Agenda Item 3E:

Update on the Development of the Commission's CalTPA for Education Specialist Mild to Moderate Support Needs and Extensive Support Needs Credential Areas of Emphasis and Adoption of Passing Score Standards for these Performance Assessments

Amy Reising, Chief Deputy Director

James Webb, Consultant, Professional Services Division

Heather Klesch, Vice President, Educator Solutions for Licensing and Learning

Jon Twing, Senior Vice President for Psychometrics and Testing Services, Evaluation Systems group of Pearson

Executive Summary

This agenda item provides the following:

- Update on the development of the Commission's Education Specialist California Teaching Performance Assessment (CalTPA), field test outcomes and summary

- Information about the standard setting process and recommendations for passing scores

- Information about how the Commission and its technical contractor Evaluation Systems group of Pearson (ES) will support programs to prepare operational administration

Component 1: Update on the Field Test Outcomes and Summary of Findings

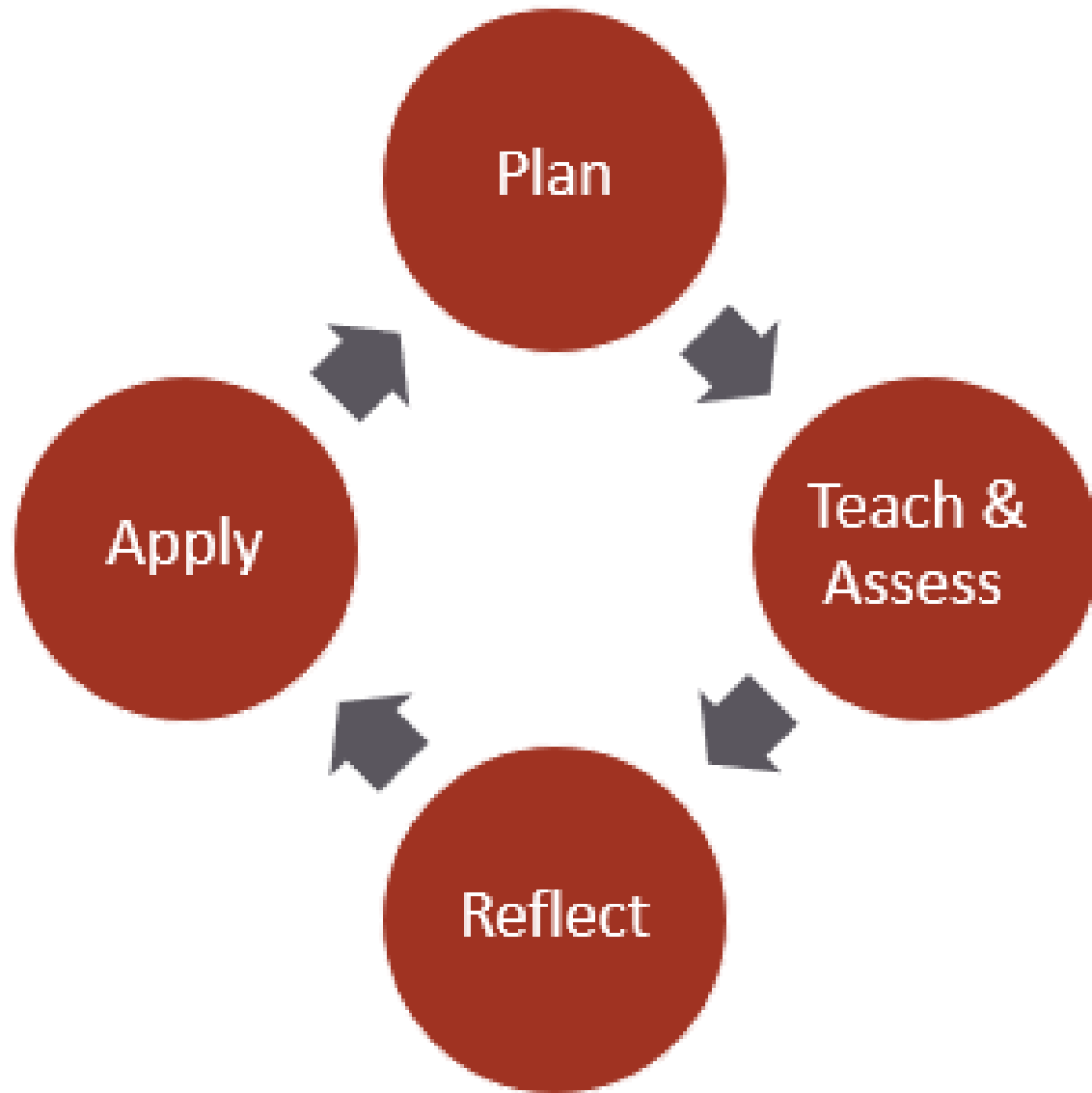Education Specialist Design Team Meetings

Structure of MMSN and ESN CalTPAs

Analytic Rubrics

CalTPA Field Test Summary for MMSN and ESN

Field Test Assessor Recruitment, Training, and Scoring

Survey and Focus Group Data Summary

Plan

Teach & Assess

Reflect

Apply

Instructional Cycle 1: Learning about Students with IEPs and Planning Instruction

Instructional Cycle 2: Assessment-Driven Instruction for Students with IEPs

Essential Questions

Cycle 1: MMSN and ESN Rubric Essential Questions

Step 1: Plan
Rubric 1.1: How does the candidate's proposed learning goal(s) connect with prior knowledge and define specific outcomes for students? Based on UDL principles, how do proposed content-specific learning activities, instructional and grouping strategies, and facilitation of instructional support personnel support, engage, and/or challenge all students to meet the learning goal(s) of the lesson?
Rubric 1.2: How does the candidate use UDL principles to plan instruction using knowledge of FS1's (English learner) assets and learning needs to support meaningful engagement with the content-specific lesson goal(s) and ELD goal(s)?
Rubric 1.3: How does the candidate use UDL principles to plan instruction using knowledge of FS2's (student with an IEP and identified disability) assets and learning needs to support meaningful engagement with the content-specific lesson goal(s) and, if appropriate, ELD goal(s)?
Rubric 1.4: How does the candidate plan to use UDL principles instruction using knowledge of FS3's assets and learning needs to support meaningful engagement with the content-specific lesson goal(s) and, if appropriate, ELD goal(s) and address the student's well-being by creating a safe and positive learning environment during or outside of the lesson?
Step 2: Teach and Assess
Rubric 1.5: How does the candidate maintain a positive and safe learning environment* that supports all students to access and meet the content-specific learning goal(s) and ELD goal(s)? How does the candidate support students in making connections between prior learning and the current lesson and establish clear learning expectations?
Rubric 1.6: How does the candidate actively engage students in deep learning of content, monitor/informally assess their understanding, and explain to students next steps for learning?
Step 3: Reflect
Rubric 1.7: How does the candidate reflect on (citing evidence from Steps 1 and/or 2) the impact of their asset- and needs-based lesson planning, teaching, and informal assessment of student learning and instructional support personnel to analyze how effective the lesson was in supporting the whole class/small learning group and the 3 focus students in meeting the content-specific learning goal(s) and ELD goal(s)?
Step 4: Apply
Rubric 1.8: How will the candidate apply what they have learned about UDL principles in Cycle 1 (citing evidence from Steps 1, 2, and/or 3) about students' learning to strengthen and extend students' understanding of content and academic language* to determine next steps for instruction, including collaboration with and/or facilitation of instructional support personnel?

Rubric 1.6 — Step 2: Teach and Assess

Essential Question: How does the candidate actively engage students in deep learning of content, monitor/informally assess their understanding, and explain to students next steps for learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's instruction and informal assessment demonstrate lack of attention to the levels of student engagement with content **and/or** classroom management necessary for student learning. **OR** There are inaccuracies in presented content. **OR** Next steps for learning are not provided.	Candidate's instruction **and/or** informal assessment require students to engage in lower-order thinking about content, or strategies engage students in passive learning of content during the lesson (e.g., candidate primarily talks throughout the lesson while students listen or take notes). Candidate's next steps for learning are not clear.	Candidate's instruction and informal assessment require students to actively engage in higher-order thinking/ deep learning (i.e., analysis, synthesis, evaluation, interpretation, transfer) about content. Candidate monitors student learning to check for understanding throughout the lesson. Candidate explains to students the next steps for learning.	**All of Level 3, plus:** Candidate's instruction and informal assessment provide students opportunities to actively develop their own understandings linked to learning goal(s). Candidate monitors student content-specific learning throughout the lesson and adjusts instruction as needed (for whole class, small groups, pairs, or individuals).	**All of Levels 3 & 4, plus:** Candidate's instruction and informal assessment promote inclusion for all students by providing opportunities to participate in classroom discourse and as members of the community. Students independently facilitate their own work either in the whole class, small groups, pairs, or individually, choosing how to advance their learning.

Content-Specific Pedagogy

Sources of Evidence:

- **Part E:** 3 Annotated Video Clips (no more than 5 minutes each)

TPEs and Elements: TPE 1, Elements 5, 8; TPE 2, Element 5; TPE 4, Element 4

MMSN TPEs and Elements: TPE 1, Element 4; TPE 2, Elements 1, 10; TPE 4, Elements 2, 4

Table 1: Candidate Submissions

Credential Area of Emphasis	Candidates	Submissions (Cycles) Scored
MMSN	108	Cycle 1: 58 Cycle 2: 50
ESN	86	Cycle 1: 46 Cycle 2: 40

Table 2: Program Pathways for Field Test

Program Pathway	ESN Cycle 1	ESN Cycle 2	MMSN Cycle 1	MMSN Cycle 2	Grand Total
District Intern	40%	39%	40%	43%	41%
Residency Program	8%	10%	5%	5%	6%
University Intern	21%	18%	25%	29%	24%
University Private School Program	1%	1%	2%	2%	2%
University Student Teaching Program	30%	33%	28%	22%	27%
Grand Total	100%	100%	100%	100%	100%

Table 3: Assessor Training

Assessor Training	Date(s)	Marker Assessors	Assessors
MMSN Cycle 1	February 8-11, 2022	4	N/A
MMSN Cycle 2	March 29-April 1, 2022	3	N/A
MMSN Cycle 1	March 1-2, 2022	4	12
MMSN Cycle 2	April 12-13, 2022	3	10
ESN Cycle 1	February 15-18, 2022	3	N/A
ESN Cycle 2	April 5-8, 2022	3	N/A
ESN Cycle 1	March 3-4, 2022	3	8
ESN Cycle 2	April 14-15, 2022	3	10

Survey and Focus Group Data

- Teacher Candidates

- Program Coordinators

- MMSN and ESN Assessors

Component 2

- Standard Setting Process

- Recommendations for passing score standards for MMSN and ESN

Standard Setting Process

"Common term used in the large-scale assessment industry to describe the process of determining a minimum passing score for new or revised assessments. The term "standard" as it is used in "standard setting" refers to a performance standard, or minimum level of acceptable performance on an assessment."

Guiding Questions

- *Think about an education specialist teacher candidate who is just at the level of knowledge and skills required to perform effectively the job of a new education specialist teacher in California public schools for students with **mild to moderate support needs**.*

- *Think about an education specialist teacher candidate who is just at the level of   knowledge and skills required to perform effectively the job of a new education specialist teacher in California public schools for students with **extensive support needs**.*

- *What score (the sum of all the rubric scores in the Cycle) represents the level of performance that would be achieved by this individual?*

Table 4:Initial Passing Score Recommendations

Credential Area of Emphasis (Total Points Possible)	Total Score Panel Recommendation	N panelists recommending Side Condition of 1 rubric score of "1"
MMSN Cycle 1 (40)	19	6 of 12
MMSN Cycle 2 (45)	21	6 of 12
ESN Cycle 1 (40)	18	5 of 9
ESN Cycle 2 (45)	19	4 of 9

MMSN and ESN CalTPA Impact Data

- Ethnicity

- Gender

- Language

Table 5: Cycle Rubric Scores for MMSN and ESN

Credential Area of Emphasis	Number of Candidates	Mean Score	SD	Median Score	Minimum Score	Maximum Score
MMSN C1 40 Points	58	22.1	3.42	22.0	16	30
MMSN C2 45 Points	50	26.7	3.36	27.0	18	33
ESN C1 40 Points	46	22.2	5.43	21.5	8	34
ESN C2 45 Points	40	23.0	4.40	24.0	9	33

Table 6: Final Passing Score Recommendations

Performance Assessment	Total Score Panel Recommendation	Side Condition of 1 rubric score of "1"
MMSN Cycle 1 (40)	19	5 of 12
MMSN Cycle 2 (45)	21	7 of 12
ESN Cycle 1 (40)	19	3 of 9
ESN Cycle 2 (45)	20	4 of 9

Standard Error of Measure

A Standard Error of Measure (SEM)

- Is an additional modification that is sometimes made to a passing score before it is presented to the Commission for potential adoption

- Estimates how repeated measures of a person on the same instrument tend to be distributed around their "true" score

Table 7: Standard Error of Measure

Field	Panel median (no SEM)	-.5 SEM	-1 SEM	-1.5 SEM
MMSN Cycle 1	19.00	18.42 (18)	17.83 (17)*	17.25 (17)
MMSN Cycle 2	21.00	20.16 (20)	19.32 (19)	18.48 (18)
ESN Cycle 1	19.00	17.88 (17)	16.75 (16)	15.63 (15)
ESN Cycle 2	20.00	19.01 (19)	18.01 (18)	17.02 (17)

Table 8: MMSN Cycle 1-Overall Modeled Passing Rates by Cut Score and Number of Candidate Scores of 1 Allowed

MMSNCycle 1 Cut Score	Total N	No Side Condition		At most three 1s		At most two 1s		At most one 1		No 1s allowed	
		N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
15	58	58	1.00	58	1.00	58	1.00	58	1.00	57	0.98
16	58	58	1.00	58	1.00	58	1.00	58	1.00	57	0.98
17 (a)	58	54	0.93	54	0.93	54	0.93	54	0.93	53	0.91
18 (b)	58	51	0.88	51	0.88	51	0.88	51	0.88	50	0.86
19 (c)	58	51	0.88	51	0.88	51	0.88	51	0.88	50	0.86
20	58	43	0.74	43	0.74	43	0.74	43	0.74	43	0.74

KEY: a= -1 SEM b = - 0.5 SEM c = no SEM

Table 9: MMSN Cycle 2-Overall Modeled Passing Rates by Cut Score and Number of Candidate Scores of 1 Allowed

MMSN Cycle 2 Cut Score	Total N	No Side Condition		At most three 1s		At most two 1s		At most one 1		No 1s allowed	
		N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
17	50	50	1.00	50	1.00	49	0.98	49	0.98	48	0.96
18	50	50	1.00	50	1.00	49	0.98	49	0.98	48	0.96
19 (a)	50	49	0.98	49	0.98	49	0.98	49	0.98	48	0.96
20 (b)	50	47	0.94	47	0.94	47	0.94	47	0.94	46	0.92
21 (c)	50	46	0.92	46	0.92	46	0.92	46	0.92	46	0.92

KEY: a= -1 SEM b = -0.5 SEM c = no SEM

Table 10: ESN Cycle 1-Overall Modeled Passing Rates by Cut Score and Number of Candidate Scores of 1 Allowed

ESN Cycle 1 Cut Score	Total N	No Side Condition		At most three 1s		At most two 1s		At most one 1		No 1s allowed	
		N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
15 (a)	46	43	0.93	42	0.91	42	0.91	40	0.87	33	0.72
16 (b)	46	39	0.85	39	0.85	39	0.85	38	0.83	33	0.72
17 (c)	46	38	0.83	38	0.83	38	0.83	37	0.80	33	0.72
18	46	37	0.80	37	0.80	37	0.80	37	0.80	33	0.72
19	46	37	0.80	37	0.80	37	0.80	37	0.80	33	0.72
20	46	33	0.72	33	0.72	33	0.72	33	0.72	29	0.63

KEY: a= -1.5 SEM b = - 1.0 SEM c = -0.5

Table 11: ESN Cycle 2-Overall Modeled Passing Rates by Cut Score and Number of Candidate Scores of 1 Allowed

ESN Cycle 2 Cut Score	Total N	No Side Condition		At most three 1s		At most two 1s		At most one 1		No 1s allowed	
		N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
17 (a)	40	39	0.98	39	0.98	39	0.98	35	0.88	26	0.65
18 (b)	40	34	0.85	34	0.85	34	0.85	33	0.83	26	0.65
19 (c)	40	33	0.83	33	0.83	33	0.83	32	0.80	25	0.63
20	40	31	0.78	31	0.78	31	0.78	31	0.78	24	0.60
21	40	30	0.75	30	0.75	30	0.75	30	0.75	23	0.58

KEY: a= -1.5 SEM b = - 1.0 SEM c = -0.5

Component 3: Candidate/Program Support

Type of Support	Date(s)
Weekly Office Hours	Every Friday from 10:00-10:30am
Transition Webinars	June 1, 2022 (MMSN) June 2, 2022 (ESN)
EdSp CalTPA Operational Materials Orientation	August 31, 2022
Meredith Fellows Implementation Conference	September 16-17, 2022
EdSp CalTPA Kickoff Webinar for MMSN and ESN	October 5, 2022
EdSP CalTPA Coordinator Newsletter: https://www.ctc.ca.gov/commission/newsletters/ed-specialist-caltpa-program-coordinators-email-list	Ongoing
Digging Deeper Series for CalTPA, EdSp CalTPA, CalAPA, and ECE CalTPA	Fall 2022 Winter 2023 Spring 2023
EdSp Faculty Workshops	Fall 2022

CTC Staff Passing Score Recommendations: MMSN

- MMSN Cycle 1:
  Passing standard of 19 points with one score of 1 allowed and apply a Standard Error of Measure of -1.0, resulting in a passing score of 17.

- MMSN Cycle 2:
  Passing standard of 21 points with one score of 1 allowed and apply a Standard Error of Measure of -1.0, resulting in a passing score of 19.

CTC Staff Passing Score Recommendations: ESN

- ESN Cycle 1:
  Passing standard of 19 points and apply a Standard Error of Measure of -1.5, resulting in a passing score of 15.

- ESN Cycle 2:
  Passing standard of 20 points and apply a Standard Error of Measure of -1.5, resulting in a passing score of 17.

CTC Staff Recommendation

That two years of data be collected and studied to understand how candidates are performing and conduct a second standard setting review/study in spring 2024.

Next Steps

- If the Commission adopts the recommended passing standards, notification will be posted on the ES exams website (www.ctcexams.nesinc.com) and will be communicated to the field.

- Supports to the field would continue and be enhanced as staff works with programs and to understand what is needed to prepare for the first administration this fall and for continued implementation over the next several years.