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# 2H

## Information/Action

### *Educator Preparation Committee*

### **Update on the Development of Education Specialist Teaching Performance Assessments for Lower Incidence Credential Areas**

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**Executive Summary:** This agenda item presents an update on the development of the Teaching Performance Assessment (TPA) for Education Specialist lower incidence credential areas of Deaf and Hard Hearing (DHH), Early Childhood Special Education (ECSE), and Visual Impairments (VI). Staff also seeks approval from the Commission to provide additional time for a comprehensive field test with the lower incidence credential areas of emphasis (DHH, ECSE, and VI).

**Recommended Action:** That the Commission approve the proposed timeline for the development of performance assessment guides for DHH, ECSE, and VI credential areas with a field test conducted in 2024-25 and operational administration beginning fall 2025.

**Presenter:** James Webb, Consultant, Professional Services Division

#### **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.

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# Update on the Development of Education Specialist Teaching Performance Assessments for Lower Incidence Credential Areas

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## Introduction

This agenda item presents an update on the development of the TPA for Education Specialists in the credential areas of Deaf and Hard Hearing (DHH), Early Childhood Special Education (ECSE), and Visual Impairments (VI), as well as a summary of design team meetings in these areas from June 2021 to the present. Commission staff seeks approval from the Commission for additional time to develop performance assessments for DHH, ECSE, and VI. The additional time will allow for the inclusion of literacy in these TPAs pursuant to SB 488 and a comprehensive field test with the lower incidence credential areas of emphasis (DHH, ECSE, and VI). With an extension of time for development, low incidence credential candidates will participate in a field test during the 2024-25 academic year to prepare for operational administration in fall 2025. The Stanford Center for Assessment, Learning, and Equity (SCALE) has shared with staff that it plans to develop handbooks for edTPA in DHH, ECSE, and VI. Fresno State has also informed staff that it would like to develop a performance assessment for DHH with its TPA, the Fresno Assessment for Student Teachers (FAST).

## Background

At its [April 2021](#) meeting, the Commission granted an additional year for the development of a teaching performance assessment for the DHH, ECSE, and VI education specialist credentials. At this meeting, staff presented information that the development and implementation of the TPA for DHH, ECSE, and VI would likely have a significant impact on program design for these areas as varying pedagogical approaches, medical supports, and age considerations widely exist among these credentials.

## Development Process for DHH, ECSE, and VI Teaching Performance Assessment

The Education Specialist CalTPA Design Team includes twenty-three members representing the full range of teacher preparation programs, teacher induction programs, and the geographic regions of California. In addition, the design team also has a parent liaison and two representatives from the California Department of Education, representing the Special Education Division and the Multilingual Support Division.

During the early development of the Education Specialist TPA in the summer of 2021, it was determined that subgroup meetings were needed for each credential area. [Appendix A](#) provides the names of the DHH, ECSE, and VI subgroup members. During these summer meetings, the subgroups worked on the following:

- DHH Subgroup
  - Developing Cycle 1 and Cycle 2 performance assessment guides that mirror the MMSN/ESN performance assessment guides

- Reviewing teaching performance expectations (TPEs) for clarity and performance requirements that would need to be demonstrated in a TPA
- Reviewing and revising rubrics that align with the DHH TPEs
- Discussions on how to include the six Commission-approved programs in the 2022 pilot program
- Reviewing requirements for DHH assessors
- ECSE Subgroup
  - Reviewing the Early Childhood Education Formative Teaching Performance Assessment three cycles to determine how they can be adapted to ECSE TPEs
  - Reviewing TPEs for clarity and performance requirements that would need to be demonstrated in the ECSE TPA and how it can possibly align to the existing formative ECE TPA
  - Reviewing and revising rubrics that align with the ECSE TPEs
  - Presenting to the ECSE programs on the 2022 pilot program
  - Reviewing requirements for ECSE assessors
- VI Subgroup
  - Reviewing the VI TPEs to determine content knowledge and performance expectations with students
  - Developing a Cycle 2 guide that reflects the knowledge, skills, and abilities that VI candidates are expected to understand and demonstrate
  - Developing rubrics for the Cycle 2 performance assessment guide that aligns with the VI TPEs
  - Continue revisions with the Cycle 1 performance assessment guide and revisions with the Cycle 1 performance assessment templates
  - Reviewing requirements for VI assessors

**2021-22 Pilot Study Program Information for DHH, ECSE, and VI Credential Areas**

The Education Specialist CalTPA pilot study for DHH, ECSE, and VI began in October of 2021 and concluded in June 2022. Pilot evidence was submitted for preliminary review to assist with the identification of marker evidence, to inform the scoring process and assessor training, and to assist with determining needed revisions to tasks and rubrics for each of the cycles. Tables 1-3 show the details of participating programs, candidates, and submissions scored.

**Table 1: DHH Pilot Program Data**

Institution	Cycle Completed	N of Candidates	N of Scored Submissions
CSU Fresno	Cycle 1	3	3
Mount St. Mary's/John Tracy Center	Cycle 2	4	4

**Table 2: ECSE Pilot Program Data**

Institution	Cycle Completed	N of Candidates	N of Scored Submissions
CSU Fullerton	Cycle 1	4	4
CSU Fullerton	Cycle 3	4	4

**Table 3: VI Pilot Program Data**

<b>Institution</b>	<b>Cycle Completed</b>	<b>N of Candidates</b>	<b>N of Scored Submissions</b>
CSU Los Angeles	Cycle 1	6	6

Assessors were provided with implicit bias training with a focus on its effects on scoring and application of analytic rubrics. Scoring was conducted online and as score judgments were consensually reached, data was entered into the computer system to track the candidate's scores. Analytic rubrics were used for each step of the Plan, Teach and Assess, Reflect, and Apply sequence, with bulleted lists of tasks and evidence, representing constructs of the Teaching Performance Expectations for DHH, ECSE, and VI candidates.

Preparation programs that participated in the 2021-22 pilot program gained valuable information from their candidates as to the implementation of a performance assessment within coursework and clinical practice and the knowledge, skills, and abilities that are required for the lower incidence TPEs. While the pilot study yielded some important information for the continued development of performance assessments for DHH, ECSE, and VI, additional field test data needs to be collected and analyzed to inform the final stages of development for these performance assessments. At its [October 2022](#) meeting, the Commission took action to adopt (a) the Literacy Standards and Teaching Performance Expectations for the Multiple Subject, Single Subject, Education Specialist: Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN), and (b) the proposed PK-3 Early Childhood Education Specialist Instruction Credential structure, standards and TPEs. Once the literacy TPEs are adopted for DHH, ECSE and VI and a design team is appointed to begin development on the literacy performance assessment called for in SB 488, (expected in early 2023), the current assessment cycles will need to be updated to incorporate any changes and ensure that they are ready for fall 2025 for operational administration.

In summary, next steps in the development of TPAs for VI, ECSE and DHH include the following:

- 1) Complete adaptation of the literacy standards and TPEs for VI, ECSE and DHH for adoption by the Commission in February 2023;
- 2) Ensure alignment of the ECSE TPA, as appropriate, with the new PK-3 ECE credential;
- 3) Continue to refine the DHH, ECSE, and VI TPAs based on data from the spring 2022 pilot studies; and
- 4) Align TPA development in these credential areas with the development of the Literacy Performance Assessment scheduled to begin in early 2023 and be fully operational in fall 2025.

The scope and complexity of the remaining work on low incidence Education Specialist TPAs will require more time to complete than was originally anticipated. Staff is requesting an extension to bring this work to operational readiness in 2025.

### **Staff Recommendation**

Staff recommends that the Commission approve additional time for the continued development of the TPA for DHH, ECSE, and VI credentials with performance assessment guides

that include the soon to be adopted Literacy TPEs for their respective credentials. The extra time will allow for the inclusion of assessment of the literacy TPEs, as required by SB 488. The proposed timeline will also provide SCALE and Fresno State the ability to integrate the new literacy TPEs into their teaching performance assessments for DHH, ECSE, and VI in the edTPA and FAST. The revised timeline would consist of field tests for these credential areas in 2024-25 academic year and operational administration for fall 2025.

**Next Steps**

Staff will continue to bring future updates to the Commission as milestones are reached for DHH, ECSE, and VI teaching performance assessments.

**Appendix A**  
**DHH, ECSE, VI Subgroup Members**

**DHH Subgroup Members**

<b>Name</b>	<b>Affiliation</b>
Gabrielle Jones	University of California at San Diego
Bridget Scott-Weich	Mount St. Mary's/John Tracy Center
Robert Perry	Los Angeles Unified School District
Christine Oyakawa	Parent Liaison

**ECSE Subgroup Members**

<b>Name</b>	<b>Affiliation</b>
Janice Myck-Wayne	California State University, Fullerton
Nina Potter	San Diego State University
Jaci Urbani	Northeastern University
Elizabeth Jara	Teacher's College at San Joaquin

**VI Subgroup Members**

<b>Name</b>	<b>Affiliation</b>
Cheryl Kamei-Hannan	California State University, Los Angeles
Sharon Sacks	San Francisco State University