PROGRAM SPONSOR ALERT

DATE:
July 18, 2025

NUMBER:
25-09

SUBJECT: COMMISSION APPROVAL PROCESS FOR PROGRAMS CHANGING TPA MODEL

Summary:
Changing models of the Teaching Performance Assessment (TPA) requires intentional planning by program faculty and staff to ensure candidates are supported in successfully completing the TPA according to Multiple Subject/Single Subject and Education Specialist Program Standard 5 and PK-3 Early Childhood Education Specialist Instruction Program Standard 6. A Commission-approved teacher preparation program that makes the decision to change its TPA model (edTPA, CalTPA, and FAST) for any of its programs or pathways must formally register this change with the Commission by completing a TPA Transition Plan (Appendix A) prior to changing models.

The TPA Transition Plan (Appendix A) should be completed by program staff, signed by the unit head, and submitted to Commission staff at TPA@ctc.ca.gov

After review of a program's TPA Transition Plan, Commission staff will communicate with the program as to whether the plan is approved and/or if any modifications are necessary. After approval of the TPA Transition Plan, Commission staff will communicate directly with the model sponsor to allow the program to begin using the newly selected model. Staff will also provide the program's TPA Coordinator's contact information to the TPA model sponsor to help facilitate onboarding of the program to the new model. At that time, program staff will be responsible for updating TPA model information within the Commission's Accreditation Data System (ADS).

Programs must allow candidates who have started the TPA model previously implemented by the program to complete that TPA model while the program transitions new candidates/cohorts to the new TPA model.

Key Provisions:
Multiple Subject/Single Subject and Education Specialist Program Standard 5 and PK-3 Early Childhood Education Specialist Instruction Program Standard 6 outline the responsibilities of the program to prepare and support candidates in completing the TPA. PSA 25-05 provides additional clarification as to what constitutes acceptable support from programs.

Background:
In accordance with CA Ed Code §44320.2, all individuals seeking a California teaching credential must pass a TPA, in addition to successfully completing coursework and clinical practice through a Commission-approved program. The TPA measures teaching credential candidates' proficiency on elements of the Teaching Performance Expectations (TPE) aligned with the credential they are seeking.

Currently, three TPA models have been approved by the Commission for operational use for Multiple Subject (MS), Single Subject (SS), and Education Specialist (EdSp)-Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) candidates: CalTPA, the Commission's TPA model; edTPA, operated by Evaluation Systems; and the Fresno Assessment of Student Teachers (FAST), implemented by California State University, Fresno. Additionally, CalTPA also has approved models for PK-3 ECE, and EdSp Early Childhood Special Education (EdSp-ECSE), Deaf and Hard of Hearing (DHH), and Visual Impairments (VI).

Commission-approved teacher preparation programs are expected to demonstrate how they support candidates through the TPA process, as articulated in each credential area's program standards, during the accreditation process.

Please note: FAST has only been approved by the Commission for administration at Fresno State.

References:
Assembly Bill 320 (Medina, Chap. 663, Stats. 2021)

Education Code section 44320.2(c)

Education Code section 44259(b)(3)(A)

Preliminary Multiple Subject and Single Subject Credential Program Standards and Teaching Expectations

Preliminary Education Specialist Teaching Credential Program Standards, and Teaching Performance Expectations

PK3 Early Childhood Education Specialist Instruction Credential Handbook

Commission Agenda Items
Agenda Item 4E: June 2024

Agenda Item 5D: August 2024

Agenda Item 4C: October 2024

[Agenda Item 4A: February 2025](#)

[Agenda Item 3D: April 2025](#)

[Agenda Item 3C: June 2025](#)

[Agenda Item 3D: June 2025](#)

Contact Information:
For additional information or to submit a TPA Model Transition Plan, please email tpa@ctc.ca.gov
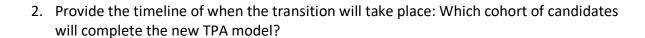
Appendix A

TPA Model Transition Plan

Directions:

1. Please provide complete responses to the prompts below.
2. Ensure the responses are reviewed by the Dean/Director of Teacher Education and signed.
3. Submit the completed responses, with signature, to tpa@ctc.ca.gov

Transition Plan

1. List the specific credential area(s)/program(s) that will change TPA models. If there are cohorts, pathways, content areas, or delivery models that are not changing TPA models, please identify these as well.

2. Provide the timeline of when the transition will take place: Which cohort of candidates will complete the new TPA model?

3. How will the program(s) ensure faculty and staff are knowledgeable about the new TPA model?

4. How will candidates who take the new TPA model receive information about this model?

5. How will the program(s) support candidates in preparing for the new TPA model (Please reference MS/SS/EdSp Program Standard 5B and/or PK-3 ECE Program Standard 6B and PSA 25-05?

6. Which scoring approach will the program use for the new TPA model: centralized or local?

7. How will the program ensure that candidates who have started—but not yet completed—the current TPA will be able to do so. Please include what notifications will be provided, the timeline for candidates to complete the TPA, and what support will be provided.

Confirmation by the Dean or unit head of the institution that the program(s) are changing to a new TPA model and are committed to assuring that continuing candidates who have already begun the prior TPA model will be assisted to complete that TPA model.

Signature _____ Date_____