



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TOM TORLAKSON
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

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December 28, 2018

Dear County and District Superintendents, Charter School Administrators, and School Principals:

**Updates on California's Teacher and Administrator
Performance Assessments**

In cooperation with the California Commission on Teacher Credentialing (CTC), the California Department of Education is sending this letter to clarify and reaffirm the shared commitment and responsibility of educator preparation program sponsors, transitional kindergarten through grade twelve (TK–12) school districts, and county offices of education to the successful implementation of 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 California Teaching Performance Assessment (CalTPA), the National Teacher Performance Assessment, and the Fresno Assessment of Student Teachers, have been updated to meet the CTC's revised Standards and Teaching Performance Expectations. In addition, a new Administrator Performance Assessment has been developed for candidates completing Administrative Services Credential programs measuring the California Administrator Performance Expectations.

The CalTPA requires 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 California 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. As part of fieldwork, teaching and administrative credential candidates need 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

December 28, 2018

Page 2

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 be able to video their performance working with educators in the school setting, in accordance with district and county office policies and procedures.

We look forward to strengthening and developing deeper collaborative relationships between Commission-approved preparation programs, 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.

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

- Teaching Performance Assessment: <https://www.ctc.ca.gov/educator-prep/tpa>
- Administrator Performance Assessment: <https://www.ctcexams.nesinc.com/>
- Common Standards for California's Educator Preparation Programs: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/commonstandards-2015-pdf.pdf?sfvrsn=dad5c6f0_0
- Preliminary Multiple and Single Subject Credential Program Standards: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf?sfvrsn=a35b06c_2
- Preliminary Administrative Services Program Standards: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/asc-admin-handbook-2018.pdf?sfvrsn=80af7e44_16

December 28, 2018

Page 3

For additional information about the CalTPA and CalAPA, please contact: Amy Reising, Director of Performance Assessment Development at areising@ctc.ca.gov; Wayne Bacer, Consultant (CalTPA), at wbacer@ctc.ca.gov; or Gay Roby, Consultant (CalAPA), at groby@ctc.ca.gov.

Sincerely,



Tom Torlakson

TT:tbb

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