



PROGRAM SPONSOR ALERT

Date: February 10, 2017

Number: 17-02

Subject: Required Preliminary Multiple and Single Subject Preparation Program
Use of an Updated Teaching Performance Assessment (TPA) Model
Beginning in the 2018-19 Program Year

Summary

Beginning in the 2018-19 program year, all Commission-approved Preliminary Multiple and Single Subject preparation programs will need to use a TPA model that has been updated in accordance with the Commission-adopted [2015 TPA Design Standards](#). This PSA provides information for Commission-approved Preliminary Multiple and Single Subject preparation programs about the timeline for implementation of the updated teaching performance assessments.

Programs may continue to use their current TPA model for the 2017-18 year.

Background

Key Features of the 2015 Updated TPA Design Standards

The updated TPA Design Standards have been revised to address two major purposes:

- 1) To address scoring processes, including:
 - Clarifying implementation responsibilities for administration (program) and for scoring (contractor-supervised);
 - Clarifying centralized and local scoring options;
 - Requiring a 3-week maximum turnaround time for scoring; and

- Requiring supervised scoring that provides valid and reliable outcomes for candidates, programs, and the Commission.
- 2) To address the updated *Teaching Performance Expectations* that the assessment is designed to measure.

An important feature of the revised design standards is the requirement that all models be scored in a manner that leads to consistent scoring within and across programs using the same model.

Key Features of the Updated *Teaching Performance Expectations*. The [updated TPEs](#) to be measured by the TPA models have been revised and re-adopted by the Commission in 2016. The TPEs have also been reorganized under the domains of the *California Standards for the Teaching Profession*.

Key features of the updated TPEs include a focus on:

- Candidate practice to foster the development of K-12 students' critical, creative, and analytic thinking required for students to be college and career ready;
- Candidate ability to work effectively with special needs students in the general education classroom, implementing approaches such as Universal Design principles, Multi-Tiered System of Supports, and co-teaching;
- Candidate ability to use emerging technologies to enhance instruction;
- Candidate instruction to promote the integrate visual and performing arts across content areas to support teaching and learning; and
- Candidate use of updated approaches to classroom management that support social and emotional learning.

Transition Timelines for Moving to Updated TPA Models in 2018-19

All current TPA model sponsors are expected to bring their models into alignment with the revised TPA Design Standards and TPEs by the end of the 2017-18 academic year so that they are ready for full implementation in 2018-19. Currently the CalTPA, edTPA, FAST, and PACT have been approved for use in teacher preparation programs. Programs may continue to administer these approved TPA models, based on the original TPEs, and score the assessments following the same guidelines that have been in place to determine the passing status for each candidate through the 2017-18 program year. By allowing all approved TPA models to continue through June of 2018, both programs and candidates will have time to implement the new TPEs, beginning in September 2017, for a full year prior to being held to the revised TPEs.

Programs may take advantage of the pilot study opportunities available in 2017-18 to determine which redesigned model best meets their program and candidate needs. Participating in multiple model pilot studies may be a useful strategy to determine which model provides a good fit for a program and its candidates.

References

California Preliminary Multiple and Single Subject Credential Program Standards (2015) with Adopted TPEs (2016)

<http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf>

PSA 15-07: Commission Adoption of Preliminary Multiple Subject/Single Subject Program Standards and the Transition Plan (2015)

<http://www.ctc.ca.gov/educator-prep/PS-alerts/2015/PSA-15-07.pdf>

Contact Information

The Professional Services Division provides a full list of topic- and program-specific dedicated email addresses at: <http://www.ctc.ca.gov/educator-prep/PSD-contact.html>.