Welcome to ECE Webinar 3

While we are waiting for the webinar to begin, please make sure you have a copy of the ECE TPEs.

This is a webinar; you will only see the presenters.

• Your microphone is muted.
ECE Webinar 3: ECE Performance Assessment (ECE CalTPA)

• Commission Role and Staffing for ECE PA
• CTC History of Performance Assessment
• Description of Performance Assessment
• ECE PA Development Timeline
• Ways to Participate in ECE PA Development
• ECE PA Resources and Supports

Amy Reising, Director
James Webb, Consultant
Phyllis Jacobson, Administrator
# Five ECE Focused Webinars

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
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| Friday, September 18, 2020    | 12:00-1:30| • Introduction to the webinar series  
• Overview of the PDG-R grant activities  
• Introduction to the TPEs and Program Guidelines |
| Friday, October 2, 2020       | 12:00-1:30| • Information on the TPEs, Program Guidelines, and Peer Program Review Quality Process pilots |
| **Friday, October 23, 2020**  | **12:00-1:30** | • **Introduction to Performance Assessment**  
• **Overview of the Development Process for an ECE Teaching Performance Assessment** |
| Friday, November 6, 2020      | 12:00-1:30| • Program Quality Peer Review Process development and pilot          |
| Friday, November 20, 2020     | 12:00-1:30| • Open session for questions and further discussion                  |
Agenda

1. Welcome and Introductions
2. CTC Role and Staffing for ECE PA
3. CTC History of Performance Assessment
4. Description and Purpose of Performance Assessment
5. ECE PA Development Timeline
6. Ways to Participate in ECE PA Development
7. Preparation for the Performance Assessment Pilot and Time for Planning
8. ECE PA Resources and Supports
Phyllis Jacobson, Administrator
Performance Assessment Team

- **Amy Reising**, Director, Performance Assessment Policy & Development
- **Gay Roby**, Consultant, Professional Service Division
- **James Webb**, Consultant, Performance Assessment Development

This webinar is being recorded and archived. Questions can be submitted through the Q & A webinar feature.
PDG-R: Four ECE Pilots

Pilot 1: ECE TPEs

Pilot 2: ECE Program Guidelines

**Pilot 3: ECE Teaching Performance Assessment (ECE TPA)**

Pilot 4: ECE Peer Program Quality Review Process

Pilot Guidance Document posted on [ECE web page](#)
Why Participate in the Pilots?

Opportunity for programs to organize around a common, manageable set of statewide competency expectations for the ECE workforce

Participating institutions/programs can directly recommend candidates for the Child Development Permit

Opportunity to try out the ECE TPA

Opportunity to try out a new Peer Program Quality Review process
Learning to Teach

High expectations for candidates: TPEs

High expectations for Programs: Program Standards

Rigorous Performance Assessments confirm candidate readiness to teach

Effectively Monitoring Program Quality: Program Review/Accreditation

Data informed Decision Making supports Continuous Improvement

Multiple Entry Points to the Profession

This webinar is being recorded and archived. Questions can be submitted through the Q & A webinar feature.
CTC History of Performance Assessment

1998: SB 2042 (EC §44320.2)
2001: Preliminary Program Standards adopted
2002: Assessment Design Standards adopted
2003-07: Programs began requiring a TPA as a local program requirement
2008: Required for all candidates who enrolled after July 1, 2008 to pass a Commission-approved TPA to earn a Preliminary Credential
2015: State budget provides funding in FY 2015-16 and 2016-17 to support revision of CalTPA and develop an APA (Administrative Services)
CTC History of Performance Assessment (continued)

2016–20: Operational administration of revised CalTPA and new CalAPA

2019: Funding received for Education Specialist CalTPA

2020: Development of Education Specialist CalTPA for five areas of credential emphasis; Pilot Study currently underway (MMSN, ESN, ECSE, DHH, VI) for Cycle 1

2020: Contract established with ES to begin ECE performance assessment development

2021: ECE Design Team convened to begin development of draft PA
Purpose of Performance Assessment

• PA supports ECE field to move from counting seat time in coursework to competency-based preparation and formative assessment of teaching practice.

• PA provides ECE permit candidates the opportunity to demonstrate teaching and learning with actual children/students (children’s artifacts, candidates’ written narratives, video recording practice, reflecting)

• The formative, supportive nature of PA allows for faculty and instructors to coach candidates to meet performance expectations that align with the ECE TPE. Models of candidate performance will be shared.

• A common ECE PA, administered and scored locally, allows consistency across programs prior to recommendation for the ECE Teacher level permit.

• Formative performance assessment can bring alignment and coherence to the early childhood community of learners, programs, and candidates.
CA Teaching Performance Assessment

What does the current CalTPA encompass?
Current CalTPA Structure: Two Instructional Cycles

Instructional Cycle 1: Learning About Students and Planning Instruction

Instructional Cycle 2: Assessment-Driven Instruction
**Rubric 1.5 — Step 2: Teach and Assess**

**Essential Question:** 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), connect to students’ prior learning, and establish clear learning expectations?

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<tr>
<th>Level 1</th>
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<th>Level 3</th>
<th>Level 4</th>
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<td>Candidate does not explain why or how a positive and safe learning environment is established. OR Candidate does not connect lesson to prior learning or explain how it fits in the larger unit of instruction. OR Candidate does not establish clear learning expectations during the lesson.</td>
<td>Candidate minimally explains strategies attempted to establish a positive and safe learning environment. Candidate minimally connects the lesson to prior learning and establishes vague learning expectations during the lesson. Candidate uses strategies that do not clearly support students to access and meet content-specific learning goal(s).</td>
<td>Candidate explains how a positive and safe learning environment was established. Candidate directly connects the lesson to prior learning of content, explains how this lesson fits in the larger unit of instruction, and establishes clear learning expectations. Candidate uses instructional strategies that support students to access and meet content-specific learning goal(s).</td>
<td>All of Level 3, plus: Candidate and students interact with each other through questioning and conversation that demonstrate positive and respectful rapport with each other and reinforce deep learning of content.</td>
<td>All of Levels 3 &amp; 4, plus: Candidate demonstrates and explains how and why the UDL strategy(ies) used establish an inclusive environment that supports all students to learn and how these strategies provide equitable access to content.</td>
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**TPE and Elements:** TPE 2, Elements 2, 3, 5, 6; TPE 4, Element 4  

**Content-Specific Pedagogy**

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

*For example: establishing clear expectations; framing the lesson by explaining prior knowledge and how it connects to the lesson; creating a safe and welcoming environment; greeting students; establishing central question(s) and/or lesson hook; engaging students; establishing positive rapport.
Rubric 1.5 — Step 2: Teach and Assess

**Essential Question:** 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), connect to students’ prior learning, and establish clear learning expectations?

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Key Design Features of CA’s PAs

- Focus on teaching ALL students including focus on children/students who are English learners, students with identified learning needs, and other underserved students (trauma)
- Asset-based, content-specific pedagogy: Literacy & Mathematics
- Diagnostic, formative feedback to candidates and programs via rubrics
- Centrally scored by assessors with appropriate background and qualifications
- Video of teaching practice is directed, specific, and annotated
- “Natural harvest” of evidence
- Educational technology and assistive technology are embedded into instructional planning and practice
Key Design Features continued

- Candidate choice in how to present evidence including option to provide application response in either video or written narrative
- Integrated instruction supported within literacy and mathematics lessons and/or activities (e.g. art and math concepts, literacy and music)
- Facilitation of instructional support personnel in planning and lessons/activities
- Focus on academic language and/or communication development
- Focus on age- and/or developmentally-appropriate higher order thinking
- Formative nature by allowing feedback to candidates on one instructional cycle before completing the next cycle
Asset Based Instructional Design

An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as a positive asset. Teachers and students alike are valued for what they bring to the instructional setting rather than characterized by what they may need to work on or lack, and therefore are considered assets.

Students’ assets include diversity in thinking (e.g., critical, creative, inductive, deductive, holistic, detail focused), culture (e.g., ethnic, racial, gender-identity), traits (e.g., temperament, introversion/extroversion, social and emotional strengths, creativity, leadership/collaboration ability), and intelligences (e.g., musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic), as well as unique experiences or skills (e.g., travel, outside activities, relevant talents/skills).
The asset model of education approaches kids from marginalized populations as:

- having unique strengths, passions, and interests
- having their own personal powers
- being competent and capable in settings that are important to the learners
- having much to offer to other learners and their school communities
- thriving in a climate of differentiated instruction and Universal Design for Learning
- even though they are not marching to the beat of traditional school education, it doesn't mean they are out of step
- sources for educating others about their communities and cultures

Jackie Gerstein - User Generated Education
Questions
CA Teaching Performance Assessment

What will the ECE CalTPA encompass?
Specific Key Design Features for ECE

• Formative nature by allowing flexibility in when and how PA is administered by the program to candidates
• Locally scored by assessors with appropriate background, experience, and local training
• “Natural harvest” of evidence of teaching and learning with young children consistent with the CA Preschool Learning Foundations
• Facilitation of assistant/associate teachers in planning and in learning activities
• Focus on communication development, including building academic language
• Dual-language settings allowing for candidate assessment in the language used to teach young children
• Focus on age- and/or developmentally-appropriate higher order thinking including thinking through play
Embedded Performance Assessment Defined

• PA is part of course work and/or fieldwork/practicum experiences

• May replace other “end of course assignments”

• Faculty and instructors provide coaching during PA

• Candidates engage in practice, practice, practice prior to PA

• Peer assessment and self-assessment based on rubrics and the ECE TPEs
Embedded Performance Assessment Defined

- Candidate submits own, original work

- Range of types of demonstration of TPEs (written narratives, video recording practice, lesson/activity plans and children’s demonstration of the learning foundations, reflecting on practice, applying to future practice)

- Transparent to all; models of performance provided to candidates and programs

- Formative assessment results inform decisions for next best steps with coaching to build practice

- CTC provides opportunities for programs to share best practices through weekly office hours, Virtual Think Tanks, annual Implementation Conference
Candidate Support During PA

Guidelines for Acceptable Support (www.ctcexams.nesinc.com)

Required Forms of Support

Acceptable Forms of Support

Unacceptable Forms of Support
What will the ECE Teacher PA measure?

• ECE Teacher Permit Teaching Performance Expectations
• TPEs define what an ECE candidate needs to know and be able to do at the time of recommendation for the teacher level permit
• ECE Teacher TPEs developed and adopted 2019
## ECE PA Development Timeline

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| Fall 2020             | CTC Provides Orientation to Performance Assessment  
                          Identification of Design Team                                                                     |
| January/February 2021 | Design Team Development of Formative Cycles and Rubrics                                             |
| September 2021-May 2022 | Pilot Study                                                                                           |
| June 2022-August 2022 | Development of Local Scoring Process, Ongoing Development for Field Test                              |
| September 2022-2023   | Field Test (dependent on additional funding)                                                          |
| Summer 2023           | Training of Local Assessors and Calibration, Final revisions to Cycles and Rubrics, Program Guide (dependent on additional funding) |
| Fall of 2023-Spring 2024 | Local operational administration and local scoring (dependent on additional funding)               |
Questions
Guidelines for ECE PA Pilot Study

• Institution/program Pilot coordinator will serve as main contact to Evaluation Systems and CTC

• All ECE permit candidates are welcome to participate in the pilot

• A target number of candidate submissions will be scored

• Candidates will not receive scores
Guidelines for Pilot Study

• Programs will receive aggregated pilot score results

• Programs may choose to provide credit as a replacement for other coursework assignments

• ECE permit faculty and candidates to provide feedback via surveys and/or focus groups

• Programs will gain valuable insights on how to prepare for the ECE TPE
ECE PA Pilot Study Preparation

• Incorporate time for candidates to practice TPEs into coursework and fieldwork as consistent with coursework aligned with the TPEs

• Embed performance assessment into coursework/fieldwork (e.g. What can you remove from your current assignments/expectations?); need to provide time for coaching and peer assessment as part of coursework and/or fieldwork/practicum-based candidate activities

• Approximately 4 – 6 Week PA Experience for Candidates
ECE PA Pilot Study Preparation continued

• Provide time within coursework to teach candidates to reflect on practice

• Provide time within coursework and/or fieldwork/practicum for video recording of practice and discussion

• Provide weekly support to candidates as they engage in the performance assessment (e.g., read candidates’ written responses, provide coaching, view videos)
ECE PA Pilot Study Activities and Time Commitment

- Attend initial pilot webinar (2 hours)
- Become familiar with ECE performance assessments and rubrics
- Attend weekly office hours for support as needed
- Support candidates during pilot test year (read submissions, watch videos, coach)

Then...if you would like to participate further:
- Apply to assess candidate submissions for pilot test
- Attend training for assessors (online, paid)
- Score candidate submissions (2-3 days, paid)
Options to Participate in ECE PA Development

• Apply to be on the CTC’s ECE design team (two-year process, monthly meetings for first 6 months, every other month after)

• Participate in the pilot study (one year)
  Assess candidate submissions for pilot

• Participate in the field test study (one year)
  Assess candidate submissions for field test
Questions
A Closer Look at ECE PA Pilot

**ECE PA Pilot**: Trying Out Assessment Cycles and Rubrics

**Eligibility**: All 2 and 4 year regionally accredited institutions of higher education offering preparation for the Child Development Teacher level permit are eligible to volunteer for and participate in the ECE TPA pilot.

**What is Being Piloted?** All participating institutions/programs will be piloting the draft assessment cycles and analytic rubrics. Faculty, instructors and mentors will support candidates as they engage in the draft performance assessment cycles and rubrics.
ECE CalTPA Pilot: Implementation Details

All ECE preparer institutions/programs are eligible to participate in the ECE PA pilot if they meet any one or more of these criteria:

✓ The institution/program is using updated, TPE-aligned CAP curriculum

✓ The institution/program is using its own TPE-aligned curriculum

✓ The institution/program is accredited by the National Association for the Education of Young Children (NAEYC)
ECE CalTPA Pilot: Program Obligations

• All institutions/programs interested in participating in the ECE CalTPA pilot must participate fully in both pilots 1 and 2, the TPEs and Program Guidelines pilots. See the Pilots guidance document for further reference.

All participating institutions/programs must agree to provide specified information and data to the Commission about their experiences:

✓ Submit an Application to Evaluation Systems to Participate (Electronic survey)
✓ Support candidates during engagement with the cycles and rubrics for pilot
✓ Agree to participate in surveys for candidates, instructors/faculty, assessors
✓ Provide feedback to the Commission and ES regarding lessons learned, best practices, and any recommendations going forward
Current PA Supports Available

Candidates
For system support: Contact Us via pilot website (http://pilotft.es.pearson.com/Home.aspx)

Programs
For technical support: es-spedcaltpa@pearson.com
For policy support: spedcaltpa@ctc.ca.gov

EdSp CalTPA Office Hours
Fridays at 10am

CalTPA Virtual Think Tanks
Last Friday of each Month (except Nov/Dec) 10:00-11:00 a.m. (See schedule in PSD E-News)

CTC Online
Commission YouTube Channel: https://www.youtube.com/user/CalTeacherCommission
Learning to Teach

High expectations for candidates: TPEs

High expectations for Programs: Program Standards

Rigorous Performance Assessments confirm candidate readiness to teach

Data informed Decision Making supports Continuous Improvement

Effectively Monitoring Program Quality: Program Review/Accreditation

Multiple Entry Points to the Profession
Data Informed Decision Making

- A hallmark of effective programs is using data on candidate outcomes for program improvement.
- The Commission has established a data collection system to help TK-12 preparation programs organize and look at their own data, including performance assessment data, for improvement purposes.
- A similar effort to help ECE programs organize and review their candidate outcomes data has not yet been undertaken but will be looked at during the Peer Quality Review development process.

Webinar #4
Effectively Monitoring Program Quality: Program Review and Accreditation, Webinar 4

Friday, November 6, 2020

Registration Link
Questions and Answers

ECE news mailing list

ECE webpage