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Action

Legislative Committee

SB 1263 (Newman) Teacher Credentialing: Teaching Performance Assessment: Reading Instruction Competence Assessment: Repeal

AGENDA INSERT

Executive Summary: Staff will present an analysis on a bill and make recommendations to the Commission for possible actions they can take to share the Commission's views regarding the bill.

Recommended Action: That the Commission discuss and take an action based on the analysis presented on page 2 of this agenda item.

Presenter: Jonathon Howard, Government Relations & Public Affairs Manager, Administrative Services Division

Strategic Plan Goal

Continuous Improvement

- **Goal 8.** California's policies impacting the education workforce are coherent and effective.
 - R. Advise the Governor, Legislature, and other policy makers regarding issues affecting the quality, preparation, certification, and discipline of the education workforce.

SB 1263 (Newman) Teacher Credentialing: Teaching Performance Assessment: Workgroup

Summary

[Senate Bill 1263](#) by Senator Newman, when introduced, dealt with the repeal of teaching performance assessments (TPAs) and the Reading Instruction Competence Assessment (RICA). The bill was amended on June 17, 2024, and now, if signed into law, requires the Commission to convene a workgroup of classroom educators, teacher educators, and performance assessment experts to assess the current design and implementation of TPAs. This workgroup is required to make recommendations concerning the TPA to the Commission by March 1, 2025, and requires the Commission to take action on those by July 1, 2025, and implement any changes by July 1, 2028.

This agenda item presents an overview of existing statute, a summary of the previous version of this bill, and describes the recent amendments and how its passage would affect the Commission's work. Finally, staff recommends that the Commission (1) take a position of Support as Amended on Senate Bill 1263 (Newman), and (2) direct staff to communicate the Commission's position to the Assembly's Education and Higher Education Committees and the Administration.

Summary of Existing Law

- Requires, commencing July 1, 2008, a program of professional preparation to include a teaching performance assessment that is aligned with the California Standards for the Teaching Profession and that is congruent with state content and performance standards for pupils adopted by the State Board of Education (EC section 44320.2(b)).
- Requires the Commission to 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. (EC section 44320.2(c)).
- Requires the Commission to perform several duties with respect to the performance assessment (PA) (EC section 44320.2(d)):
 - Assemble an expert panel to advise the Commission regarding PAs, with at least one-third of the panel members serving as classroom teachers;
 - Design and implement assessment standards and assessor training;
 - Establish a review panel to review alternative PA models;
 - Analyze the validity of PAs and reliability of assessment scores;
 - Establish and implement standards for satisfactory performance on PAs
 - Analyze sources of bias and eliminate bias from PAs;
 - Collect and analyze background information on candidates participating in PAs and report and interpret the individual and aggregated results of the assessment;

- Examine institutional accreditation to ensure candidates have ongoing opportunities to acquire the knowledge, skills and abilities measured by the PA; and
- Ensure that the aggregated results of the assessment for groups of candidates who have completed a credential program are used as one source of information about the quality and effectiveness of that program.
- Requires the Commission to ensure that each performance assessment used in teacher preparation is approved by the Commission and consistently applied to candidates in similar preparation programs. To the maximum feasible extent, each performance assessment must be ongoing and blended into the preparation program, serving as one source of evidence used by preparation programs to determine that a candidate has met the performance assessment standards and demonstrated readiness to teach prior to their recommendation by the program for a credential. Requires performance assessments produce the following benefits for credential candidates, program sponsors, and local education agencies that employ graduates:
 - Requires the Commission by July 1, 2025, to ensure that an approved teaching performance assessment for a preliminary multiple subject credential, and for a preliminary education specialist credential assesses all candidates for competence in instruction in literacy, including, but not limited to, evidence-based methods of teaching foundational reading skill.
 - The Commission must review and certify that all Multiple Subject and Education Specialist preparation programs are teaching the foundational reading skills and related knowledge, skills, and abilities identified in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Education Code section 44259 Education Code before the Commission requires the Literacy Performance Assessment for earning those credentials.

Background

The TPA requires all multiple subject, single subject, and education specialist credential candidates to demonstrate, through actual performance with TK-12 students in California classrooms, that they have met the California Teaching Performance Expectations at the level of a beginning teacher and are qualified to begin professional practice.

The original legislation requiring the passage of a TPA for prospective California teachers dates to 1998. The TPA was administered informally to candidates beginning in the 2002-03 program year and became mandatory for all multiple subject and single subject candidates as of July 2008. The TPA became mandatory for the majority of special education teachers in 2022-23 and will become mandatory for the remainder in 2025 (Deaf and Hard of Hearing, Visually Impaired, and Early Childhood Special Education). Recent regulations establishing the new PK-3 Early Childhood Specialist Credential also require passage of an approved TPA.

The TPA is a state or locally developed performance-based assessment approved by the Commission of a candidate's ability to apply the adopted Teaching Performance Expectations (TPE) for the credential sought directly in the classroom prior to earning a preliminary teaching credential. The TPA engages candidates in planning and providing effective instruction for diverse learners based on knowledge of the students, conducting assessment of and for student

learning, analyzing evidence of student learning, and using this information in the next cycle of planning for instruction to meet student’s learning needs. The TPA is intended to be fully embedded in teacher preparation programs, forming a seamless link for candidates between preparation coursework and classroom-based teacher preparation activities.

[Education Code section 44320.2](#) allows preparation programs to develop their own performance assessments for approval by the Commission. There are currently three approved Teaching Performance Assessment models that have met the adopted Performance Assessment Design Standards for ongoing use in California preliminary multiple subject and single subject teacher preparation programs. The CalTPA is the Commission-developed TPA model. The other two approved TPA models are the edTPA (SCALE) and the Fresno Assessment of Student Teachers (FAST). The FAST is approved for use only at CSU Fresno at the request of the institution. All other preliminary multiple, single subject, and education specialist teacher preparation programs must use either the CalTPA or the edTPA. The edTPA has been adapted for use by multiple states.

Previous Version of the Bill

The previous version of this bill would have repealed the requirements in statute relating to TPAs and the RICA. The elimination of the TPA, RICA and LPA requirements for a teaching credential would have significantly altered the framework by which past performance assessment and examination development investment informed future iterations and improvements in teacher preparation program quality. These assessments assure that the state, preparation programs, candidates, the legislature, parents and the public have access to valid and reliable data about candidate outcomes statewide that are comparable, aggregable, and available for research and program improvement purposes. These data also serve within the accreditation system to provide actionable data to preparation program sponsors for their internal review, analysis, professional discussions, and program improvement purposes.

Amended Version of the Bill

Senate Bill 1263 (Newman) was amended on June 17, 2024. The amendments deleted the previous version of the bill. The current version of the bill requires the Commission to convene a workgroup to assess the current design and implementation of the state’s current teaching performance assessments. The membership of the workgroup will be made up of classroom teachers, teacher educators, and performance assessment experts. One-third of the workgroup members shall be teachers in California classrooms.

The workgroup shall provide recommendations to the Commission by March 1, 2025, and the Commission shall vote to adopt a set of recommendations by July 1, 2025. The bill requires that any adopted recommendations be implemented by July 1, 2028. The workgroup’s recommendations, at a minimum, will include:

- Any modifications to current assessments to ensure they are valid and authentic to the work of teaching.
- Recommendations for programs to embed assessments into course and clinical work.
- Suggested questions for program completer surveys to understand candidate experiences of support.

- Recommendations to strengthen the accreditation system to ensure programs embed the assessments in course and clinical work and offer sufficient support to candidates to pass the assessment.
- Recommendations for how programs can engage in local scoring of the assessment to inform program improvement.

In addition, the amended bill requires the Commission to maintain a secondary passing standard for the TPA and report the number of programs with low pass rates and assist these programs to use strategies to support their candidates in passing the assessment.

Staff Recommendation

Staff recommends that the Commission take a position of ***Support as Amended*** on Senate Bill 1263 (Newman) and direct staff to communicate the Commission's position. The current version of the bill is aligned with amendments previously proposed by Commission staff.