



# CALIFORNIA

Educator Credentialing Examinations  
Performance Assessments for Teachers and Leaders



# CalTPA

California Teaching  
Performance Assessment



## CalTPA Coordinators' Meeting

### Update for Preliminary Multiple and Single Subject Preparation Programs

April 17 & May 13, 2019

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# Introductions

## California Commission on Teacher Credentialing

Amy Reising, Director of Performance Assessment Development

Wayne Bacer Ed.D., Teaching Performance Assessment (TPA) Consultant

Gay Roby, Professional Services Division (PSD) Consultant

Katy Croy, Professional Services Division (PSD) Consultant



# Introductions

## **Evaluation Systems group of Pearson**

Maureen Lynch, Director Educator Performance Scoring

Tina Frushour, Program Manager

Laurie Thornley, Program Manager

## **Guest Speaker**

Melissa Meetze-Hall, San Bernardino and Riverside County Offices of Education



# Agenda

- Welcome / Norms
- Year One in Review
- Candidate Submission Observations
- Coordinator Role and Expectations
- Program Resource Updates
- Transition to Year Two
- Up and Coming Events



# CalTPA Meeting Norms

- Attentive listeners
- Honor agenda and timeframes
- Seek to listen
- Do not repeat what someone else said
- Being fully present and turn off technology, step out for calls, etc.

# CalTPA Meeting Norms

- Honor all points of view
- Respectful listening, don't judge
- Provide space for everyone to participate
- Mindful to allow others time to speak (speak but not too long)



# Year One in Review



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# Year One in Review

- CalTPA Operational Assessment Materials Published – September 18, 2018
- CalTPA Registration & Submission Launch – October 9, 2018
- First submission deadline – October 25, 2018 (followed by one or more per month through summer 2019)
- First reporting date – November 29, 2018 (followed by one or more per month through summer 2019)
- Supports provided: Thursday office hours, VTTs, webinars, website, technical assistance through Pearson





# Year One in Review

- Submissions to date – more than 6,500
- 97% overall met initial threshold to pass

	Cycle 1	Cycle 2
Multiple Subject	2,728	1,193
Single Subject	1,937	708

- 400 MS and SS assessors trained and calibrated





# Candidate Submission Observations



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# Candidate Submission Observations – General

- Vast majority of candidates registered and submitted cycle evidence appropriately
- Candidates used the internal annotation tool to annotate video clips with ease
- Faculty and candidates understood and followed directions in the guide and templates
- Candidates followed guidelines for page length and video length
- Candidates were thoughtful and provided submissions that could be scored by assessors

# Candidate Submission Observations – General

## Challenges:

- Candidates used incorrect templates (e.g., field test templates). Be sure candidates have access to and USE correct templates. Better to use templates than not to use.
- Candidates did not always use professional writing when describing students' learning needs
- Candidates struggled with understanding Standard English speakers

# Candidate Submission Observations – General

## Challenges:

- UDL was unclear or used generally for all instructional decisions
- Reflective writing vague; not sure how to cite their work or research
- Candidates did not maintain candidate/school anonymity
- Used National Standards vs. CA Standards and Frameworks (math and science)
- Co-teaching (must be candidate's own work)

# Candidate Submission Observations – General

## **Narratives:**

Candidates submitted narratives that were too long OR too short

## **Videos:**

- Candidates submitted video clips that were too long OR too short
- Candidate and students must be seen in all video clips
- Annotations provided did not match video clips

# Candidate Submission Observations – General

## Registration and Uploading Submissions:

Candidates uploaded submissions in the wrong content area

- MS candidates need to complete MS submission
- SS candidates need to complete SS submission
- SS English candidates need to select English, not ELD  
(candidates should withdraw and re-register before submitting)



# Table Talk

Do these findings align with your experience?

What was a challenge(s) you faced? How did you solve it?

# Candidate Submission Observations – Cycle One

## Some candidates struggled with:

- Order of steps. Did not complete Step 1: Planning, prior to teaching and assessing in Step 2
- Writing appropriately about student 3 and their families
- Terminology: asset based planning, Standard English learner, funds of knowledge, developmental considerations, typical and atypical
- 3 different focus students
- Providing prior experiences and interests beyond what was relevant to the lesson



# Candidate Submission Observations – Cycle One

## Some candidates struggled with:

- using a clear lesson plan (see optional plan provided)
- providing annotations that gave no rationale for video clip
- citing evidence from their own work Steps 1, 2, or 3 in reflection
- citing research within narrative to support findings
- cursory reflection
- redacting student names or school names

# Table Talk

Do these findings align with your experience?

What was a challenge(s) you faced with Cycle 1? How did you solve it?

# Candidate Submission Observations – Cycle Two

## Some candidates struggled with:

- using informal assessments that provided feedback about content
- student self-assessment of content; modeling how to conduct
- developing rubrics with clear, qualitative descriptions of student KSA's
- writing lesson goals based on CA standards
- providing detailed feedback to students based on rubrics for all assessments
- clearly noting academic language development for learning segment
- student use of educational technology; early grades

# Candidate Submission Observations – Cycle Two

## Some candidates struggled with:

- submitting 3 Student work samples with feedback (PE, Music, H/SS)
  - Student work vs rubrics
  - Student performance videos and scored rubrics/feedback
- Cycle 2 extension activity vs. re-teaching based on data from informal, student self-assessment, and formal assessment
- submitting two distinct lessons (situation where candidates reworked Cycle 1 and resubmitted an expanded version of the Cycle 1 lesson for Cycle 2)
- annotations too short or did not match video clip; no rationale provided



# Table Talk

Do these findings align with your experience?

What was a challenge(s) you faced with Cycle 2? How did you solve it?

# Questions?





# Role of the CalTPA Coordinator



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# Coordinator Role and CTC Expectations

- Attend CTC CalTPA Coordinator workshops/meetings (or send designee) in person or online
- Act as primary ES and CTC Contact for CalTPA information
- Receive and disseminate score report data (you may designate appropriate others to receive score report data)
- Disseminate CalTPA information to program stakeholders (Dean, faculty, adjunct faculty, supervising teachers, candidates)



# Coordinator Role and CTC Expectations

Provide program guidance and oversight

- Program and curriculum integration with CalTPA (embedding the CalTPA cycles into coursework and field work)
- Faculty updates, training, and support
- Master/mentor/supervising teacher updates, training and support (include in 10 hour required training)
- Candidate materials, updates, registration and technology support, and remediation/retakes (as needed)
- Appropriate MS/SS placement

[www.ctcexams.nesinc.com](http://www.ctcexams.nesinc.com)



# Supports

Educator Prep Program (EPP) support mailbox:

CalTPA: [es-caltpa@pearson.com](mailto:es-caltpa@pearson.com)

PSD-news: Subscribe/Unsubscribe:

<https://www.ctc.ca.gov/commission/newsletters/psd-news>

# Table Talk

As a coordinator, what best practices have you used to support faculty? To support candidates?

# CalTPA Implementation Considerations

- Appropriate Candidate Placement
  - Placement site selection and coordination
    - English learner
    - Students with IEP/504/gifted
    - Educational technology
    - Elementary, Middle, or High School
    - Appropriate access to student information
- MS content order: Candidates choose what cycle to complete first and what content area (literacy or mathematics)
  - Subject matter may be integrated



# CalTPA Implementation Considerations

- Determine number of candidate retakes allowed (candidate must be enrolled in a program to complete and submit the CalTPA)
- Create process for remediation support/resubmissions
- Option to purchase vouchers for candidate registration

# Table Talk

What other Implementation Considerations have you encountered? How did you work with colleagues to address the needs at your program?



# Faculty Development

- Asset-based instructional design
- Support for student who has suffered trauma in or outside of school (3<sup>rd</sup> focus student)
- Standard English learner
- Writing professionally about students' learning needs
- Universal Design for Learning
- HOTS within content areas
- Watching video-recorded practice and discussing qualities

# Faculty Development

- Using CalTPA rubrics with assignments
- Informal assessment
- Student self-assessment
- Reflective writing
- Citing evidence of practice
- Use CA standards and frameworks
- Making sure that candidates self-assess work or peer-assess work prior to submission

# Universal Design for Learning

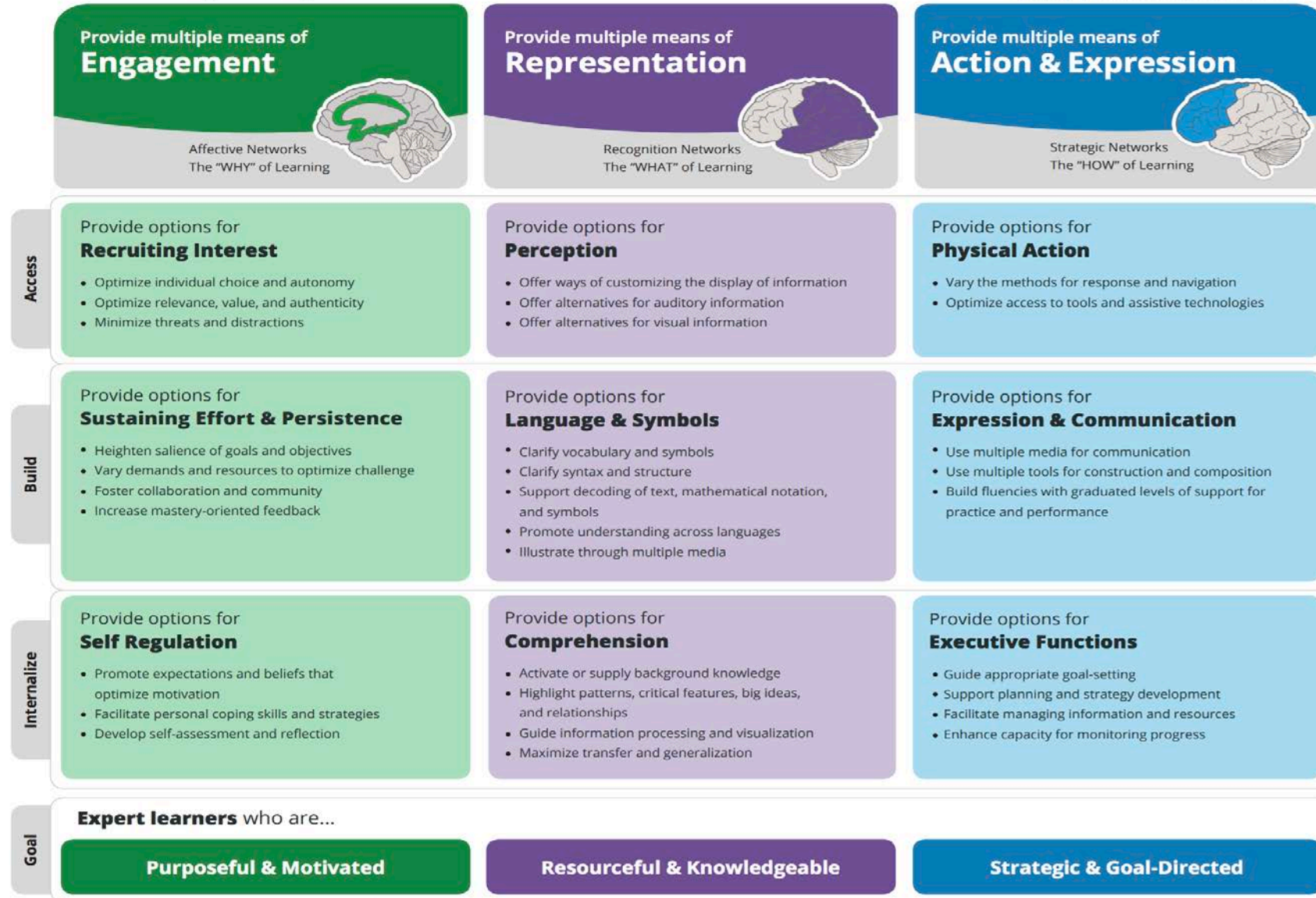
Flexible learning environments to address individual learning differences:

Focuses on 3 key principles:

- Principle 1: Provide multiple means of representation (the ***what*** of learning)
- Principle 2: Provide multiple means of action and expression (the ***how*** of learning)
- Principle 3: Provide multiple means of engagement (the ***why*** of learning)

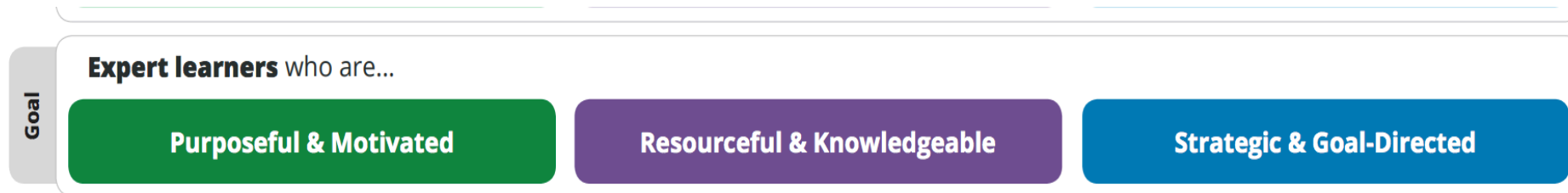
# *Understanding* Universal Design for Learning

April 2019  
Dr. Melissa Meetze-Hall  
San Bernardino County Superintendent of Schools



# The Goal of Universal Design for Learning

- ▶ Foundationally, UDL is about developing expert learners.



[udlguidelines.cast.org](http://udlguidelines.cast.org) | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

- ▶ The UDL framework guides the design of learning opportunities

# UDL is a framework

- ▶ UDL is not:
  - An initiative
  - A curriculum
  - A toolkit
- Therefore.... UDL implementation requires...
  - Time
  - Patience
  - Intentionality

UDL may contradict educators' beliefs about teaching and learning.

# UDL is subtle, yet impactful, small changes.

1. UDL should be applied to the learning environment
  - Access to learning
  - Scaffolds
  - Opportunities for students to become expert learners
2. UDL is not:
  - A checklist
  - Easily quantifiable
  - Throwing out and starting over



# Key Points

1. UDL is not a checklist
2. UDL includes small (subtle) changes
3. UDL varies in every context
4. UDL asks us to reconsider learning goals
5. UDL asks us to consider barriers to learning



# Clarify Our Understanding

- ▶ Are you wondering about engagement?
- ▶ Are you wondering about level of understanding on your campus?
- ▶ Do you wonder about the clinical experience of your candidates?



# UDL Hub at San Bernardino County Superintendent of Schools

- ▶ Three training dates for educational leaders:
  - 6.18.2019      Location TBD
  - 7.11.2019      Location TBD
  - 8.28.2019      Location TBD
  
- ▶ For Information, please contact:
- ▶ Melissa Meetze-Hall
- ▶ [Melissa.Meetze@sbcoss.net](mailto:Melissa.Meetze@sbcoss.net)
- ▶ 951 312-1685

# Please contact me...

- ▶ [Melissa.Meetze@sbcss.net](mailto:Melissa.Meetze@sbcss.net)
- ▶ 951 826 6773

# Lunch – 12:00 – 12:45





# Program Resource Updates



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# Example Submissions – Coming Soon!

- Mid-range submissions
- Entire submissions, including all written and video evidence
- Available online to CalTPA program coordinators via secure portal
- Access instructions to be made available soon
- To be released on a rolling basis beginning with Multiple Subject Cycle 1 - Literacy

# Website Resources

www.ctcexams.nesinc.com



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**CALIFORNIA**  
Educator Credentialing Assessments

Home Assessments Prepare Register Get Results Policies Find Info

**CALIFORNIA**  
Educator Credentialing Assessments

Welcome: This site provides you information about California educator credentialing assessments. Here you can find assessment information, register for your assessment, prepare, and get results for the CalAPA, CalTPA, CBESE, CPACE, CSET, CTEL, RICA, NES, and WEST.

**SIGN IN** Find Assessment Dates, Sites, and More: Select an assessment: Go

**Important Announcements**

- 01/18/19 CalTPA Update for Candidates Pursuing Multiple or Single Subject Preliminary Credential Concurrent with a Bilingual Authorization
- 08/18/18 For Faculty: assessment materials, including assessment guides and templates, are now available for the California Administrator Performance Assessment (CaIAPA) and the California Teaching Performance Assessment (CaTPA).
- 4/20/18 A new device has been added to the list of approved graphing calculators.

**Before You Register**

- Preparation materials
- Alternative arrangements
- Policies and rules

**After You Register**

- View/change registrations
- Day of the test
- Your results and testing history

**For Faculty and Institutions**

- Become an Assessor: Review the required qualifications and apply to score the CaIAPA and CaTPA.
- Vouchers are available for purchase by state education agencies and educator preparation programs to provide candidates with full or partial credit toward registration fees.

**Related Links**

- Visit the Commission on Teacher Credentialing website
- Early Completion Internship Option Candidates: Visit www.nesinc.com/california for information about the required assessments.

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# Candidate Assessment Results Report

- Per Cycle
  - Rubric-level Scores and Descriptors
  - Total Score
- Assessment Performance Summary
  - Status and Reporting Date for All Cycles
  - TPA Requirement Met Status
- Understanding Your CalTPA Assessment Results Report
  - Each Section of Report
  - Condition Codes

# Candidate Assessment Results Report



**Assessment Results Report**

Firstname Lastname  
Street Address  
City, State, Zip Code

Social Security Number: XXX-X1-2345  
Submission Deadline:

Your assessment results will be reported to the Commission on Teacher Credentialing approved educator preparation program: <insert EP program name>

Multiple Subject Instructional Cycle 1: L  
(M)  
Rubric Per

Cycle Step and Rubric		Rubric Score
<b>Step 1: Plan</b>		
Rubric 1.1	How does the candidate's proposed learning goal(s) connect with prior knowledge and define specific outcomes for students? How do proposed learning activities and instructional strategies support, engage, and challenge all students to meet the learning goal(s)?	
	Candidate's lesson plan includes manageable and appropriate goal(s) that clearly build on students' prior content knowledge.	

Cycle Step and Rubric	
<b>Step 1: Plan</b>	
Rubric 1.1	How does the candidate's proposed learning goal(s) connect with prior knowledge and define specific outcomes for students? How do proposed learning activities and instructional strategies support, engage, and challenge all students to meet the learning goal(s)?
	Candidate's lesson plan includes manageable and appropriate goal(s) that clearly build on students' prior content knowledge. Candidate clearly identifies the kinds of evidence they will look for to determine that students met the learning goal and the assessment(s) they will use to make this determination. Lesson plan includes learning activities that are appropriately engaging, challenging, and/or accessible for students, and grouping strategies are appropriate.
Rubric 1.2	How does the candidate plan instruction using knowledge of FS1's (English learner) assets and needs* to support meaningful engagement with the content-specific lesson goal(s)?

Step 4: Apply		Rubric Score
Rubric 1.8	How will the candidate apply what they have learned in Cycle 1 about students' learning to future instructional design to strengthen and extend students' understanding of content and develop academic language?	
	<<Merge in appropriate statement from spreadsheet>>	3
<b>Instructional Cycle 1 Total Score</b>		<b>21</b>



# Candidate Assessment Results Report

Instructional Cycle Performance Summary	
Instructional Cycle	Status and Reporting Date
Multiple Subject Instructional Cycle 1: Learning About Students and Planning Instruction (Mathematics)	Pass MM/DD/YY
Multiple Subject Instructional Cycle 2: Assessment-Driven Instruction (Literacy)	Did Not Pass MM/DD/YY
TPA Requirement Met Status	Requirement Not Yet Met



# Condition Codes

Condition Code	Condition Code Name
A	CalTPA submission requirements not met.
B	Video must conform to the technical specifications and be viewable by assessors.
C	Audio file is not of the appropriate length or quality, are edited or are unplayable or inaudible.
D	Document is not of the appropriate length or quality.
E	Insufficient or excessive information to score.
F	English translation requirement not met.
G	Video annotation requirements not met.
X	No numeric score due to Condition Code(s) elsewhere in Cycle.

# Condition Codes

Condition Code	Condition Code Name
D1	Document is not of the appropriate length or quality.
D2	Insufficient information is submitted to be able to evaluate performance.
D3	Inaccessible document file; document file could not be opened for technical reasons.
D4	Documents are illegible.
D5	Hyperlinks are provided in lieu of required evidence.

# Condition Codes

Condition Code	Condition Code Name
A2	Submission corresponds to a different content area than the area for which the Candidate registered.
D2	Insufficient information is submitted to be able to evaluate performance.
E2	Incorrect file was uploaded to the designated location.

# Candidate Results for Preparation Programs

## edReports Data Portal

- Candidate Status file
- Institution Data file
  - Assessment requirements met
  - Cycle passing status & scores
- ResultsAnalyzer
  - Candidate-level data
  - Aggregate-level data

# 4.1 Candidate Status File

rc2000-CS2018-2019.csv - Excel

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW ACROBAT

E24 : X ✓ fx

	A	B	C	D	E	F	G	H	I	J	K	L
1	ProjectCode	InstitutionName	Candidate_Name	NCN	CalTPA_Assessment	Status	RegistrationDatePT	SubmissionDatePT	WithdrawalDatePT	ExpiredDatePT	VoucherNumber	FieldSpecialty
2	CalTPA				Multiple Subject Cycle 1: Learning About Students and Planning Instruction (Literacy)	Submitted	20181009 22:07:41.283	20181022 20:22:54.153				English
3	CalTPA				Social Science Cycle 1: Learning About Students and Planning Instruction	Submitted	20181013 08:40:41.177	20181129 23:56:23.290				
4	CalTPA				Social Science Cycle 1: Learning About Students and Planning Instruction	Submitted	20181014 12:15:20.520	20181129 23:38:51.340				
5	CalTPA				Multiple Subject Cycle 1: Learning About Students and Planning Instruction (Literacy)	Submitted	20181014 13:48:58.200	20181127 01:42:12.067				English
6	CalTPA				Multiple Subject Cycle 1: Learning About Students and Planning Instruction (Literacy)	Submitted	20181014 14:33:10.203	20181022 00:08:57.720				English
7	CalTPA				Multiple Subject Cycle 1: Learning About Students and Planning Instruction (Literacy)	Submitted	20181015 00:02:03.937	20181129 15:45:27.390				English
8	CalTPA				Multiple Subject Cycle 1: Learning About Students and Planning Instruction (Mathematics)	Submitted	20181015 07:27:53.453	20181129 14:45:33.197				English
9	CalTPA				Multiple Subject Cycle 1: Learning About Students and Planning Instruction (Literacy)	Submitted	20181015 07:37:02.103	20181022 08:05:13.990				English
10	CalTPA				Multiple Subject Cycle 1: Learning About Students and Planning Instruction (Mathematics)	Submitted	20181015 10:48:40.427	20181129 17:30:33.860				English
11	CalTPA				English Cycle 1: Learning About Students and Planning Instruction	Submitted	20181015 10:54:05.040	20181025 23:47:43.213				
12	CalTPA				Multiple Subject Cycle 1: Learning About Students and Planning Instruction (Literacy)	Submitted	20181015 15:38:06.700	20181127 14:29:01.967				English
13	CalTPA				Multiple Subject Cycle 1: Learning About Students and Planning Instruction (Mathematics)	Submitted	20181021 12:36:43.703	20181025 17:07:33.893				English
14	CalTPA				Multiple Subject Cycle 1: Learning About Students and Planning Instruction (Mathematics)	Submitted	20181126 11:24:56.403	20181129 21:53:34.707				English



# 4.2 Layout File: CalTPA Requirements

```
rc2req_readme.txt - Notepad
File Edit Format View Help
Evaluation Systems
Pearson
California CalTPA
Candidate Data File - Requirements Record Layout and Specifications
"Revision Date: October 26, 2018"
Each data file name will be in the form: rc2xxxreqYYYYMMDD.txt where:
" ""r"" indicates a file in the score reporting system"
" ""c2"" indicates the California Teaching Performance Assessment (CalTPA)"
xxx is the Institution code
YYYYMMDD is the score report release date

This document describes the results file prepared for California colleges
and universities. The data file for each administration date or submission
"deadline contains test results for those candidates who indicated, during"
"registration, that their results should be forwarded to your institution."

The information contained herein is confidential and must not be disclosed
to unauthorized persons. Appropriate safeguards must be implemented by all
personnel to protect against the improper disclosure of information.

Individual candidate results are confidential and are for the purpose of California
teacher certification only. They are NOT intended to be used for employment
"decisions, college admission screening, or any other purpose."

The record layout for the .txt file(s) is shown below.

      Start   End   width  Format  Description
      1       9     9      N      Social Security Number
     10      17     8      N      Reporting Date (CCYYMMDD)
     18      20     3      N      Assessment Code (see table below)
     21      21     1      X      Blank
     22      38    17      A      Last Name
     39      48    10      A      First Name
     49      49     1      A      Middle Initial
     50      50     1      X      Blank
     51      58     8      N      Birthdate (CCYYMMDD)
     59      59     1      X      Blank
     60      61     2      A      "Preparation Program (SS=Single subject, MS=Multiple subject)"
     62      62     1      N      "Requirement Met Status (1=Requirement Met, 2=Requirement Not Yet Met)"
```

# 4.3. Layout File: CalTPA Cycle Record

```

rc2cycle_readme.txt - Notepad
File Edit Format View Help

Evaluation Systems
Pearson
California CalTPA
Candidate Data File - cycle Record Layout and Specifications
"Revision Date: October 26, 2018"
Each data file name will be in the form: rc2xxxcycleYYYYMMDD.txt where:
" ""r"" indicates a file in the score reporting system"
" ""c2"" indicates the California Teaching Performance Assessment (CalTPA)"
xxx is the Institution code
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The record layout for the .txt file(s) is shown below.

Start End width Format Description
1 9 9 N Social Security Number
10 17 8 N Reporting Date (CCYYMMDD)
18 20 3 N Field Code (see table)
21 21 1 X Blank
22 38 17 A Last Name
39 48 10 A First Name
49 49 1 A Middle Initial
50 50 1 X Blank
51 58 8 N Birthdate (CCYYMMDD)
59 59 1 X Blank
60 61 2 N "Number of Attempts (Count of the number of times candidate has attempted this field, excluding attempts that resulted in a score void)"
62 63 2 A "Cycle Passing Status (P=Pass, F=Not Pass, NS=Not scoreable) Note: Field is right justified"
64 65 2 N Cycle Total Score
66 66 1 N "Gender (0=NA, 1=Male, 2=Female)"
67 68 2 N "Ethnicity (00-19, see tables below)"
69 71 3 AN Rubric 1 Score or Condition Code and Detail
72 74 3 AN Rubric 2 Score or Condition Code and Detail
75 77 3 AN Rubric 3 Score or Condition Code and Detail
78 80 3 AN Rubric 4 Score or Condition Code and Detail
81 83 3 AN Rubric 5 Score or Condition Code and Detail
84 86 3 AN Rubric 6 Score or Condition Code and Detail
87 89 3 AN Rubric 7 Score or Condition Code and Detail
90 92 3 AN Rubric 8 Score or Condition Code and Detail
93 95 3 AN Rubric 9 Score or Condition Code and Detail (blank if reporting on cycle 1)
96 96 1 X Blank
97 99 3 N Institution (100-999)
100 101 2 A "Preparation Program (SS=Single Subject, MS=Multiple Subject)"
102 102 1 N "Program length (1=Less than 12 month program, 2=12 month program, 3=18 month program, 4=24 month program)"
103 103 1 N "Program type (1=District Intern, 2=University Intern, 3=University Student Teaching Program, 4=Residency Program)"
104 104 1 N "Placement setting (1=City, 2=Suburban, 3=Town, 4=Rural)"
105 105 1 N "Placement school (1=Public, 2=Public Charter, 3= Private)"
106 106 1 N "Placement length (1=Less than 6 months, 2= 6-12 weeks, 3= 13 weeks to 6 months, 4=Longer than 6 months)"
107 108 2 N "Placement grade level (1=TK,2=K, 3=1, 4=2, 5=3, 6=4, 7=5, 8=6, 9=7, 10=8, 11=9, 12=10, 13=11, 14=12)"
109 109 1 N "Credit Hours (0= None, 1= 1-6 credit hours, 2= 7-15 credit hours, 3= 16-24 credit hours, 4=25 or more credit hours)"
110 110 1 N "Language (1= English only, 2= English and one or more other languages, 3= one or more languages other than English)"
111 112 2 N Field specialty (see table below)

```

# *ResultsAnalyzer*



# Transition to Year Two



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# Standard Setting Study

- May 8-9, 2019
- 20 panelists
- Recommend passing threshold for adoption at June 2019 Commission Meeting, including implementation date

# Submissions Schedule

- Submission schedule for 2019-2020
  - At least one submission opportunity per month
  - More during the fall and spring
- Final schedule will be released to the field by May 1<sup>st</sup>

# Cycle/Rubric Updates

- Clarity
- Consistency
- Alignment from guide to template to essential question to rubric
- Glossary update

# Cycle 1

- Clarified alignment from guide, to template, to essential question, to rubric levels
- Slightly revised optional lesson plan
- Determine new, appropriate page lengths
- Add in directions for bilingual submissions
- Emphasize use of CA standards
- Guide will direct candidates to online system
- Add terms to glossary (typical and atypical, have HOTs match)





# Cycle 1

- Reformat guide to highlight important notes and reminders to candidates
- Remove Video Clip labels of Opening of the lesson, Middle of the lesson, and Closing of lesson
- Revise explanation of annotations
- Tighten up rubrics so that essential question maps to level 3
- Clarify use of **and, or, as well as and/or**
- Changed Primary Source to Source of Evidence at bottom of rubric

# Cycle 2

- Clarified alignment from guide, to template, to essential question, to rubric levels
- Determine new, appropriate page lengths
- Emphasize use of CA standards
- Guide will direct candidates to online system
- Add terms to glossary (typical and atypical, have HOTs match)
- If teaching in bilingual setting, what is the language of instruction?
- Removed criteria...use rubric only

# Cycle 2

- Moved submission of 3 types of assessments to Step 1 (informal and student self-assessment had been in Step 2)
- Clarified that if formal assessment is a student performance, that the performance must be captured in a video recording and submitted for 3 students
- Revised how feedback will be provided for student performance videos

# Questions?

# Future Updates

- Special Education TPA
  - May revise of CA State budget
    - If funding remains: work will begin summer of 2019
- Bilingual
  - All languages
  - Check language in registration process
  - Language fluent assessor with calibrated MS or SS assessor
- Faculty training: developed this summer, offered regionally

# Upcoming Events

- CTC Meeting – June 13-14
- Summer Faculty Trainings (TBA)
- Office Hours/Monthly VTTs (TBA)
- Fall assessor training – September/October 2019
- CalCouncil – October 17-19, 2019
- Fall CUE Conference – October 19-20, 2019
- CCAC Fall Conference – November 6-8, 2019
- Spring CUE Conference – March 19-21, 2020

# Program Level Technology Integration Support

CUE HEN\* Teacher Preparation Program Initiative

\*Higher Education Network

The Higher Education Network's mission is to serve the broad College and University faculty within CUE's membership. We seek to connect faculty and staff at public and private colleges and universities, to inspire and nourish a dynamic, cutting-edge, collegial network of professionals dedicated to excellence in higher education through the effective and appropriate use of technology for teaching and learning.

Dr. Lesley Farmer [he@cue.org](mailto:he@cue.org)

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# Questions?





# Thank You for Attending

Technical questions: [es-caltpa@pearson.com](mailto:es-caltpa@pearson.com)  
Policy questions: [areising@ctc.ca.gov](mailto:areising@ctc.ca.gov), [wbacer@ctc.ca.gov](mailto:wbacer@ctc.ca.gov)

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California Teaching  
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