



# CALIFORNIA

Educator Credentialing Examinations  
Performance Assessments for Teachers and Leaders



# CalTPA

California Teaching  
Performance Assessment





## Virtual Think Tank

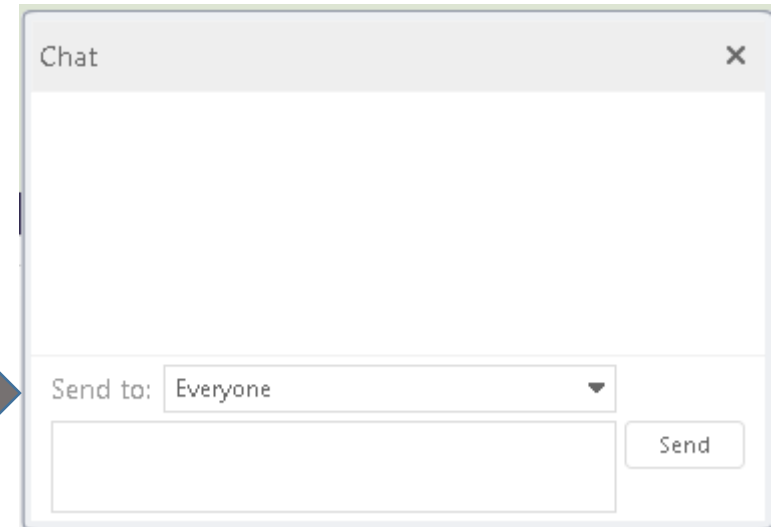
### CalTPA Cycle 2 Review

### January 25, 2019

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# WebEx Features

- Mute and Unmute (\*6 to mute, #6 to unmute)
- Participant panel 
- Chat 
  - Send questions to “Everyone”.



# Introductions

## CTC

Amy Reising, Director of Performance Assessment Development

Wayne Bacer, Consultant

## Evaluation Systems

Laurie Thornley, Program Manager



# CalTPA 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
- Content-specific pedagogy
- Same number of cycles for Multiple Subject and Single Subject candidates
- Diagnostic, formative feedback to candidates and programs
- Centrally scored (statewide, with local option for 2019)
- Video of teaching practice is directed, specific, and annotated
- “Natural harvest” of evidence

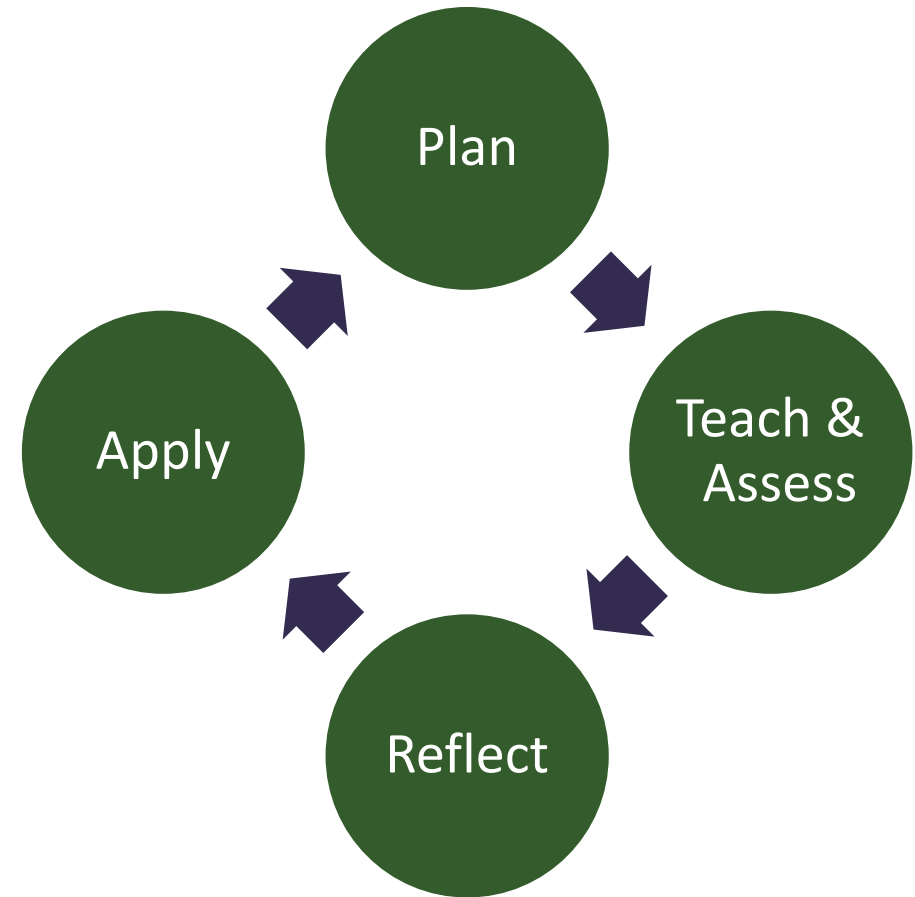


# CalTPA Key Design Features (cont.)

- 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
- No translation required for Multiple Subject Spanish bilingual placement submissions

# CalTPA Structure: Two Instructional Cycles

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



# Multiple Subject

## IMPORTANT NOTE FOR MULTIPLE SUBJECT CANDIDATES:

**Multiple subject** candidates **must** demonstrate both literacy and mathematics instruction within the CalTPA. Candidates may take one of these two approaches:

- Focus Cycle 1 on one of the two disciplines (literacy or mathematics), and focus Cycle 2 on the discipline that was not addressed in Cycle 1.

**OR**

- Focus one cycle on the integration of literacy with another content area(s), and focus the other cycle on the integration of mathematics with another content area(s). Each cycle requires learning goals and instruction focused on literacy or mathematics as well as in the other content area(s). Integration of content can occur in one or both of the cycles.

**Please note that if you do not submit both a literacy-focused cycle and a mathematics-focused cycle, you will not meet the requirement for passing the CalTPA.** In this case, you will need to retake the CalTPA.



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# Universal Design for Learning (UDL)

The CalTPA is grounded in Universal Design for Learning (UDL) theory and practice as it relates to curriculum and instruction.

UDL focuses on three 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)





# Instructional Cycle 2: Assessment-Driven Instruction



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# Informal Assessment

- **Informal assessment** refers to observing and documenting student learning and adjusting to provide in-the-moment feedback to students while teaching. Informal assessments may involve a range of strategies, for example:
  - purposeful questions to check for understanding during the lesson
  - observation notes taken by the teacher while students are engaged in learning
  - student-created representations of learning (written work, visuals, graphics, models, products, performances)
  - student peer review and critique
  - student and group reflections on the qualities of product, process, or performance
  - homework
  - warm-up activities
  - exit slips



# Student Self-Assessment

- **Student self-assessment** and/or reflection refers to students evaluating their own learning, based on criteria, and objectively reflecting on and critically evaluating their progress and academic development in the content area.

# Formal Assessment

- **Formal assessment** refers to collecting and analyzing student assessment results to provide information about students' current levels of achievement or performance after a period of learning has occurred. Results of formal assessment are used to plan further instruction and provide detailed feedback to students to direct growth and development based on content-specific learning goal(s) of the instruction. Formal assessments use a rubric and/or clearly defined scoring criteria, shared with students prior to the assessment, to gauge and evaluate student achievement or demonstrated performance. A formal assessment requires students to demonstrate the extent to which they have gained specific skills, competencies, and/or content knowledge through a product, process, or performance.

# Step 2: Teach and Assess Evidence

**Step 2:  
Teach and  
Assess**  
(template  
provided)

- Conduct the instruction and assessment activities in your learning segment.
  - Video-record your learning segment. Select 4 clips that include (1) instruction and assessment of academic language development, (2) students' use of educational technology, (3) instruction and informal assessment of content, and (4) instruction and student self-assessment of content.
  - Annotate the four video clips. Annotations include a title and brief rationale for assessment practices recorded. Annotation titles include:
    - Assessing Student Learning and Development of Academic Language
    - Students Using Educational Technology
    - Providing Content-Specific Feedback to Students
    - Assessing Student Learning and Use of Higher-Order Thinking Skills
  - Provide samples of the informal and student self-assessments and/or description of the materials and criteria/rubric.
  - Provide an analysis of the informal and student self-assessments.
- 4 Annotated video clips (up to 5 minutes each)
  - Informal and student self-assessments and/or description of materials and criteria/rubric (description may be up to 2 pages)
  - Written Narrative: Analysis of Informal and Student Self-Assessments (up to 2 pages)



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# Step 3: Reflect Evidence

<p><b>Step 3: Reflect</b> (template provided)</p>	<ul style="list-style-type: none"><li>• Score the formal assessment results (products, processes, or performances) for the whole class, using a rubric and/or scoring criteria.</li><li>• Select 3 examples of student responses (products, processes, or performances) with your feedback from the formal assessment that demonstrate a range of achievement: a response that (a) exceeds the learning goal(s), (b) meets the learning goal(s), and (c) does not yet meet the learning goal(s) with feedback to these students.</li><li>• Analyze student results from the informal and formal assessments used throughout the learning segment.</li><li>• Reflect on the evidence you observed of student learning and accomplishment of the learning goal(s), and describe what was most and least effective as well as a target for increasing instructional effectiveness.</li></ul>	<ul style="list-style-type: none"><li>• Scored formal assessments from 3 students that represent evidence of learning (products, processes, or performances) with detailed, content-specific rubric and/or scoring criteria feedback to the 3 student</li><li>• Written Narrative: Analysis of Assessment Results and Reflection for Whole Class and Individuals (up to 5 pages)</li></ul>
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# Step 4: Apply Evidence

<p><b>Step 4: Apply</b> (template provided)</p>	<ul style="list-style-type: none"><li>• Plan and conduct a follow-up instructional activity based on your analysis of all assessments: either<ul style="list-style-type: none"><li>• a re-teaching activity with a new instructional approach for students who did not achieve the learning goal(s)</li></ul></li><li><b>OR</b></li><li>• an extension activity that builds on what your students demonstrated that they learned.</li><li>• Describe how you decided on your instructional approach in the follow-up re-teaching or extension activity and how that change was informed by your analysis of assessment results.</li><li>• Video-record the entire follow-up activity and select 1 video clip that demonstrates how you adjusted or built on your instruction based on your analysis of all assessment results from Steps 2 and 3.</li></ul>	<ul style="list-style-type: none"><li>• Re-teaching or extension activity description (up to 3 pages)</li><li>• 1 Annotated video clip (up to 5 minutes) of follow-up instruction (re-teaching or extension activity)</li></ul>
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# Step 1: Plan Rubric Essential Questions (2 rubrics)

Plan	
Rubric 2.1	How does the candidate's learning segment plan provide appropriate content-specific learning goals and assessments that offer multiple ways for all students to demonstrate knowledge?
Rubric 2.2	How does the candidate plan a learning segment where, assessments, instructional strategies, and learning activities align and provide a progression of learning that develops students' concepts and skills to achieve the learning goal(s)?

# Step 2: Teach and Assess Rubric Essential Questions (5 rubrics)

Teach and Assess	
Rubric 2.3	How does the candidate support student development of academic language in relation to the content-specific learning goal(s)?
Rubric 2.4	How does the candidate incorporate educational technology (digital/virtual tools and resources) to provide opportunities for students to achieve and/or demonstrate the content-specific learning goal(s)?
Rubric 2.5	How does the candidate use informal assessment to monitor students' deep understanding of content (higher-order thinking) and adjust instruction to meet the needs of all learners?
Rubric 2.6	How does the candidate engage students in self-assessment to build their awareness of what they have learned and support their progress toward meeting learning goal(s)?
Rubric 2.7	How does the candidate use results of informal assessments, including student self-assessment, to provide feedback to students about how to improve or revise their work to continue progress toward and/or beyond the learning goal(s)?



# Step 3: Reflect Rubric Essential Questions (1 rubric)

Reflect	
Rubric 2.8	How does the candidate analyze the formal assessment results based on the scoring criteria and identify and describe emerging learning patterns and trends for the whole class in relation to the learning goal(s)?

# 3 Examples of Student Work

Candidates, once they have assessed each student's response to the formal assessment (a process, product, or performance) is to submit three student produced examples.

A formal assessment response (a process, product, or performance) from a student who has:

- 1. exceeded the learning goal (s).
- 2. met the learning goal (s)
- 3. has not yet met the learning goal (s)

Each student response must have clear, detailed feedback from the candidate to the student using the rubric for the formal assessment.

# 3 Examples of Student Work

If the formal assessment is a performance assessment, then candidates should capture the performance as a video recording or audio recording.

In the case of performance-based video evidence, candidates should append written student scores and feedback to the written narrative template in Step 3.

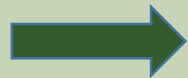
**Important Note:** Candidates who do not submit student work examples as required (evidence tables and the assessment guidebook for details) will receive a condition code and will have to resubmit and repay for the assessment.

# Step 4: Apply Rubric Essential Questions (1 rubric)

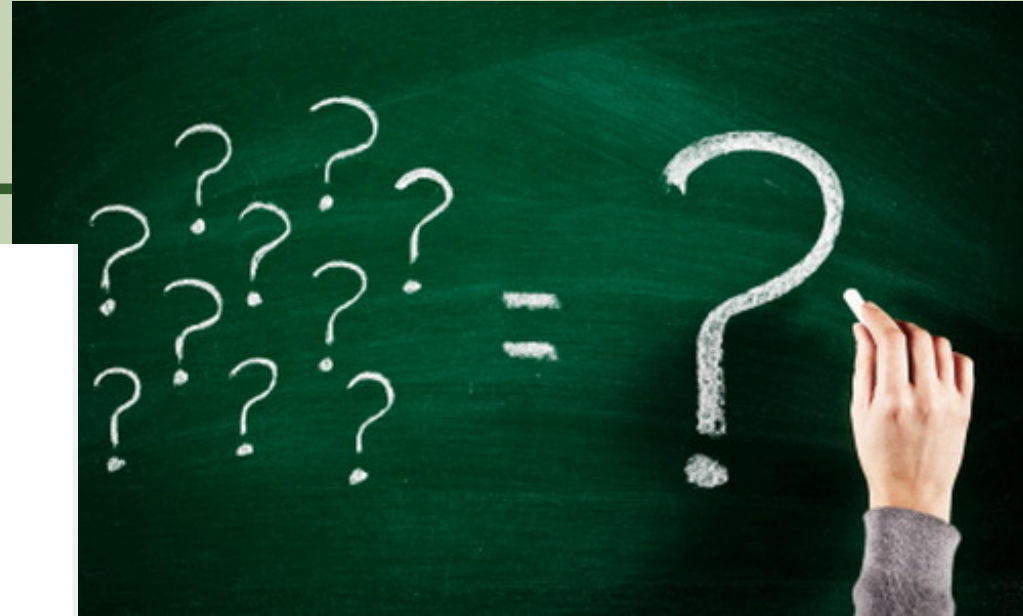
## Apply

Rubric 2.9

How does the candidate use the analysis of assessment results to plan and teach a follow-up learning activity and provide a rationale for the activity choice, citing evidence?



Send to: Everyone ▼



# Questions?







# Remediation Support



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# 2018-19 Passing Threshold

- Candidates will need to complete each cycle with an expected performance level of at least “2” across all rubrics and no more than one rubric with a score of “1” on each cycle.
- A Standard Setting Study will be conducted in spring 2019 to establish Cycle-specific passing standards for Commission approval in Summer 2019.

# Remediation Requirements

- Candidates who do not meet the expected performance level on both of the CalTPA Instructional Cycles in the 2018-19 operational administration may receive coaching and support and retake the appropriate Cycle.
- Candidates must be given at least one opportunity to resubmit.
- The maximum number of resubmissions needs to be determined by each teacher preparation program.

# Supporting Candidates Who Do Not Meet the Passing Threshold

- **Step One:** Review your program report and contact each candidate who did not meet the passing threshold. Invite them to a coaching session. Remind them to bring their Assessment Results Report and a copy of their Cycle submission for which they received a non-passing score. Try to meet with the candidate within a week of them receiving their scores.

# Supporting Candidates Who Do Not Meet the Passing Threshold

- **Step Two:** Conduct the coaching session with the candidate and review the scores received for each of the rubrics of the Instructional Cycle. Facilitate a conversation through which the candidate walks through each step of the Cycle and maps their evidence to the rubrics. Through this process, you and the candidate can see where the evidence was missing or not clear.

# Supporting Candidates Who Do Not Meet the Passing Threshold

- **Step Three:** Based on the evidence review and analysis, assist the candidate to determine if all or part of the Cycle evidence needs to be revised.

# Supporting Candidates Who Do Not Meet the Passing Threshold

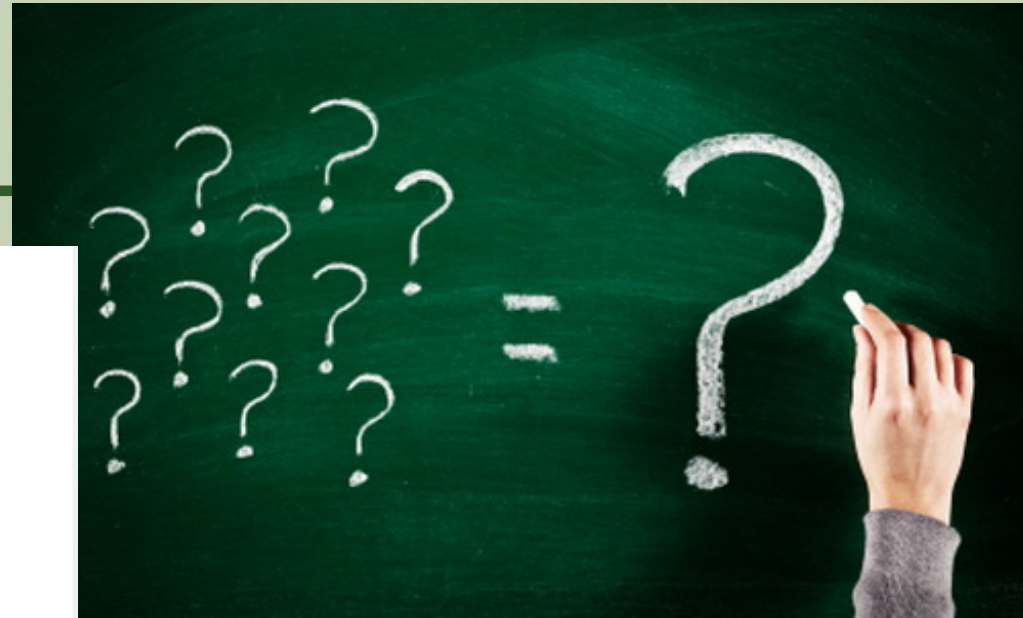
- **Step Four:** Offer resources, best practices, and coaching to support the candidate as they revise or re-do the Cycle.

# Supporting Candidates Who Do Not Meet the Passing Threshold

- **Step Five:** Remind the candidate that they will need to resubmit and pay an additional \$150 to have their submission rescored by a different assessor.



Send to: Everyone ▼



# 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)

Website: <http://www.ctcexams.nesinc.com>



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