



PROGRAM SPONSOR ALERT

Date: June 28, 2019

Number: 19-08

Subject: Additional Language in the Assessment Design Standards for
Commission-Approved Teaching Performance Assessments

Summary

This Program Sponsor Alert provides information on the newly adopted additions to the Assessment Design Standards that govern all Commission-approved Teaching Performance Assessment (TPA) models. All models must meet the new language as of September 1, 2019.

Background

At the February and June 2019 Commission meetings staff sought clarification on the expectations for concurrent bilingual authorization candidates as they complete the TPA requirements for a Multiple Subject or Single Subject credential. At the June 2019 Commission meeting the Commission clarified four principles to guide the proposed adoption of the new standard language to the ADS defining how concurrent general education and bilingual authorization candidates will meet the TPA requirement:

1. Literacy as a concept is independent of a specific language; therefore, Preliminary Multiple Subject credential candidates who are concurrently earning a Bilingual Authorization, who are required to be assessed in teaching literacy, may teach a lesson for submission in the TPA that develops students' literacy in a language other than English.
2. Concurrent bilingual candidates must not be required to translate materials used to plan or teach the lesson(s), student work or provide transcriptions of video for submission in the TPA if the instruction is in a language other than English in a bilingual classroom.
3. Developing the skills to teach English learners is essential for every California teacher. Candidates must demonstrate the skills to teach English learners in English, as part of their TPA, with the use of the language of instruction as appropriate.
4. A concurrent bilingual candidate is also earning a general education credential (Multiple

Subject or Single Subject) that will authorize the individual to teach in English. The skill of thinking and writing in English is essential for all teachers, the TPA-required reflections and/or analyses, external to the planning and teaching of the lesson, need to be submitted primarily in English.

Based on these four principles, the Commission took action to adopt additional language for the Assessment Design Standards related to concurrent bilingual candidates, specifically, to ADS *Standard 1: Assessment Designed for Validity and Fairness*, to ensure the Commission's expectations are clear to both model developers and candidates.

Adopted Additions to the Assessment Design Standards

The additions to *Standard 1: Assessment Designed for Validity and Fairness* are as follows-

- 1(p) For concurrent bilingual candidates, no candidate can be required to translate student work or provide English transcriptions for the video component(s) of the TPA if the lesson is in a language other than English. Model sponsors must ensure that Multiple Subject candidates may demonstrate their knowledge and skills teaching literacy in the language of instruction, including in a language other than English.
- 1(q) All candidates must demonstrate as part of the TPA effective strategies teaching an English learner in English with the use of the language of instruction as appropriate, within the content area of the intended credential. Each candidate must submit his or her analyses and reflections primarily in English.

Timeline to Comply

TPA model developers must comply with the updated Assessment Design Standards by September 1, 2019. Model developers will be expected to have sufficient qualified assessors to score TPA submissions that may be in a language other than English. Institutions should contact their model developer for specific information regarding the implementation of these additional standards.

References

[Teaching Performance Assessment Design Standards](#)

[June 2019 Agenda Item 2C](#)

Contact Information

For more information on the Teaching Performance Assessment, please contact TPA@ctc.ca.gov.