



Commission on Teacher Credentialing

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Professional Services Division

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K-12 Districts and County Offices Partnering with Teacher Preparation Programs to Ensure Successful Implementation of the Teaching Performance Assessment

The responsibility that districts and counties have to work with teacher preparation programs (sponsored by colleges, universities, districts or county offices) to ensure high quality fieldwork experiences, including student teaching, is a critical component in the preparation of teachers. School districts and county offices are the places where candidates practice prior to earning the preliminary credential.

All stakeholders must share in this responsibility to ensure that teacher candidates are placed in appropriate student teaching and intern classrooms where they have direct access to English Learners and special needs students. Each teacher preparation program is required to work with the local school districts and county offices to "...design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards." In addition, the program must "...collaborate with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel." (Common Standard 7, <http://www.ctc.ca.gov/educator-prep/STDS-common.html>)

As of July 1st, 2008, California statute (SB 1209, Scott, Chap. 517, Stats. 2006) requires all candidates for a preliminary Multiple and Single Subject Teaching Credential to pass an assessment of their teaching performance with K-12 public school students as part of the requirements for earning a preliminary teaching credential. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and ability with relation to California's Teaching Performance Expectations (TPEs), including demonstrating his/her ability to appropriately instruct all K-12 students in the Student Academic Content Standards.

Each of the three Commission-approved teaching performance assessment models requires a candidate to complete defined tasks relating to subject-specific pedagogy, designing and implementing instruction and student assessment, and a culminating teaching experience or event. When taken as a whole, teaching performance assessment tasks/activities provide multiple measures of the TPEs. Candidate performances are scored by trained assessors against one or more rubrics that describe levels of performance relative to each task/activity. Each model must

also meet and maintain specified standards of assessment reliability, validity, and fairness to candidates.

The TPA requires candidates to demonstrate knowledge about the students in the class, the students' academic achievement levels, and their specific learning needs. In order to accomplish this, within the established statutes outlining access to K-12 student information, candidates will require access to student information. The teacher candidate uses this information to:

- plan lessons based on California standards and adapt lessons for English learners and other students with identified learning challenges
- teach the standards-based lessons to the K-12 students in public school classrooms
- plan and administer student assessments based on the lessons
- reflect on the effectiveness of their instruction
- examine student work and assessment results as evidence of the effectiveness of their instruction

Candidates then use all of this information for the next planning and instructional cycle in order to help students succeed.

As part of the teaching performance assessment, candidates need to submit anonymous samples of student work, student tests or other assessments, and, for PACT and CalTPA, a video of their teaching performance in a K-12 classroom. Use of these materials and the video made for TPA purposes require parent permission, in accordance with your district/school policies. These types of evidence are very important in helping the assessor determine that the teacher candidate is well-prepared and effective with K-12 students.

Your helping to facilitate implementation of the teaching performance assessment models contributes to a well-prepared teacher workforce. Educators, parents and the community can be assured that through the teaching performance assessment process only qualified candidates are recommended for a California teaching credential. Thank you for your continued support.

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