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# 3B

## Action

### *Educator Preparation Committee*

#### **Proposed Teaching Performance Assessment Requirement for Teachers Earning More Than One Teaching Credential**

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**Executive Summary:** This agenda item presents for the Commission’s discussion and potential adoption a requirement that teachers earning more than one teaching credential, simultaneously or over time, need to pass only a single teaching performance assessment (TPA) for the purpose of earning credentials. The application of this requirement for a range of teaching credentials is discussed in the item. This item also recommends an amendment to the action taken by the Commission in June 2021 that specifies which TPA should be taken by candidates pursuing dual credentials.

**Recommended Action:** That the Commission (a) direct staff to promulgate regulations that require educators to pass only a single TPA; (b) adopt the recommendations presented for teachers who hold different credential types and seek an additional teaching credential; and (c) amend prior Commission action specifying which TPA should be taken by candidates seeking dual credentials.

**Presenters:** James Webb, Consultant, Professional Services Division, and Erin Skubal, Director, Certification Division

#### **Strategic Plan Goals**

##### ***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

##### ***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 Requirement for Teachers Earning More Than One Teaching Credential

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## Introduction

This agenda item presents for the Commission’s discussion and potential adoption a requirement that teachers earning more than one teaching credential, simultaneously or over time, need only pass a single teaching performance assessment (TPA) for the purpose of earning their teaching credentials. The application of this requirement for a range of teaching credentials is discussed in the item. This item also recommends an amendment to the action taken by Commissioners in June 2021 that specifies which TPA should be taken by candidates pursuing dual credentials.

## Background

[Section 44259 of the Education Code](#) establishes the minimum requirements for earning a preliminary multiple or single subject teaching credential, which includes passage of a TPA approved by the Commission. [AB 320](#) (Medina, Chap. 663, Stats. 2021) added passage of a TPA to the requirements for earning an Education Specialist Credential, which has raised questions in the educator preparation community regarding whether candidates or teachers seeking both a general education and an education specialist credential or more than one education specialist credential would be required to take and pass a TPA in each credential area.

Requiring only a single TPA satisfies the performance assessment requirement outlined in [Education Code 44320.2](#), which establishes a TPA as one component for the recommendation for the preliminary Multiple Subject, Single Subject, and Education Specialist teaching credentials. As Education Code section 44320.2(c) states, “The commission shall implement the performance assessment in a manner that does not increase the number of assessments required for teacher credential candidates prepared in this state. A candidate shall be assessed during the normal term or duration of the preparation program of the candidate.” Currently, a teacher candidate in a preparation program is required to complete a TPA that is “state approved” and “is consistently applied to candidates in similar preparation programs”. All Commission-approved TPAs meet the Commission’s [Assessment Design Standards \(ADS\)](#). The current approved TPA programs include the Commission’s model CalTPA, the edTPA developed by SCALE (Stanford Center for Assessment, Learning, and Equity), and the FAST (Fresno Assessment for Student Teachers) from California State University, Fresno (FAST is approved only for CSU Fresno candidates).

At its June 2021 meeting, the Commission considered this question in relation to candidates enrolled in dual credential programs and Commissioners determined that these candidates should only be required to take and pass one teaching performance assessment. Education Specialist credential programs are currently in the process of revising their programs to meet the most recently adopted Commission standards. With the passage of AB 320 requiring

education specialist candidates to complete a TPA, program sponsors are requesting further clarification from the Commission to address several different types of candidates.

### **Requiring A Single Teaching Performance Assessment for all Teacher Candidates**

General education and education specialist credentials share a set of universal TPEs and include specialized TPEs that pertain to each credential area. In assessing these TPEs, the general education and education specialist TPAs developed by the Commission (CalTPA) and SCALE (edTPA) have a common structure that requires candidates to do the following: plan asset-based instruction; adapt it to the learners, content, and context in which they are teaching; video record their teaching; reflect on the outcomes of their teaching; and apply their learning about meeting the needs of their students and their own teaching practice to the next lesson. As such, it can be argued that candidates who have taken and passed either a general education or an education specialist TPA have learned and applied these fundamental components of instruction and demonstrated their competency of the TPEs measured by the assessment. Requiring passage of a second TPA in another teaching credential area would place an additional requirement on candidates that would duplicate the expectation of candidates to demonstrate similar competencies and would not add more value. Teachers seeking a second credential will have the opportunity to learn, practice and be assessed on the TPEs for their new credential, building on the knowledge, skills, and abilities gained by passing the TPA in their first credential area(s).

The Commission has taken similar action in the area of teacher induction. When the Commission adopted the new Induction standards in 2017, the Commission established policy that a teacher earning a clear credential should complete induction once and not repeat induction a second time if adding a second or other subsequent teaching credential. [PSA 17-05](#) clarified that the Commission would grant a clear credential holder one or more additional clear credentials without requiring a second induction experience.

### ***Current Teaching Credential Holders Seeking Subsequent Teaching Credentials***

The TPA requirement first became effective for candidates earning a general education credential (i.e., Multiple Subject or Single Subject) in 2008, so not all teachers who hold a valid teaching credential have completed a TPA. Table 1 below identifies different types of credentials and suggests when a TPA should be required for teachers who hold valid credentials and want to add another credential. The guiding principle is that teachers who have cleared their credentials or who hold a Life credential have already demonstrated their proficiency through their experience in the classroom.

**Table 1: Credential Holders Seeking a Subsequent Credential**

<b>Current Teaching Credential Held by Candidate</b>	<b>Was a TPA Required for Issuance?</b>	<b>Is a TPA Required for any New Credential?</b>
Preliminary or Level I (e.g., Out of State prepared, Credential earned prior to TPA requirement)	NO	YES
Preliminary	YES	NO
Clear or Level II or Life	NO	NO
Clear	YES	NO

***Candidates Seeking Two or More Credentials Simultaneously***

The Commission adopted the following policy in June 2021 for credential seekers who are working on more than one credential simultaneously. In each scenario, candidates would be required, based on the Commission’s prior action, to take and pass the TPA in the credential area requiring more specialized knowledge, skills, and abilities:

1. A candidate seeking both a general education credential and a Mild to Moderate Support Needs (MMSN) credential at the same time would take and pass the MMSN TPA. This would require only a single TPA for the specialist credential that would allow for demonstration of the universal TPEs applicable to general education, as the universal TPEs are embedded in the newly adopted education specialist credentials, and also require demonstration of the specialized MMSN pedagogy.
2. A candidate seeking both a general education credential and an ESN (Extensive Support Needs) credential would take and pass the ESN TPA. This would require only a single TPA for the specialist credential that would allow for demonstration of the universal TPEs applicable to general education, as the universal TPEs are embedded in the newly adopted education specialist credentials, and also require demonstration of the specialized ESN pedagogy.
3. A candidate seeking three credentials: general education, MMSN, and an ESN credential would take and pass the ESN TPA. This would require only a single TPA for the specialist credential that would allow for demonstration of the universal TPEs applicable to general education, as the universal TPEs are embedded in the newly adopted education specialist credentials, and also require demonstration of the specialized ESN pedagogy.
4. A candidate seeking both an MMSN and an ESN credential would take and pass the ESN TPA. This would require only a single TPA for the specialist credential that would allow for demonstration of the universal TPEs applicable to general education, as the universal TPEs are embedded in the newly adopted education specialist credentials, and also require demonstration of the specialized ESN pedagogy.

The Education Specialist TPAs are currently being field tested and will become operational July 1, 2022. Based on feedback from preparation programs, Staff recommends that the

Commission amend its prior action by allowing candidates earning two or more credentials simultaneously to confer with their programs to determine which TPA they should take. This action would provide candidates seeking two or more credentials simultaneously with needed flexibility to take the TPA that best aligns with their field placement and career goals.

### **Staff Recommendations**

- That the Commission direct staff to promulgate regulations that require educators to pass only a single TPA.
- That the Commission adopt the recommendations presented for teachers who hold different credential types and seek an additional teaching credential.
- That the Commission amend prior Commission action specifying which TPA should be taken by candidates seeking multiple credentials simultaneously.

### **Next Steps**

If the recommendations above are adopted, staff proposes to bring proposed regulatory language to implement these decisions to the Commission in April 2022.