

CalTPA Program Coordinator

Update Webinar

April 28, 2020



COMMISSION ON TEACHER CREDENTIALING

WHAT TO DO DURING A CLASSROOM ZOOM MEETING



ACCORDING TO KIDS

Start talking about your cat and don't stop.

Put your eyeball up to the camera, then make silly faces.



If the teacher is on mute, point that out! Loudly!

Hold random items up for everyone to appreciate.



Give a tour of your entire house.

Don't concern yourself with "staying on topic."



Got a pet? Show it off!



Ask the same question at least three times.

If needed, pick your nose.



Welcome and Introductions

California Commission on Teacher Credentialing

Amy Reising, Director of Performance Assessment Policy and Development

Wayne Bacer, Consultant, Performance Assessment Development

James Webb, Consultant, Performance Assessment Development

Gay Roby, Consultant, Professional Services Division

Evaluation Systems

Mary Murray Autry, Senior Area Director

Charlotte Walker, Test Development Manager

Tina Frushour, Program Manager

Laurie Thornley, Program Manager

Online Learning Consultant

Lara Kassab, Lead Assessor and Faculty at San Jose State University

Webinar Norms

1. Use the mute button at your site to prevent transmitting background noise.
2. Use the chat feature to post questions.
3. Keep questions to a general focus rather than program specific.
4. Avoid multi-tasking during the webinar to ensure that you hear all information that is presented.
5. Honor time for both participants and presenters.

Use Chat for Questions

- Please type questions in the chat.
- CTC/ES staff will periodically pause and answer questions.
- This webinar will be recorded and archived on the CTC's YouTube channel.

Agenda

- CTC COVID-19 Guidance Documents and Resources (www.ctc.ca.gov)
- Teacher Performance Assessment Guidance and FAQs
- Commission Action (April 23/24, 2020) & Subsequent Guidance
- CalTPA Scoring Update: Data At a Glance
- CalTPA and COVID-19 Guidance
 - Cycle 1
 - Cycle 2
- Upcoming CalTPA Support Events, Contact Information, and Available Supports



GENERAL CTC COVID-19 GUIDANCE

CTC COVID- 19 Guidance and Resources

For ongoing, updated information from the Commission, please consult:

1) Dedicated [COVID-19 webpage](https://www.ctc.ca.gov/commission/covid-19-information-for-commission-stakeholders) on the CTC website
(<https://www.ctc.ca.gov/commission/covid-19-information-for-commission-stakeholders>)

2) CTC PSD News each Friday

(subscribe: <https://www.ctc.ca.gov/commission/newsletters/psd-news>)

3) CTC YouTube Channel

<https://bit.ly/caltpayt>

Candidate Questions

To assist candidates with receiving timely responses to their answers to questions, please:

- Share CTC's COVID-19 guidance and resources with candidates.
- Share your program's internal COVID-19 communications with candidates.
- Instruct candidates to contact **YOU** first (their program coordinator and/or faculty) for questions pertaining to the impacts of COVID-19 on completion of their program requirements.

Program Coordinator Questions

General or COVID-19-related CalTPA Policy questions:

- CalTPA@ctc.ca.gov

Technical CalTPA administration questions:

- es-CalTPA@pearson.com

Technical submission questions:

- <http://www.ctcexams.nesinc.com/Contacts.aspx>

CalTPA Program questions:

- CalTPA@ctc.ca.gov

General Guidance

The CTC is:

- closely monitoring the status of the Coronavirus (COVID-19) and the impact of school and university closures on candidates enrolled in educator preparation programs (EPPs).
- particularly concerned about candidates' ability to complete EPPs during this academic year.
- looking for ways to mitigate this situation.

Passage of CalTPA in Statute

- Passage of the Commission-approved teaching performance assessment is a requirement for licensure in California.
- The Commission is not able to waive this requirement.
- As a professional standards board and licensing agency, the Commission is responsible for ensuring candidates have demonstrated competence prior to earning a license.
- Consistent with practice in other professions, maintaining the standards for the profession remains a high priority for the Commission.

CalTPA Online Learning Settings

- The Commission and Evaluation Systems will work with assessors to strengthen their preparation to evaluate CalTPA responses that include evidence collected through synchronous online learning settings.
- Synchronous online learning settings are allowed in both cycles of the CalTPA.

Scenario 1: Candidates are able to finish coursework, clinical practice, and the CalTPA by the end of the spring or summer 2020 term.

- Course embedded demonstrations of the teaching performance expectations (TPEs) are under the purview of EPPs, and EPPs will have flexibility to modify and adapt as they see fit.
- The guiding principle for making modifications for clinical practice should be whether candidates can demonstrate to their EPPs that they have developed key TPE skills and knowledge to draw on when they begin teaching in the fall.

Scenario 1: Continued

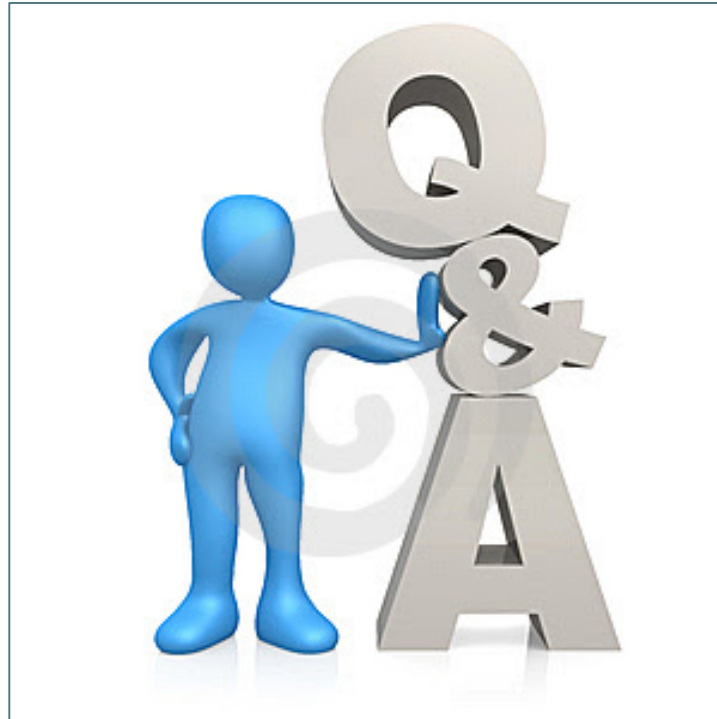
- EPPs will be asked to provide a summary (no more than five (5) pages) of how they have modified coursework and program-level assessments due to COVID-19.
- There is no need for programs to update their Course Matrix to identify how these modifications were made during this time period.

Scenario 2: Candidates are able to finish coursework, but UNABLE to complete clinical practice, CaITPA, and/or RICA by September 1, 2020.

- Programs with candidates in this situation can modify coursework and clinical practice as outlined in Scenario 1 above.
- In addition, the program may submit a written request to the Commission that their candidate(s) be eligible for a Program Sponsor Variable Term Waiver (PS-VTW) based on the emergency health and safety restrictions arising from COVID-19. (June Commission Meeting provides next opportunity)
- The process for requesting a PS-VTW is available on the Commission's COVID-19 webpage. The PS-VTW form will be available on June 1, 2020.

Q & A: General Guidance

Please note:
Questions specific
to your program
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appropriate at this
time.



Questions regarding
the general
application of this
guidance are
welcomed.



April 23/24, 2020 Commission Action

Commission Items: April 23, 2020

3A Action Appeals and Waivers

Consideration of Actions to Assist Applicants, Educators, and Credential Candidates Impacted by Emergency Health and Safety Conditions Related to COVID-19

4A Action Educator Preparation Committee

Flexibility for Commission Approved Educator Preparation Programs Due to the COVID-19 Crisis

Staff Recommendations: Agenda Item 3A

- 1) Authorize the Deferral of the Basic Skills Requirement
- 2) Identify Hardships Related to COVID-19 as “Good Cause” for Extensions
- 3) Authorize Renewals of Clear Credentials
- 4) Authorize the Issuance of Variable Term Waivers for Credential Candidates.

And, Authorize the options for Commission-Approved institutions to submit one-time requests for reissuance of such waivers when candidates have shown continued progress towards completion of the preparation program.

Commission Action: Agenda Item 3A

The Commission approved all 4 recommendations in Item 3A. And, approved the option for programs to submit one-time requests for reissuance of the PS-VTW for candidates who have shown continued progress towards completion of the preparation program.

Go to the CTC website for the full agenda item.

www.ctc.ca.gov

Staff Recommendations: Agenda Item 4A

Preliminary Multiple and Single Subject Credential Requirements

600 hours of clinical practice:

a. Reduce number of hours required. Program could make the determination as to when a candidate has completed sufficient clinical practice. Hours completed would be noted on the Individual Development Plan (IDP)

OR

b. Candidate completes minimal number of clinical hours (as set by the CTC) and passed the TPA, deem these candidates have met the required clinical practice hours.

Staff Recommendations: Agenda Item 4A

Preliminary Multiple and Single Subject Credential Requirements

Number of formal observations:

c. Eliminate or modify number of formal observations. Delegate responsibility for sufficient supervision to the program.

Solo Teaching:

d. Suspend the four-week requirement and rely on program to ensure that candidates have had sufficient opportunities to independently work with students.

Staff Recommendations: Agenda Item 4A

Preliminary Education Specialist Credential Requirements

e. Suspend these requirements and rely on programs to ensure that each candidate has had sufficiently broad experiences with students. Note on Individual Development Plan.

Staff Recommendations: Agenda Item 4A

Preliminary Teacher Preparation Preconditions Requiring Candidates to Meet the Subject Matter Requirement

f. Waive Precondition 6 (gen ed) and Precondition 3 (SpEd) for individuals enrolling in a CTC approved teacher preparation program for the 2020-21 year.

Staff Recommendations: Agenda Item 4A

Teacher and Administrator Induction

- g. Affirm that the 2019-20 year of participation in induction is a full year. Includes first year, second year and ECO candidates.
- h. Suspend precondition that requires a candidate to hold a preliminary credential to enter Induction. Candidates on a PS-VTW could enter Induction.

Commission Action: Agenda Item 4A

Areas that the Commission cannot Modify

- Examinations: CBEST, CSET, RICA, TPA and APA
- Requirements in Education Code or Title 5 Regulations
 - Candidates must hold a Certificate of Clearance prior to interacting with students,
 - The number of clinical practice hours for Pupil Personnel Services programs
 - The number of hours of support and supervision required to be provided for teaching interns
 - The Early Completion Option for Multiple Subject and Single Subject intern candidates as well as for Teacher Induction candidates

Commission Action: Agenda Item 4A

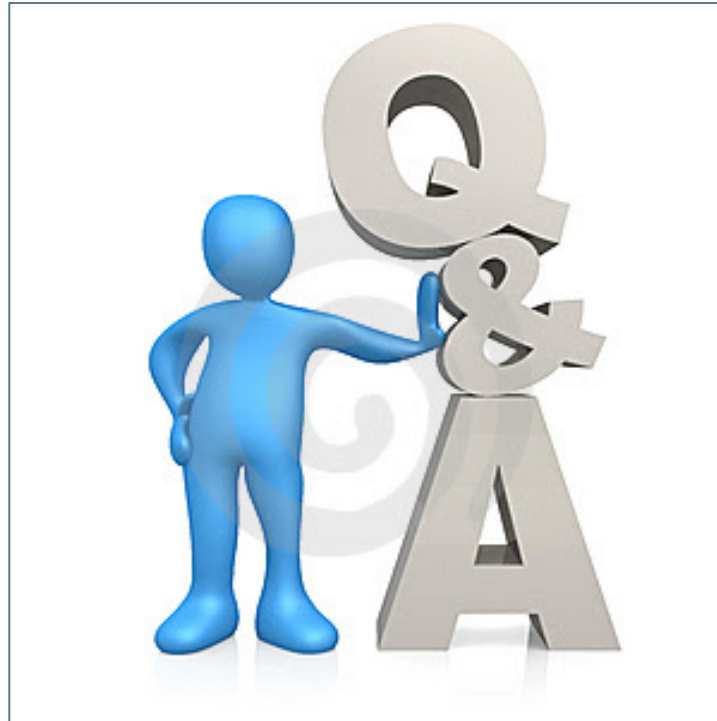
The Commission approved all recommendations in Item 4A (a-k).

Go to the CTC website for the full agenda item.

www.ctc.ca.gov

Q & A: Commission Action

Please note:
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welcomed.



Program Sponsor Variable Term Waiver (PS-VTW)

Details of the PS-VTW

- EPPs will submit the necessary waiver application and required documentation for each of their candidates who need a PS-VTW to the Commission for processing. The waiver form will be available **June 1, 2020**.
- Once the PS-VTW is issued, it will give the candidate one year of additional time to complete the remaining credential requirements, while also authorizing the individual to teach or provide the services associated with their respective credential.

The PS-VTW related to COVID-19 is most appropriate for the following credential areas:

Preliminary Multiple and Single Subject

Preliminary Education Specialist

Preliminary Administrative Services

PPS -School Counseling

PPS - School Psychology

- PPS - School Social Work
- Teacher Librarian
- School Nurse
- Adapted Physical Education
- Speech-Language Pathology
- Any other program that has clinical practice requirements that cannot be met due to COVID-19

The PS-VTW related to COVID-19 is not needed for:

- Institutions sponsoring **induction** programs for teachers or administrators do not need to apply for a PS-VTW at this time.
- Institutions sponsoring **intern** programs are able to request a one-year extension, and do not need to rely on the PS-VTW process.

Criteria for a PS-VTW

Programs must submit a waiver request for all candidates who have been impacted by COVID-19 public health crisis, **AND** who were:

- Making appropriate progress towards completion of their program requirements;
- On track to complete their preparation program by September 1, 2020; and
- Not able to complete one or more of the following (to be verified in writing by the Commission-approved program upon application):
 - Clinical practice hours required for program completion;
 - Coursework required for program completion;
 - Examinations required for program completion; or
 - A performance assessment required for program completion.

Subsequent PS-VTW Criteria

Because the current public health crisis is evolving on a weekly basis, it is impossible to predict whether candidates eligible for the COVID-19 PS-VTW would be able to complete all program requirements within the one-year term of a waiver.

In the event that such hardships continue to be ongoing beyond the one-year term of a PS-VTW, the Commission could allow the re-issuance of the PS-VTW as outlined in CCR section 80124 and with verification from the program that the candidate made sufficient progress towards completion of the program during the one-year term of the initial waiver.

Q & A: PS-VTW

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CaITPA FAQs

Frequently Asked Questions/Answers

1. Will candidates still be required to complete a TPA?

Yes. Completion of any TPA is required by law (Education Code Section 44259) for all Multiple Subject and Single Subject teacher candidates before they can be recommended for a preliminary credential.

Frequently Asked Questions/Answers

2. What is a program's responsibility to candidates who are completing their TPA while employed on a Variable Term Waiver?

Candidates must be affiliated with a Commission-approved program to be eligible to complete an approved TPA. If a candidate is issued a PS-VTW by the Commission and develops their TPA during this time the program is expected to support the candidate consistent with the Preliminary Multiple and Single Subject Program Standard 5.

Frequently Asked Questions/Answers

2. Continued

Program level support may be provided through distance learning as candidates may not be employed near the preliminary teacher preparation program. There may be an appropriate role for on-site support to the candidate provided by the mentor/coach they are assigned to during induction. More detail about supporting a candidate on a PS-VTW while they complete a TPA will be forthcoming.

Frequently Asked Questions/Answers

3. Due to school closures, can candidates change teaching venues, or complete their TPA requirements in an online setting?

Yes. Determinations regarding the appropriate site for a candidate's clinical practice must be made by their program, and should take into consideration school closures, student accessibility, and cycle requirements. A candidate must continue to receive appropriate support from their program for their clinical practice.

Frequently Asked Questions/Answers

4. What are the Commission's expectations for online teaching used to complete TPA requirements?

CalTPA submissions must meet the requirements specified in the respective TPA assessment guides. Programs must work with candidates to determine whether an online setting is suitable for completing their assessment. A key issue will be whether the candidate can obtain sufficient video evidence to support development of their TPA. A second key issue will be that the candidate can be adequately supported and supervised by the program as they develop their TPA.

Frequently Asked Questions/Answers

5. Due to disruptions, will additional dates for submission of materials be added?

Commission staff are working closely with Evaluation Systems group of Pearson to add additional submission deadlines for all TPA candidates. If necessary, additional dates may be added later this year. All dates for the CalTPA will be posted on the California Educator Credentialing Assessment website as they are identified.

Frequently Asked Questions/Answers

6. Will there be significant delays in scoring TPA assessments?

At this time, candidates can expect a three-week processing time for score reports for CalTPA and edTPA. All published spring submission dates are available to candidates. All current and additional dates for the CalTPA will be available on the California Educator Credentialing Assessment website as they are identified.

Frequently Asked Questions/Answers

7. How long do candidates have to complete their TPA submissions?

Candidates currently have one year for CalTPA and 18 months for edTPA from the date of registration to submit their completed responses for the TPA. In support of candidates that need for more time to submit due COVID-19, on April 6, 2020 Evaluation Systems group of Pearson will set all open (e.g. a candidate that is currently registered by not yet completed) TPA registrations to expire on December 5, 2021. Information as it becomes available will be posted for the CalTPA on the California Educator Credentialing Assessment website.

Frequently Asked Questions/Answers

8. Can candidates withdraw if they believe they will be unable to complete their response before the deadline?

Yes. Candidates who have registered for any TPA but have not yet submitted may withdraw their registration and receive a full refund if the request is submitted within one year of the candidate's registration date. Information on withdrawal and re-registration can be found for the CalTPA on the California Educator Credentialing Assessment website.

Frequently Asked Questions/Answers

9. (NEW) Do TPA permission slips collected for traditional classroom settings translate to online virtual learning environments?

Each school district and/or school administrator determines what is acceptable under their student media waiver permission forms. Candidates should ask their district or school administrator if the permission form covers instruction conducted through virtual settings or only covers instruction in a traditional, face-to-face settings.

Frequently Asked Questions/Answers

10. (NEW) For teacher candidates who are not employed in a teaching position in the fall, how might they complete a TPA?

Candidates who are not employed this fall will continue to stay enrolled in their teacher preparation programs and complete their TPA in student teaching placements under supervision of the program.

Frequently Asked Questions/Answers

11. (NEW) Do candidates need to be enrolled in a program to complete their TPA?

In order for candidates to receive support, they need to be affiliated with their teacher preparation programs. It is up to each program to determine how support and guidance will be provided to the candidate and if additional cost is warranted.

Frequently Asked Questions/Answers

12. (NEW) If candidates are registered now for a TPA, but choose to complete in the fall, will they be using this year's materials, or will they need to use the new, updated materials?

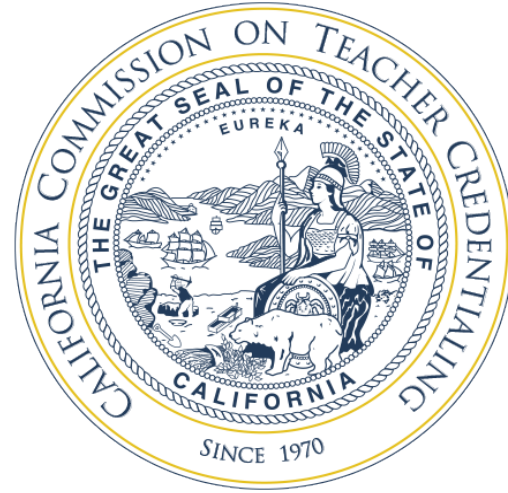
If teacher candidates are not able to complete a TPA this spring then they will use the materials released in July of 2020 for their fall/winter completion of the TPA. Edits to the materials are minor and considered improvements in clarity of the directions for candidates.

Q & A: FAQs

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What We Have Learned About the 2019-2020 CalTPA Administration

2019-2020 Year to Date

- 2019-2020 submissions to date – more than 10,000

2019-2020 Submissions Scored	Cycle 1	Cycle 2
Multiple Subject	3,557	2,605
Single Subject	2,491	1,333

- Currently there are 5587 candidates who have not completed the CalTPA requirement and will need program support

2019-2020 CalTPA Submission Schedule

To receive your assessment results on:	Submit your cycle by 11:59 p.m. PT on:
May 28, 2020	May 7, 2020
June 11, 2020	May 21, 2020
June 25, 2020	June 4, 2020
July 9, 2020	June 18, 2020
New: July 23, 2020	New: July 2, 2020
2020-2021 CalTPA submission schedule to be released soon with submission dates starting in August 2020	

Scoring Submissions in Synchronous Online Settings

- CTC, expert consultants, and lead assessors have developed guidance for scoring online settings.
- Submissions are currently consensus scored by lead assessors
- Submissions not meeting the passing standard due to online setting are escalated and reviewed
- Lead assessors developing assessor training curriculum
- Assessors will attend an online training and calibrate on an online setting submission before scoring these submissions



Guidance for Completing the CaITPA in Synchronous Online Settings

4 CalTPA Candidate Options

- 1) Complete cycles using evidence collected prior to COVID-19; Submit Spring/Summer 2020
- 2) Complete cycles using Synchronous Online Teaching; Submit Spring/Summer 2020
- 3) Program applies for PS-VTW; Complete next academic year while enrolled in approved Induction Program
- 4) Stay affiliated or enrolled in Teacher Preparation Program; Submit Summer, Fall, Winter

General Requirements and Considerations

- All assessment requirements must be met regardless of instructional setting.
- Candidates and students must be visible in the video clips.
- Uploaded video clips must be continuous and unedited, with the following exceptions:
 - Covering or removing student names to protect privacy is not considered a video edit.
 - Closed captioning may be turned on to enhance audio intelligibility.
- Instruction must continue to be based on California content standards and/or frameworks and use content-specific pedagogy.

General Requirements and Considerations

- Candidates must be able to see and synchronously instruct and interact with students in real-time.
- Candidates must teach actual students from their assigned class; candidate's own children or neighbor children may not be used to create a mock classroom.
- Candidates should adhere to all school or district guidelines for recording in online settings and continue to ensure that appropriate permissions are in place.

Cycle 1 Requirements and Considerations

- Synchronous instruction is required.
- A minimum of 3 students is required. If only 3 students are engaged in the lesson, the 3 students must represent the required 3 focus students.
- The *Getting to Know Your Students* template should indicate and briefly describe the online setting.
- The *Lesson Plan* and the *Lesson Plan Rationale* template should address specific instruction strategies and/or adaptations applied due to the online setting.

Cycle 2 Requirements and Considerations

- The learning segment may include both synchronous and asynchronous instruction. However, the video clips for Steps 2 and 4 must come from synchronous segments that include teacher and student interaction.
- A minimum of 3 students is required. If only 3 students are engaged, their responses may represent the range of responses across the class.
- The *Contextual Information* template should indicate and briefly describe the online setting.
- The *Learning Segment* template should address specific instructional strategies and/or adaptations applied due to the online setting.

Cycle 2 Requirements and Considerations

- Candidates must continue to provide blank copies of the informal, student self-assessment, and formal assessments and corresponding rubrics, including definition of proficient student performance.
- Candidates must continue to collect and submit three student formal assessment responses with feedback.
- When selecting assessment strategies, candidates should take into consideration how they will deliver, collect, analyze and provide feedback either through the virtual instruction platform (e.g., Zoom) or other virtual means (e.g., email, Dropbox).
- TK-12 students using a virtual instruction platform (e.g., Zoom) to engage in content-specific learning meets the requirement for students to demonstrate use of educational technology

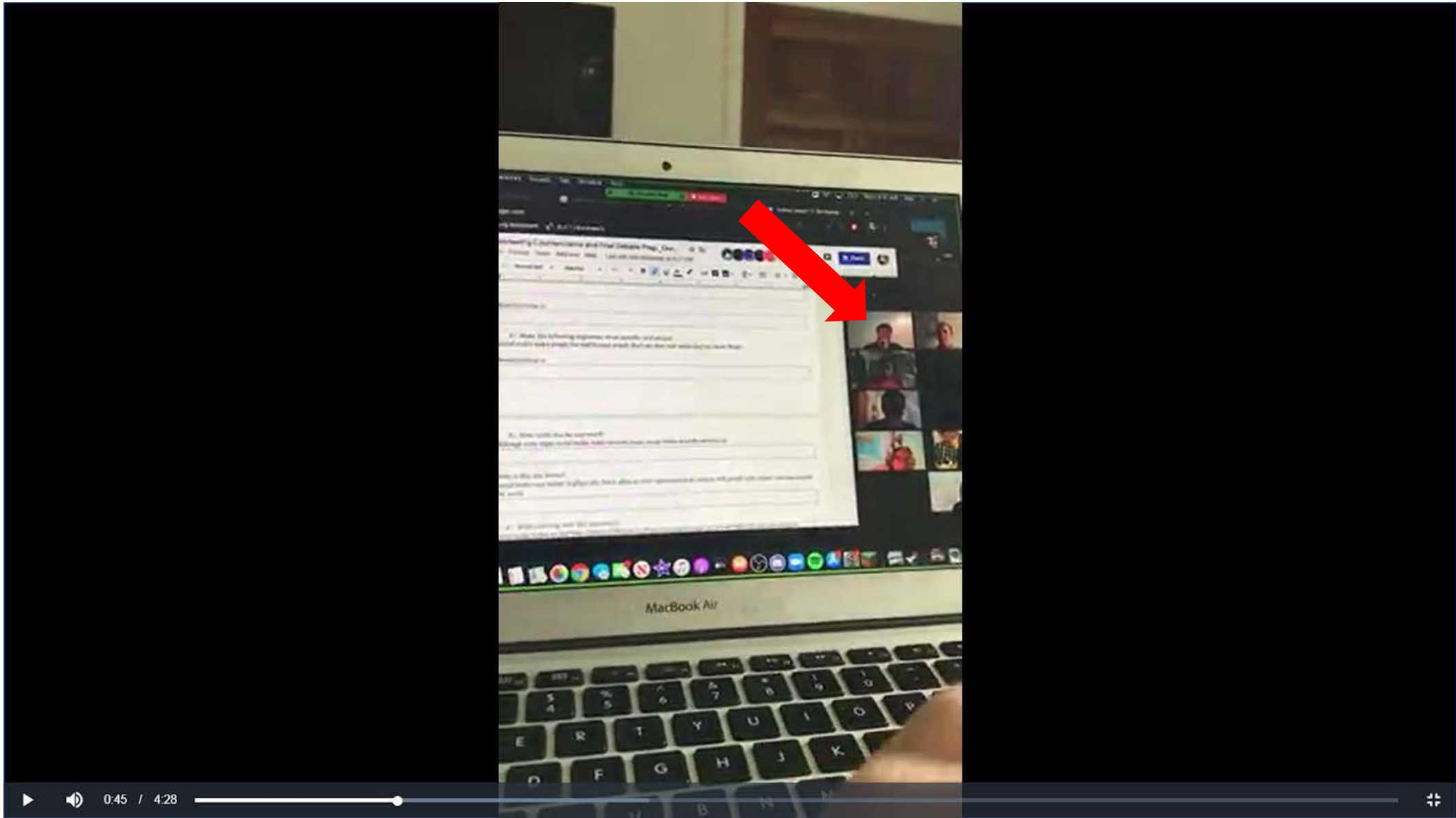
Technology Tips for Candidates

- Test technology before first recording and practice before recording for the instruction for submission
- Virtual instruction platforms (e.g., Zoom) must support the ability to record candidate instruction and student engagement for the purpose of generating the required video evidence, and/or external cameras may also be used
- Gallery view is recommended if technology has this feature

Technology Tips for Candidates

- If using an external camera, ensure there is no glare on the screen that would prohibit clearly viewing the video. Be sure to include clear images and audio of both the candidate AND the students
- Candidates should identify themselves so that it is clear who the candidate is and who the students are, especially in high school settings
- A resource page of online tools and tutorial links will be posted to www.ctcexams.nesinc.com



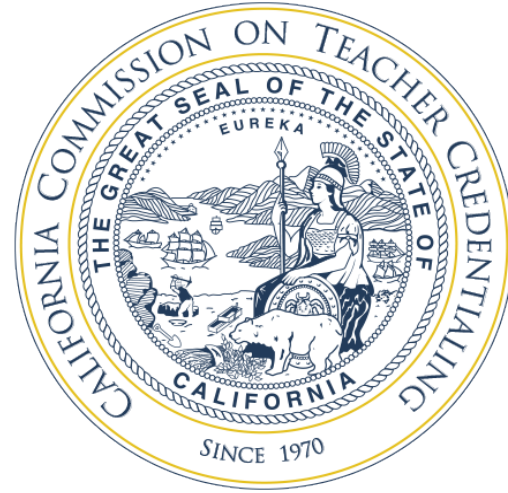


Q & A: CalTPA Guidance

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CalTPA Event Updates

CalTPA Regional Faculty Workshop

The April 7 **CalTPA Regional Faculty Workshop** will be rescheduled to a later date this spring or summer.

Watch PSD E-News for updates.

CalTPA Coordinators Meeting and Implementation Conference

The **CalTPA Coordinators Meeting** will be held online on Thursday, May 28 from 8:30 a.m.-12:00 p.m.

The **CalTPA Meredith Fellows Implementation Conference** has been postponed and will likely take place online later this summer

Watch PSD E-News for updates.

CalTPA Virtual Think Tanks

Virtual Think Tanks are usually held the last Friday of every month from 10:00 a.m.-11:00 a.m.

Next Presentation:

May 29th - Moving beyond the Quiz to Performance-Based Assessment (Process, Product, or Performance)

More topics to be announced for June and beyond. Watch PSD-E News for more information.

CalTPA Virtual Office Hours

The Commission continues to host weekly virtual office hours to provide programs the opportunity to pose questions to CTC staff.

CalTPA Office Hours are held every Thursday at 10:00 a.m.

See PSD E-News for more information

Additional COVID- 19 Resources



[Learning in the Time of COVID-19](#)

[Online Learning Resources for Educators](#)

[Online Learning Resources for Parents](#)

[Social-Emotional Learning Resources](#)

[Resources for Supporting Students With Exceptional Needs](#)

[Resources for Supporting English Learners](#)



CalTPA Education Specialist Update

CaITPA Special Education Development Timeline

Fall 2016	CTC Forms Preliminary Education Specialist Credential Workgroup
October 2016-August 2017	Workgroup develops Teaching Performance Expectations (TPEs) for the Preliminary Education Specialist credentials
February 2018	CTC Adopts Revised Education Specialist credential structure
June 2018-April 2019	CTC affirms subject matter requirements, TPEs, program standards, and authorization statements
February 2020-June 2022	Assessment Cycle and Scoring Rubric Development with Design Team
December 2020-March 2021	Pilot Test
December 2021-March 2022	Field Test
May 2022	Standard Setting Study
2022-2023	Operational Administration – Year 1
August 2022	Commission Adopts New Passing Standard

CalTPA Special Education Design Team

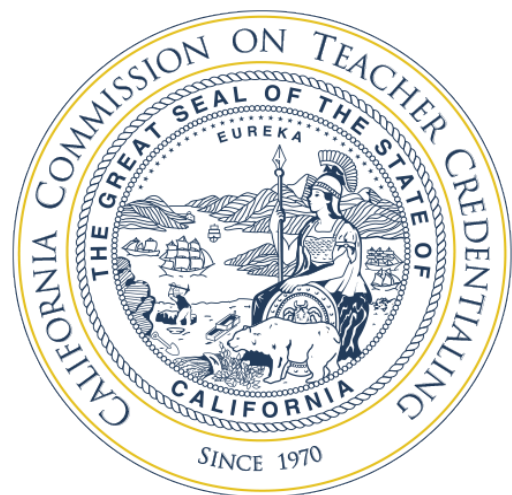
Aaron Christensen	CDE	Allan Hallis	Riverside COE
Vicki Graff	Loyola Marymount Univ	Amy Andersen	El Dorado COE
Christine Oyakawa	Parent	Cheryl Sjostrom	Brandman University
Theresa Hawk	CDE	Sarah Steinbach	Santa Clara COE
Julie Sheldon	Walnut Valley USD	Megan Gross	Poway USD
Gabrielle Jones	UC San Diego	Amanda Baird	Orange County Dept of Education
Robin Zane	CDE	Jacquelyn Urbani	Mills College
Janice Myck-Wayne	CSU Fullerton	Jennifer Kritsch	Point Loma University
Nina Potter	San Diego State Univ	Tony Thomas	Fontana USD
Jessica Burrone	Yolo COE	Robert Perry	LAUSD
Stephanie Stotelmeyer	Santa Ana USD/CTA	Elizabeth Jara	Teachers College San Joaquin
Cathy Creasia	USC	Andrew Fedders	UC Santa Barbara
Cheryl Kamei-Hannen	Cal State Los Angeles	Yue-Ting Siu	San Francisco State University
		Elisa Pokorney	William S Hart Union High School District

Final Q & A

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Thank You for Attending

Technical questions: es-caltpa@pearson.com
Policy questions: areising@ctc.ca.gov, wbacer@ctc.ca.gov,
jwebb@ctc.ca.gov
Website: www.ctcexams.nesinc.com