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# 4D

## Information/Action

### *Educator Preparation Committee*

#### **Proposed Teaching Performance Assessment (TPA) Requirements for Dual Credential Candidates and Proposed Updates to the TPA Assessment Design Standards**

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**Executive Summary:** This agenda item presents considerations for teacher credential candidates simultaneously pursuing a general education Multiple Subject (MS) or Single Subject (SS) and Mild to Moderate Support Needs (MMSN) and/or Extensive Support Needs (ESN) credentials or two Education Specialist credentials (MMSN and ESN). Staff also presents minor revisions to the Commission's TPA Assessment Design Standards to reflect a range of instructional settings and the full age span from birth to 22.

**Recommended Action:** That the Commission adopt the staff recommendations listed on page 4D-6.

**Presenters:** James Webb, Consultant, Professional Services Division, and Amy Reising, Chief Deputy Director

#### **Strategic Plan Goal**

##### ***II. Program Quality and Accountability***

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

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# **Proposed Teaching Performance Assessment (TPA) Requirements for Dual Credential Candidates and Proposed Updates to the TPA Assessment Design Standards**

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## **Introduction**

This agenda item presents considerations for teacher credential candidates who may pursue a general education credential Multiple Subject (MS) or Single Subject (SS) and an Education Specialist credential simultaneously or may pursue two education specialist credentials, Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN). Staff also presents minor revisions to the Assessment Design Standards (ADS) for review so that they are more inclusive of candidates seeking education specialist credentials and the contexts in which they work. In addition, staff presents questions for the Commission's discussion and deliberation as it relates to credential candidates who want to add a credential to a foundational credential.

## **Background**

At its [February 2018 meeting](#), the Commission adopted a revised credential structure for the Education Specialist teaching credentials. The new credential structure includes five preliminary teaching credentials: Mild to Moderate Support Needs (MMSN), Extensive Support Needs (ESN), Visual Impairments (VI), Deaf and Hard of Hearing (D/HH), and Early Childhood Special Education (ECSE). Restructuring of the Education Specialist credential included a determination by the Commission that every teacher candidate should take and pass a TPA prior to earning their preliminary teaching credential. During its [June 2018](#) meeting, the Commission reviewed proposed program standards and teaching performance expectations, as well as proposed subject matter requirements for the credential.

At its [August 2018](#) meeting, the Commission adopted program standards and teacher performance expectations (TPEs) for the Education Specialist Mild to Moderate and Extensive Support Needs credentials and, in [April 2019](#), adopted authorization statements for these credentials.

One important outcome in the Commission's reform work in both special education and general education over the last several years is the development of a common or universal set of TPEs that are met by both general education and special education teachers. These universal TPEs establish a common foundation for all teachers, based on the concept that all teachers are teachers of all students, that all students are general education students first, and that all students need intervention at different points in their academic career.

The Commission's goal in establishing universal TPEs was to ensure that all teachers learn the fundamentals of teaching, ideally in common coursework that allows for collaboration across credential types, and then specialize in the content of their credential area – Multiple Subject, Single Subject, Mild to Moderate Support Needs, Extensive Support Needs, Visual Impairment,

Deaf and Hard of Hearing, and Early Childhood Special Education ([Appendix A](#)). The development of the Education Specialist (EdSp) TPA has occurred against the backdrop of these significant changes in the framing of teacher preparation across this range of credentials. How to balance attention between the universal TPEs and the specialized TPEs has been a driving question as staff, stakeholders, and design team members consider what shape the Education Specialist TPA might take.

One issue that surfaced during the fall 2020 pilot study of the EdSpTPA and ongoing discussions with Design Team members was how candidates enrolled in dual/multiple credential programs should meet the TPA requirements for both general education and special education. The Commission's Design Team is continuing to refine the Education Specialist CalTPA for MMSN and ESN, which is currently undergoing a pilot study. Based on the findings of the pilot study, the EdSp TPA for MMSN and ESN will be revised and made ready for a full field test during the 2021-22 academic year and then finalized in preparation for operational administration beginning in 2022-23. Commission staff continue to consult with the field and the Design Team on how the CalTPA and the Education Specialist CalTPA can be implemented to maintain the integrity of the credentials sought while not burdening the candidate with multiple measures of the same knowledge, skills, and abilities as described in the Teaching Performance Expectations (TPEs) required for candidates simultaneously pursuing dual/multiple credentials.

The remainder of this item includes an overview of the CalTPA and EdSp CalTPA, a summary of the Design Team's recommendations regarding the TPA requirements for dual/multiple credential candidates, proposed amendments to the Assessment Design Standards, and questions for Commission deliberation and discussion regarding other dual/multiple credential situations.

### **Overview of the CalTPA and the EdSp CalTPA**

Both the CalTPA and the MMSN and ESN EdSp CalTPA have a task-based structure and are completed at two different times during a candidate's preliminary program. A candidate must pass both of the cycles of instruction following the plan, teach/assess, reflect, and apply steps. This supports an educative quality of the EdSp CalTPA and both builds upon the existing structure of the CalTPA, and assesses the unique TPEs for education specialist candidates.

In addition, both the CalTPA and the EdSp CalTPA require candidates with appropriate supports from faculty and other educators to complete a cycle of instruction during field placement, submit it for scoring, and receive assessment results including a pass or no pass score for each cycle with analytic feedback about credential-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 are developed to be completed in order, but the cycles may be completed out of order. Instructional Cycle 1 and Cycle 2 can be completed with the same group of students or with a new group if the candidate is in a new clinical practice setting. The CalTPA and EdSp CalTPA share a basic structure and DNA. Common and unique features of these two performance assessments are delineated below.

**Common Features of the CalTPA and the EdSp CalTPA:**

- Two Cycles of Instruction following four steps: Plan, Teach/Assess, Reflect, Apply:
  - Instructional Cycle 1: Learning about Students, and Planning Instruction
  - Instructional Cycle 2: Assessment Driven Instruction
- Specific attention to three focus students:
  - English learner and/or student with a language-based or expressive language need
  - Student with an identified disability (physical, cognitive, social), with an IEP/504 plan, and/or Gifted and Talented Education (GATE) identified
  - Student who has experienced trauma either in or outside of the school setting
- Instructional planning based on student assets and funds of knowledge
- Educational technology is infused in both cycles of instruction with an emphasis on supporting students to become digital citizens
- Candidates submit annotated video, audio files, photographs, student work (assessment results), lesson plans and some written responses and reflections about practice
- Video of instruction and assessment of students is directed, specific, and annotated
- Range of task evidence is submitted (written responses to prompts, written annotations, video with annotation, audio files, photographs, graphics, lesson plans, student work)
- Subject specific focus on literacy and mathematics (e.g., one cycle focuses on teaching literacy, the other on mathematics) where integration of subject matter is recommended. Candidate reflection on practice is required in each instructional cycle
- Analytic rubrics provide formative and summative feedback to candidates through assessment results reports to candidates and programs within three weeks of a scoring window; candidate reports are detailed enough to guide learning plans for induction (Universal and Credential Area TPE); 8 rubrics for Cycle 1 and 9 for Cycle 2
- Universal Design for Learning (UDL) Theory required for instructional planning and assessment, the what, how, and why of learning through multiple modalities (scored at level 5 in the general education rubrics and at level 3 in the EdSp rubrics)
- Score results designed to be used in accreditation processes as an outcome indicator
- English Language Development (ELD) for identified ELD students and academic language development
- Development of higher order thinking skills and deep learning of content

**Unique Features of the EdSp CalTPA:**

- All three focus students are receiving specialized services with an IEP; small groups of students may all have IEPs
- Facilitation of instructional support personnel to engage and support all students in learning; communication, cooperation, and collaboration with other educators to support student learning and well-being
- Instructional design based on knowing students' language/communication needs and academic language development, assets, and their needs for both academic and social/emotional supports. Functional skills infused as appropriate in content learning

- Developmentally appropriate higher-order thinking skills and deep learning of content in lessons and assessments
- Universal Design for Learning placed in level 3 of the analytic rubrics
- Assistive technology included in instruction and assessment planning
- Including family and/or guardians through sharing classroom-based assessment results and establishing supports for their students both in and outside of the classroom
- Scored by assessor holding the matching education specialist credential

The next sections of this item focuses on TPA requirements for dual credential candidates, considerations for teachers who hold one credential and seek to add another, and proposed amendments to the Assessment Design Standards.

#### **Part I: Candidates Seeking Two or More Credentials Simultaneously**

While most candidates for an Education Specialist credential enroll in a program that leads to one credential in their chosen area of emphasis, twenty-five institutions offer candidates opportunities to complete a dual credential program that integrates general education and special education or multiple areas of specialization within the education specialist credential ([Appendix B](#)). At its May 2021 Design Team meeting for the EdSp CalTPA, representatives from the five credential areas of emphasis for the education specialist credential grappled with questions of how a performance assessment could be administered to candidates who are earning more than one credential and learning and practicing different pedagogical approaches (e.g., general education and education specialist). Should candidates be required to take and pass both the general education TPA and the education specialist TPA? What might be the impact on the pipeline with this kind of assessment load? If candidates were required to take and pass only one TPA, which one should they take? How would candidates demonstrate their ability to meet the TPEs for both credentials?

The overwhelming consensus from the Design Team members is that dual credential candidates should only be required to complete only one TPA and that they complete that TPA in the area of greatest specialization. For example, a candidate seeking dual credentials for MMSN and ESN would complete their TPA in the more specialized setting of ESN. A candidate seeking both a multiple subject and an MMSN credential would complete their TPA in the more specialized setting of MMSN. As indicated in the overview of the CalTPA and EdSp CalTPA above, both forms of TPA focus on the plan, teach, assess, reflect, apply sequence of instruction. Though the students and settings in which these candidates teach may differ, the approach to designing student-centered instruction, assessing student learning, and applying lessons learned to the next round of teaching are the same. Both the general education and education specialist credentials address the universal TPEs, and the TPA methodology is grounded in the universal TPEs. Further, candidates for dual credentials will be learning and applying the TPEs for both credentials and will have clinical experiences that span both of their settings, as indicated in [Appendix C](#).

In summary, the consensus recommendation of the Design Team is the following:

- Teaching candidates pursuing general education (MS/SS) and MMSN and/or ESN credentials should take the TPA once in the more specialized credential area (either MMSN or ESN);
- Teaching candidates pursuing MMSN and ESN credentials should take the ESN TPA;
- Dual credential candidates should complete the two cycles for one TPA in one credential area only. In other words, these candidates should not be allowed to mix and match TPAs across general education, MMSN, and ESN settings due to the unique TPEs that are measured in the MMSN and ESN assessment cycles.

Finally, information from the [Data Dashboard](#) (2019-2020 data) indicates approximately 90% of education specialist credentials are issued in the MMSN and ESN credential areas of emphasis. Candidates pursuing lower incidence credential areas and requirements for the TPA are not included in this item at this time. At the April 2021 Commission meeting, staff was granted an additional year of study to develop performance assessments for the lower incidence credentials. Staff will bring forward further dual credential recommendations for lower incidence credential areas as it becomes available.

Programs use the following 2018 guidelines to advise dual credential seekers: [Granting Equivalency 2018](#). Several questions arise for the Commission to consider in regard to the TPA requirement.

1. Should the Commission apply the same approach to these credential holders as it does for dual/multiple credential candidates who simultaneously pursue two or more credentials? Is one TPA sufficient?
2. Should passage of a TPA be required for these candidates even if they have already passed a TPA to earn their first credential?
3. If adding an education specialist credential to a general education credential, should the candidate be able to have a choice of either taking additional coursework and completing specific clinical practice in the new educational setting OR taking an additional TPA? Should a TPA only pathway be considered for general education credential holders seeking to add an education specialist credential?

## **Part II: Minor Revisions to the Assessment Design Standards**

At its [January 2020 meeting](#), the Commission revised Assessment Design Standards to include Education Specialist contexts. Staff has determined that the current Assessment Design Standards for the development of the EdSp CalTPA need three minor additions to the first Assessment Design Standard - Assessment Designed for Validity and Fairness. These revisions are to define the content standards for special education candidates so they align with adopted credential authorization statements and provide additional flexibility for candidates who may be in a general education and/or education specialist setting. Specifically, staff recommends the following revisions (**bolded language**) to 1(c), 1(d) and to 1(i):

1(c) Consistent with the language of the TPEs, the model sponsor defines scoring rubrics so candidates for credentials can earn acceptable scores on the Teaching Performance Assessment

with the use of different content-specific pedagogical practices that support implementation of the **birth-age 22** content standards and curriculum frameworks. The model sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use a wide range of pedagogical practices that are educationally effective and builds scoring protocols to take these variations into account.

1(d) The model sponsor must include within the design of the TPA candidate tasks a focus on addressing the teaching of English learners, all underserved education groups or groups that need to be served differently, and students with special needs in the general education classroom **and/or specialized settings** to adequately assess the candidate's ability to effectively teach all students.

1(i) The model sponsor provides a clear statement acknowledging the intended uses of the assessment. The statement demonstrates the model sponsor's clear understanding of the implications of the assessment for candidates, preparation programs, the public schools, and **birth-age 22** students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the pedagogical competence of candidates for Preliminary Teaching Credentials in California and as information useful for determining program quality and effectiveness.

### **Staff Recommendation**

Staff recommends that the Commission adopt the following:

1. A candidate seeking both a general education credential and an MMSN credential through a dual credential program would take and pass the MMSN TPA. This would require only one TPA in the specialist credential and would still allow for demonstration of the universal TPEs, as they are embedded in the newly adopted education specialist credentials.
2. A candidate seeking both a general education credential and an ESN credential would take and pass the ESN TPA. This would require only one TPA in the specialist credential and would still allow for demonstration of the universal TPEs, as they are embedded in the newly adopted education specialist credentials.
3. A candidate seeking three credentials: general education, MMSN, and an ESN credential would take and pass the ESN TPA. This would require only one TPA in the specialist credential and would still allow for demonstration of the universal TPEs, as they are embedded in the newly adopted education specialist credentials.
4. A candidate seeking both a MMSN and an ESN credential would take and pass the ESN TPA. This would require only one TPA, would still allow for demonstration of the universal TPEs, as they are embedded in the newly adopted education specialist credentials and would require demonstration of the specialized ESN pedagogy.
5. The minor revisions to the Assessment Design Standards for 1(c), 1(d), and 1(i).

### **Next Steps**

Staff will continue working with the Education Specialist CalTPA Design Team using the guidance provided by the Commission. Staff will continue to update the Commission on the Education Specialist Performance Assessment development efforts as the field test begins in fall 2021 for the MMSN and ESN credential areas of emphasis. In spring 2022, staff will provide updates for the ongoing development of the lower incidence areas of DHH, VI and ECSE.

## **Appendix A**

### **Education Specialist Credential Structure Recommendation**

At the December 2017 meeting, staff recommended a revised credential structure, reflecting the consensus of the Commission's Special Education Task Force, intended to work in concert with the general education credential to best meet the needs of California's students with disabilities. The proposed structure includes five initial Education Specialist Credentials building off of the same base of preparation (i.e. common trunk) as the general education Multiple Subject and Single Subject Credentials:

1. Early Childhood Special Education (Birth through K)
2. Visual Impairments (Birth to age 22)
3. Deaf and Hard of Hearing (Birth to age 22)
4. Mild/Moderate Support Needs (K to age 22)
5. Significant Support Needs (K to age 22)

## Appendix B

### Commission-Approved Dual/Multiple Credential Programs

<b>Commission Approved Institution</b>	<b>Credential Pathways</b>
Dominican University of California	MS + EdSp MMSN
Dominican University of California	SS + EdSp MMSN
San Diego State University	MS + BILA
San Diego State University	SS + BILA
University of Southern California	MS + EdSp MMSN
University of Southern California	SS + EdSp MMSN
California State University, Long Beach	MS + EdSp MMSN
California State University, Long Beach	MS + EdSp ESN
Teachers College of San Joaquin	MS + EdSp MMSN
Teachers College of San Joaquin	SS + EdSp MMSN
Concordia University Irvine	MS + EdSp MMSN
Pacific Oaks College	MS + EdSp MMSN
California State University, Chico	MS + BILA
California State University, Chico	SS + BILA
California State University, Chico	MS + EdSp MMSN
California State University, Chico	SS + EdSp MMSN
Whittier College	MS + EdSp MMSN
UC San Diego	SS + BILA
UC San Diego	MS + BILA
Concordia University Irvine	SS + EdSp MMSN
California State University, San Marcos	MS + EdSp MMSN
University of San Diego	MS + EdSp MMSN
University of San Diego	SS + EdSp MMSN
Point Loma Nazarene	MS + EdSp MMSN

## Appendix C

### General Education and Education Specialist Clinical Practice Hours and Requirements

<b>Clinical Practice – Program Standards</b>	<a href="#"><b>Current Preliminary MS/SS Standards (Program Standard 3: Clinical Practice)</b></a>	<a href="#"><b>Current Preliminary Education Specialist Standards (Program Standard 15: Field Experience)</b></a>	<a href="#"><b>Future Ed Specialist (effective Fall 2022) (Program Standard 3: Clinical Practice)</b></a>
<b>Minimum # of hours</b>	600 hours of clinical practice across the arc of the program, including supervised early field experiences, initial student teaching, and final student teaching	N/A  ...candidates must have planned experiences with full range of delivery system, the provider of such services and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability category and the continuum of special education services outlined in the specific credential authorization.	600 hours across the arc of the program, which includes 200 hours of early field work in general and special education settings and 400 hours of final student teaching.  Standard also says “Experiences are of sufficient duration for the candidate to demonstrate the teaching performance expectations for Education Specialist teachers.”
<b>Final student teaching</b>	Minimum 4 weeks of solo or co-teaching or its equivalent	Required to have an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and to demonstrate the TPEs for special educators	400 hours in the desired credential area
<b>Dual (earning a General Education and Education</b>	Required to have experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend	No specific language	Required to have experiences in general education, inclusive, and special education settings within the 600 hours,

<b>Specialist credential concurrently)</b>	clinical practice for an additional 150 hours		and encouraged to extend for 150 hours
<b>Candidates working in private schools</b>	Required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks	N/A	Required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks
<b>Early field experience for interns</b>	Takes place in an experienced mentor's classroom	Field experience in a broad range of service delivery options may be met by activities embedded in coursework and/or visits/interactions with service providers	Takes place in experienced mentor classrooms in both general and special education settings
<b>Additional Information</b>	<a href="#"><u>Clinical Practice Guidance Document</u></a> (September 2017)	N/A	<a href="#"><u>Clinical Practice Guidance Document</u></a> (March 2021)