



AS OF JULY 2008, CALIFORNIA LAW REQUIRES ALL MULTIPLE AND SINGLE SUBJECT TEACHER PREPARATION PROGRAMS TO INCLUDE A TEACHING PERFORMANCE ASSESSMENT (TPA).

PURPOSE OF THE TPA

The TPA assures that teacher candidates have the knowledge, skills, and abilities required of a beginning teacher in California public schools. The TPA is based on the *California Standards for the Teaching Profession*, as exemplified in the *Teaching Performance Expectations* (TPEs) for beginning teachers.

WHO MUST MEET THE TPA REQUIREMENT

All multiple or single subject candidates who begin an approved multiple or single subject teacher preparation programs as of July 1, 2008 must meet the TPA requirement.

TPA MODELS

The Commission on Teacher Credentialing's TPA model is the CaITPA. This model was developed by the Commission, working with professional educators and the Educational Testing Service (ETS). State law allows teacher preparation program sponsors to develop an alternative TPA model for approval by the Commission. Teacher preparation programs must implement an approved TPA model.

ABOUT THE CaITPA

The CaITPA provides the candidate with a series of four performance tasks, each of which increases in complexity. All but one of the tasks are done with actual K-12 students. Taken as a whole, the four tasks measure the TPEs in multiple ways. The tasks are embedded within the teacher preparation program sequence and are both administered and scored by program sponsors.

ASSESSING CANDIDATE PERFORMANCE ON THE CaITPA

Candidate performance is assessed by qualified educators. These may be faculty, K-12 teachers, administrators, supervisors, mentors, and support providers, as well as retired faculty, teachers, and other education professionals. Each program sponsor identifies its own assessors and ensures that the assessors have the necessary background and training to assess candidate performance accurately and fairly.

ASSESSOR TRAINING FOR THE CaITPA

The Commission offers a one-day TPA Foundations and Orientation training, plus a two-day task-specific training for each of the four performance tasks. The Commission also offers Lead Assessor training. This additional training allows qualified Lead Assessors to provide local assessor training for programs, institutions, and regions.

CaITPA SCORING MODEL

Assessors use rubric-based scoring. Each task has its own dedicated rubric, which assesses the candidate's performance against the TPEs for that task. Rubric scores range from a high of 4 to a low of 1. A candidate must earn a total score of 12 across the four tasks, with no score lower than 2 on any one task. Program sponsors may choose to set a higher passing score than 12.

USE OF CaITPA RESULTS

- As part of the recommendation of a candidate for a credential
- As an indication of program effectiveness
- By the candidate to judge his or her progress and needs
- As evidence of a candidate's development for use in an induction program

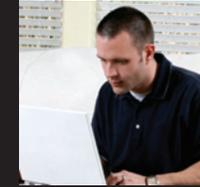
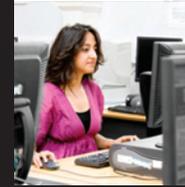
THE CaITPA PERFORMANCE TASKS

The CaITPA consists of four performance tasks:

- Subject-Specific Pedagogy
- Designing Instruction
- Assessing Learning
- Culminating Teaching Experience

Taken as a whole, these four tasks measure in multiple ways all of the TPEs except for TPE 12 (Professional, Legal, and Ethical Obligations), which is measured within the teacher preparation program.

The following pages describe the four tasks and the TPEs covered within each task.



SUBJECT-SPECIFIC PEDAGOGY

This task assesses the candidate's ability to understand how information about a class is used to:

- prepare instruction for particular subjects and content areas
- develop and adapt student assessment plans based on the content

PERFORMANCE CONTEXT

The candidate is given four case studies of specific classes and learners. The candidate develops:

- Case Study 1:** Teaching methods and lesson plans focused on the content
- Case Study 2:** Analyses and adaptations of assessment plans focused on the content
- Case Study 3:** Adaptations of the lesson plans for English learners
- Case Study 4:** Adaptations of the lesson plans for students with special needs

In addition, candidates provide written reflections on their responses to the case studies.

This is the only CalTPA task in which the candidate does not work with actual K-12 students.

TPEs ADDRESSED WITHIN THIS TASK

- TPE 1: Making subject matter comprehensible to students
- TPE 3: Assessing student learning
- TPEs 4, 6, 7: Engaging and supporting students in learning
- TPE 9: Planning instruction and designing learning experiences for students

...candidates must identify appropriate subject-specific instruction and assessment plans, and adapt this information for focus students.



DESIGNING INSTRUCTION

This task assesses the candidate's ability to identify the links between students' characteristics and their learning needs, and to:

- plan instruction for an actual class of K-12 students, including developing and adapting instruction for English learners and for students with other instructional challenges
- reflect on the connections between student characteristics and instructional planning

PERFORMANCE CONTEXT

The candidate is given a five-step set of prompts:

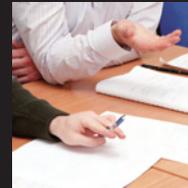
- Step 1:** Selecting the content to be taught and learning about the students
- Step 2:** Learning about two focus students: an English learner and a student with a different instructional challenge
- Step 3:** Planning academic instruction for the whole class
- Step 4:** Adapting academic instruction for the two focus students
- Step 5:** Reflecting on what has been learned through the task

This task is completed with actual K-12 students.

TPEs ADDRESSED WITHIN THIS TASK

- TPE 1: Making subject matter comprehensible to students
- TPEs 4, 6, 7: Engaging and supporting students in learning
- TPEs 8, 9: Planning instruction and designing learning experiences for students
- TPE 13: Developing as a professional educator

...candidates must make appropriate connections between what the teacher knows about the students in the class and their instructional planning for those students.



...candidates must demonstrate their ability to design standards-based, appropriate student assessment activities in the context of the whole class and for focus students.



ASSESSING LEARNING

This task assesses the candidate's ability to assess students' learning. The candidate:

- plans student assessment activities based on the learning goals
- administers student assessments to evaluate student learning
- adapts the assessments for English learners and for students with other instructional challenges
- analyzes and uses assessment results to plan instruction
- reflects on assessment implementation and the connection to student learning

PERFORMANCE CONTEXT

The candidate is given a six-step set of prompts:

- Step 1:** Selecting the assessment content and planning for the assessment
- Step 2:** Learning about the whole class and two focus students: an English learner and a student with an identified special need
- Step 3:** Adapting the assessment for the two focus students
- Step 4:** Giving the assessment to the whole class, including the two focus students
- Step 5:** Analyzing assessment evidence of student academic learning
- Step 6:** Reflecting on what has been learned through the task

This task is completed with actual K-12 students.

TPEs ADDRESSED WITHIN THIS TASK

- TPE 3: Assessing student learning
- TPEs 6, 7: Engaging and supporting students in learning
- TPEs 8, 9: Planning instruction and designing learning experiences for students
- TPE 13: Developing as a professional educator



CULMINATING TEACHING EXPERIENCE

This task assesses the candidate's ability to integrate the strands of the previous three tasks. The candidate:

- learns about students and plans student instruction and assessment activities based on the learning goals
- adapts the plans and assessments for English learners and for students with other instructional challenges
- teaches the lesson and administers the assessments
- analyzes and uses instruction and assessment results to plan further instruction
- reflects on the lesson, the classroom instruction, the learning results, and on his/her effectiveness as a teacher

PERFORMANCE CONTEXT

The candidate is given a six-step set of prompts:

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| Step 1: | Learning about the whole class and two focus students: an English learner and a student with a different instructional challenge |
| Step 2: | Planning academic instruction for the whole class |
| Step 3: | Adapting the lesson for the two focus students |
| Step 4: | Teaching and video recording the lesson |
| Step 5: | Analyzing the lesson and the evidence of student academic learning |
| Step 6: | Reflecting on what has been learned through the task |

This task is completed with actual K-12 students, and a video recording is made of the classroom instruction.

TPEs ADDRESSED WITHIN THIS TASK

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| TPE 1: | Making subject matter comprehensible to students |
| TPEs 2, 3: | Assessing student learning |
| TPEs 4, 5, 6, 7: | Engaging and supporting students in learning |
| TPEs 8, 9: | Planning instruction and designing learning experiences for students |
| TPEs 10, 11: | Creating and maintaining effective environments for student learning |
| TPE 13: | Developing as a professional educator |

...candidates must design a standards-based lesson for a class of students and teach that lesson to K-12 students within the classroom setting.