



CalTPA  
California Teaching  
Performance Assessment

# Supporting EO/PS-VTW CalTPA Candidates

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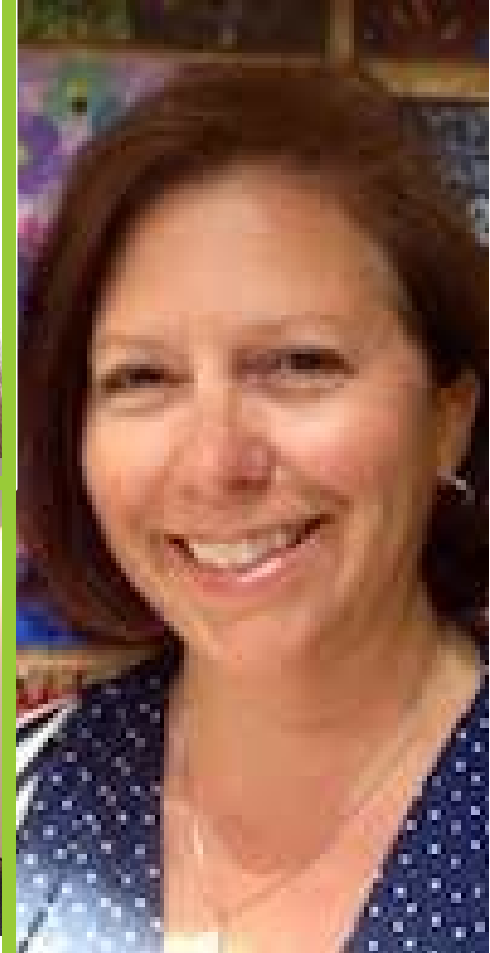
CalTPA February VTT Presentation  
February 26, 2021

# Agenda

- Opening Activities: Welcome, Introductions, Outcomes, Norms
- Define problems of practice in supporting EO/PS-VTW candidates in induction settings
- Break into inquiry groups to explore questions of practice and develop collective expertise
- Strengthen ties between induction program support providers
- Begin the creation of an archive of best practices

# Welcome and Introductions

- Amy Reising, **Director, Performance Assessment Policy & Development**
- James Webb, **Consultant, Performance Assessment Development**
- Cassandra Henderson, **Consultant, Performance Assessment Development**
- Zoltan Sarda, **Consultant, Performance Assessment Development**
- Laurie Thornley, **Program Manager, Evaluation Systems**



# A Few Problems of Practice

1. Developing candidates' understanding of rubrics and how to use them to guide their work
2. Supporting candidates in designing student self-assessment strategies
3. Supporting candidates in troubleshooting teaching (and completing CalTPA) in online settings
4. Supporting candidates through the impending transition back to in person learning
5. Supporting students in engaging in an effective feedback and revision process of CalTPA submissions

# Breakout Room Agenda

Total time for breakout rooms (30 minutes)

- Introduce yourself and your program
- Clarify how your group wants to define the problem of practice
- Share your expertise, ideas and/or questions
  - What have you tried and/or seen that has been successful in addressing the problem of practice?
  - What new ideas does your group have that might be useful?
  - What lingering questions/needs does your group have?

*\*The breakout room facilitator will document your discussion on a slide for sharing. These slides will become part of the curated resources to support programs. Please select one person to provide a 3-4 minute overview of your group's discussion*

# 1. Developing candidates' understanding of rubrics and how to use them to guide their submission work.

## Strategies and Resources Discussed:

- MS & SS Candidates – identify a text to use "[How to Create and Use Rubrics for Formative Assessment and Grading](#)" by Susan Brookhart
  - Challenging for candidates to understand how to use the rubrics to guide their work
  - Get students away from "check list" view but going to a rubric that addresses learning objectives.
- Closely read each of the rubrics for the submissions and start with Level 3; annotate, break down each of the vocabulary terms to make sure the candidates clearly understand the expectations.
- Review the Essential Questions
  - Framing the review of the rubric through the EQ is very helpful.
  - Make sure the response included responses that address the EQ & Level 3 constructs
- Last CalTPA meeting went through assessor findings was very helpful. Knowing what the assessors are looking for/at is helpful.
  - Sharing a resource folder for induction candidates for CalTPA/APA
- Professional development is not required in some induction programs; not part of culture/program.
  - Created a course has been put into special course w/ asynchronous work
  - As candidates share documents they have been asked to go back and look at the rubric and self-score
- Students need more time for reflection & application
  - Creating extra workshops (opt-in/not required)
  - Developing resource folders for candidates' efficient access
- Stacey Tisor from San Mateo County Office of Education has created reflective Jamboards for students to use to guide their work with rubrics.
  - Example from Cycle 1: [Link](#)
  - Example from Cycle 2: [Link](#)

## 2. Supporting candidates in designing student self-assessment strategies.

### Notes:

- Modeling is not difficult; ½ the students do the self-assessments. It needs to be individual – and the candidates are not quite there yet.
  - Make sure candidates provide feedback.
  - Doing the entire class (or online) it's difficult
- Students didn't explicitly teach how to use a self-assessment with students
- Reflection is a big piece of induction – that the way it should be approached is that it's important the candidate reflects and it's just as important for the student to do so as well.
  - Just having those conversations to tie things together
  - Student-self aligns with summative assessment
- Text Resource for designing rubrics: ***How to Create and Use Rubrics for Formative Assessment and Grading by Susan Brookhart:*** [Link](#)
- Text Resource: ***Giving Students a Say: Smarter Assessment Practices to Empower and Engage by Myron Dueck:*** [Link](#)

### 3. Supporting candidates in troubleshooting teaching (and completing CalTPA) in online settings

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#### Notes:

- As long as the principal approves video recording – they are able to reach out for parent approval (signed)
  - Would like a district policy in place vs coming from site admin
  - For now it's okay to run through the site
- Mentors getting permission has been really helpful.
- Questions that come up: How to deal with video recording/online learning logistics.
  - Ex: when I share my screen I might lose my students (sometimes it's lack of knowledge re: tech)
- Having support sessions for candidates to brainstorm problems
- ***Navigating the Toggled Term: Preparing Secondary Educators for Navigating Fall 2020 and Beyond by Matthew Rhoads: [Link](#)***



## 4. Supporting candidates through the impending transition back to in-person learning.

### Notes:

- Phased in TK-2 back in October; 3-5 followed shortly after and MS in December; still haven't brought HS back yet
  - Class management is a non-issue at the moment because so many students haven't come back yet
  - Filming for TPA will be much easier once we are back in the classroom
- Depending on when they started their preliminary programs, there could be some candidates who never participated in a F2F classroom setting
- Instead of classroom management this program focuses on "effective environment"; working on building asynchronous supports and preparing mentors for transition back to in-person learning
- Encouraging candidates to come up with a classroom management philosophy and a plan for what their management and environment will be like; creating asynchronous resource base of examples for candidates to access
- Other considerations: SEL, varied levels of student and staff vaccination,
- <https://docs.google.com/document/d/18NQQHZvWGbEW0qQi43yRqx7uy0vWpBKageSk9971e8A/edit>

## 5. Supporting candidates in engaging in an effective feedback and revision process of CalTPA submissions.

Reflective Guide Documents developed by Michelle French and team at Tulare County Office of Education:

- <https://docs.google.com/document/d/18NQQHZvWGbEW0qQi43yRqx7uy0vWpBKageSk9971e8A/edit?usp=sharing>
  - <https://docs.google.com/document/d/1UcPFwLOp-AtJdU2IM2aqUT7udc32tOK2sQy6lQ-dwbw/edit?usp=sharing>
  - <https://docs.google.com/document/d/1StK04qHCZjQ6SHthUU3kLSWGh67npVchhMu74R2GohQ/edit?usp=sharing>
  - [https://docs.google.com/document/d/1BhxGMaeY3DkDL\\_38yIHQ1PzrxOmQDtW53ldZLMFPCio/edit?usp=sharing](https://docs.google.com/document/d/1BhxGMaeY3DkDL_38yIHQ1PzrxOmQDtW53ldZLMFPCio/edit?usp=sharing)
- Specifically review condition codes with candidates



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# Thank You For Your Attendance

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