



Commission on Teacher Credentialing

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From: Mary Vixie Sandy, Executive Director, Commission on Teacher Credentialing

To: California TK-12 Districts and County Offices of Education

Re: Partnering with Educator Preparation Programs to Support Implementation of California's Teacher and Administrator Performance Assessments

Purpose of this Communication

This letter provides updated information regarding California's Teacher and Administrator Performance Assessments and clarifies and reaffirms the shared commitment and responsibility of educator preparation program sponsors, TK-12 school districts, county offices of education, and the Commission to the successful implementation of these mandatory candidate credentialing performance assessments.

California has required a performance assessment for all preliminary teaching credential candidates since 2008; as of the 2018-19 school year, a parallel administrator performance assessment will be required of all administrative services credential program candidates. During the past two years, the three Teaching Performance Assessment models approved for use in California (the CalTPA, the edTPA, and the FAST) have been updated to meet the Commission's revised Standards and Teaching Performance Expectations (TPEs). In addition, a new Administrator Performance Assessment has been developed for candidates completing Administrative Services Credential programs measuring the California Administrator Performance Expectations (CAPE).

The Teaching Performance Assessments (TPAs) require that teaching credential candidates have opportunities to work with TK-12 students in classrooms across California, and to document these interactions through annotated video, samples of student work, and reflective writing. Similarly, the Administrator Performance Assessment (CalAPA) requires that administrative services credential candidates have access to school data, faculty, and classrooms to practice and demonstrate the full range of expected leadership skills, and to document their performance with educators through annotated video, reflective writing, and other supporting materials.

How the Commitment of Districts and County Offices of Education Assists in Implementing Candidate Performance Assessments

In accordance with the Commission's adopted Teacher and Administrator Preparation Program Standards, candidates must have extensive fieldwork experiences in schools and other educational settings appropriate to the credential sought. As part of that fieldwork, all candidates need to have

access to a wide range of students, including English learners and students with identified special needs.

It is critical to the successful implementation of the Teaching Performance Assessment that districts and county offices of education work collaboratively and effectively with teacher preparation programs to assure that candidates have access not only to appropriate placements, but also to appropriate information about the students with whom they are working to support candidates' effective lesson planning and instruction, and to allow candidates to video their instructional performance, in accordance with district and county office policies and procedures.

It is equally critical to the successful implementation of the Administrator Performance Assessment that districts and county offices of education work collaboratively and effectively with administrator preparation programs to assure that candidates, who may already be working in that educational agency, have opportunities to practice administrative tasks and responsibilities during their fieldwork experiences, have access to school data, and that candidates are able to video their performance working with educators in the school setting, in accordance with district and county office policies and procedures.

Further Information about the Teaching and the Administrator Performance Assessments

Additional, detailed information about these performance assessments are available at the reference links provided below.

We look forward to strengthening and developing deeper collaborative relationships between Commission-approved preparation programs and California schools, districts and county offices of education. The readiness of the incoming teaching and leading workforce depends on the quality of these collaborative relationships. Thank you for your continued support.

Reference Links

[Teaching Performance Assessment](#)

[Administrator Performance Assessment](#)

[Common Standards for California's Educator Preparation Programs](#)

[Preliminary Multiple and Single Subject Credential Program Standards](#)

[Preliminary Administrative Services Program Standards](#)

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