

CalTPA Update for Preliminary Multiple and Single Subject Preparation Programs



CalTPA
California Teaching
Performance Assessment


March 1, 2017

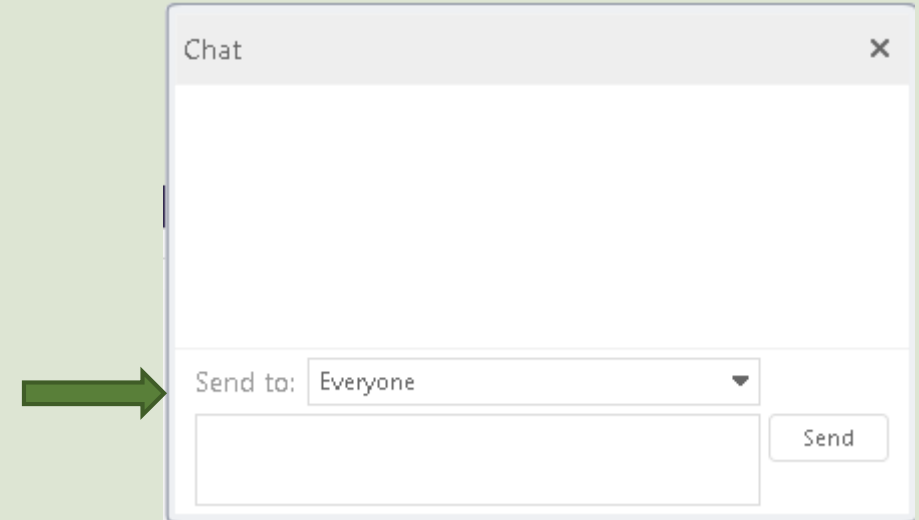


Logistics: WebEx Features

- Mute and Unmute

- Participant panel 

- Chat
 - Send questions to "Everyone". 



Introductions

- **Amy Reising**, Director, Performance Assessment Development, Commission on Teacher Credentialing (CTC)
- **Wayne Bacer**, Consultant, CTC
- **Tina Frushour**, Evaluation Systems
- **Laurie Thornley**, Evaluation Systems

History of Performance Assessment in California

1998	SB 2042 (EC §44320.2)
2000-2003	Under a federal grant, Commission developed its model teaching performance assessment (TPA) and provided to the field
2003-2007	Preparation programs voluntarily implement the CalTPA
July 1, 2008	State required Commission-approved TPA for preliminary credential
2015	State funds for redevelopment of CalTPA
2016-2018	Redevelop CalTPA (design, development, pilot test, field test, standard setting, implementation)



ASSESSMENT DEVELOPMENT

CalTPA Redevelopment Process

Adopted Revised Assessment Design Standards

Adopted Revised Teaching Performance Expectations (TPEs)



Redeveloped and Aligned Teaching Performance Assessment

Teaching Performance Assessment Design Standards

- Diagnostic rubrics with multi-level performance levels
- Centrally scored (statewide, with local option)
- Embedded within programs; evidence derived from on-the-job practice
- Substantively related to performance expectations
- Specific instructional focus

Teaching Performance Expectations (TPEs)

- Foundation of what educators new to the profession should know and be able to demonstrate at the point of initial licensure
- Integral role in determining the design and delivery of preparation program curriculum and fieldwork experiences for candidates
- Aligned with the California Standards for the Teaching Profession (CSTP)

Validity Study of Teaching Performance Expectations

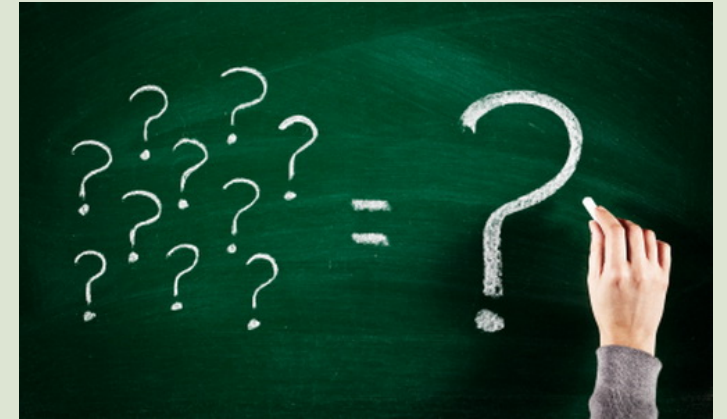


CalTPA Design Team

- Twenty-one California educators appointed by CTC's Executive Director
- Extensive experience with preparing candidates representing the full range of preparation programs, induction programs, practitioners, and the geographic regions of California
- Attend meetings over two years (2016-2018)
- Provide recommendations to the design of tasks, rubrics, scoring processes, materials for candidates and programs
- Review pilot and field test data and make recommendations to revise performance assessment

CalTPA Redevelopment Timeline

December 2015	CTC Adopts Revised Design Standards
Spring 2016	TPE Validity Study
June 2016	CTC Adopts Revised TPEs
June-December 2016	Assessment Cycle and Scoring Rubric Development with Design Team
January-April 2017	Pilot Test (26 programs)
Fall 2017-Spring 2018	Field Test
Spring 2018	Standard Setting
June 2018	CTC Adopts Passing Standard
Fall 2018	Operational Administration



QUESTIONS?

Send questions to "Everyone" using Chat.



ASSESSMENT DESIGN

Key Design Features

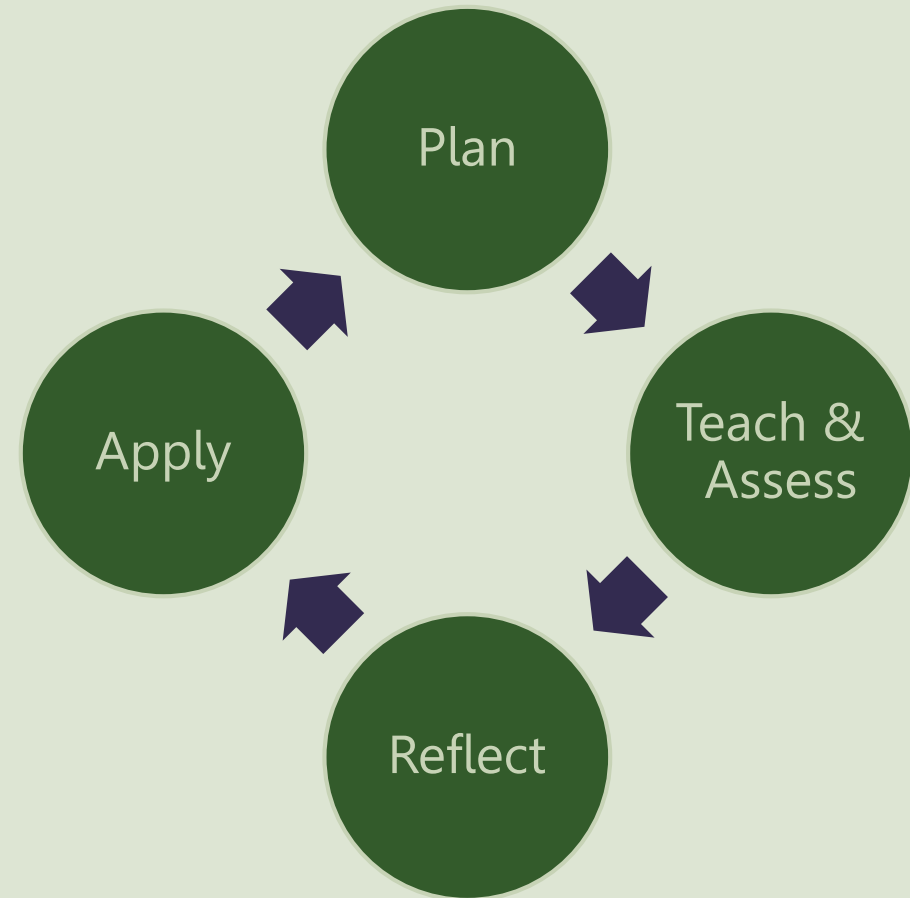
- Instructional cycle: *Plan, Teach and Assess, Reflect, Apply*
- Focus on teaching ALL students including English learners, students with identified needs including gifted students, and other underserved students
- Subject-specific pedagogy
- Same number of tasks for Multiple Subject and Single Subject candidates
- Diagnostic, formative feedback to candidates and programs
- Centrally scored (statewide, with local option)
- Video of teaching practice is directed, specific, and annotated
- “Natural harvest” of evidence

Key Design Features (cont.)

- Educational technology is infused in practice
- Less emphasis on written evidence
- Choice in how to present evidence including option to provide reflection in either video or written narrative
- Integrated instruction supported
- Formative nature by allowing feedback on one instructional cycle before completing the next cycle

CalTPA Structure: Two Instructional Cycles

- Instructional Cycle 1:
Learning About Students and
Planning Instruction
- Instructional Cycle 2:
Assessment-Driven Instruction



Instructional Cycle 1 focuses on getting to know your students' assets and needs, and using that information for instructional planning. Candidates will demonstrate how they use knowledge of their students, instructional strategies and activities, implement educational technology, monitor student learning, and make appropriate accommodations and/or modifications during the teaching of a lesson to meet individual student needs.

Plan
Teach and Assess
Reflect
Apply

Instructional Cycle 2 focuses on assessing, during instruction, student learning and using multiple assessment outcomes to plan for and promote learning for all students. Candidates will use what they know about students and learning context to plan and teach an instruction and assessment sequence. Candidates will provide feedback to students about the qualities of their performance for two types of assessment, 1) informal and 2) formal. Candidates will then analyze all assessment findings in order to plan and implement either a review instructional activity or a connecting activity to introduce new learning goals.

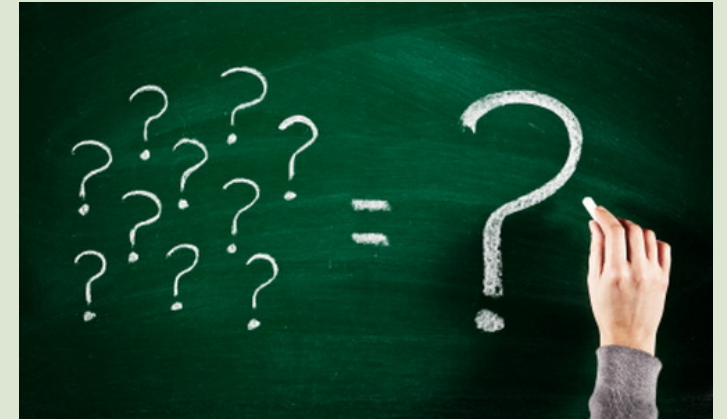


INSTRUCTIONAL CYCLE 1

Learning About Students and Planning Instruction

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 1: Plan (templates provided)</p>	<ul style="list-style-type: none"> • Gather context information about your students, including 3 focus students. <ol style="list-style-type: none"> 1. English learner 2. Identified by the district or school with an IEP or 504 or GATE 3. From an underserved education group or a group that needs to be served differently • Use knowledge of your students along with knowledge of the applicable California state standards and/or curriculum frameworks or equivalent and of subject-specific pedagogy in your content area to develop one lesson plan. • Explain how: <ul style="list-style-type: none"> • the underlying research, theoretical base, and/or appropriate practice support the instructional decisions made in the lesson plan you are developing • the lesson plan addresses current academic achievement levels of your whole class • the plan addresses English language proficiency levels of your whole class • the plan is relevant to and utilizes the cultural, linguistic, socioeconomic backgrounds, funds of knowledge, and prior experiences and interests of your students • the plan is relevant to and utilizes the students’ level of educational technology experience and the educational technology available to them • the plan is relevant to and utilizes the social-emotional learning strengths and needs and developmental considerations of your students • the plan addresses one individual need of each focus student 	<ul style="list-style-type: none"> • Written Narrative: Getting to Know Your Students (Context Information for the Class, Description of Students' Characteristics, and Description of Focus Students) • Lesson Plan and Related Instructional Materials (up to 5–10 pages) • Written Narrative: Explanation of the Lesson Plan

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Teach the planned lesson to your students within the school placement. • Video-record the full lesson or segments of the lesson. Select 5 video clips that show at minimum the (a) opening of the lesson; (b) students engaged in an activity that reflects subject-specific pedagogy for your content area; and (c) appropriate adaptations, accommodations, and/or modifications for each of the 3 focus students. 	<ul style="list-style-type: none"> • Video evidence to be submitted in Step 3
Step 3: Reflect (template provided)	<ul style="list-style-type: none"> • Provide an annotation for each video clip that includes a title and brief rationale for practices recorded. Use the following titles in the annotations: <ul style="list-style-type: none"> • Positive Learning Environment • Engaging Instructional Strategies and Learning Activities • Use of Educational Technology • Social and Emotional Support • Monitoring Student Learning • Accommodations and/or Modifications 	<ul style="list-style-type: none"> • 5 video clips each with written annotations (a title and a brief rationale)
Step 4: Apply (template provided)	<ul style="list-style-type: none"> • Provide responses to questions regarding what you learned from planning and teaching the lesson and how what you learned will change your teaching practice. • Cite evidence from Steps 1–3. 	<ul style="list-style-type: none"> • Narrative (written or video): Application of What You Learned



QUESTIONS?

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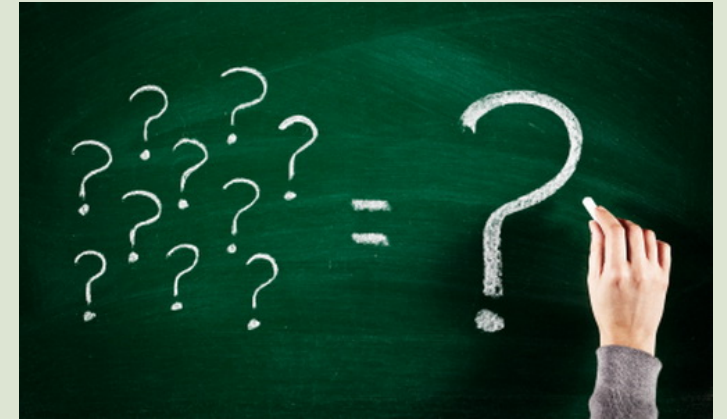


INSTRUCTIONAL CYCLE 2

Assessment-Driven Instruction

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan (templates provided)	<ul style="list-style-type: none"> • Provide context information about one class of students within a school placement. • Outline a plan for an instruction and assessment sequence that includes: <ol style="list-style-type: none"> 1. Instruction and informal assessment 2. Instruction and student self-assessment 3. Formal assessment 	<ul style="list-style-type: none"> • Written Narrative: Context Information • Instruction and Assessment Sequence Template for one class of students
Step 2: Teach and Assess (templates provided)	<ul style="list-style-type: none"> • Conduct the instruction and assessment sequence. • Video-record your instruction or segments of the instruction. Select 3 clips that include (a) informal assessment and feedback to 2 students, (b) student self-assessment, with detailed feedback to at least 2 students, and (c) formal assessment. • Provide 3 types of annotations that include brief rationales for assessment practices. • Analyze formal assessment responses (products, processes, or performances) for the whole class. • Select 3 examples of student work (products, processes, or performances) from the formal assessment representing high, average, and low performance and determine how to provide detailed feedback to these students. • Provide a whole class analysis of student work evidence (product, process, or performance) from the informal and formal assessments. 	<ul style="list-style-type: none"> • 3 video clips with written annotations (title and brief rationale) • Blank copy of the formal assessment • Rubric and/or scoring criteria for the formal assessment, including definition of proficient student performance • 3 scored formal assessments (product, process, or performance) representing high, average, and low performance and related rubric and/or scoring criteria and detailed feedback to provide to these students • Written Narrative: Analysis of Student Work Evidence (product, process, or performance) from the informal and formal assessments

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 3: Reflect (template provided)	<ul style="list-style-type: none"> • Reflect on what you learned about student learning/achievement based on your analysis of informal and formal assessment results for the whole class and for each of the 3 student work samples representing high, average, and low performances. 	<ul style="list-style-type: none"> • Written Narrative: Assessment Summary and Analysis of Student Learning
Step 4: Apply (templates provided)	<ul style="list-style-type: none"> • Plan a follow-up instructional activity based on your analysis of all the assessment results; either <ul style="list-style-type: none"> • a review instructional activity for students who did not achieve the learning outcome(s); OR • a connecting activity that builds on what your students demonstrated that they learned. • Video-record the entire instructional activity or a segment of the activity. Select 1 video clip that demonstrates how you modified instruction based on your analysis of all assessment results. • Provide annotations to the video clip that include brief rationales for instructional and assessment practices seen in the video clip. Include the following titles in the annotations: <ul style="list-style-type: none"> • Reteaching of Instruction • Application of New Learning • Explain how what you learned from your analysis of multiple types of student assessment—informal and formal, including student self-assessment—has influenced how you will plan instruction and assessment for all your students as you continue to teach. 	<ul style="list-style-type: none"> • Updated Instruction and Assessment Sequence Template • 1 video clip of follow-up activity with written annotations (a title and a brief rationale) • Narrative (written or video): Assessment-Driven Instruction



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INSTRUCTIONAL CYCLE RUBRICS

Key Features

- One rubric per step (*Plan, Teach and Assess, Reflect, Apply*)
- 5-levels of performance
- Qualitative descriptors of performance
- Subject-specific pedagogy included
- Holistic with formative feedback
- Tied directly to the evidence submitted
- Measures the TPEs

Rubric Outline

- Instructional Cycle 1
 - Rubric 1.1 for Step 1: Plan
 - Rubric 1.2 for Step 2: Teach and Assess
 - Rubric 1.3 for Step 3: Reflect
 - Rubric 1.4 for Step 4: Apply
- Instructional Cycle 2
 - Rubric 2.1 for Step 1: Plan
 - Rubric 2.2 for Step 2: Teach and Assess
 - Rubric 2.3 for Step 3: Reflect
 - Rubric 2.4 for Step 4: Apply
 - Rubric 2.5 for Subject-Specific Pedagogy: [Content Area]



Rubric 1.2 for Step 2: Teach and Assess

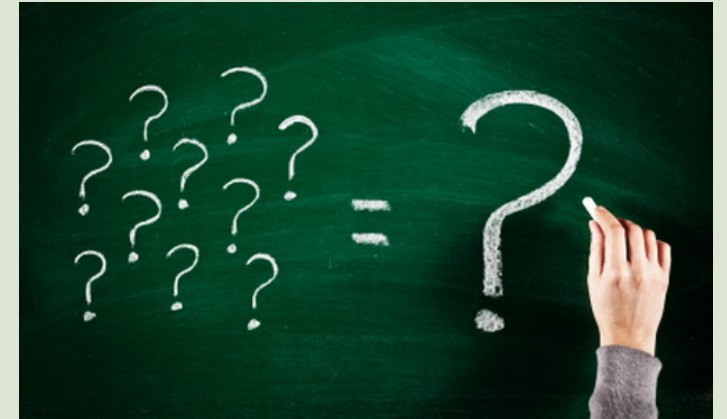
Evidence Required:

1. Video-record the full lesson or segments of the lesson. Select 5 video clips that show at minimum the
 - a. opening of the lesson;
 - b. students engaged in an activity that reflects subject-specific pedagogy for your content area; and
 - c. appropriate adaptations, accommodations, and/or modifications for each of the three focus students.

Level 1	Level 2	Level 3	Level 4	Level 5
Little or no effective, relevant, or appropriate video evidence of teaching performance is provided to demonstrate:	Limited , partially relevant, incomplete, and/or inappropriate video evidence of teaching performance is provided to demonstrate:	Adequate , sometimes relevant, and generally appropriate video evidence of teaching performance is provided to demonstrate:	Appropriate , relevant, and visually detailed video evidence of teaching performance (may need organization) is provided to demonstrate:	Comprehensive , significant, relevant, and appropriate visually detailed video evidence of teaching performance is provided in an organized way to demonstrate:

- how the candidate established the learning environment for the class.
- students engaged in a learning activity or activities that reflect subject-specific pedagogy and content standards, or the equivalent.
- how the candidate and students used educational technology within the lesson to facilitate student engagement and learning.
- how the candidate provided for students' social and emotional support within the lesson.
- how the candidate monitored student learning.
- how the candidate made the accommodations and/or modifications to meet individual student needs.

TPE Domains Measured: 1, 2, 3



QUESTIONS?

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What's Next?

- Pilot Test: January-April 2017
- Pilot Scoring: April 2017
 - In-person training and calibration
 - Consensus scoring in small groups
- Field Test: Fall 2017-Spring 2018
 - Entire assessment system, including registration, submission, and scoring
 - Recruitment for field test participants begins Spring 2017
- Standard Setting: Spring 2018
- Operational Administration: Fall 2018
 - Year-round submission deadlines and results reported within three weeks of deadline
 - Online resources (e.g., website, example responses, handbook)





News

11/08/16: Update on the Redevelopment of the California Teaching Performance Assessment (CalTPA).

10/12/16: Update on the Redevelopment of the Teaching Performance Assessment (CalTPA).

Welcome!

► This site provides information about the work of the California Commission on Teacher Credentialing to revise the California Teaching Performance Assessment (CalTPA) and to develop a new assessment, the California Administrator Performance Assessment (CalAPA). Here you will find the latest updates on these efforts and how California educator preparation programs can get involved.

www.ctcpa.nesinc.com

- About
- Pilot Test
- Field Test
- Scoring
 - Assessor Application
- FAQs
- Contact Us

CalTPA Assessor Qualifications

To be eligible to score the California Teaching Performance Assessment (CalTPA), an applicant **MUST** meet both of the following requirements.

REQUIREMENT #1

Be a current or recently retired California education professional in one (1) or more of the following capacities:

- University/program teacher educator
- Field supervisor
- Master teacher
- TK–12 teacher or supervisor
- TK–12 administrator (e.g., principal, assistant principal)
- Holder of a teaching license or credential issued by a state education agency
- National Board Certified Teacher (NBCT)

REQUIREMENT #2


Have expertise in the content area assigned to score in one (1) or more of the following ways:

- Hold a current Multiple or Single Subject Teaching Credential, or the equivalent, in the content area
- Have university teaching experience in the content area
- Hold a degree in the content area

To apply visit: www.ctcpa.nesinc.com

CalTPA Operational Support Materials

- Candidate handbook and tutorials for technical support
- Program handbook and faculty support
- Cycle directions and rubrics
- Templates to support candidate success
- Example submissions (exemplars)
- Candidate Support Center
 - Phone
 - Email
 - Live chat



CalTPA
California Teaching
Performance Assessment

Instructional Cycle 1

Learning About Students and Planning Instruction

Instructional Cycle 1 Evidence Specifications Chart

Step	Evidence	Supported File Types	Number of Files	
			Min	Max
Step 1: Plan	Written Narrative: Getting to Know Your Students (Context Information and Descriptions of Students' Characteristics and Focus Students)	.doc; .docx; .pdf	1	1
	Lesson Plan and Related Instructional Materials	.doc; .docx; .pdf	1	1
	Written Narrative: Explanation of the Lesson Plan	.doc; .docx; .pdf	1	1



CALIFORNIA
Performance Assessments
for Teachers and Leaders

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CalTPA

- About CalTPA
- CalTPA Pilot
- CalTPA Scoring


Quick Links

- Contact Us
- Frequently Asked Questions

About CalTPA



The CTC is redeveloping the state assessment, the California Teaching Performance Assessment (CalTPA). Pursuant to Education Code Section 44320.2, this assessment meets one of the requirements for earning a Preliminary Multiple Subject or Single Subject Teaching Credential. The Commission recently updated both its Teaching Performance Assessment Design Standards and Teaching Performance Expectations (TPEs), and so is also updating the CalTPA to reflect these recent changes.



CalTPA
California Teaching
Performance Assessment

CalTPA Instructional Cycle 1
Learning About Students and Planning Instruction

Step 1: Plan

Explanation of the Lesson Plan Template

Directions: Thinking about the class context information, briefly respond to the questions below to explain how the lesson plan is informed by and addresses the academic achievement levels, strengths and needs, and backgrounds of your students, and underlying research or equitable and appropriate practice. Type your responses within the brackets following each prompt.

Explain how:

- the underlying research, theoretical base, and/or appropriate practice support the instructional decisions made in the lesson plan you are developing.

CalTPA Operational Infrastructure

- Program onboarding and ongoing supports (CTC and Evaluation Systems)
- Online candidate registration system
- Online candidate submission system with integrated annotation tool for video-recorded evidence
- Year-round submission opportunities and scores reported within three weeks of a submission deadline
- Centralized, online scoring with local scoring option
- Electronic distribution of candidate scores to candidates and programs including *ResultsAnalyzer* for programs
- Remediation and retake support
- Data available on Commission Dashboard

DISCUSSION/QUESTIONS



Technical questions: es-caltpa@pearson.com

Policy questions: areising@ctc.ca.gov

wbacer@ctc.ca.gov

IMPORTANT RESOURCES

[Preliminary Multiple Subject and Single Subject Credential Program Standards \(including Teaching Performance Expectations\)](#)

[Required Preliminary Multiple and Single Subject Preparation Program Use of an Updated Teaching Performance Assessment \(TPA\) Model Beginning in the 2018-19 Program Year \(Program Sponsor Alert Number: 17-02\)](#)

Commission on Teacher Credentialing: www.ctc.ca.gov

California Performance Assessments for Teachers and Leaders: www.ctcpa.nesinc.com

THANK YOU FOR ATTENDING
