
3B

Information

Educator Preparation Committee

Update on the California Early Childhood Education Formative Teaching Performance Assessment

Executive Summary: This agenda item presents an update on the development of the California Early Childhood Education (ECE) Formative Teaching Performance Assessment (CalFTPA). The CalFTPA is an optional performance assessment for ECE students seeking the Teacher level of the Child Development Permit. The item also provides information about professional development opportunities designed to support Child Development Permit preparation programs that are interested in using the CalFTPA within their coursework and practicum (clinical practice) experiences for ECE students.

Recommended Action: For information only

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Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
 - B. Develop educator performance assessments that are embedded in clinical preparation to ensure readiness to begin professional practice.

Update on the California Early Childhood Education Formative Teaching Performance Assessment

Introduction

This agenda item presents an update on the development of the California Early Childhood Education (ECE) Formative Teaching Performance Assessment (CalFTPAs). The CalFTPAs is an optional performance assessment for ECE students seeking the Teacher level of the [Child Development Permit](#). The item also provides information about professional development opportunities designed to support Child Development Permit preparation programs interested in using the CalFTPAs within their coursework and practicum (clinical practice) experiences for Teacher level permit ECE students.

Background

The Commission has been working for several years on building the infrastructure and program supports needed to transition preparation for the Child Development Permit from a system that has been based largely on seat time and units to a competency-based system based on ECE student progress towards mastering the teaching performance expectations (TPEs) for the job role of working with young children in an early childhood program setting and partnering effectively and respectfully with their families/guardians. A competency-based system of preparation and licensure for the Child Development Permit is called for in the state's 2020 [Master Plan for Early Learning and Care \(Master Plan\)](#).

To this end, the following work has already been accomplished:

- The Commission adopted [Teaching and Administrator Performance Expectations](#) (TPEs and CAPEs) for all six levels of the Child Development Permit in 2019.
- The Commission adopted [Program Guidelines](#) (standards) for programs at regionally accredited institutions of higher education that prepare ECE students to earn a Child Development Permit in 2019.
- The California Community Colleges "[Curriculum Alignment Project](#)" (CAP) coursework and practicum experience, commonly used across the Community College system to prepare both ECE teachers and administrators seeking to earn a Child Development Permit, has been revised and updated to incorporate the adopted TPEs and CAPEs, also in accordance with the state's Master Plan. The California Community Colleges are the state's largest preparer of ECE students for the Child Development Permit; other public and private/independent four-year institutions of higher education also offer preparation for the Permit as well.

With these key infrastructure pieces currently in place, Commission staff have been working over the past three years to facilitate the development of a formative, locally administered performance assessment for ECE students preparing to earn a Child Development Teacher level Permit. Having a performance assessment embedded within both the CAP curriculum at the

Community College level and other curricula offered by four-year regionally accredited institutions of higher education that prepare ECE students for the Child Development Permit can be an integral and critical component of a fully competency-based system of preparation and licensure.

Rationale for a Formative ECE Child Development Permit-level Performance Assessment

The Commission's adopted TPEs describe the knowledge, skills, and abilities needed for a beginning practitioner ready for licensure to effectively serve young children in an early childhood education setting. The performance assessment helps these ECE students identify and document their progress towards meeting and exemplifying this set of professional expectations and also helps mentors and/or others who provide mentoring/coaching within the early childhood education setting identify both ECE teacher strengths and areas for further growth and professional development support.

The Child Development Permit, however, currently has six independent levels (Assistant, Associate, Teacher, Master Teacher, Site Supervisor, and Program Director), each with its own set of job-role related performance expectations. Within the current Permit matrix structure, the key job role is that of a Teacher. The two levels on the Permit structure below teacher also authorize the holder to teach, with the Assistant authorized to assist in the instruction of children with supervision and mentoring from an Associate Teacher or higher level Permit holder, and the two administrator levels on the Permit structure authorize the holder to supervise and evaluate CDP teachers. Given limited resources to develop and validate a performance assessment, it was felt that the Teacher level would be the most appropriate place to start as the teacher plays a critical and fundamental role in ECE settings. Therefore, for all of these reasons, the CalFTPAs were designed and developed to evaluate the job role and performance expectations of a Child Development Permit Teacher.

As noted above, the CDP preparation and licensure system is moving towards a competency based system that would allow ECE students to demonstrate they have the necessary knowledge, skills, and abilities to effectively serve young children and their families/guardians. This change, supported by California's Master Plan for Early Learning and Care, would require preparation programs, as well as the CAP system, to reorient, realign, and recommit their energies and resources to implementing competency-based preparation and assessment strategies. As all of these changes are currently taking place, and as programs and ECE students seeking a Teacher level Child Development Permit are starting to experience the new approaches and updated curriculum and practicum experiences, it would not be realistic, effective, or valid for the new CDP Teacher level performance assessment, the ECE CalFTPAs, to be used to make licensure decisions about ECE students preparing to earn a Teacher level Permit. [Appendix B](#) provides information about the number and type of Child Development Permits issued over the prior five year period.

Therefore, Commission staff are developing and validating the CalFTPAs as an optional, formative, locally administered and scored performance assessment that programs preparing ECE students for a Child Development Teacher level permit may choose to use. The CalFTPAs is

intended for use in a formative manner only at this time. For programs choosing to use the CalFTPAs, it is suggested that the CalFTPAs cycles (i.e., ECE student tasks) be embedded within preparation program coursework and practicum experiences as part of the program's overall assessment activities, and that the CalFTPAs be locally scored and results locally analyzed and used for helping identify ECE students' progress, areas for needed growth and professional development, and areas for potentially needed program improvements or modifications to help support ECE student success in their intended ECE job role. It is also intended that the CalFTPAs not add to the amount of ECE students' assessments, but be embedded by programs in such a way as to replace and/or modify current assignments and/or assessment practices within Child Development Permit preparation programs.

The CalFTPAs Development Process

The CalFTPAs were developed through the Commission's normative process of identifying an advisory workgroup (Design Team) of experts in the field, and, in the case of assessments, also identifying an expert assessment contractor to advise on psychometric and other related technical issues in assessment development and validation. The members of the CalFTPAs Design Team are provided in [Appendix A](#). Evaluation Systems group of Pearson (ES) was selected as the expert assessment contractor working with Commission staff.

The work to develop the CalFTPAs was supported by funding received through the state's [Preschool Development Grant-Renewal \(PDG-R\)](#), which was a federal competitive grant awarded in late December 2019 to California by the federal Health and Human Services (HHS) agency, Administration for Children and Families (ACF), Office of Child Care (OCC). The Governor appointed the California Health and Human Services Agency (CHHSA) as the lead agency for the activities outlined in the PDG-R award. The CHHSA then partnered with several California State agencies, including the Commission, to fulfill the responsibilities of the scope of work included in the application for this grant award. The Commission was tasked with strengthening workforce preparation for the Early Learning and Care workforce, consistent and in alignment with the direction provided by the state's Master Plan for Early Learning and Care. One of the specified tasks within the overall PDG-R scope of work to strengthen California's early learning and care workforce was to develop the ECE Formative Teaching Performance Assessment (CalFTPAs) to strengthen the preparation of new Child Development Teacher Permit level ECE students. For this component of the PDG-R grant, the Commission was awarded \$2 million. The PDG-R grant ended on December 31, 2023, and this funding has been expended to accomplish the development, pilot and field testing, and completion of the ECE CalFTPAs.

The CalFTPAs Design Team met regularly over a two-year period. During the initial meetings, the Design Team members reviewed and discussed the adopted TPEs for the Teacher level of the Child Development Permit, identified which TPEs would be prioritized for inclusion in the ECE student performance tasks to be developed, and reviewed the characteristics of the job role of a teacher in an early childhood setting. In subsequent meetings, the Design Team heard presentations from experts in early learning about how effective ECE teachers work with young children and their families/guardians, about the role of the teacher as well as of families/guardians in early literacy and language development and early mathematics

development, including children who are dual or multilingual learners; culturally relevant practices; asset-based perspectives of children and what prior knowledge and experiences they bring to the learning situation; effective communication practices with families/guardians as well as community members; and trauma-informed practice, among other key topics informing their work.

The Design Team then applied all of their prior discussions and knowledge gained from the experts to formulate and develop the general outlines of the three ECE student cycles (i.e., performance tasks) of the CalFTPAs, with the assistance of the technical assessment contractor Evaluation Systems, as well as to incorporate scoring considerations for the expected range of ECE student responses. The ECE student performance tasks require that each CDP Teacher level ECE student who would take the CalFTPAs would be developing their individual responses to the three cycles based on their own early childhood program setting and experiences within their practicum experiences. Since no two ECE student backgrounds and experience are the same, a wide variety of potential responses would be expected within the scoring process. Instructors, faculty, and mentors are invited to support the student teacher by using coaching conversations, pointing student teachers to resources and materials, modeling best teaching practices, and providing opportunities for these new teachers to engage in peer review of the task responses and videos of practice.

Parallel materials intended for program faculty explaining the CalFTPAs, its ECE student performance cycles and scoring considerations, along with specific training and support for program level scorers of ECE student responses, were also developed. For training purposes, there are six modules that cover the three Learning Cycles described below as well as other considerations such as recognizing and avoiding potential bias in the scoring of the tasks, providing sufficient opportunities for ECE students to learn and practice within the program's coursework and practicum experiences, and helping programs understand how to view, analyze, and apply the data from the CalFTPAs for program improvement purposes as well as for ECE student mentoring/coaching and professional development purposes. All these materials (ECE student performance tasks, program and training materials) are presently available (see below).

Description of the CalFTPAs Assessment Cycles (ECE student performance tasks)

The Design Team coalesced around three key areas of performance expectations for the job role of a Child Development Permit Teacher for inclusion in the CalFTPAs: (1) Observing and learning about the young children in the early childhood setting; (2) Planning culturally, linguistically, and developmentally appropriate learning activities for young children based on the teacher's knowledge about each child's background, assets, development level, and learning goals; and (3) Building mutually respectful partnerships with families/guardians.

Therefore, the following three CDP teacher ECE student Learning Cycles (i.e., ECE student tasks) were developed within the CalFTPAs:

Cycle 1 – Observing Young Children

Cycle 2 – Planning Learning Activities for Young Children

Cycle 3 – Building Family/Guardian Partnerships

Within each Learning cycle are four key steps that guide the CDP teacher's practice and responses. Each of the three ECE student Learning Cycles is described in more detail below, showing how ECE students are guided through a four-step process for each of the cycles.

Cycle 1: Observing Young Children

Step 1, Plan:

- Gather contextual information for the group of children and for 1 focus child.

Step 2, Observe and Record:

- Conduct 1 observation for the focus child.
- Analyze the observation data and provide interpretations of the data.
- Consult with the supervising teacher to check interpretations and mitigate bias.
- Check with at least two other sources to align your data with other assessments.
- Conduct a second observation for the focus child in a different activity.

Step 3, Reflect:

- Reflect on what was learned through observations of the child, conversations with the supervising/mentor teacher, and additional data sources.

Step 4, Apply:

- Describe application of what was learned and next developmental/learning opportunities and/or experiences for the children.

Cycle 2: Planning Learning Activities for Young Children

Step 1, Plan:

- Gather contextual information for the group of children and 1 focus child and plan one activity.

Step 2, Teach and Assess:

- Teach and video record the entire activity.
- Create three up to 5-minute video clips to demonstrate the following and write annotations:
 - Creating a Positive and Safe Learning Environment
 - Engaging Children in Active Learning
 - Checking for Understanding, and if needed, adapting teaching in the moment

Step 3, Reflect:

- Reflect on planning and teaching.

Step 4, Apply:

- Explain what was learned and demonstrate the rationale for the next activity for the children.
- Explain the next steps the student teacher will take to connect with families/guardians.

Cycle 3: Building Family/Guardian Partnerships**Step 1, Observe and Plan:**

- Describe an in-school activity to observe or co-teach with the supervising teacher.
- Connect with the family/guardian(s) of one focus child to describe the in-school activity and to learn about the child's prior experiences with the content of the activity.
- Observe and/or co-teach the in-school activity.
- Outline what is important for the focus child's family/guardian(s) to know about their child's learning.

Step 2, Design and Connect:

- Design an at-home activity for the focus child and their family/guardian(s) based on the in-school activity.
- Plan strategies with support from the supervising teacher to connect with the focus child's family/guardian(s) to explain goals of the at-home activity.
- Reconnect with the family to discuss what happened when they engaged in the at-home activity with their child.

Step 3, Reflect:

- Explain how the at-home activity was experienced by the child and family/guardian(s).
- Reflect on and describe the connections with the family/guardian(s).

Step 4, Apply:

- Explain how the at-home activity can be revised or extended to better support the child's learning.
- Describe how you will apply what you have learned about connecting with a family/guardian.

Scoring the CalFTP A

The optional CalFTP A is designed to be locally administered and scored. Faculty will score ECE students' CalFTP A responses using analytic three-point rubrics. Each rubric is framed by an "Essential Question" and each level within the rubric consists of construct(s) related to the essential question. Essential questions, rubrics, and the scoring process are described more fully below.

Essential Questions

Each three-point analytic rubric begins with an essential question. These essential questions measure the CDP teacher level performance expectations, or TPEs adopted by the Commission.

The essential questions highlight the knowledge, skills, and abilities assigned within the rubric and describe what a beginning CDP teacher needs to know and be able to do, and demonstrate.

Each component of the essential question is reflected in the Level 2 constructs of the respective rubric. Each cycle guide includes a table with all the essential questions for each step of the cycle. Below is an example of essential questions from the table from Learning Cycle 1:

Step 1: Plan

Rubric 1.1 How does the ECE student describe the learning environment context and provide information about the group of children and the focus child, including their assets, prior experiences, and development considerations?

Step 2: Observe and Record

Rubric 1.2 How does the ECE student record meaningful, thorough, and detailed observation notes for the focus child?

Step 3: Reflect

Rubric 1.3 How does the ECE student analyze and interpret their notes from their two observations and apply their knowledge of child development to identify, describe, and document the focus child's emotional state, interactions, and engagement with learning (citing evidence from Steps 1 and/or 2)?

Rubric 1.4 How does the ECE student reflect on and explain how they checked their interpretations of their observation notes with their supervising teacher and other sources of evidence for accuracy and to minimize the influence of potential bias (citing evidence from Steps 1 and/or 2)?

Step 4: Apply

Rubric 1.5 How does the ECE student apply their interpretations of their observation notes to suggest UDL and culturally and linguistically responsive learning activities appropriate to the focus child's development level (citing evidence from Steps 1, 2, and/or 3)?

Analytic Rubrics

The rubrics in each assessment guide are formatted with the same elements, and as noted above, each begins with an essential question. Below is an example of Rubric 1.4- Step 3: Reflect.

Example: Rubric 1.4 – Step 3: Reflect

Essential Question: How does the ECE student reflect on and explain how they checked their interpretations of their observation notes with their supervising teacher and other sources of evidence for accuracy and to minimize the influence of potential bias (citing evidence from Steps 1 and/or 2)?

Level 1	Level 2	Level 3
<p>The ECE student’s description does not sufficiently address issues potential bias. OR The ECE student’s explanation is unclear about how they used additional sources of evidence to inform their interpretations.</p> <p>OR</p> <p>The ECE student does not cite any evidence from Steps 1 and/or 2.</p>	<p>The ECE student clearly explains how they used additional sources of evidence to Inform the accuracy of their interpretations. The ECE student reflects on and clearly explains how they minimized the influence of potential bias by discussing their interpretations with their supervising teacher. The ECE student cites evidence from Steps 1 and/or 2 to support their interpretations.</p>	<p>All of Level 2, plus: The ECE student’s explanations demonstrate a comprehensive understanding of the importance of using multiple sources of evidence to check their own interpretations of their observation notes resulting in actions to minimize the influence of potential bias.</p>

Note that the table includes the three levels of performance in each rubric. Level 2 is considered the expected level of performance. A student coming out of their program and getting ready to go into the workforce in early childhood settings would be expected to perform at least at Level 2. For each rubric, Level 2 has been deconstructed into one or more constructs. For example, in Rubric 1.4, there are three constructs that mirror the essential question with more detail included.

Scoring Process

When scoring, assessors start at Level 2 and search for evidence for each of the constructs at Level 2. The table below shows how the constructs are delineated in Level 2 of a rubric.

Level 2	
Construct 1	The ECE student clearly explains how they used additional sources of evidence to Inform the accuracy of their interpretations.
Construct 2	The ECE student reflects on and clearly explains how they minimized the influence of potential bias by discussing their interpretations with their supervising teacher.
Construct 3	The ECE student cites evidence from Steps 1 and/or 2 to support their interpretations.

Next, assessors move on to consider Level 3 and repeat the scoring process. If assessors cannot find evidence for one of the constructs at Level 3, then the result is a score of 2. If, however, assessors cannot find evidence for one of the constructs at Level 2, they would move down to Level 1, and the result would be a score of 1. Often, in Level 1, the issue is that there is not sufficient evidence provided in the ECE student’s response.

To promote accuracy in scoring, assessor training addresses the importance of being aware of personal experiences and preferences that may lead to potential biases, carefully monitoring ECE student responses for evidence that might trigger these biases, and using only the criteria and descriptors within the analytic rubrics and record of evidence submitted to score ECE student responses.

Pilot and Field Testing of the ECE CalFTP A

Pilot Testing

Pilot testing was conducted in spring 2022 for the three CalFTP A Learning Cycles. A total of 78 ECE student teachers participated in the pilot studies across the three Cycles. In June 2022, a series of focus groups was conducted by Commission and ES staff for each of the three Cycles. One series was focused on eliciting feedback from ECE student teachers regarding their experiences in completing the ECE CalFTP A, and a second series of focus groups was held with ECE faculty about their work supporting ECE student teachers through the process. In general, ECE student teachers and faculty provided positive feedback about their experiences and most reflected a positive opinion of the value of the assessment experience.

In July 2022, Commission and ES staff trained 16 assessors to review and score the submissions. The scoring process included detailed conversations about assessor observations of submissions, including areas of challenge for ECE student teachers. Assessors also provided information about the clarity and ease of use of the scoring rubrics.

Through fall 2022, Commission and ES staff analyzed the data from the pilot study, including ECE student teachers' scores, focus group conversations, and information provided by the assessors. Revisions to the step-by-step instructions and rubrics were made, which primarily focused on issues of clarity of the Cycle prompts and the rubric language. The revised materials were then prepared for the field tests of the three CalFTP A Cycles.

Field tests were conducted for the three Cycles of the ECE CalFTP A in 2023. A field test for Cycle 1 was conducted in May 2023, while the field tests for Cycles 2 and 3 were held during October-November 2023. A total of 54 ECE student teachers submitted responses for the field tests. The scoring process was similar to that used during the pilots. ECE student teachers and program faculty provided feedback through focus group discussions, and additional feedback was gathered from 19 trained assessors. Commission and ES staff used the collected data and score results to further revise the cycles for clarity regarding prompts, directions, and rubric language. Final versions of the three Learning Cycles were completed at the end of 2023.

Program and Training Materials, and Professional Development/Support Opportunities for Programs and Local CalFTP A Scorers

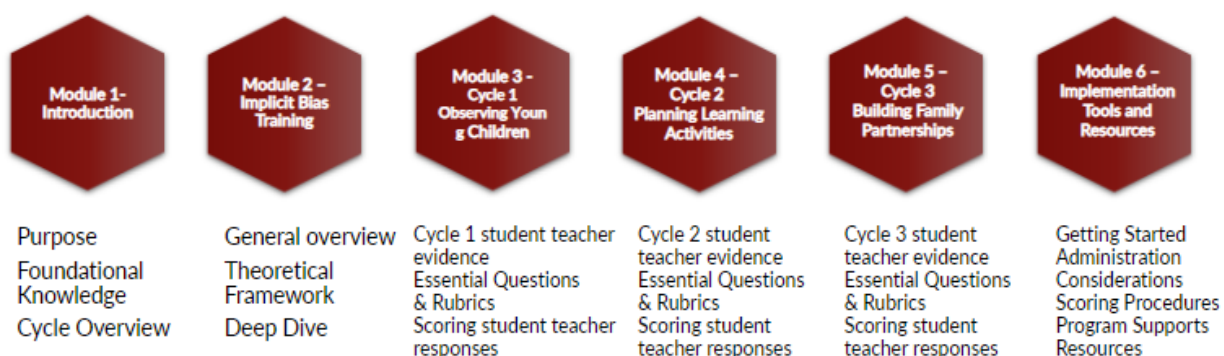
To date, student teacher assessment guides, faculty guides, and ECE student training modules, including identifying and addressing implicit bias, have all been developed through support from the PDG-R grant and are being refined as these materials become more widely tried out by interested CDP preparation programs across the state. The materials all address the

background and purpose of the CalFTP A, the Learning Cycles, scoring processes and considerations, understanding the scoring data and its use for both CDP teacher and preparation program improvement purposes, and other helpful information along with a list of extensive resources for the intended audiences.

In addition, program and faculty professional development materials have also been developed and used to provide three orientation sessions to interested faculty, administrators, and staff from community colleges and four-year institutions of higher education. These sessions were held during October-December 2023 at Cosumnes River Community College in Elk Grove, Merritt Community College in Oakland, and East Los Angeles Community College in Los Angeles, and were conducted by Commission and ES staff to develop and support the optional implementation of the CalFTP A. A total of 58 faculty members participated across the three workshops.

Six specific professional development modules for use by interested faculty members intending to serve as local program scorers of the CalFTP A were also developed through the auspices of the PDG-R grant. The focus of each of the six faculty professional development modules is shown below.

ECE CalFTP A Faculty Guide Modules



The Commission’s Performance Assessment staff would like to thank the faculty and staff at Cosumnes River College, Merritt College and East Los Angeles Community College for their gracious support and the use of their facilities for the CalFTP A professional development sessions.

Next Steps

The next steps in the CalFTP A implementation process are:

- Continue to provide professional development sessions to interested CDP preparation programs and their faculty,
- Provide and expand additional professional development opportunities for faculty interested in serving as scorers of the CalFTP A, based on the six faculty training modules described above,

- Continue to refine program, faculty, and ECE student teacher training and support materials based on feedback from the field,
- Continue to provide technical assistance and support to the field as they try out including the CalFTPAs within coursework and practicum experiences for ECE student teachers, and
- Offer spring 2024 virtual professional development sessions focused on each of the three Learning Cycles. These sessions will be held on April 26, May 3, and May 10. Information and registration information for these virtual professional development sessions will be provided in the PSD E-news as well as the ECE News Update.

Appendix A

The CalFTPA Design Team

Name	Affiliation
Elmida Baghdaserians	Los Angeles Valley College/PEACH
Courtney Berk	Clovis Unified School District
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Total Design Team Members by Segment

Segment	Number of Peer Review Design Team Members
California State University	3
Private/Independent Institutions	4
California Community Colleges	5
LEAs	6

Commission Staff Working with the ECE Performance Assessment Design Team

- Amy Reising
- Zoltan Sarda
- Cassandra Henderson
- Phyllis Jacobson
- Debra Keeler
- June Millovich

Appendix B
[Commission Child Development Permit Dashboard](#)

Number of New Child Development Permits Issued over the Past Five Years

Level of the Permit	2017-18	2018-19	2019-20	2020-21	2021-22
Assistant	661	663	472	447	428
Associate Teacher	1,739	1,796	1,496	1,085	1,124
Teacher	1,506	1,653	1,404	1,227	1,320
Master Teacher	353	373	389	428	396
Site Supervisor	1,457	1,658	1,475	1,343	1,336
Program Director	474	504	496	381	445
TOTAL	6,190	6,647	5,732	4,911	5,049