



**CalTPA**  
California Teaching  
Performance Assessment

## CalTPA Update Q & A

*Below are answers to the questions asked in the chat window during the CalTPA Update for Preliminary Multiple and Single Subject Preparation Programs webinar on March 1, 2017.*

**Can you elaborate more on what is meant by "educational technology is infused in practice?" I'm not clear on this. Does this mean the candidate needs to show educational technology in his/her CalTPA work? Or does it mean that the candidate has the option to use educational technology when submitting?**

Use of educational technology in Cycle 1 is not optional. Teacher candidates need to show how they are using educational technology in presenting their lessons and how students are using education technology to demonstrate their understanding of the instructional goals/learning.

**Can you please discuss how the Field Study will work?**

Visit [ctcpa.nesinc.com](http://ctcpa.nesinc.com) for more information regarding the Field Test.

**What is the anticipated length of each video clip?**

The length for each video clip is noted in the directions for each of the two Cycles. Cycle 1: 3 to 6 minutes. Cycle 2: 3-6 minutes.

**Will candidates still need permission slips to video? Who will store the permission slips? Will they be uploaded to Pearson, or does the IHE store them and for how long?**

Yes, candidates need to obtain video permissions and should use school or districts forms, if available. If not, sample forms are provided. Candidates are not required to submit the forms. Instead, they should be retained by the school or district according to their protocols, or by the candidate in the absence of such protocols.

**How will assessors be trained to evaluate the appropriateness of FS3? I see this as problematic throughout the state.**

Any traditionally underserved student is appropriate as FS3. See the last paragraph of the TPE introductory section on page 10 in the [Preliminary MS/SS Credential Program Standards](#) defining all students.

**Will there be individual focus students like there are now, or will candidates simply address groups like EL's and SPED students?**

3 focus students are identified and described in Cycle 1: An English learner, a student with identified needs (IEP, 504, gifted/GATE), and a traditionally underserved student.

For more information about the CalTPA redevelopment or to participate in field test and/or scoring activities, please visit [ctcpa.nesinc.com](http://ctcpa.nesinc.com) or submit your inquiry to [es-caltpa@pearson.com](mailto:es-caltpa@pearson.com).

**Will special education candidates also have to do TPAs?**

This issue will be discussed by the Commission at its April meeting. Please check [ctc.ca.gov/commission/meetings.html](http://ctc.ca.gov/commission/meetings.html) for the agenda item and the following discussion. At this point in time until the Commission takes action, programs decide whether educational specialists take a TPA or a program developed assessment.

**Please describe "Natural Harvest" in terms of evidence collection. Could "Natural Harvest" be equated to "Job-Embedded?"**

Yes, "Natural Harvest" is job-embedded work. The term "Natural Harvest" refers to all the tasks and activities that a real teacher implements and the residual outcomes of that work (basically what real students "do") during instruction and assessment.

**What does the new model plan to do for candidates in TK, K classes who do not have identified students (e.g., at the beginning of the year)?**

When selecting focus student 2 in traditional kindergarten or primary grade classrooms where no students have been identified with a disability, candidates may select a student who has been identified for support through the multi-tiered system of supports (MTSS) process or one who is struggling in the content area that is the focus of the lesson.

**What software/technology will be used to record video clips? Specifically, if the videos have to be transcribed?**

Video clips do not need to be transcribed. Candidates may use whatever video recording technology they prefer and have access to, e.g., cell phones, digital video cameras.

**How will candidates annotate their videos? Will Pearson provide the platform, or are institutions required to provide a platform?**

Pearson will provide the platform for video annotation.

**Will Taskstream be the platform candidates use to submit their work to Pearson? Will candidates need to pay to take these new TPA's? If so, how much, and who do they pay?**

The CalTPA will have its own electronic platform which all candidates will use to upload their responses. There will be a fee for the CalTPA. A final fee structure will be determined by the Commission within the next year, and this information will be shared.

**For Fall 2018, is it expected that all candidates will be using the new CalTPA?**

All candidates will be using a revised TPA model by the fall of 2018, i.e., edTPA, FAST, CalTPA. TPAs need to measure the revised TPEs and demonstrate that they meet the revised [Assessment Design Standards](#).

**How long will the current TPAs be accessible?**

Through the 2017-18 school year. See the Commission's [PSA 17-02](#).

**Will the state send an updated letter to districts specifying the placement needs of the candidates regarding TPA?**

A letter addressed to districts specifying the placement needs for candidates is posted on the Commission CalTPA website. Go to [ctc.ca.gov/educator-prep/TPA.html](http://ctc.ca.gov/educator-prep/TPA.html).

**When during the credential program are each of the cycles submitted?**

Each teacher preparation program will determine when each Instructional Cycle is submitted. Submission windows will be provided across the year.

**Has there been a glossary created for the new CalTPA?**

Yes, the CalTPA support materials include a glossary of terms.

**What will happen with candidates who have completed some of the former TPA tasks, but are not done by Fall 2018?**

A timeline and directions for transition to all redeveloped TPAs will be established by the Commission and made available.

**Can we also get a copy of the "support guide" even though we aren't piloting the program?**

At this time, CalTPA assessment materials are still under development and not being distributed beyond programs involved directly in the pilot or field tests. The Candidate Support Guide will be available no later than June of 2018. In supporting programs to prepare for the CalTPA, workshops, webinars, technical assistance, and an informational website ([ctcpa.nesinc.com](http://ctcpa.nesinc.com)) will be offered throughout the 2017-2018 year.

**If a candidate does not pass the TPA, will the fee cover remediation?**

Remediation is currently and will continue to be a program level responsibility.

**How much will assessors be paid per TPA?**

Assessors will be paid to score CalTPA submissions. A fee structure will be determined.

**Will we have the choice to keep local assessors?**

Yes, a local scoring option will be available.

**If a school opts for local assessment, what will be the fee structure?**

The local scoring option fee will be the same as centralized scoring. Local options require assessors to be trained and calibrated through the same process. The local option allows a program to have their faculty score their candidates.

**How do we join the field test?**

Visit [ctcpa.nesinc.com](http://ctcpa.nesinc.com) for more information regarding Field Test participation and complete the [interest survey](#).

**If my university wants to participate, do all of my Single Subject and Multi-Subject Programs have to be in the field test? Or could it be one of my programs?**

The field test can accommodate up to 550 candidates, therefore only a selection of your candidates will likely be able to participate. Yes, it could be one program.

**How will institutions access the scores of their candidates?**

Programs will have access to scores through tools provided through the Evaluation Systems Group of Pearson website.

**I understand the Candidate Support Guide can't be made available, but if there is clear and specific documentation about the three focus students in Cycle 1, it would be helpful to have access to it now. We are already beginning to communicate with students who will be completing our program under the new TPA requirements, and it will be especially important for those who may want to explore the idea of student teaching in private schools where we need to be really careful about ensuring we meet all TPE requirements.**

Support for programs to prepare to implement the redeveloped CalTPA will be provided during the 2017-18 year through workshops, webinars, technical assistance, and through the website at [ctcpa.nesinc.com](http://ctcpa.nesinc.com).

**Will Pearson give each IHE program specific results that can help us improve the preparation of our candidates for the TPA?**

Yes.

**How will this work for Spring 2018 credential program completers if they were to take the CalTPA in Feb-May 2018? Given it is a field test, there are many questions: a) Will they need to pay fees? b) If they pass but the scoring isn't stable, will it be acceptable for licensure? c) If they don't pass, what will be the processes for resubmission and/or refutation of a non-valid/reliable score? d) Can a program feel confident that their candidates are participating in a system that isn't taking advantage of them, or having them bear negative consequences of a new assessment system?**

There will be no cost to candidates or programs for field test participation. A field test passing threshold will be set by the Commission at the June Commission meeting. A waiver allows the candidate to meet the passing threshold to fulfill the TPA requirement for the initial credential. If candidates do not pass the field test TPA, they will need to take and pass the programs approved TPA.

**Institutions need information about the kind of support that is acceptable to provide candidates. Can you include that in the document you are developing?**

Acceptable forms of support will be addressed in the support materials. Until those are released, please see Standard 5 of the [Preliminary MS/SS Credential Program Standards](#).

**To clarify, if a 4-year undergraduate candidate, who is in a program where they get their credential and degree at the same time, starts their program under the current TPAs, will they be able to finish under the current TPAs? Or will they be required to switch midway through their program?**

A timeline and directions for transition to all redeveloped TPAs will be established by the Commission and made available.

**Are 3 scored formal assessments for each of the 3 focus students for a total of nine scored formal assessments submitted?**

Cycle 2 asks the candidate to administer and analyze one formal assessment. From the one formal assessment, three student responses, one that exceeds the learning goal, one that meets the learning goal, and one that does not yet meet the learning goal are selected for further analysis.

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**Need more clarity again on that instruction and assessment sequence template. Does each box have to be filled?**

Each question (box) of the template needs to be completed (filled in) if appropriate.

**Will TPA field test be available for candidates completing their program in December 2017, i.e., working on their CalTPA in Oct-Dec 2017? Would they be able to get scores in Fall term? It seems like that isn't part of the timeline?**

Yes, candidates can participate in the CalTPA field test during the fall semester. They would submit their work in December. Candidate results will be available in May of 2018. Programs will need to determine if this timeline for results is appropriate for their candidates.

**In thinking about candidates in year-long placements, must the classroom setting and focus students be different for both Cycle 1 and 2?**

Students may be the same for both Cycle 1 and Cycle 2.

**Regarding assessment of the redeveloped CalTPA, must candidates pass all parts of both cycles to fully pass, or can a student fail one or more rubrics and still pass? Can a student submit Cycle 2 while failing Cycle 1?**

Candidates must pass both Instructional Cycles. Programs will determine if candidates need to pass Cycle 1 before they engage with Cycle 2. A passing standard and structure is yet to be determined. The CalTPA standard setting study will be conducted spring of 2018.

**What provisions can be made for a candidate who finishes all work in Fall 2017 and has a job opportunity starting in January 2018 that requires the Preliminary Credential given that scores for the two Cycles will not be available until Spring 2018?**

Candidate scores will be available in May of 2018. Programs will determine if the field test is appropriate for their candidates.

**So the candidate will be required to identify their SPED student in the video clip? Do you anticipate any issues with parent permission regarding that requirement?**

Permissions are required and only students whose families have provided permission may be included in the videos.

**How will TPAs be used in creating a transition document when candidates begin induction work?**

A transition document is created by the program that includes information about the candidate's program participation, clinical practice, and the findings from the TPA to guide further professional *development and growth of the candidate*. See *Standard 6 in the Preliminary MS/SS Credential Program Standards* for further details about the Induction Individual Development Plan.

**Can we set our own TPA due dates?**

Yes, programs can determine when candidates engage in the Instructional Cycles.

**Can an assessor that holds a TK-12 admin credential score all subjects?**

No, assessors must have content specific expertise as outlined in the assessor qualifications. Please see [ctcpa.nesinc.com](http://ctcpa.nesinc.com) for assessor qualifications.

**Degree in content area: can it be undergrad degree? Also, are life credentials acceptable? Where does a reading specialist credential fit in?**

Yes, assessor qualifications allow for a content-specific undergraduate degree. Yes, life credentials meet assessor qualifications for the particular content area. A reading specialist credential holder must have a teaching credential, but it can be MS or SS. It will depend on the underlying content focus.

**For multiple subject candidates/scorers, will cycles be scored specifically by scorers with expertise in that subject specific area? So, will people scoring math MS cycles have expertise in math, or just in multiple subjects?**

MS assessors will score submissions that include both elementary literacy and elementary math focused instruction and assessment.

**The Commission Dashboard? Does that mean schools' scores will be posted for all to review or?**

The data dashboard is under development. Aggregate scores on performance assessments may be posted on dashboards. At this time, this decision has not been made.

**No one mentioned anything about RICA. Is it still the intention for this to fulfill that requirement?**

At this time RICA is still required to fulfill the reading instruction assessment requirement.