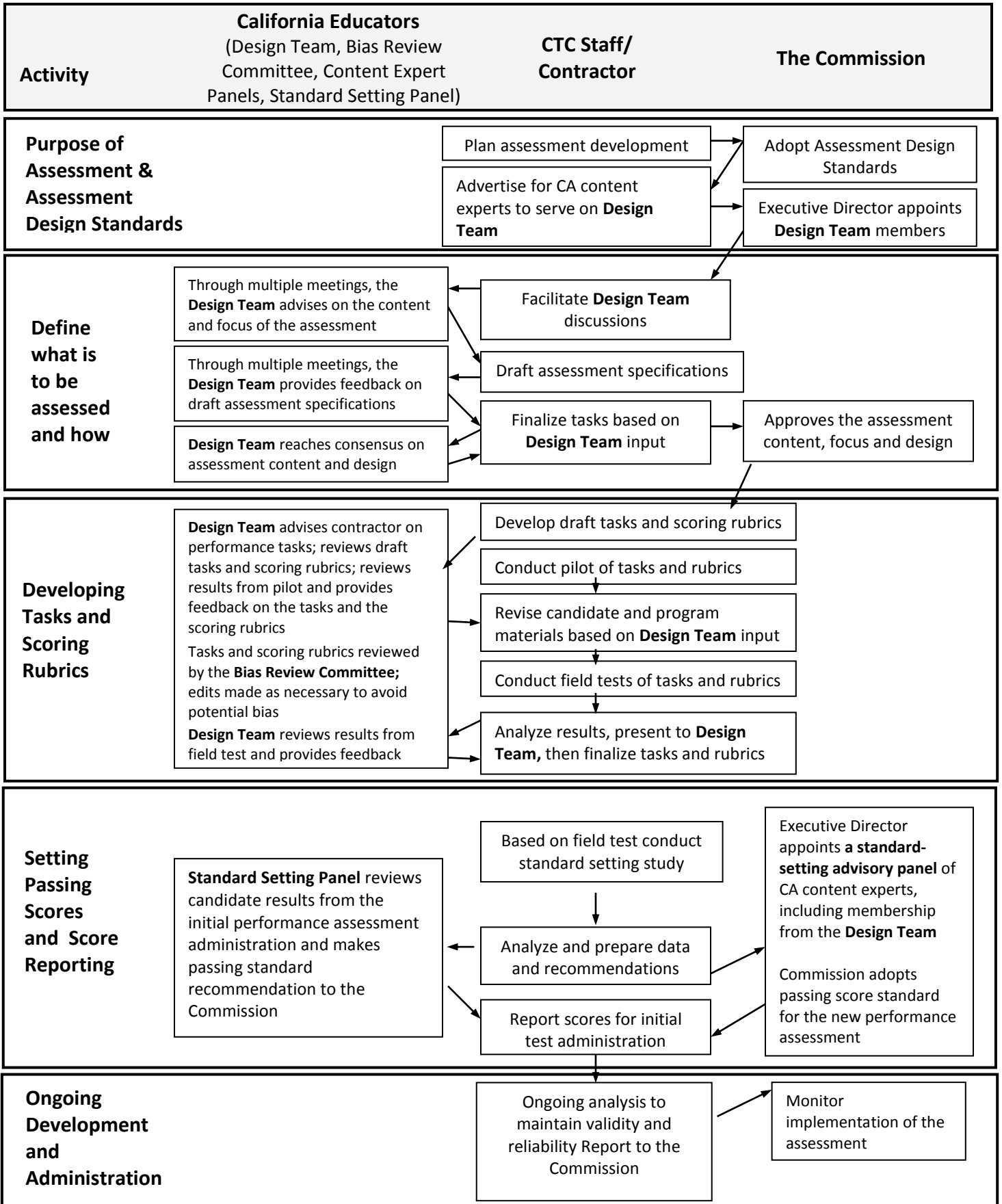
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Tine Sloan, Commission Liaison

Appendix B Groups Involved in the Redevelopment of the CalTPA



Appendix C
CalTPA Programs 2018-19

California State University	Private Colleges and Universities
Cal State Poly, Pomona	Academy of Art University
CSU, Bakersfield	Antioch University
CSU, Chico	Azusa Pacific University
CSU, Dominguez Hills	Bard College
CSU, Fullerton	Biola University
CSU, Long Beach	Brandman University
CSU, San Bernardino	Chapman University
CSU, San Marcos	Claremont Graduate University
CSU, Stanislaus	Concordia University
CalState TEACH	Dominican University of California
San Jose State University	Fresno Pacific University
Sonoma State University	Hebrew Union College
	Holy Names University
Local Education Agencies (LEAs)	Hope International University
Bay Area School of Enterprise (Reach Institute)	Humphreys University
High Tech High	La Sierra University
Los Angeles County Office of Education	Mount Saint Mary's University
Los Angeles Unified School District	National University
Mt. Diablo Unified School District	Pacific Oaks College
Sacramento County Office of Education	Pacific Union College
Tulare County Office of Education	Point Loma Nazarene University
	San Diego Christian College
University of California (UC)	Santa Clara University
University of California, Santa Cruz	Simpson University
	Teachers College of San Joaquin
	The Master's University
	United States University
	University of La Verne
	University of Redlands
	University of San Diego
	University of San Francisco
	Vanguard University
	Westmont College
	Whittier College
	William Jessup University

Appendix D

CalTPA Assessor Qualifications

To be eligible to score the California Teaching Performance Assessment (CalTPA), an applicant **MUST:**

- ☐ Be a current (or retired within 3 years) California education professional in one (1) or more of the following capacities:
 - University/program educator providing instruction to TK-12 teacher candidates within a CTC-accredited teacher preparation program
 - Field supervisor
 - Mentor or master teacher
 - TK–12 teacher
 - TK–12 administrator (e.g., principal, assistant principal)
 - National Board Certified Teacher (NBCT)

AND

- ☐ Have expertise in the content area assigned to score in one (1) or more of the following ways:
 - Hold a current California Clear Multiple or Single Subject Teaching Credential, or added authorization, in the content area
 - Have university teaching experience in the content area
 - Hold a degree in the content area

Appendix E

Qualitative Findings

Cycle 1: Learning About Students and Planning Instruction

Clarity and Ease of Use

1. The vast majority of candidates and assessors rated Cycle 1 directions, templates, required evidence and scoring rubrics to be clear
2. Cycle 1 templates provided candidates with valuable guidance when preparing/submitting evidence
3. Candidates, coordinators, and assessors identified opportunities to reduce and clarify Cycle 1 text:
 - Reduce overall amount of text
 - Improve the clarity of directions/expectations for candidates
 - Reduce redundancies in questions/prompts; repeating information already given (e.g., learning context, lesson)
 - Convey specific expectations amount of and detail in evidence (i.e., word and page-count specifications for narratives and lesson plans)
 - Assessors recommended:
 - Improving the consistency with which language/criteria are used across the five performance levels
 - Increasing the amount of evidence required, especially in Step 1 (e.g., Academic Language Development, ALD)
 - Reduce the total number of rubrics used in Cycle 1
4. Regarding the directions for selecting *focus students*:
 - The vast majority of candidates reported that the directions for selecting Focus Students (FS) were clear and easy to use
 - Candidates thought the directions were less clear for selecting FS3 (underserved educational group)
 - Selection criteria broad, open to interpretation, “*could include any student*”
 - Candidates concerned about violating FS3 students’/family privacy; Feeling invasive; appropriateness of including information in CalTPA; Can CalTPA offer guidance on these questions
5. The vast majority of assessors reported that:
 - They felt they had a sufficient amount of evidence upon which to base their scores
 - Video clips and their annotations were valuable in assessing performance
 - Video clips were of the right length
 - They felt confident in the rubric scores that they assigned to candidates’ submissions

Opportunity to Demonstrate Knowledge, Skills, and Abilities (KSAs)

1. Candidates indicated that Cycle 1 provided them with sufficient opportunity to demonstrate their KSAs
 - There was a sufficient balance of evidence available through video, written annotations, and explanatory narratives
2. Candidates want ability to submit more video or to edit videos; more flexibility in annotation titles and text limits
 - It was challenging to demonstrate all elements and requirements within time and word limits
3. Placement-related factors restricting availability/selection of Focus Students:
 - Less diverse schools
 - Information for identifying FSs 2 and 3 not available (e.g., in charter, private schools)
 - All 3 Focus Students may not be available in one classroom (e.g., single subjects) or in small classes/instructional groups
 - Timing/scheduling can affect candidates' ability to "get to know their students" (e.g., for identifying FS3)
 - Block scheduling
 - Scripted curriculum

Fairness and Authenticity

1. Candidates, coordinators, and assessors indicated that Cycle 1:
 - Is a fair measure of candidates' KSAs
 - Is aligned with the TPEs and KSAs emphasized in preparation programs
 - Provides experiences authentic and relevant to those of a beginning teacher
2. Candidates also reported that Cycle 1 had a positive impact on their practice and had improved their overall teaching practice; Cycle 1 provided valuable opportunities to:
 - Think deeply about, focus on individual students' learning needs
 - Engage in self-analysis and reflection skills
 - Improve ability to make appropriate adjustments to support individual student learning needs

Cycle 2: Assessment-Driven Instruction

Clarity and Ease of Use

1. The vast majority of candidates and assessors rated Cycle 2 directions, templates, required evidence and scoring rubrics to be clear
 - Templates rated as less clear compared to those used in Cycle 1
 - Assessors recommended:
 - Improving the clarity of directions/expectations for candidates
 - Improving the consistency with which language/criteria are used across the five performance levels
 - Reducing the total number of rubrics used in Cycle 2

2. Candidates and coordinators identified opportunities to improve elements of Cycle 2 in the following ways:
 - Reduce text: Performance Assessment Guide and rubrics “too wordy”
 - Reduce the number of rubrics: “cumbersome,” similar, confusing, “overwhelming”
 - Improve rubrics’ alignment with corresponding essential questions
 - Improve the consistency in language used across rubrics’ performance levels
 - Reduce redundancy in information candidates are required to include across templates
 - Clarify expectations, word limits in each section/step
3. The vast majority of assessors reported that:
 - They felt they had a sufficient amount of evidence upon which to base their scores
 - Video clips and their annotations were valuable in assessing performance
 - Video clips were of the right length
 - They felt confident in the rubric scores that they assigned to candidates’ submissions

Opportunity to Demonstrate KSAs

1. Candidates indicated that, overall, Cycle 2 provided them with sufficient opportunity to demonstrate their KSAs
2. Challenges to optimally demonstrating KSAs identified by candidates included:
 - time and “no-edit” constraints for video
 - template use requirements (e.g., 5 annotations for 3 clips)
 - Other (less frequently cited) factors:
 - Limited access to technology
 - Translating forms into Spanish
 - Formal and self-assessments more challenging at lower grade levels

Fairness and Authenticity

1. Candidates indicated in surveys that Cycle 2 was a fair assessment that was aligned with the KSAs emphasized in their preparation programs
2. Some candidates reported the requirements “load” moderated the “authenticity” of Cycle 2
3. Candidates also reported that Cycle 2 had a positive impact on their practice and had improved their overall teaching practice; Cycle 2 provided valuable opportunities to:
 - Think deeply about, focus on individual students’ learning needs
 - Engage in self-analysis and reflection skills
 - Improve ability to make appropriate adjustments to support individual student learning needs

Appendix F CalTPA Field Test Summary Results

Number of 2017-18 Participating Candidates by Program

Program Name	# of Candidates
California State Polytechnic University, Pomona	10
California State University, Bakersfield	17
California State University, Chico	26
California State University, Dominguez Hills	19
California State University, Fresno	6
California State University, Fullerton	31
California State University, Long Beach	23
California State University, Los Angeles	4
California State University, San Bernardino	9
California State University, San Marcos	23
California State University, Stanislaus	16
San Jose State University	125
Sonoma State University	62
CalState TEACH	174
University of California, Davis	13
Azusa Pacific University	7
Biola University	3
Brandman University	1
Hebrew Union College	9
Mount Saint Mary's University	18
Point Loma Nazarene University	4
Vanguard University	16
University of La Verne	28
University of Redlands	10
University of San Diego	100
William Jessup University	3
Los Angeles Unified School District	14
Tulare County Office of Education	85
Grand Total	856

Numbers of Survey Respondents by Cycle and Group

Group	Cycle 1	Cycle 2
Candidates	219/873 = 25%	255/863 = 30%
Coordinators	16/36 = 44%	16/36 = 44%
Assessors	40/68 = 59%	25/55 = 45%

Field Test Survey: Areas of Inquiry

Area of Inquiry	Data Sources		
	Candidates	Coordinators	Assessors
Cycles & Rubrics	<ul style="list-style-type: none"> ● Clarity and Ease of Use ● Opportunity to Demonstrate Knowledge, Skills, and Abilities (KSA) ● Fairness and Authenticity 		<ul style="list-style-type: none"> ● Clarity and Ease of Use of performance descriptors ● Value, authenticity, and sufficiency of evidence submitted by candidates ● Confidence in scores given
Online Systems, Tools, and Resources	<ul style="list-style-type: none"> ● Helpfulness of website resources, registration system and upload systems, and support services 		
Information, Training, and Support	<ul style="list-style-type: none"> ● Efficacy of information and support provided by CalTPA Performance Assessment Guide and preparation programs 	<ul style="list-style-type: none"> ● Efficacy of CalTPA website, workshops, webinars, meetings, and “Office Hours” 	<ul style="list-style-type: none"> ● Efficacy of informational orientations and training sessions
Impact on Candidates and Programs	<ul style="list-style-type: none"> ● Impact on KSAs related to assessment and instructional practice 	<ul style="list-style-type: none"> ● Impact on candidate skills and knowledge in assessment and instruction ● Impact on programs’ thinking about the preparation of candidates and clinical practice; alignment with TPEs; and efforts to improve programs 	

Participating Candidate Demographic Information by Content Area

Content Area	Gender		
	No Response	Male	Female
Multiple Subject	5	86	427
Agriculture	.	5	11
Art	.	3	11
English	1	28	60
Health	.	1	.
Mathematics	.	21	22
Music	.	13	7
Physical Education	2	24	12
Science	.	22	27
Social Science/History	.	24	18
World Language	.	5	21
Total	8	232	616

Content Area	No Response	African American/Black	Asian	SE Asian	Latino/Latin American/Puerto Rican/Other Hispanic	Native American	White (Non-Hispanic)	Other
Multiple Subject	29	13	23	13	121	6	288	25
Agriculture		1			2	.	12	1
Art	2	.	1	1	6	.	4	
English	8	5	5	2	19	.	44	6
Health	.	.	.	.		.	1	
Mathematics	3	1	2	2	9	1	22	3
Music	.	1	1	3	7		7	1
Physical Education	3	2	1	1	12	1	14	3
Science	2	.	3	4	9		27	4
Social Science/History	4	.	2	.	14		19	4
World Language	.	1	1	.	18		6	3
Total	51	24	39	26	217	8	444	50

Participating Candidate Program Information by Content Area

Content Area	Program Type				Program Length			
	District Intern	University Intern	University Student Teaching	Residency	Less Than 1-Year	1-Year	18-Month	2-Years or Longer
Multiple Subject	90	50	353	25	101	131	149	138
Agriculture	.	15	15	.	9	5	.	2
Art	1	1	12	.	.	2	9	3
English	24	5	56	4	10	21	21	37
Health	1	.	.	.	.	1	.	.
Mathematics	11	4	28	.	11	10	7	15
Music	6	1	13	.	2	1	8	9
Physical Education	5	7	24	2	3	7	11	17
Science	12	7	29	1	6	10	7	26
Social Science/History	4	.	37	1	12	9	9	12
World Language	4	5	17	.	4	2	10	10
Total	158	95	584	33	162	199	231	269

Participating Candidate Field Placement Information by Content Area

Content Area	Field Placement Type			Field Placement Setting			
	Public	Public Charter	Private	City	Suburban	Town	Rural
Multiple Subject	421	74	23	173	200	69	76
Agriculture	16			3	1	5	7
Art	14	.	.	6	6	1	1
English	78	8	3	39	38	8	4
Health	1	.	.	1	.	.	.
Mathematics	38	3	2	16	14	7	6
Music	17	3	.	10	7	1	2
Physical Education	36	2	.	17	18	2	1
Science	40	7	2	16	21	6	6
Social Science/History	39	3	.	19	19	1	3
World Language	23	3	.	13	11	2	.
Total	723	103	30	313	335	102	106

Appendix G
CalTPA Submission & Reporting Dates 2018-2019

To Receive Your CalTPA Assessment Results Report On:	Submit Your Cycle by 11:59 p.m. Pacific Time On:
November 29, 2018	October 25, 2018
December 6, 2018	November 15, 2018
December 20, 2018	November 29, 2018
January 3, 2019	December 13, 2018
February 7, 2019	January 17, 2019
March 7, 2019	February 14, 2019
March 28, 2019	March 7, 2019
April 11, 2019	March 21, 2019
April 25, 2019	April 4, 2019
May 9, 2019	April 18, 2019
May 23, 2019	May 2, 2019
June 6, 2019	May 16, 2019
July 3, 2019	June 13, 2019
August 15, 2019	July 25, 2019
September 5, 2019	August 15, 2019