CCTE Fall Conference Joint Meeting
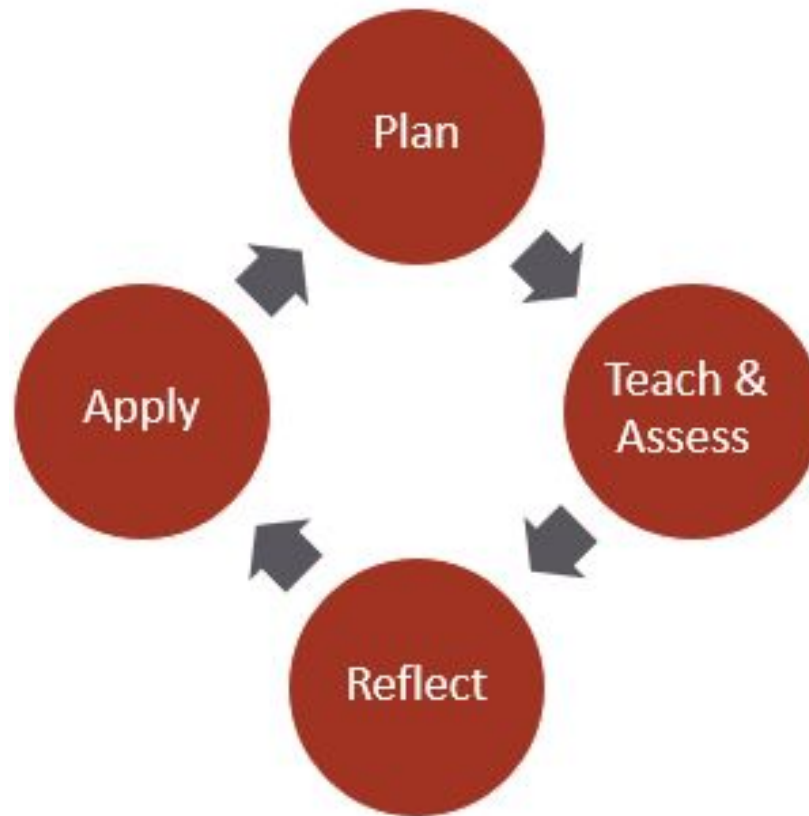
Commission on Teacher Credentialing
Professional Services Division Team

Education Specialist TPAs

EdSp CalTPA Strucural Overview

EdSp CalTPA Cycle One: Learning About Students with IEPs and Planning Instruction

MMSN

- Work with caseload of students

- Select 3 Focus Students:
  - Student who is an English learner
  - Student who is receiving related services
  - Student who has experienced trauma/significant life experiences

- Plan one grade-level, content-based lesson (literacy or mathematics)*

- Film and annotate delivery of instruction to whole group or small group

- Reflect on lesson delivery

- Apply new learning to future lesson planning

ESN

- Work with caseload of students

- Select 3 Focus Students:
  - Student who is an English learner
  - Student who is receiving related services
  - Student who has experienced trauma/significant life experiences

- Plan one grade-level, content-based lesson (literacy or mathematics)*

- Film and annotate delivery of instruction to whole group, small group, or an individual student

- Reflect on lesson delivery

- Apply new learning to future lesson planning

EdSp CalTPA Cycle Two: Assessment-Driven Instruction for Students with IEPs

MMSN

- Work with caseload of students

- Plan series of grade-level, content-specific series of lessons (literacy or mathematics) and include informal assessment, student self-assessment, and formal assessment*

- Film and annotate delivery of instruction to whole group or small group

- Review formal assessment results

- Based on results, determine re-teaching or extension opportunity

ESN

- Work with caseload of students

- Plan series of grade-level, content-specific series of lessons (literacy or mathematics) and include informal assessment, student self-assessment, and formal assessment*

- Film and annotate delivery of instruction to whole group, small group, or individual student

- Review formal assessment results

- Based on results, determine re-teaching or extension opportunity

Education Specialist California Teaching Performance Assessment (EdSp CalTPA)

To Receive Your EdSp CalTPA Assessment Results Report On:	Submit Your Assessment by 11:59 p.m. Pacific Time On:
February 2, 2023	January 5, 2023
April 6, 2023	March 16, 2023
June 8, 2023	May 18, 2023
July 6, 2023	June 15, 2023
July 27, 2023	July 6, 2023

EdSp CalTPA Passing Standards*

- MMSN Cycle 1 (8 rubrics): passing score of **17** with **one score of 1 allowed**

- MMSN Cycle 2 (9 rubrics): passing score of **19** with **one score of 1 allowed**

- ESN Cycle 1 (8 rubrics): passing score of **15**

- ESN Cycle 2 (9 rubrics): passing score of **17**

*See PSA 22-10 for more information.

EdSp CalTPA Communications

- PSD e-News (CTC)
  - Listserv sign-up: [PSD News Email List (ca.gov)](ca.gov)

- Education Specialist Teaching Performance Assessment Updates (CTC)
  - Listserv sign-up:
    https://www.ctc.ca.gov/commission/newsletters/ed-specialist-caltpa-program-coordinators-email-list

- EdSp CalTPA Program Updates (Evaluation Systems)
  - Coordinator Contact List
  - Contact Change Form

edTPA Special Education for California Handbook

- The Commission approved the edTPA Special Education for California Handbook as meeting its Assessment Design Standards at its August 2022 meeting

- Handbook is valid for both Mild to Moderate Support Needs and Extensive Support Needs candidates

- Last week, the Commission set an **initial passing score of 37**

- The Commission also required the assessment's sponsor, the Stanford Center on Assessment, Learning, and Equity (SCALE), to conduct a new standard setting study in spring 2023 and submit an updated recommended passing standard based on more data to Commission staff in time to present to the Commission for action during their June 2023 meeting

CalTPA Candidate Support

Candidate Support for TPAs

Programs are required to provide the following support for candidates:

- **Providing candidates with access to the CalTPA assessment preparation materials** and other explanatory materials about the CalTPA and expectations for candidate performance on the assessment

- **Explaining CalTPA instructional cycles and rubrics**, and guiding discussions about them (e.g., orientation or overview sessions for each cycle)

- **Engaging candidates in formative experiences aligned with the CalTPA** (e.g., assignments on the plan, teach and assess, reflect, and apply sequence; practice in informal assessment of student work or having students use educational technology)

- **Ensuring that candidates complete the assessment within a cooperating school or district** during their clinical experience and verify appropriate permissions for all individuals who appear in any video recording

- **Providing candidates who are not successful on the CalTPA with additional support** focusing on understanding the cycle(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring

Recommended Candidate Support

- **Referring candidates to the CalTPA Glossary** and discussing definitions and clarifications of key terms as used in the assessment materials

- **Reviewing examples of effective teaching** (e.g., lesson plans, classroom observations, feedback to students) using CalTPA rubrics or support documents

- **Referring candidates to a writing workshop** or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses

- **Recommending and/or providing specific assistance** to address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, professional writing about students, using knowledge of students to plan instruction, differentiating instruction)

- **Explaining scoring rubrics** by using them in formative exercises or assignments outside of the ones the candidate will submit for scoring

- **Linking content and experiences** from the preparation program to the TPEs as measured by the CalTPA cycles and rubrics

- **Providing a schedule/timeline** for completion of CalTPA

- **Conducting "check-in" meetings** to discuss timelines and deliverables, and to ascertain or address candidate questions

Recommended Candidate Support

- **Co-planning an instructional segment** with a cooperating teacher or peer, while ensuring that the evidence submitted for the CalTPA represents the original work of the candidate(s)

- **Providing access to translations** of instructional materials for submissions that include evidence in languages other than English and require translations

- **Paraphrasing or answering candidate questions** about the content of an instructional cycle, rubrics, directions (including templates), or support documents such as the CalTPA assessment materials

- **Encouraging candidates to self-assess** draft responses or video recordings against the CalTPA rubrics without providing direct edits to responses or specific answers to CalTPA prompts

- **Answering common questions** about the CalTPA in a group setting

- **Facilitating candidate discussion groups** that are intended to provide peer-to-peer support for completing the CalTPA while maintaining the original work of each candidate

- **Directing candidates to resources on current research and evidence-based practices**, and to experts in the field who are knowledgeable about the content of the cycles and rubrics

- **Assisting candidates with technical support** for uploading/formatting submissions

CalTPA Scoring

CalTPA Scoring: Condition Codes

Condition Codes:
- Applied when there are issues with submissions that interfere with the assessors' ability to see required evidence

Categories
- Content issues (Wrong content area, standards/goals not included)
- Video/Audio issues (Technical problems, student/candidate visibility)
- Inaccessible or missing documents

CalTPA Scoring: Condition Codes

Most common Condition Codes Assigned:

- Missing ELD Standards
- Missing ELD Learning Goals
- Issues with ELD Standards/Goals account for 35% of all Condition Codes
- 15% of Condition Codes due to missing student work samples (Cycle 2)

ELD Guidance in CalTPA Version 5

**Citing ELD Standards

English Language Development Standards should be cited from Chapter 3 of the current California English Language Development Standards publication. You are not required to include students' developmental level in your citations.

The citation should include the following information: The part number (I, II, or III), the letter and name of the heading, and the standard number. The standard can be copied and pasted into your submission directly.

Example citation from third-grade ELD Standards:

> "Part I: Interacting in Meaningful Ways, (C) Productive, (11) Supporting own opinions and evaluating others' opinions in speaking and writing."

Example learning goal based on third-grade ELD Standard:

> "Students will be able to support at least one of their own opinions and evaluate a friend's opinion as they discuss 'The Three Little Pigs' in small groups.

> "Students will write about at least one of their own opinions of one character from the story in a short paragraph."

Literacy Performance Assessment

Literacy Performance Assessment

§ At the October Commission meeting, the Commission approved item 4A-Proposed Adoption of Literacy Standards and Teaching Performance Expectations pursuant to SB 488.

§ The application for the Literacy Performance Assessment Design Team was made available beginning September 2, 2022 and closed October 7, 2022.

§ Applications are currently under review and a design team will be appointed to work with the Commission's Performance Assessment team and Evaluation Systems group of Pearson, the Commission's identified technical assistance contractor on the design and development of the LPA.

Literacy Performance Assessment

§According to EC 44283 (b) (7), the design team must comprise "at least one-third classroom teachers with recent experience in teaching reading in the early grades."

§Pursuant to SB 488, the literacy performance assessment must:

§ Assess competence in teaching foundational reading skills

§ Align to the requirements of subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259, the proposed program standards and teaching performance EPC 4A-7 October 2022 expectations, and the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the State Board of Education

§ Meet the Commission's Assessment Design Standards for teaching performance assessments

§Until a literacy performance assessment is brought to the Commission for approval, candidates for the preliminary MS, Education Specialist, and the PK-3 Specialist Instruction credentials must continue to take and pass the Reading Instruction Competence Assessment (RICA) as specified in Education Code section 44283(c).

Literacy Performance Assessment

Timeframe	Activity: MS/SS, Education Specialist- MMSN and ESN, and PK-3 ECE Specialist Instruction Credentials
October 13, 2022	Commission adopted the literacy program standards and TPEs for MS/SS, Education Specialist- MMSN and ESN and PK-3 ECE Specialist Instruction Credentials
Fall 2022	Internal Commission staff training, development of technical assistance plan to assist programs
Fall 2022	Continue development of program standards and TPEs for Education Specialist – ECSE, DHH, and VI
Winter 2022	Begin Design team work on literacy instruction performance assessment
Winter 2022	Proposed adoption of program standards and TPEs for Education Specialist – ECSE, DHH, and VI
2022-2024	Technical assistance to preparation programs in meeting updated literacy program standards and TPEs including but not limited to regional workshops, webinars, and office hours.

Literacy Performance Assessment

Timeframe	Activity: Activity: MS/SS, Education Specialist- MMSN and ESN, and PK-3 ECE Specialist Instruction Credentials
2023-2024	Board of Institutional Reviewers training update to address literacy program standards and TPEs
2023-2023	MS/SS, Education Specialist, PK-3 ECE Specialist credential Literacy Performance Assessment Pilot Study and Technical Assistance
July 1, 2024	All programs are aligned to literacy program standards and TPEs
2024-2025	Review and certify preparation program compliance with new literacy program standards and TPEs
2024-2025	MS/SS, Education Specialist, PK-3 ECE Specialist credential Literacy Performance Assessment Field Test and Technical Assistance
July 1, 2025	MS/SS, Education Specialist, PK-3 ECE Specialist Literacy Performance Assessment becomes operational

Bilingual Authorization

Updated Bilingual Authorization Program Standards and Performance Expectations

- **November 15, 2022** – Technical Assistance webinar
  - § 10:00AM-11:00AM
  - § Submit questions prior to webinar
  - § More information available in the PSD News

- **January 31, 2023** – Bilingual Authorization transition plans due
- **February 2023 to April 2023** – Estimated timeline for review of transition plans
- **Academic Year 2023-24** – All programs must be aligned to the (2021) updated program standards and performance expectations

Bilingual Authorization and CSET: World Languages

§Knowledge, skills, and abilities in Methodology (subtest IV) and Culture (subtest V) adopted in 2007

§ Bilingual experts and members of design team for the Bilingual Authorization program standards

§Subject matter requirements for Language and Communication (subtest II or III depending on language) adopted in 2004

§Future update on exams to include World Languages

§Exam update includes, but not limited to

§ Experts from the field, development and review of subject matter requirements (SMR), bias review of SMRs, content review, development of test items, bias review of test items, field test, test guides, initial test administration, standard setting, etc.

Subject Matter Competence

Current Status (EC sec. 44259(b)(5)

- Programs can use the following as demonstrations of Subject Matter Competency:
  - For single subject credentials, a major in one of the subject areas in which the Commission credentials candidates.
  - For multiple subject credentials, a liberal studies major or other degree that includes coursework in the content areas pursuant to EC sec. 44282 (b)
  - For education specialist credentials, either of the above

- Successful completion of coursework that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential

Proposed Regulations (not yet in effect)

- Identify additional majors that can be accepted for various credentials (see June 2022 agenda item 3I)

- Require that coursework to meet subject matter requirement domains must:
  - Result in a candidate grade of "C" or its equivalent (e.g., Pass, Credit) or higher;
  - Be credit bearing and usable toward earning an Associate degree or higher; and
  - Be completed at a regionally accredited college or university.

- Permit the use of upper division or graduate courses that exceed the subject matter domain if the course content requires existing knowledge of the subject matter domain

Proposal from Commission staff

- Belief: Home institutions are the best source for whether or not a major or course can be used to meet Subject Matter Competency

- Each institution could maintain a webpage with its own majors and courses that it has determined to meet Subject Matter Competency or one or more domains of the Subject Matter Requirements

- The Commission would maintain a webpage with links to each institution's webpage

- Other institutions can choose whether or not they want to use the analyses of the home institution

Grants

California's CURRENT Investment in Commission-Administered Grant Programs: Integrated Grants

2022

$20 million <u>total</u> for **planning, expansion, and implementation**

- Awards of <u>$250,000 for planning integrated programs</u> that
  - Create a new four-year integrated program or adapt a five-year integrated program to a four-year
  - Produce teachers in the designated shortage fields of special education, bilingual education, science, health, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten.

- <u>Integrated Planning RFA</u> opens by the end of October 2022

California's CURRENT Investment in Commission-Administered Grant Programs: Integrated Grants

$20 million total for **planning, expansion, and implementation**

- Awards of <u>$500,000 for expanding and implementing</u> integrated programs that

  - Produce teachers in the designated shortage fields of special education, bilingual education, science, health, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten.

  - Establish a new partnership with CA Community Colleges to create four-year integrated programs of professional preparation.

- <u>Integrated Expansion and Implementation RFA</u> opens by the end of October 2022

California's CURRENT Investment in Commission-Administered Grant Programs: Teacher Residency

2021

- $350 million for **capacity, expansion, and implementation grants** in single subject (STEM), bilingual, and special education, as well as the diversification of the LEA's teacher workforce
  - TR Implementation RFA closed October 14, 2022 (next round late January/early February 2023)
  - TR Expansion RFA opens by the end of this month (next round late January/early February 2023)

- $25 million specifically for capacity
  - TR Capacity RFA open now until November 18, 2022

California's CURRENT Investment in Commission-Administered Grant Programs: Teacher Residency

2022

- $250 million for **capacity, expansion, and implementation grants** in the same credential types/authorizations as the 2021 legislation
  - And <u>ADD</u> **Counseling Residency Programs**
  - Funds for Capacity Grants approved in AB 185

- $20 million to establish a **statewide teacher residency technical assistance center**

California's CURRENT Investment in Commission-Administered Grant Programs: Classified Grants

2021

- Classified School Employee Teacher Credentialing Program
  - $125 million to recruit and support Classified staff who already hold an associate or higher degree to earn a teaching credential
  - Classified RFA open until December 9, 2022 (next round, late February 2023)

California's CURRENT Investment in Commission-Administered Grant Programs: Computer Science

2021

- $15 million over five years for LEAs to increase the number of current teachers to teach Computer Science

- $2,500 per participating teacher

- Encumber by June 30, 2026

California's CURRENT Investment in Commission-Administered Grant Programs: Reading and Literacy Authorization Incentive

2022

- $15 million over five years for LEAs to support the preparation of credentialed teachers to earn a supplementary authorization in reading and literacy

- $2,500 per participating teacher

- Encumber by June 20, 2027

Preview of Afternoon Policy Session

§New PK-3 Early Childhood Education Specialist Credential

§Ethnic Studies

§New Reading and Literacy Standards and TPEs

Questions?