
3D

Action

Educator Preparation Committee

Update on the Redevelopment of the California Teaching Performance Assessment (CalTPA) and Waiver Requests from Programs Participating in the CalTPA Field Test

Executive Summary: This agenda item presents an update on the redevelopment of the CalTPA and the results of the spring 2017 pilot test. It also recommends that the Commission grant waivers to institutions that meet criteria for participation in the 2017-18 field test, and presents for Commission action a transition plan for programs, candidates, and TPA model sponsors in anticipation of full implementation of revised TPAs in 2018-19.

Recommended Action:

1. Staff recommends that the Commission approve requests from selected institutions that meet Commission adopted criteria to waive the TPA requirement for their candidates who successfully complete the redeveloped CalTPA and meet the performance level set by the Commission.
2. Staff further recommends that the Commission adopt the proposed TPA transition plan guidelines.

Presenter: Amy Reising, Director of Performance Assessment Development

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.

Update on the Redevelopment of the California Teaching Performance Assessment (CalTPA) and Waiver Requests from Programs Participating in the CalTPA Field Test

Introduction

This agenda item presents an update on efforts to redevelop and pilot the California Teaching Performance Assessment (CalTPA). 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 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 include 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 and December 2016, the Commission's Design Team (DT) met with the contractor and staff to re-design the CalTPA.

The revised CalTPA was piloted by a number of institutions and candidates in early 2017. The results of the pilot are summarized in this item and will drive revisions in the CalTPA instrument and supporting materials prior to a larger field test in 2017-18. Institutions interested in participating in the field test have submitted requests for waivers of the requirement that their participating candidates complete a fully developed, Commission approved TPA. In [October 2016](#), the Commission (1) established criteria for institutions to participate in the pilot, (2) determined that 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 pilot.

This item is organized into three parts: Part 1 provides an overview of the redesigned CalTPA and pilot study findings. Part 2 reviews the criteria for participation in the field test and expected performance level for candidates on the revised CalTPA and lists the institutions seeking a waiver of the TPA requirement. Part 3 identifies guidelines and expectations for programs, candidates and TPA model sponsors as California transitions to updated TPA models in 2018-19.

Part 1. Update on the Development of the CalTPA

This section of the agenda item provides an overview of the activities undertaken to redesign the CalTPA and the structure of the system, reviews findings from the Pilot Study which occurred

between January and April of 2017, and identifies next steps that will be undertaken in preparation for a full field test of the revised CalTPA in the 2017-18 year.

CalTPA Design Team Meetings

The CalTPA Design Team was appointed by the Executive Director to advise Commission staff and Evaluation Systems 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) has engaged in 10 meetings. The first meeting was held in April 2016, and the next meeting is scheduled for July 11, 2017. The DT will meet until the end of the performance assessment development period, June 2018.

Meetings allowed for 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 which includes two instructional cycles as well as draft rubrics. As the cycles and rubrics evolved over the summer and fall, the DT continued to provide input by mapping the steps of each cycle to the TPE domains and elements. In preparation for the pilot study, they reviewed the candidate guide and provided recommendations for clarity and coverage. In addition, the DT learned about the developing online submission and scoring system, advised on the pilot sample, provided feedback on how best to support programs and candidates in the pilot, developed criteria for assessors, and many experienced the scoring process by participating as lead assessors or assessors during the pilot scoring sessions. At the May DT meeting, ES and Commission staff reviewed the quantitative and qualitative findings of the pilot. The DT provided thoughtful recommendations based on findings and is currently working with ES and Commission staff to revise the cycles, rubrics, and assessment materials in preparation for the field test.

Appendix B provides a graphic showing how the CalTPA Design Team and other teams necessary to inform the redevelopment of the CalTPA interact with the Commission, Commission staff, and the Commission's technical contractor, Evaluation Systems. Content expert panels were identified in each of the subject areas for credentials (e.g., math, music, home economics, etc.) and met in October to review CalTPA cycles and rubrics for subject specific appropriateness. In July 2017 content experts will review revisions made to the pilot version of the CalTPA for the upcoming field test. The Commission's Bias Review Committee has also reviewed the CalTPA, and will review materials again prior to the field test. Currently Commission staff and ES are recruiting programs to participate in the field test of the CalTPA which will be conducted between October 2017 and April of 2018.

Structure of the Redeveloped CalTPA

The CalTPA DT, Commission staff, and ES, through their series of discussions 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 demonstrate their ability to plan instruction with attention to the content and the students they are teaching, teach in ways that engage all students in powerful learning opportunities and assess student learning formally and informally, reflect on the outcomes of their teaching, and 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 about 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. Instructional Cycle 1 could lead to the performance assessments developed and administered in Cycle 2 if the candidate is in the same classroom placement with the same students and it makes sense instructionally for the students and the candidate.

- ***Cycle 1: Learning about Students and Planning Instruction***

Cycle 1 focuses on getting to know students' assets and needs and using this information for instructional planning. Candidates demonstrate their knowledge of students and instructional strategies including developing academic language, implementing educational technology, monitoring student learning, and making appropriate accommodations and/or modifications during the teaching of a lesson to meet individual student needs. They establish a positive learning environment, and provide social and emotional supports through interactions with students. Candidates reflect on their teaching and on what students learned, and apply insights to future instructional planning.

- ***Cycle 2: Assessment-driven Instruction***

Cycle 2 focuses on assessing student learning during instruction using outcomes from multiple assessments 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. Candidates provide feedback to students about their performance from both informal and formal assessments. 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.

CalTPA Pilot Study

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.

Program Support Provided During Pilot Study

Commission and ES staff provided support and technical assistance to pilot study programs between December 2016 and May of 2017. Supports included providing the instructional cycles, rubrics, and a candidate handbook, multiple online webinars, weekly office hours to answer questions, and technical support for programs as they supported their candidates with uploading their submissions, particularly video recordings.

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) |
|---------------------------------|------------------------|---|
| 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 |
| Multiple Subject | 50 | 86 |
| 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 (2 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 C provides CalTPA assessor criteria) from April 24-May 5, 2017. At the end of each multi-day assessor training and scoring session, assessors debriefed with Commission and ES staff and completed surveys.

Assessor Recruitment, Training, and Scoring

ES began recruiting assessors for the pilot scoring process in Fall 2016. On April 4-5, 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 in April. 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 |
|-----------------------|----------------|---|------------|--------------------------------|
| 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 |
| Multiple Subject | 5 | 22 | 86 | 172 |
| Music | 1 | 2 | 6 | 12 |
| Physical Education | 1 | 6 | 14 | 28 |
| Science | 2 | 9 | 25 | 50 |
| World Languages | 1 | 3 | 4 | 8 |

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 submissions, assessors were able to see the full range of performance across the five level scales. These scored performances are being used to inform revisions to the rubrics and to the cycles. 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 approved TPA in use at the institution.

General Findings of Pilot Study

Pilot findings were drawn from several sources:

- Performance data (scoring data, see Appendix D)
- 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
- Assessor debrief sessions with Commission and ES staff
- Six candidate and program coordinator online focus groups

Findings were shared with the DT at their May 23-24, 2017 meeting. Using all sources of data, the DT made recommendations to Commission and ES staff for revisions to the two cycles. A rubric revision workshop, held June 6-7, provided additional feedback from DT members, and revised rubrics will be shared at their July 11, 2017 meeting for final review prior to the October field test.

Qualitative Data Summary

ES prepared summaries of the qualitative findings and reviewed them with Commission staff and the Design Team. DT members discussed the findings with ES and Commission staff and worked together to provide recommendations for next steps in the revision process for the CalTPA. Below is a summary of findings reported by ES to Commission staff and the DT.

Cycle 1: Learning About Students and Planning Instruction

Clarity and Ease of Use:

1. There was wide agreement among pilot participants that Cycle 1 directions and rubrics were written clearly and were easy to use. Candidates reported Cycle 1 templates and rubrics provided structure, direction, and clarity for accomplishing their work.
2. Assessors provided lower ratings of clarity/ease of use for directions and rubrics associated with Step 1 compared to Steps 2-4 of Cycle 1.
3. In surveys and focus groups, candidates and coordinators also identified opportunities to:
 - Reduce the size of and “redundancies” across the cycle’s directions.
 - Improve the clarity and consistency of key terms used in instructions, templates, checklists, and rubrics. For example, candidates in focus groups frequently reported that the terms/instructions for video clips and annotations did not correspond, or “*were mismatched*”;
 - Clarify directions/criteria for selecting students from “*Underserved Education Groups*” (Focus Student 3) and provide examples of these groups; and
 - Provide examples or “benchmarks” for videos, annotations, narratives, and other forms of required evidence.
 - Make explicit parameters for video and written responses (e.g., with recommended word counts).
4. Candidates and coordinators voiced a need for a guide for cooperating teachers.

Opportunity to Demonstrate Knowledge, Skills, and Abilities (KSA) & Impact of Field Placement

1. Candidates indicated that Cycle 1 provided them with sufficient opportunity to demonstrate their KSAs in the areas assessed.
2. Candidates and Coordinators reported in surveys and focus groups the benefits and challenges of using video to demonstrate KSAs:
 - Benefits: Video recordings allow candidates to “*showcase,*” review, and use annotations to provide clarifying/explanatory details about their instruction.
 - Challenges: The content (knowing what to video record), time/length, and ‘no editing/merging’ specifications limited their ability to demonstrate all Cycle 1 requirements and accommodations made.

3. No issues related to field placement adversely impacted candidates' ability to complete Cycle 1 successfully.
4. Candidates felt that Cycle 1 could be incorporated into programs that have capstone or research experiences as part of the curriculum.
5. While multiple and single subject candidates had similar, positive experiences with the new CalTPA, a difference in their perceived autonomy emerged (e.g., the former did not feel comfortable consulting resources outside of their program to answer questions, while the latter expressed more comfort doing so).

Fairness and Authenticity

1. Candidates indicated in surveys that Cycle 1 was a fair assessment that:
 - was aligned with the KSAs emphasized in their preparation programs,
 - was representative of other lessons they have given, and
 - helped them to improve their practice.
2. Several candidates also reported in surveys and focus groups that they appreciated the opportunity to use Cycle 1 to learn about themselves and their students. For example, to
 - understand their students' and their instructional needs in more depth;
 - think more deeply about lesson design/planning; and
 - use video to review and reflect on instructional timing and delivery; support, scaffolding, and accommodations for Focus Students.
3. Assessors provided high ratings of fairness, authenticity, appropriateness, and assessment "value" to evidence required in Cycle 1, Steps 1, 3, and 4.
 - They gave somewhat lower ratings to Step 2 evidence pertaining to the video clips of Focus Students.
4. Candidates felt that the pilot had a positive impact on their learning experience.

Cycle 2: Assessment-Driven Instruction

Clarity and Ease of Use:

1. Wide agreement among pilot participants that Cycle 2 directions and rubrics were written clearly and easy to use.
2. Assessors indicated that the directions and rubrics for Step 2 might be less clear for candidates compared to Steps 1, 3, and 4 and also, that Step 2 may be too large (asks for too much evidence).
 - Assessors reported that they found Step 2 difficult to navigate, track, and cross-index all the evidence that it requires.
 - Candidates did not include all required evidence in their responses.
3. Candidates also identified opportunities to:
 - Improve the clarity of the cycle's directions and expectations, such as recommended word counts for responses (particularly with Step 2);
 - Improve the consistency of terms used and directions given across the cycle (instructions, template, evidence table, rubric);
 - Reduce repetition/redundancies across cycle directions; and
 - Reduce and simplify the cycle's documents, consolidate directions, and templates
4. Candidates and coordinators voiced a need for sample strong responses and examples, as well as a guide for cooperating teachers.

Opportunity to Demonstrate Knowledge, Skills, and Abilities (KSA) & Impact of Field Placement

1. Candidates and coordinators indicated that Cycle 2 provided them with sufficient opportunity to demonstrate KSAs.
 - Candidates' ratings of video were somewhat lower than for annotations and narratives.
2. Candidates indicated broad support from cooperating teachers and staff in their placement sites.
3. No issues related to field placement adversely impacted candidates' ability to complete Cycle 2 successfully.
 - Focus group participants asked CalTPA to consider developing a "cooperating teachers" guide that explains program goals, and provides suggestions for assisting candidates.
4. Candidates felt that Cycle 1 be incorporated into programs that have capstone or research experiences as part of the curriculum.
5. While multiple and single subject candidates had similar, positive experiences with the new CalTPA, a difference in their perceived opportunity to access resources needed to complete the assessment emerged (e.g., the former did not feel comfortable consulting resources outside of their program to answer questions, while the latter expressed more comfort doing so).

Fairness and Authenticity

1. Candidates and coordinators indicated in surveys that Cycle 2 was a fair and authentic assessment aligned with KSAs that are emphasized in preparation programs.
2. Candidates also reported in surveys and focus groups that Cycle 2 enhanced their ability to:
 - *think critically* about different forms and uses of assessment (e.g., teacher-based and student self-assessments), appreciate the value of using multiple measures, and monitor student progress, and reteach their lessons based on assessment
 - Assessors provided high ratings of Authenticity, Sufficiency, Appropriateness, and Value of evidence required in Cycle 2.
 - Ratings of authenticity of Instruction/Assessment Sequence (Step1) were somewhat lower.
 - While assessors had given lower "clarity" ratings for Step 2 directions/rubrics, they gave high "authenticity" and "value" ratings for the evidence it required.
3. Candidates felt that the pilot had a positive impact on their learning experience.

The results of the pilot and the feedback received by all sources will be used to shape and refine the CalTPA and supporting materials in preparation for the field test.

CalTPA Field Test

The CalTPA field test begins in October 2017 and concludes in April 2018. Field test evidence will be submitted online to ES. The findings from the field test will provide for preliminary review and development of marker evidence, inform the scoring process and training, and assist with determining final revisions to cycles, rubrics, handbooks, and the assessor training process for full administration of the redeveloped CalTPA. In addition, the field test allows for a trial run of the online systems ES is developing for use during full administration of the redeveloped CalTPA.

Field test score results will not be returned to candidates, instead they will receive notification of meeting or not meeting the waiver threshold. As in the pilot, programs can determine grades or credit for the evidence submitted as a replacement for a typical course work assignment. All candidate evidence submitted will be kept confidential. Programs will gain valuable information about how to finalize design of courses, fieldwork, and clinical practice and learn how to support candidates to prepare for the CalTPA.

Part 2. Waiver Request in Order to Field Test the Revised CalTPA

Several institutions have expressed interest in participating in the field test of the redeveloped CalTPA and are requesting that the Commission waive the existing Teaching Performance Assessment (TPA) requirement for candidates who successfully complete the field test assessment. Staff recommend that the criteria and expected performance level adopted by the Commission in [October 2016](#) be applied to institutions participating in the 2017-18 field test, as described below.

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

The field test will provide an opportunity to collect data about the teaching performance of approximately 550 candidates across a sample of institutions that reflect the diversity of program types, sizes, and candidates served by institutions, and service areas in California. The field test plan developed by ES and approved by Commission staff identifies the following content areas and target number of responses needed for the field test:

| Target Field Test Responses | |
|-------------------------------------|-----------------------------------|
| Content Area | Target Number of Responses |
| Multiple Subject | 100 |
| English | 50 |
| English Language Development | 25 |
| History/Social Science | 50 |
| Mathematics | 50 |
| Science | 50 |
| Art | 25 |
| Agriculture | 25 |
| Business | 25 |
| Health | 25 |
| Home Economics | 25 |
| Industrial and Technology Education | 25 |
| Music | 25 |
| Physical Education | 25 |
| World Languages | 25 |
| Total Target Responses | 550 |

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

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 Evaluation Systems (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.

Institutions Requesting the Waiver

ES and Commission staff have been recruiting programs to participate in the field test. As of June 2, 2017, thirty-three institutions, listed on the following table, have requested to field test the redeveloped CalTPA. Twenty-seven of these have also requested a waiver of the TPA requirement for their candidates who complete the field test and achieve passing status as determined by the Commission on the redeveloped CalTPA.

**Programs Interested in Field Test
Candidate Estimates by Content Area
as of 6/02/17**

| Content Area | | | | | | | | | | | | | | | | |
|--|-------------------------|-----------------------|---------------|--------------------|-------------------|---------------|------------------|--------------------------------------|--------------------------|---------------|-----------------------|-----------------|----------------------------------|--------------------|---------------------------|--------------|
| Institution (Bolded institutions have submitted a waiver request; all meet the Commission's criteria) | Multiple Subject | SS-Agriculture | SS-Art | SS-Business | SS-English | SS-ELD | SS-Health | SS-History/Social Science | SS-Home Economics | SS-ITE | SS-Mathematics | SS-Music | SS-Physical Education | SS- Science | SS-World Languages | Total |
| Cal Poly Pomona | 18 | 2 | 1 | | 12 | | | 12 | | | 8 | 1 | 7 | 7 | | 68 |
| CalState TEACH | 150 | | | | | | | | | | | | | | | 150 |
| CSU Bakersfield | 20 | | | | | | | | | | | | | | | 20 |
| CSU Chico | 69 | 14 | 1 | | 26 | | | 14 | | | 12 | 1 | 10 | 19 | 4 | 170 |
| CSU Dominguez Hills | | | | | | | | | | | | | | | | TBD |
| CSU Fullerton | 30 | | | | | | | 20 | | | 16 | | | | | 66 |
| CSU Long Beach | 30 | | | | | | | | | | | | | | | 30 |
| CSU San Bernardino | 15 | | | | 2 | | | 2 | | | 5 | | | 5 | 1 | 30 |
| CSU San Marcos | | | | | 6 | | | 6 | | | 6 | | 2 | 6 | | 26 |
| CSU Stanislaus | 15 | | | | 1 | | | 1 | | | 1 | | 1 | 1 | 1 | 21 |
| San Jose State University | 80 | | 8 | | 17 | | | 12 | | | 10 | 4 | 16 | 7 | 5 | 159 |
| Sonoma State University | 90 | | | | | | | | | | | | | | | 90 |
| Mt. Diablo University / Fortune School of Education | 24 | | | | 10 | 5 | | | | | 10 | | | 10 | 10 | 69 |
| Los Angeles County Office of Education | 45 | | 2 | | 10 | 2 | | 8 | | | 16 | 5 | 5 | 10 | | 103 |
| Los Angeles Unified School | 30 | | | | 5 | | | | | | 5 | | | 5 | | 45 |

| Content Area | | | | | | | | | | | | | | | | |
|--|-------------------------|-----------------------|---------------|--------------------|-------------------|---------------|------------------|----------------------------------|--------------------------|---------------|-----------------------|-----------------|------------------------------|--------------------|---------------------------|--------------|
| Institution (Bolded institutions have submitted a waiver request; all meet the Commission's criteria) | Multiple Subject | SS-Agriculture | SS-Art | SS-Business | SS-English | SS-ELD | SS-Health | SS-History/Social Science | SS-Home Economics | SS-ITE | SS-Mathematics | SS-Music | SS-Physical Education | SS- Science | SS-World Languages | Total |
| District | | | | | | | | | | | | | | | | |
| Tulare County Office of Education | 90 | 1 | 1 | | 12 | | | 6 | | 1 | 12 | 1 | 1 | 20 | 4 | 149 |
| Azusa Pacific University | 20 | | 1 | | 3 | | | 3 | | | 3 | 1 | 3 | 3 | 3 | 40 |
| Biola University | 60 | | 2 | 1 | 5 | 1 | | 5 | | | 5 | 5 | 2 | 4 | 1 | 91 |
| Claremont Graduate University | 12 | | | | 6 | | | 12 | | | 8 | | | 10 | 2 | 50 |
| Hebrew Union College | 12 | | | | | | | | | | | | | | | 12 |
| Mount Saint Mary's University | 12 | | | | 5 | | | 3 | | | 3 | 1 | | 3 | 3 | 30 |
| National University | 20 | | | | 3 | | | 3 | | | 3 | | 2 | 3 | | 34 |
| Point Loma Nazarene University | 20 | | 5 | | 4 | | | 2 | | | 3 | 3 | 3 | 5 | | 45 |
| The Master's University | 15 | | | | 5 | | | 3 | | | | 1 | | | | 24 |
| University of La Verne | 110 | | 1 | | 30 | | | 20 | | | 20 | 2 | 10 | 15 | 10 | 218 |
| University of Redlands | 60 | | 5 | | 15 | | | 15 | | 1 | 10 | 10 | 5 | 10 | 5 | 136 |
| University of San Diego | 50 | | | | 15 | | | 20 | | | 10 | | | 10 | 5 | 110 |
| Vanguard University | 9 | | | | 3 | | | 4 | | | 1 | | 1 | 2 | | 20 |
| William Jessup University | 32 | | | | 2 | | | | | | 1 | | | | | 35 |
| UC Davis | | | | | 24 | | | | | | | | | | | 24 |
| UC San Diego | 35 | | | | 12 | | | | | | 12 | | | 12 | 4 | 75 |
| Totals | 1173 | 17 | 27 | 1 | 233 | 8 | 0 | 171 | 0 | 2 | 180 | 35 | 68 | 167 | 58 | 2140 |

Commission staff is working to recruit additional Agriculture, Home Economics, Business, ELD, Health, and ITE candidates to meet the target number of responses in each content area. If requests come in after agenda posting but prior to the June 2017 Commission meeting, their waiver requests will be presented in an in-folder item for consideration in June. If requests come in after the June meeting, they will be placed on the September 2017 Consent Calendar. Commission staff will work with ES and identified institutions to draw a sample of candidates that are diverse and broadly representative of the larger population of teacher candidates to participate in the field test.

Commission Authority to Issue a Waiver

The Commission has the authority to grant waivers that are requested from school districts, county offices of education, private schools and postsecondary institutions through Education Code §44225(m) upon a finding that the requirement being waived is met in an equivalent manner. At the October 2016 meeting, the Commission determined that the redeveloped CalTPA, taken together with the completion of an approved preparation program, can be considered to represent professional preparation comparable to the current requirements for a Multiple or Single Subject Teaching Credential. Under these conditions, the Commission has the authority to provide waivers to institutions for their candidates that meet the expected performance level on the redeveloped assessment rather than on a Commission-approved teaching performance assessment in order to meet the statutory TPA requirement.

Proposed Performance Level to pass the redeveloped CalTPA

Developers of TPA models typically conduct a standard setting study in order to establish the requirements for successful completion of the assessment. ES will conduct a standard setting study following the field test period, which will conclude in June 2018. The purpose of the field test is to engage participants to collect additional validity evidence on the design of the assessment, specifically the instructional cycles and rubrics, and use these data to make final refinements to the cycles and rubrics for use in the-operational administration in 2018-19.

The CalTPA rubrics are being revised based on the pilot study. Each rubric will continue to have five score points. The DT, ES, and Commission staff recommend a compensatory scoring model identical to the one adopted for the pilot study; 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 field test may retake the final CalTPA to be used in full implementation in 2018-19 or take their institution's existing approved TPA.

Part 3. TPA Transition Plan Guidelines

In order to be fully operational in 2018-19, all currently approved TPA model sponsors must (a) demonstrate that their model meets the revised TPA Design Standards and assesses the revised TPEs, (b) field test their revised models in 2017-18 as necessary to validate the instrument, (c) submit their revised models for review by an expert panel, (d) be approved by the Commission by August 2018 with a recommended passing standard, and (e) begin full implementation of their approved revised or updated model in 2018-19. To support candidates and programs in moving to the new TPA models, Commission staff proposes the following guidelines.

1. Candidates enrolling as of July 1 for the 2018-19 year are to take and pass a revised 2018 TPA model. (The Commission will take action to approve TPA models at the August 2018 meeting).
2. If a candidate began the teacher preparation program prior to August 2018 and has begun a 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 enroll in a teacher preparation program in spring of 2018 should not begin the current CalTPA (Tasks 1 and 2). 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.

Staff Recommendations

1. Staff recommends that the Commission approve requests from selected institutions that meet Commission adopted criteria to waive the TPA requirement for their candidates who successfully complete the redeveloped CalTPA and meet the expected performance level set by the Commission.
2. Staff further recommends that the Commission adopt the proposed TPA transition plan guidelines.

Next Steps

Commission staff is providing technical assistance to programs through webinars, face to face workshops, and a website that will unfold over the course of 2017-18. Preparation programs continue to redesign and update their programs and TPA model sponsors will be updating their TPAs to align with the revised Assessment Design Standards and TPEs. All programs are required to ensure that each candidate is taught about, provided the opportunity to practice and is assessed on the revised TPEs starting September 2017. The Commission's CalTPA DT will continue to work with Commission and ES staff to revise the CalTPA based on findings from the field test in preparation for operational administration in 2018-19.

Upon Commission approval of the waiver requests for institutions participating in the field test, and adoption of the compensatory scoring model and performance level, ES and CTC staff will work with the institutions to select candidates for the field test, conduct an orientation with participating programs and candidates, and initiate the field test in October 2017.

If the Commission approves the proposed TPA transition plan, then staff will notify the field and support programs to meet the transition requirements.

Appendix A

California Teaching Performance Assessment (CalTPA) Design Team

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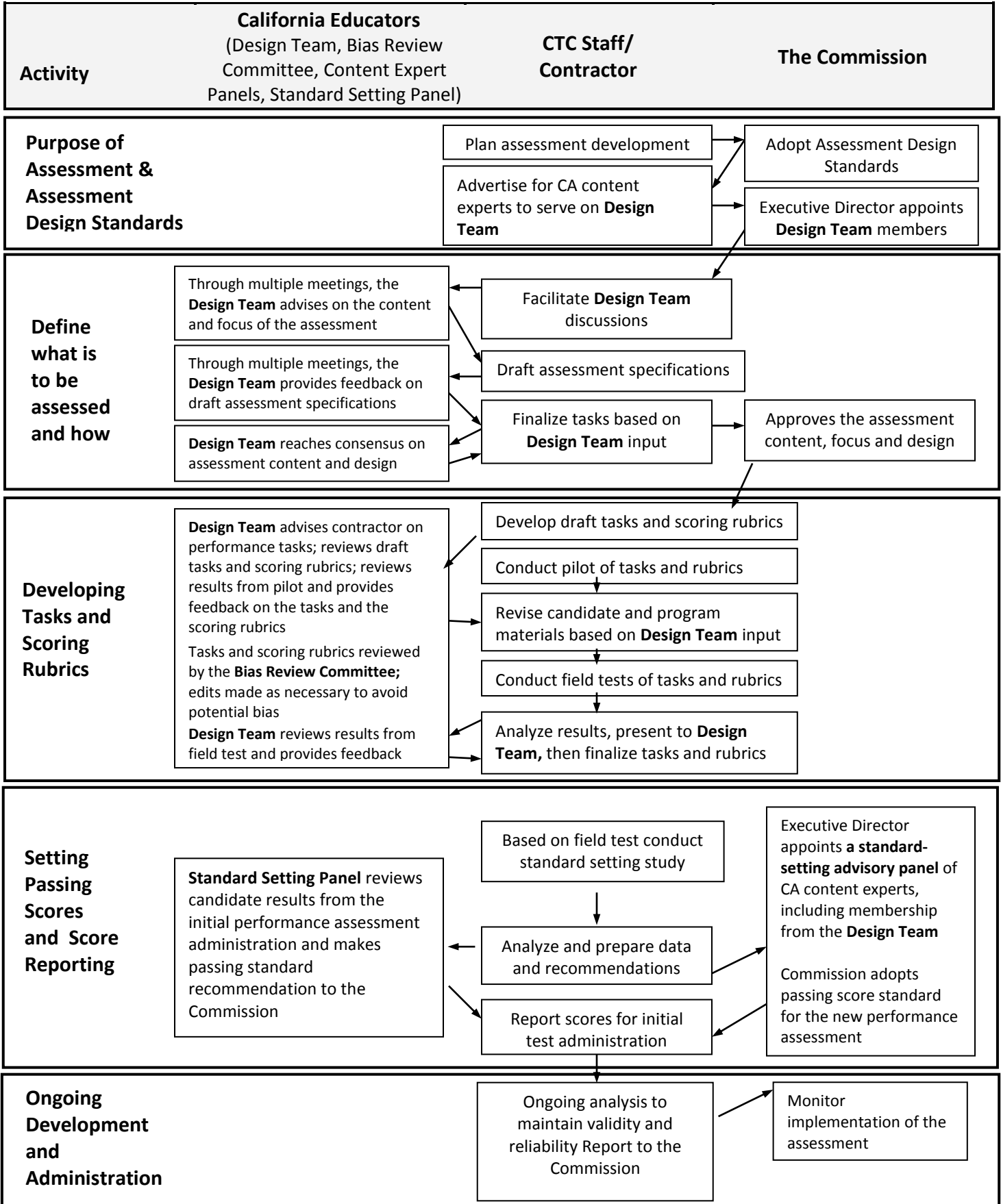
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Patricia Wick, Brandman University

Tine Sloan, Commission Liaison

Appendix B. Groups Involved in the Redevelopment of the CalTPA



Appendix C

CalTPA Assessor Qualifications

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

- ☐ Be a current or recently retired California education professional in one (1) or more of the following capacities:
 - University/program teacher educator
 - Field supervisor
 - Master teacher
 - TK–12 teacher or supervisor
 - TK–12 administrator (e.g., principal, assistant principal)
 - Holder of a teaching license or credential issued by a state education agency
 - 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 Multiple or Single Subject Teaching Credential, or the equivalent, in the content area
 - Have university teaching experience in the content area
 - Hold a degree in the content area

NOTE: Previously calibrated CalTPA program-level lead assessors or program-level assessors who have expertise in a content area in one (1) or more of the following ways may apply to score in that content area.

- Hold a current Multiple or Single Subject Teaching Credential in the content area
- Have university teaching experience in the content area
- Hold a degree in the content area

Appendix D

CalTPA Pilot Test Summary Results

Number of Participating Candidates by Program

| Program Name | # of Candidates |
|--|-----------------|
| California Polytechnic State University, SLO | 3 |
| California State University, Chico | 15 |
| California State University, Dominguez Hills | 11 |
| California State University, Long Beach | 4 |
| California State University, San Marcos | 18 |
| California State University, Stanislaus | 19 |
| Sonoma State University | 3 |
| University Of California, Davis | 23 |
| University Of California, San Diego | 1 |
| Azusa Pacific University | 5 |
| Biola University | 5 |
| Brandman University | 9 |
| Notre Dame De Namur University | 12 |
| Hebrew Union College | 11 |
| La Sierra University | 1 |
| The Master's College | 4 |
| Mount Saint Mary's University | 3 |
| Point Loma Nazarene University | 6 |
| University Of Redlands | 4 |
| University Of San Diego | 44 |
| Whittier College | 13 |
| Los Angeles Unified School District | 6 |
| CalSTATE Teach | 21 |
| Tulare County Office Of Education | 9 |
| Grand Total | 250 |

Numbers of Survey Respondents by Cycle and Group

| Group | Cycle 1 | Cycle 2 |
|--------------|---------------|---------------|
| Candidates | 162/272 = 60% | 163/272 = 60% |
| Coordinators | 24/24 = 100% | 24/24 = 100% |
| Assessors | 84/89 = 94% | 70/89 = 79% |

Pilot Survey: Areas of Inquiry

| Data Source | Cycles & Rubrics | Information, Training, & Support |
|--|--|---|
| Candidates & Pilot Coordinators | <ul style="list-style-type: none"> ● Clarity and Ease of Use: Cycles and Rubrics ● Opportunity to Demonstrate Knowledge, Skills, and Abilities (KSA) ● Field Placement Issues impacting candidates' performance/submissions ● Fairness/Authenticity: Relevance of cycles to programs; Impact on learning and instruction/KSA | <ul style="list-style-type: none"> ● Clarity, Ease of Use, and Efficacy: Cycle instructions, Support Guide, webinars, meetings, and "Office Hours" |
| Assessors | <ul style="list-style-type: none"> ● Clarity and Ease of Use: Cycles and Rubrics ● Value and Authenticity of Evidence Submitted by Candidates | <ul style="list-style-type: none"> ● Clarity, Ease of Use, and Efficacy: Scoring information and trainings |

Participating Candidate Demographic Information by Content Area

| Content Area | Gender | | |
|-------------------------------------|-------------|------------|-----------|
| | No Response | Female | Male |
| Agriculture | -- | 14 | 4 |
| Art | -- | 3 | -- |
| Business | -- | 1 | -- |
| English | 1 | 33 | 13 |
| Health | -- | 3 | |
| History/Social Science | -- | 11 | 17 |
| Industrial and Technology Education | -- | -- | 1 |
| Mathematics | -- | 7 | 7 |
| Multiple Subject-Literacy | -- | 35 | 6 |
| Multiple Subject-Math | 3 | 35 | 7 |
| Music | -- | 5 | 1 |
| Physical Education | -- | 5 | 9 |
| Science | 1 | 14 | 10 |
| World Languages (French) | -- | -- | 1 |
| World Languages (Spanish) | -- | 2 | 1 |
| Total | 5 | 168 | 77 |

| Content Area | Race/Ethnicity | | | | | | | | | | | |
|-------------------------------------|----------------|-------------------------|---------------------------|-----------------------------|----------|-----------------------------|-------------------------|--|---------------------------|---------------------------------|----------------------|-------|
| | No Response | African American/ Black | Chinese American/ Chinese | Filipino American/ Filipino | Hawaiian | Japanese American/ Japanese | Korean American/ Korean | Latino/Latin American/ Puerto Rican/Other Hispanic | Mexican American/ Chicano | Vietnamese American/ Vietnamese | White (Non-Hispanic) | Other |
| Agriculture | -- | -- | 1 | -- | -- | -- | -- | -- | 3 | -- | 14 | -- |
| Art | -- | -- | -- | -- | -- | -- | -- | 1 | -- | -- | 1 | 1 |
| Business | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1 | -- |
| English | 2 | 5 | 1 | 1 | -- | -- | 3 | 1 | 4 | 2 | 27 | 1 |
| Health | -- | -- | -- | -- | -- | -- | -- | -- | 1 | -- | 2 | -- |
| History/Social Science | -- | -- | -- | 1 | 1 | -- | -- | -- | 8 | -- | 14 | 4 |
| Industrial and Technology Education | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1 | -- |
| Mathematics | 1 | -- | -- | -- | -- | -- | -- | 1 | 2 | -- | 9 | 1 |
| Multiple Subject-Literacy | 1 | -- | 1 | 2 | -- | 1 | -- | 4 | 4 | -- | 27 | 1 |
| Multiple Subject-Math | 4 | 1 | -- | 1 | -- | 1 | -- | -- | 7 | -- | 30 | 1 |
| Music | -- | 2 | -- | -- | -- | -- | -- | -- | -- | -- | 4 | -- |
| Physical Education | 1 | -- | 1 | -- | -- | -- | -- | 1 | 3 | -- | 8 | -- |
| Science | 3 | -- | -- | -- | -- | -- | 2 | -- | 5 | 1 | 14 | -- |

| | | | | | | | | | | | | |
|----------------------------------|-----------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|------------|----------|
| World Languages (French) | -- | -- | -- | -- | -- | -- | -- | 1 | -- | -- | -- | -- |
| World Languages (Spanish) | -- | -- | -- | -- | -- | -- | -- | 1 | 1 | -- | 1 | -- |
| Total | 12 | 8 | 4 | 5 | 1 | 2 | 5 | 10 | 38 | 3 | 153 | 9 |

Participating Candidate Program Information by Content Area

| Content Area | Program Type | | | Program Length | | |
|-------------------------------------|-----------------|-------------------|-----------------------------|----------------|-----------|-----------|
| | District Intern | University Intern | University Student Teaching | 1-Year | 18-Month | 2-Year |
| Agriculture | -- | 5 | 13 | 18 | -- | -- |
| Art | -- | -- | 3 | 3 | -- | -- |
| Business | 1 | -- | -- | -- | -- | 1 |
| English | 5 | 4 | 38 | 33 | 9 | 5 |
| Health | -- | -- | 3 | 1 | 1 | 1 |
| History/Social Science | -- | 2 | 26 | 18 | 7 | 3 |
| Industrial and Technology Education | 1 | -- | -- | -- | -- | 1 |
| Mathematics | 3 | 1 | 10 | 7 | 3 | 4 |
| Multiple Subject-Literacy | -- | 5 | 36 | 24 | 16 | 1 |
| Multiple Subject-Math | -- | 21 | 24 | 28 | 16 | 1 |
| Music | -- | -- | 6 | 5 | 1 | -- |
| Physical Education | -- | -- | 14 | 4 | 7 | 3 |
| Science | 3 | 2 | 20 | 16 | 4 | 5 |
| World Languages (French) | 1 | -- | -- | -- | -- | 1 |
| World Languages (Spanish) | 1 | -- | 2 | 1 | 1 | 1 |
| Total | 15 | 40 | 195 | 158 | 65 | 27 |

Participating Candidate Field Placement Information by Content Area

| Content Area | Field Placement Type | | | Field Placement Setting | | |
|-------------------------------------|----------------------|------------|----------------|-------------------------|------------|-----------|
| | Private | Public | Public Charter | Rural | Suburban | Urban |
| Agriculture | -- | 18 | -- | 9 | 4 | 5 |
| Art | -- | 3 | -- | -- | 3 | -- |
| Business | -- | 1 | -- | -- | -- | 1 |
| English | -- | 45 | 2 | 4 | 24 | 19 |
| Health | -- | 2 | 1 | -- | 3 | -- |
| History/Social Science | 1 | 25 | 2 | 1 | 23 | 4 |
| Industrial and Technology Education | -- | 1 | -- | -- | 1 | -- |
| Mathematics | -- | 13 | 1 | 1 | 9 | 4 |
| Multiple Subject-Literacy | 5 | 23 | 13 | 3 | 27 | 11 |
| Multiple Subject-Math | 5 | 30 | 10 | 9 | 19 | 17 |
| Music | -- | 6 | -- | -- | 3 | 3 |
| Physical Education | -- | 13 | 1 | -- | 7 | 7 |
| Science | 2 | 18 | 5 | 3 | 17 | 5 |
| World Languages (French) | -- | 1 | -- | 1 | -- | -- |
| World Languages (Spanish) | -- | 2 | 1 | 1 | 1 | 1 |
| Total | 13 | 201 | 36 | 32 | 141 | 77 |