REVISED

2C

Information/Action

General Session

Approval of the June 2026 Consent Calendar

Executive Summary: The Commission will review and approve the June 2026 Consent Calendar.

Recommended Action: That the Commission approve the June 2026 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

Presenter: None

Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
  - A. Set and uphold rigorous standards for educator preparation programs
  - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

Professional Licensure

- **Goal 5.** Educators are appropriately licensed based on the preparation they completed and the services they will provide.
  - I. Thoroughly evaluate credential applications to ensure educators have met all preparation and licensing requirements to serve in California's public schools
- **Goal 6.** Educators are of high moral character and act accordingly.
  - N. Investigate allegations of misconduct and take appropriate disciplinary action in relation to the educator's credentials

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Consent Calendar

RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time. The following recommendations are presented for the Commission's adoption:

1. **ADAMSKI, Erin**
   All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred (300) days** as a result of misconduct pursuant to Education Code 44421.

2. **AGLER, John**
   All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

3. **ALDERMAN, Elaine**
   She is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

4. **ALEXANDER, Robert Charles**
   He is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

5. **ALVAREZ, Norma**
   All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

6. **ARNDT, Jennifer Lynn**
   All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted.**

7. **BALDELLI, Hannah**
   All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421.

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8. **BARTHOLOMEW, Riana**
   All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

9. **BARTON, Michael V.**
   All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421.

10. **BIRKOFER, Amanda**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

11. **BLUMBERG, Aaron**
    He is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421, and the pending application(s) is **granted.**

12. **BRABANT, Christopher**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

13. **BRUNNER, Jennafer**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421.

14. **BURROWS, Ofelia**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred (100) days** as a result of misconduct pursuant to Education Code 44421.

15. **CACERES, Ezequiel**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

16. **CAESAR, Joshua**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

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17. **CARRABY-VALENTINE, Monique**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421.

18. **CELANO, Peter**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

19. **CENTENO-REINKE, Brittney Ann**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

20. **CHAVARIN-RUIZ, Cesar**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

21. **CHAVEZ, Rachelle**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

22. **CHUE, Meng**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

23. **COMES, Ian**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

24. **COMPTON, Clinton**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

25. **COTE, Julian**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

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26. **CURIEL, Nazaelet**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

27. **DALLDORF, Jill**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

28. **DAVIS, De Andre**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code 44421.

29. **DAVIS-MOORE, Amani**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted.**

30. **DAWS, Virginia**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

31. **DEAN, Jeri Moana**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

32. **DIALANI, Marishka**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

33. **EFFLE-HOY, Joshua**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

34. **ELLIS, Mark Andrew**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

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35. **ERSKINE, Brett**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

36. **ESPOSITO, Bert**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

37. **FEY, Jonathan**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

38. **FIELDS, Nefeteri**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted.**

39. **FOX, Sally**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

40. **FUJIMOTO, Adam**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

41. **GARCIA, Rubin Addis**
    The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

42. **GASTON, Christopher**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421.

43. **GUTIERREZ, Roxanna**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

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44. **HALLIGAN, Sheila**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred (300) days** as a result of misconduct pursuant to Education Code 44421.

45. **HARTE, Kateland**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

46. **HATCH, Timothy**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

47. **HOPPS, Josh**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

48. **HUNTER, Matthew**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

49. **JENKINS, Jonathan**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

50. **JONES, Nathan Leron**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

51. **KESHISHIAN, Talia**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

52. **KINCHELOE, Guy**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

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53. **LACY, Ingrid**
    She is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

54. **LE, Allan Anhchuong**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

55. **LINDSTROM, Amber**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

56. **MACKEY, Daron Lavert**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

57. **MARROQUIN, Victor-Hugo**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted.**

58. **MARTINEZ, Carlos Daniel**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

59. **MARTINEZ, Fernando**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

60. **MAYTORENA, Anthony**
    He is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

61. **MC TRUSTY, Alex**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

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62. **MELERO, Juan Jose**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

63. **MEYER, Bethaney**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

64. **MUNOZ, Jaime Torres**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

65. **MUNOZ, Kyle**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

66. **NJIRICH, Jennifer**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted.**

67. **OCHOA, Raquel**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

68. **ODEN-SEALS, Krystal**
    The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

69. **OLGUIN, Simon**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

70. **ORYALL, Aleta**
    She is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

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71. **OTERO, Lydia**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

72. **PARK, Grace**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

73. **PAZ, Celia**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

74. **PEARCE-HARRIS, Shannon**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

75. **PENAFLOR, William**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

76. **RAY, Jasmine**
    The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

77. **REYES, Marc**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

78. **RILEY, Kathy A.**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

79. **RIVERA, Ulizes**
    The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

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80. **RODRIGUEZ, Raul**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

81. **ROSALES, Michael J.**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

82. **ROSEN, Robert**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

83. **RUSSELL JR., Scott Earl**
He is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421, and the pending application(s) is **granted.**

84. **SCHOTT, Audra**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred (100) days** as a result of misconduct pursuant to Education Code 44421.

85. **SENAR, Salvador**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

86. **SIMONDS, Gregory Christian**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

87. **SNYDER III, William Gates**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

88. **SPENCER, Gitanjali**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

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89. **STURM, Calvin**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

90. **SUAREZ-PEREZ, Monica**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

91. **SULAIMAN, Abdulmalek**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

92. **SULLIVAN, Kristin Ann**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421.

93. **TESORIERE, Matthew**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

94. **TEXEIRA, Zandra**
    She is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

95. **THOMAS, Zelda**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44420.

96. **TORRES, Yolanda**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

97. **TROGMAN, Arnold**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

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98. **VEACH, Nathanael**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of two hundred fifty (250) days** as a result of misconduct pursuant to Education Code 44421.

99. **VIELMA, Sarah**
    The Administrative Services Credentials under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421.

100. **WAYNE, Tyler Jacob**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

101. **WILLIAMSON, Deanna**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

102. **WILLIAMSON, Michael**
    He is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

103. **WILSON, Emily Louise**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted.**

104. **WILSON, Jeremiah**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

105. **WINSLOW, Andrew**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty five (25) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted.**

106. **YANEZ, Alyssa**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

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PRIVATE ADMONITIONS

107-111. Pursuant to Education Code section 44438, the Committee of Credentials recommends **five** (**5**) private admonitions for the Commission's approval.

CONSENT DETERMINATIONS

The following consent determinations have been recommended by the Committee of Credentials for the Commission's adoption, pursuant to Title 5, California Code of Regulations section 80320, which allows the Committee of Credentials to recommend to the Commission a settlement upon terms which protect the public, schoolchildren, and the profession.

112. **BEAN, Leanne**
The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

113. **BLOIS, Michael**
The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

114. **CARR, Lauretta**
The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421.

115. **ESPINOZA, Marcos**
The Attorney General's Consent Determination stipulates that all certification documents are **revoked,** the revocation is **stayed, placed on probation with terms for a period of five (5) years with a forty-five (45) day suspension** as a result of misconduct pursuant to Education Code 44421.

116. **GONZALO, Vitalia**
The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of three hundred sixty four (364) days,** the suspension is **stayed,** and **placed on probation with terms for a period of two (2) years** as a result of misconduct pursuant to Education Code 44421**.**

117. **HENDRICK, Michael**
The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421.

118. **KIRK, William Douglass**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

119. **LUCCHETTI, Mark**
The Attorney General's Consent Determination stipulates that all certification documents are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

120. **LUNA, Christina**
The Attorney General's Consent Determination stipulates that all certification documents are **revoked,** the revocation is **stayed,** and **placed on probation with terms for a period of five (5) years** as a result of misconduct pursuant to Education Code 44421**.**

121. **O'GABHANN, James**
The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423, and stipulates that any subsequent applications will be rejected.

122. **PARRA, Josefina**
The Attorney General's Consent Determination stipulates that all certification documents are **revoked,** the revocation is **stayed,** and **placed on probation with terms for a period of one (1) year** as a result of misconduct pursuant to Education Code 44421**.**

123. **PEREZ, Anthony Jordan**
The Attorney General's Consent Determination stipulates that all administrative services credentials are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

124. **POST, Ezra**
The Attorney General's Consent Determination stipulates that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

125. **SCHAAL, James**
The Attorney General's Consent Determination stipulates that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

126. **SOKOLOVSKAYA, Anna**
The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421.

127. **WARD, Crystal Monica Leila**

REVISED

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

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DEFAULT DECISIONS AND ORDERS FOR ADOPTION

A Deputy Attorney General has prepared the following Default Decisions and Orders for the Commission's adoption:

128. **ADAMS, Alex Joseph**
In accordance with the default provisions of Government Code section 11520, her credentials are **revoked**.

129. **GROSH, Christine**
In accordance with the default provisions of Government Code section 11520, her credentials are **revoked**.

PROPOSED DECISIONS FOR ADOPTION

An Administrative Law Judge has prepared the following Proposed Decisions for the Commission's adoption.

130. **BOURKE, Graham**
The Administrative Law Judge's Proposed Decision imposes that **he is the subject of a public reproval** as a result of misconduct pursuant to Education Code section 44420.

131. **BOYES, Nathan**
The Administrative Law Judge's Proposed Decision imposes that **the Accusation is dismissed,** and the pending application(s) are **granted.**

132. **FINO, Rosario Lesly**
The Administrative Law Judge's Proposed Decision imposes that **she is the subject of a public reproval** as a result of misconduct pursuant to Education Code section 44421.

133. **FOKEN, Jarrod Taylor**
The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked** and all pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

134. **GUTIERREZ, Maria Guadalupe**
The Administrative Law Judge's Proposed Decision imposes that **she is the subject of a public reproval** as a result of misconduct pursuant to Education Code section 44421.

135. **HAYAT, Hannah**
The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked** and all pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

136. **KLINK, James S.**
The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

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137. **MCKOY, Ahmire**
The Administrative Law Judge's Proposed Decision imposes that the Clear Pupil Personnel Services Credential is **revoked** as a result of misconduct pursuant to Education Code section 44421.

138. **ROBERTS, Jennifer Madigan**
The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

139. **ROTH, Kelly Michelle**
The Administrative Law Judge's Proposed Decision imposes that all certification documents are **suspended for a period of one (year), the suspension is stayed, and is placed on a three (3) year probation with terms** as a result of misconduct pursuant to Education Code 44421.

140. **SARDANA, Simi**
The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked, the revocation is stayed, and is placed on a three (3) year probation with terms** as a result of misconduct pursuant to Education Code 44421.

141. **WILLIAMS, Brant John-Michael**
The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked** and all pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

CORRECTIONS

This item is presented for information only.

At the April 16-17, 2025 meeting, the Commission adopted the correct findings and recommendation of the Committee of Credentials of the following cases listed below, stipulating that all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421. However, the description in the Consent Calendar incorrectly reflected that all supervisor permits were **revoked** as a result of misconduct pursuant to Education Code section 44421. This Consent Calendar is for information only.

89. **TREJO-LOZANO, Fernando**
95. **VIRAMONTES, Juliette**
97. **WILLIAMS, Brandy**

REVISED

Division of Licensure Enforcement Consent Calendar

For your information only, the following items have been placed on the Consent Calendar for the June 25-26, 2026, meeting of the California Commission on Teacher Credentialing:

SELF-REVOCATION WITH PENDING ALLEGATIONS OF MISCONDUCT PRIOR TO A RECOMMENDATION BY THE COMMITTEE OF CREDENTIALS

The following credentials are revoked pursuant to the written request of the credential holder pursuant to Education Code section 44423.

E1. **LANDON, Clayton**

Upon his written request, pursuant to Education Code section 44423, his certification documents are **revoked**, and he agrees that any submission of an application or Petition for Reinstatement will be automatically rejected.

E2. **PERDOMO, Jose**

Upon her written request, pursuant to Education Code section 44423, her certification documents are **revoked**, and he agrees that any submission of an application or Petition for Reinstatement will be automatically rejected.

MANDATORY ACTIONS

All certification documents were mandatorily revoked or denied by operation of law. These items are presented for information only.

E3. **BRIONES, Steve James**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are revoked following his felony conviction for violating California Penal Code sections 261.5(c) (unlawful sexual intercourse with minor more than three years younger) (1 count) and 287(b)(1) (oral copulation with person under eighteen years) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E4. **CANCIANI, Stephen**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his misdemeanor conviction for violating California Penal Code sections 647(A) (disorderly conduct: solicit lewd act) (2 counts) and 273(A)B (child abuse without great bodily harm or death) (2 counts).

E5. **CONFAIR, Chris Michael**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are revoked following his felony conviction for violating California Penal Code section288(a) (lewd act upon a child

under age 14) (5 counts) as well as your misdemeanor conviction for violating California Penal Code section 647.6(a)(1) (child molesting) (5 counts); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E6. **CREVAR, Jared Michael**
Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are revoked following his felony conviction for violating California Penal Code sections 311.11(a)(1) (possession of child or youth pornography) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E7. **DE FREITAS, Charles Thomas Boyd**
Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are revoked following his felony conviction for violating 18 U.S.C. § 2252(a)(4)(B) (possession of images of minors engaged in sexually explicit conduct) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E8. **DYSON, Marcus**
Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are revoked following his felony conviction for violating California Penal Code sections 288(c)(1) (lewd act upon a child) (6 counts) and 287(b)(1) (oral copulation of a person under 18) (8 counts); for which you are required to register as a sex offender pursuant to Penal Code section 290.

E9. **FISLER, James Robert**
Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are revoked following his misdemeanor conviction for violating California Penal Code sections 647.6(a)(1) (annoy or molests victim under eighteen years of age) (1 count) and 273a(b) (willful cruelty to child) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E10. **HITE, Thomas Timothy**
Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Health and Safety section 11377(a) (possession controlled substance) (1 count).

E11. **STEWART, Anthony Michael**
Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 289(h) (sexual penetration of a

person under 18) (2 counts); for which he is required to register as a sex offender pursuant to Penal Code section 290(c).

AUTOMATIC SUSPENSIONS

All certification documents held by the following individual(s) were automatically suspended because a complaint, information or indictment was filed in court alleging each individual committed an offense specified in Education Code section 44940. Their certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d). These items are presented for information only.

E12. **COLLINS, David Thomas**
E13. **GARCIA, Darrin**
E14. **LAFEVER, Matthew Palmer**
E15. **LINAN, Ricky Anthony**
E16. **LYNN, Mark Lewis**
E17. **RAMIREZ, Christopher Ryan**
E18. **TIPPET, Mia Lee**
E19. **STEWART, Staci Leeann**
E20. **VAROFF, Paul William**
E21. **WOODALL, Nichole**
E22. **GARCIA, Jorge A**
E23. **SILVA, Patrick Ryan**

REVISED

Committee of Credentials Vacancies for FY 2027-28

Introduction
The Commission makes appointments to the Committee of Credentials (Committee) pursuant to Education Code section 44240. This item presents information about reappointments to the Committee of Credentials.

Background
The Committee is comprised of seven members appointed by the Commission and consists of one elementary teacher, one secondary teacher, one school board member, one school administrator employee, and three public representatives. Terms of appointment of statutory Committee members shall commence on July 1, or the date of the appointment, whichever is later, and shall expire on June 30. (Commission Policy Manual section 505.) No member shall serve more than four successive two-year terms. (Commission Policy Manual section 512.)

Effective January 1, 2019, subdivision (b), subsection (2) was added to Education Code section 44240. It provides that the Commission "may also establish a substitute list of individuals qualified pursuant to subdivision (a) who have at least 12 months of prior experience serving on the committee. The commission may designate an individual on the substitute list as a short-term substitute in the temporary absence of a regular member."

Committee of Credentials Members
The current composition of the Committee and the terms are as follows:

Name	Date First Appointed	Current Term Expires
DHYAN LAL Public Member	06-27-2025	06-30-2028
ODETTE CHRISTENSEN Public Member	08-30-2024	06-30-2028
VACANT Public Member		
FLORENCE FLESCHE (alternate) Elementary Teacher	02-01-2026	06-30-2026
SUZAN SOLOMON School Board Member	10-14-2022	06-30-2028
TAMMY PATTEN, VICE CHAIR School Administrator	11-16-2021	06-30-2027
KEVIN KUNG, CHAIR Secondary Teacher	07-01-2021	06-30-2027

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Commission Action

Committee member Florence Flesche is available for reappointment for a two-year term. By approval of this Consent Calendar item, the Commission reappoints Florence Flesche, effective July 1, 2026 – June 30, 2028.

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Division of Licensure Enforcement Workload Report

Introduction
Updates on the Commission's Division of Licensure Enforcement (DLE) workload is presented to the Commission to provide insight into the scope and level of work in educator discipline. This report covers the periods of March through May 2026.

Background
The Commission's dashboards report on six key measurements in line-graph form, showing both current year numbers as well as prior year numbers for comparison purposes.

The "Total Cases" are the number of open cases within DLE, including cases in the Intake Unit, before the Committee of Credentials (Committee), pending before the Commission, and pending an administrative hearing. At the end of May, DLEs caseload was at 3,934.

"Cases Opened" are new cases opened during the month, from all sources, including criminal arrest notices, district reports, affidavits, and educators who self-report misconduct. In May, DLE opened 691 cases.

The "Initial Review" and "Formal Review" charts reflect the number of cases reviewed by the Committee at its normal monthly three-day meeting. This two-step review process is required by statute. There were 91 Initial Review cases prepared in May. DLE continues to expect this number to fluctuate as cases move through the Committee process.

"Cases Closed" is the number of matters closed by Commission action, Committee action or closed by staff where the Commission has given formal delegation of authority (i.e., single alcohol offenses that do not involve schools, minors, or publicity). In May, 856 cases were closed.

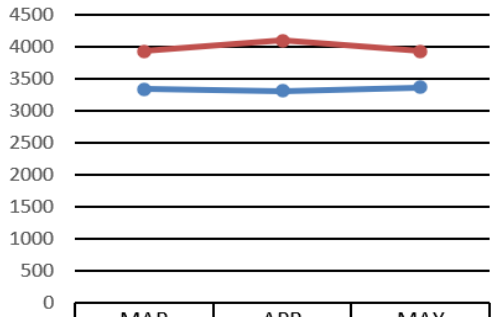
"AG Cases" refers to cases in which an educator requests an administrative hearing to challenge the recommendation for discipline made by the Committee. An administrative hearing is an evidentiary proceeding where an administrative law judge hears and rules on the evidence. The Commission is represented in these hearings by the Office of the Attorney General (AG). The number of cases where the AG represents the Commission is shown in the last graph. The number of cases currently at the administrative hearing stage is 183.

Next Steps
DLE is committed to work that is critical to public service and the Commission's mission. DLE continues to maintain a steady case production, while at the same time ensuring quality case preparation for the Committee.

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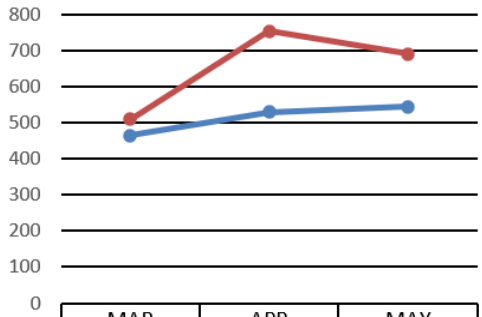
DLE Monthly Dashboards Report

Total Cases



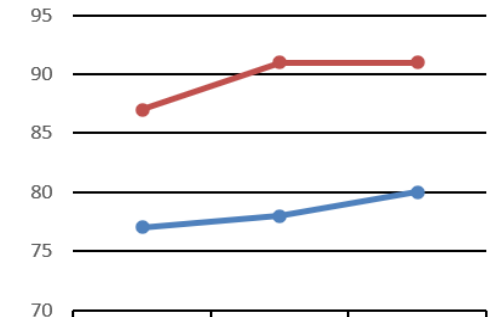
	MAR	APR	MAY
2025	3344	3317	3364
2026	3932	4099	3934

Cases Opened



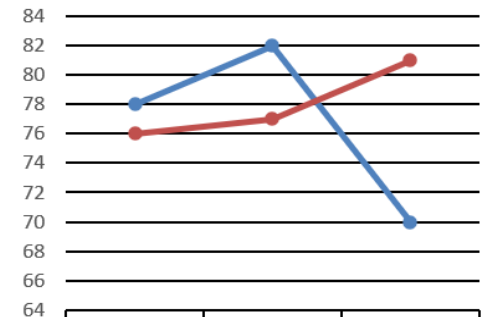
	MAR	APR	MAY
2025	465	529	545
2026	510	753	691

Initial Review Cases



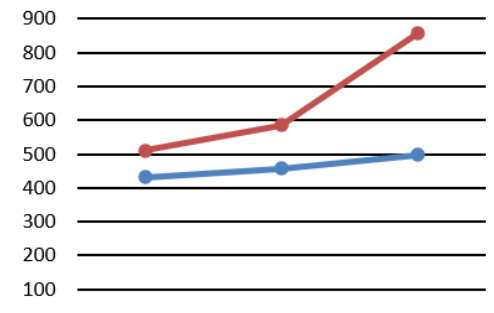
	MAR	APR	MAY
2025	77	78	80
2026	87	91	91

Formal Review Cases



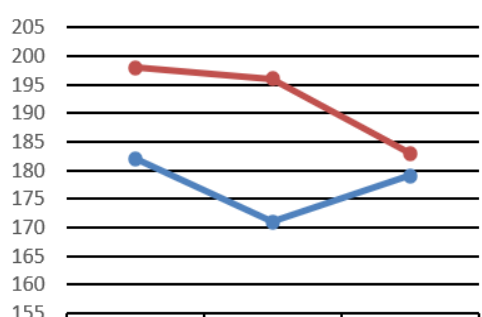
	MAR	APR	MAY
2025	78	82	70
2026	76	77	81

Cases Closed



	MAR	APR	MAY
2025	432	457	498
2026	511	586	856

Attorney General Cases



	MAR	APR	MAY
2025	182	171	179
2026	198	196	183

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Validation of Service Rendered Without A Credential

The service rendered by the following persons is approved pursuant to the provisions of Education Code section 45036.

Name	*School District/Charter*	*County*	*Period of Services*
Ronda Barnes	Riverside Unified SD	Riverside	05/02/2026-05/03/2026
Todd Buchner	Merced Union High SD	Merced	04/02/2026-04/15/2026
Deborah Collier*	Desert Sands Unified SD	Riverside	05/02/2026-05/21/2026
Lisa Corder*	Mariposa County Unified SD	Mariposa	11/01/2025-01/02/2026
Erica Duncan Zenor	National SD	San Diego	05/01/2026-05/06/2026
Josiane Garcia*	Livingston Union SD	Merced	04/01/2026-04/21/2026
Brittany Justice	Central Unified SD	Fresno	05/02/2026-05/19/2026
James Kiefer	Newport Mesa Unified SD	Orange	05/01/2026-05/14/2026
Timothy McLellan*	Cypress SD	Orange	04/09/2026-04/27/2026
Alfredo Mercado	Alisal Union SD	Monterey	12/02/2025-03/31/2026
Richard Montoya	Central Unified SD	Fresno	06/02/2026-06/02/2026
Brian Penner	Sanger Unified SD	Fresno	03/02/2026-03/26/2026
Anna Santa Maria*	Coachella Valley Unified SD	Riverside	05/02/2026-05/20/2026
Kirk Skorpanich*	Banning Unified SD	Riverside	04/01/2026-04/08/2026
Lena Valdepena	Brea Olinda Unified SD	Orange	04/01/2026-04/12/2026
Samia Vosseteig	San Jacinto Unified SD	Riverside	05/02/2026-05/20/2026
Susie Wren	Fullerton SD	Orange	05/01/2026-05/15/2026

*Holds more than one credential

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Proposed Additions to Title 5 of the California Code of Regulations Related to Educator Assignments and Monitoring

Introduction
This agenda item presents the proposal to add an article to Title 5 of the California Code of Regulations pertaining to certificated educator assignments and monitoring. The proposed additions codify terms and procedures already in practice and authorized by Statute.

Background
Statute currently outlines the monitoring of certificated educator assignments in Education Code section 44258.9, which provides the requirements related to annual assignment monitoring within the California Statewide Assignment Accountability System (CalSAAS), defines the data sharing agreement between the Commission and the California Department of Education, and provides how the resulting data is used. While this section of statute provides the structure related to how assignment monitoring occurs within the system, the complex details related to certificated educator assignments are not currently codified in regulations.

Resulting from the 2024 Highlands Community Charter and Technical Schools Report, the State Auditor's Office included a recommendation that requires the Commission to promulgate regulations to implement sanctions for schools that consistently misassign educators. At the December 2025 Commission meeting, staff proposed a plan to satisfy the Auditor's recommendation in Item 3A. Details related to the implementation of the approved plan were further discussed in Item 5B at the April Commission meeting, in which staff proposed the creation of a new regulatory article devoted to codifying aspects of assignment monitoring practice that are currently absent from regulations. In Agenda Item 3A, Commission staff propose regulations to add a section to Title 5 of the California Code of Regulations to satisfy the State Auditor's recommendation. Sanctions being imposed on schools based on the outcomes of assignment monitoring necessitates regulations to clarify assignment monitoring related law. To also codify necessary terms and practices associated with assignment monitoring, staff have drafted the proposed regulatory article to be added to Title 5 of the California Code of Regulations.

Article 6: Educator Assignments and Monitoring
The laws that govern the monitoring of certificated educator assignments are complex and are housed in various areas of statute. As such, staff proposes regulations to clarify terms that are commonly used within the context of educator assignments, provide definitions, and outline practices that are authorized in statute but require some explanation for implementation. Housing all assignment-related regulatory sections within a single article is concise and intuitive for the public and educational partners statewide.

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Staff proposes the addition of *Article 6* to the existing *Chapter 1: Credentials Issued Under the Teacher Preparation and Licensing Law of 1970*. The proposed regulatory additions, found in Appendix A, begin with section *80130 Definitions*, which defines terms most commonly used in assignment monitoring, and provides scaffolding to link statutory definitions and concepts to practical implementation. Most notably, it defines "Local Assignment Options," which are local level flexibilities provided in various sections of Education Code and Title 5 Regulations that allow an individual to be legally authorized when the local educational agency is unable to assign a certificated educator with the appropriate Commission-issued certification. This term has historically been widely used in assignment monitoring, and the related flexibilities are authorized in statute, however the term is not yet codified.

The proposed language of section 80131 provides explanation to address the commonly asked question: *When is a credential required?* The answers to this question are currently found in several areas of statute, and organizing these related requirements in a single regulatory section provides credential analysts and those responsible for appropriately assigning educators in certificated assignments with necessary guidance to support their success.

Education Code section 44258.9 provides definitions related to teacher shortage data that are further clarified in the proposed regulatory language of section 80132 to provide transparency to the public. This section explains the factors used to determine the severity of the teacher shortage including the specific names of credential or permit types that are not reflected in the statutory language. Likewise, Education Code section 44225.7 provides requirements that a local educational agency recruit educators using its hiring hierarchy to ensure attempts are made to recruit fully prepared educators prior to hiring a less prepared educator, on an emergency permit for example. The proposed regulatory language of section 80133 provides clarity around the hierarchical order including descriptions of the certifications to clearly identify the order in which a local educational agency must approach its recruitment of certificated educator assignments, as required by law.

Finally, section 80134 provides a clear reporting structure for educators and the public to report complaints or concerns related to the potential misassignment of educators. Currently Education Code section 44258.9 provides a structure for an educator to report instances in which they are placed in an assignment for which they are not legally authorized. The proposed language in section 80134 uses this same hierarchical structure for reporting misassignment complaints and expands to include any individual concerned about the possible misassignment of an educator, as complaints are not limited to the educator themselves, and are often submitted by other individuals including parents and student advocacy groups.

To align agency regulations with current statute and California's framework focusing on support and assistance, it is necessary to repeal several irrelevant sections of regulations. Sections 80339, 80339.1, 80339.2, 80339.3, 80339.4, 80339.5, and 80339.6 reflect outdated statutory references and processes, as Education Code section 44258.9 provides that the data resulting from assignment monitoring shall be executed *"in a manner consistent with the statewide system of support and the school accountability system."* The proposed regulatory language

within Article 6 reflects this supportive intervention approach, and provides clarity related to the Commission's current statutory authority.

Staff Recommendation
Staff recommend the Commission approve the proposed regulatory language and direct staff to begin the regulatory process with the Office of Administrative Law.

Next Steps
If approved by the Commission, staff will notice the Office of Administrative Law and the public, beginning the 45-day public comment period. If no credible or objectionable comments are submitted during that period, staff is recommending that the Commission authorize staff to submit the Final Statement of Reasons to the Office of Administrative Law to effectuate the new regulations, including making any necessary, non-substantive changes to the regulation text that do not alter the requirements, rights, responsibilities, conditions, or prescriptions contained in the original text, without approval or consideration.

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Appendix A

Text proposed to be added is displayed in underline type. Text proposed to be deleted is displayed in ~~strikethrough~~ type.

California Code of Regulations
Title 5. Education
Division 8. Commission on Teacher Credentialing
Chapter 1. Credentials Issued Under the Teacher Preparation and Licensing Law of 1970
Article 6. ~~Positions Requiring Administrative Credentials or Supervision Credentials~~ Educator Assignments and Monitoring

§80130. Definitions

(a) For purposes of this section, the following definitions and identifications apply:

(1) **"Certification"** means any credential, permit, waiver, or other document issued by the commission authorizing instruction or services in California public schools.

(2) **"Fully credentialed teacher"** means an individual who holds a valid and unexpired California certification authorizing teaching. For general education or special education assignments the certification must be a Preliminary or Clear certification issued based on the completion of a teacher preparation program, including student teaching or an equivalent alternative program, as defined in subdivision (e) of Section 44225.7. For career technical education assignments the certification must be a Preliminary or Clear certification, based on completion of requirements defined in Section 80034.2.

(3) **"Assignment"** means the placement of an individual in a teaching or services position that can be filled legally by an individual with a credential, permit, waiver, or any other certification issued by the commission authorizing the assignment, or the individual may be otherwise authorized by statute or regulations.

(4) **"Assigned teacher"** means an educator serving as a teacher has been employed to provide instruction for either the entire school year or, for a one-semester course, for the entire semester.

(5) **"Appropriately assigned"** means the teacher or service provider holds a credential, permit, waiver, or any other certification issued by the commission that contains an authorization to legally serve in the setting, in the grade level, in the subject area, and the pupil population associated with the assignment.

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(6) **"Unfilled position**" means an instance where a local educational agency has attempted to fill or is actively trying to fill an open and funded position but is unable to do so.

(7) **"Vacant position**" means an instance where, as of census day, an assignment does not have an assigned teacher, as defined in (a)(4). An educator reported as the teacher of record that holds only a commission-issued certification that authorizes serving only as a substitute or temporary teacher of record shall be identified as serving in a vacant position.

(8) "**Misassignment"** means the placement of an employee in a teaching or services assignment for which the employee does not hold a certification issued by the commission and is not otherwise authorized by a local assignment option.

(9) "**Monitoring authority"** is defined as the entity that is responsible for evaluating a local educational agency's assignments for meeting legal requirements. Monitoring authorities, as defined in Section 44258.9, are identified as follows:

(A) The county office of education serves as the monitoring authority for school districts in the county and programs operated by the county office of education.

(B) The commission serves as the monitoring authority for the following entities:

1. A school district or county office of education that operates within a city or county in which there is a single school district, including the Counties of Alpine, Amador, Del Norte, Mariposa, Plumas, and Sierra, and the City and County of San Francisco;

2. State special schools;

3. A charter school in a school district in which the charter school is the only school site in the school district; and

4. A charter school authorized by the State Board of Education.

(C) The chartering authority serves as the monitoring authority for charter schools that they authorize.

(10) "**Local educational agency**" (LEA) refers to public school districts, programs authorized by county offices of education, alternative schools including but not limited to juvenile court schools or continuation schools, charter schools, and state special schools.

(11) "**Department**" refers to the California Department of Education.

(12) **"California Longitudinal Pupil Achievement Data System"** (CALPADS) refers to the data system the department uses to track staff assignments, pursuant to Section 60900. This data is used for annual assignment monitoring, pursuant to the data sharing agreement provided in Section 44258.9.

(13) "**System**," unless the context requires otherwise, as provided in Section 44258.9 means the California Statewide Assignment Accountability System (CalSAAS), which is a partially automated electronic data system administered by the commission for the annual monitoring of certificated educator assignments and vacant positions, through the comparison of an educator's assignment, as reported in CALPADS, and the educator's certifications issued by the commission.

(14) **"Census Day"** means the first Wednesday in October, annually, on which educator assignments are reported in CALPADS. Assignments reported by local educational agencies as being in place on census day are used in annual monitoring of certificated educator assignments in the System.

(15) **"Local Assignment Options"** (LAOs) are provisions within Education Code and Title 5 Regulations which provide a local educational agency with educator assignment options that can be used to legally authorize educators when it is unable to assign a certificated employee with the appropriate certification issued by the commission. This local level flexibility is used solely at the discretion of the local educational agency and requires the local educational agency to verify all statutory or regulatory requirements.

NOTE: Authority cited: Sections 44225, 44258.9 Education Code. Reference: Sections 33126, 44225.7, 60900 Education Code.

§80131. Assignments Requiring Certification

(a) Instructional assignments requiring certification are those in which any of the following conditions are met:

(1) Pupils receive course credit, or

(2) Course is counted towards instructional minutes, or

(3) The commission issues a certification authorizing the instruction or services required of the assignment, consistent with Section 44001.

(b) Individuals serving in non-instructional and service assignments that do not meet the requirements of subsection (a), must hold a commission issued certification that authorizes the services required of the position, consistent with Section 44001.

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(c) A teacher providing instruction to students must hold a certification authorization to legally teach in the setting, in the subject area, in the grade level, and to the pupil populations associated with the assignment. This includes services required for students with an Individualized Education Program, as defined in Section 56032, and students identified as multilingual or English Learners.

(d) Volunteers may provide enrichment instruction to enhance student learning but must be subject to the immediate supervision and direction of the permanent certificated educator assigned to the class. This permanent educator must hold the appropriate commission issued certification for the assignment and must remain in the classroom at all times.

(e) Paraeducators and instructional aides may assist with supervising students and support the teacher in their instructional tasks but are not authorized to perform any duties that must be executed by a certificated educator, including assigning grades to students.

(f) Although monitoring of certificated educator assignments is based on census day data, a local educational agency is responsible for ensuring individuals placed in certificated assignments are legally authorized year-round.

(g) District Superintendents are responsible for the appropriate assignment of educators employed by their district, as provided in Section 35035. District Governing Boards are responsible for ensuring assignments are staffed with appropriately assigned educators, as provided in Section 44830. School site administrators are responsible for recruitment, employment and assignment of certificated personnel, as specified in Section 80054.5.

(h) County offices and school districts are prohibited from paying the salary of any person who does not hold a legal certification document while employed in a position requiring certification qualifications.

NOTE: Authority cited: Sections 44225, 44258.9 Education Code. Reference: Sections 35021, 35035, 44001, 44253.1, 44830, 45034, 45330, 45343, 45344, 45349, 56032 Education Code.

§80132. Teacher Shortage Hierarchy

(a) The commission identifies an instance of teacher shortage through collective review of the following factors:

(1) Level of teacher preparation the educator has completed;

(2) Extent of subject matter competence demonstrated; and

(3) Whether the educator held a legal authorization for the assignment via licensure, statute, or regulation.

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(b) The hierarchy of teacher shortage assignments in instances where an educator is not appropriately assigned with full certification is listed below in order from least to most severe:

(1) General or Special Education Limited Assignment Permit holders;

(2) Local Assignment Options;

(3) Intern credential holders, including district and university interns;

(4) Preliminary or Clear credential holders that are misassigned;

(5) Emergency Teaching Permit holders, including Provisional Internship Permit (PIP), Short Term Staff Permit (STSP), Emergency Cross-cultural, Language and Academic Development (CLAD) Permit, and Emergency Bilingual Permit;

(6) Waiver holders;

(7) Uncredentialed educators, vacancies, unfilled assignments, and Substitute Permit holders.

NOTE: Authority cited: Sections 44225, 44258.9 Education Code.

§80133. Hiring Hierarchy

(a) When assigning educators, local educational agencies must recruit in the following hierarchal order:

(1) Educators who hold Preliminary or Clear certifications, as defined in 44259, that contain an authorization that allows instruction in the content of the course, to the student population served, and/or services required of the position; including full, Supplementary and Subject Matter authorizations as defined in Section 44256.

(2) Educators who hold Intern certifications, as provided in Sections 44325 and 44450, that contain an authorization that allows instruction in the content of the course, to the student population served, and/or services required of the position; including full, Supplementary and Subject Matter authorizations as defined in Section 44256.

(3) Educators who hold Preliminary or Clear certifications, as defined in Section 44259, and do not have an authorization that covers the course content or services required of the assignment, but are otherwise legally authorized via a local assignment option.

(4) Educators who hold Emergency Permits as provided in Section 44300.

(5) Educators who hold waivers, as provided in Section 44225, or are serving based on short-term waivers as defined in 80120 and 80123.

(b) If a suitable educator satisfying the requirements provided in (a)(1) is not found, the local educational agency shall continue to recruit accordingly in hierarchical order. Instances in which no suitable educator is able to be recruited, and an educator holding only a certification authorizing substitute teaching is placed in the position, shall be considered a vacant position.

NOTE: Authority cited: Section 44225 Education Code. Reference: Sections 44225, 44225.7, 44256, 44259, 44300, 44325, 44450 Education Code.

§80134. Reporting Potential Misassignments

(a) An individual concerned about the possible misassignment of an educator, or an educator concerned about their own possible misassignment, shall first notify the following entity, in writing:

(1) For non-charter schools, the superintendent of the school district;

(2) For charter schools authorized by the district or county, and schools authorized by the State, the school site administrator;

(b) A school district, county office of education, or commission, as specified in (a) or (c), must analyze the complaint and conduct a thorough investigation to determine the legality of the educator's certificated assignment. Within 15 business days of receipt of the complaint, notification of the legality of the assignment must be sent, in writing:

(1) For non-charter schools, to the complainant, school site administrator, and district superintendent, if applicable;

(2) For charter schools, to the complainant, school site administrator, and governing board of chartering district or county.

(c) If a complaint is filed pursuant to subsection (a), and the entity does not complete actions specified in subsection (b), then the complaint shall be escalated in the following manner:

(1) Complaints lodged against non-charter schools and county authorized charter schools, shall be escalated to the county office of education;

(2) Complaints lodged against district authorized charter schools shall be escalated to the authorizing school district;

(3) Complaints lodged against schools within a school district or county office of education that operates within a city or county in which there is a single school district, shall be escalated to the commission.

(4) Complaints lodged against schools authorized by the State shall be escalated to the commission.

(d) If the assignment is determined to be a misassignment, the local educational agency must correct the misassignment within 30 calendar days, pursuant to Section 44258.9. Correction options may include, but are not limited to:

(1) issuance of an emergency permit, waiver, or other certification authorizing the assignment,

(2) legally authorizing the educator based on a local assignment option, or

(3) removing the educator from the assignment.

(e) In the case that the individual reporting the potential misassignment is an employee of the local educational agency, the local educational agency must not take adverse action against the individual, as provided in Section 44258.9. Claims that reporting the potential misassignment resulted in employment related retaliation are not under the purview of the Commission on Teacher Credentialing and must be directed to the local educational agency. Claims of retaliation against a credentialed educator may be reported to the Division of Licensure Enforcement within the Commission on Teacher Credentialing, pursuant to Section 44242.5, by filing a complaint.

NOTE: Authority cited: Section 44258.9. Education Code. Reference: Section 44242.5. Education Code.

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PROPOSED REGULATORY TEXT

California Code of Regulations
Title 5. Education
Division 8. Commission on Teacher Credentialing
Chapter 3. Committee of Credentials
Article 3. Rules of Conduct for Professional Educators

Section 80339 is repealed.

Section 80339.1 is repealed.

Section 80339.2 is repealed.

Section 80339.3 is repealed.

Section 80339.4 is repealed.

Section 80339.5 is repealed.

Section 80339.6 is repealed.

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Initial Institutional Approval – Stage V: Consideration of Institutional Approval for Gateway High School

Introduction
This agenda item presents, as part of Stage V of the Initial Institutional Approval (IIA) process, the report from the 2026 provisional site visit for Gateway High School and the Committee on Accreditation's recommended accreditation decision. The Commission granted provisional institutional approval to Gateway High School at its August 2022 (Item 2A) meeting, and the Committee on Accreditation (COA) approved Gateway High School's Teacher Induction program at its October 2022 (Item 8) meeting. Consistent with the Commission's Initial Institutional Approval process, Gateway High School then began operating the Teacher Induction program and hosted a provisional site visit in February 2026. At its April 2026 (Item 11) meeting, the COA accepted the site visit team's findings and recommendation of *Accreditation* and moved the institution forward to the Commission for consideration of full institutional approval.

Background
California law authorizes the Commission to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's IIA process. A table detailing the five stages of the IIA process is provided on the following page. Gateway High School completed the first four stages of the IIA process including hosting a provisional site visit. The timeline for these activities is illustrated in the table below.

Initial Institutional Approval Process Timeline for Gateway High School

Activity	Date
Stage I	December 2020 – Completed Accreditation 101
Stage II	June 2022 (Item 3G) – Commission Granted Eligibility
Stage III	August 2022 (Item 2A) – Commission Granted Provisional Approval
Stage IV	October 2022 (Item 8) – COA Grants Initial Program Approval
Stage V	February 23-25, 2026 – Provisional Site Visit
Stage V	April 2026 (Item 11) – Report of Provisional Site Visit to COA
Stage V	June 2026 – Commission considers Full Approval

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Five Stages of the Initial Institutional Approval Process

Gateway High School is seeking approval of Stage V in order to be eligible for Full Approval as highlighted and italicized in the chart below.

IIA Process	**Stage I**	**State II**	**Stage III**	**Stage IV**	***Stage V***
Action	**Prerequisites**	**Eligibility**	**Provisional Approval**	**Initial Program Approval**	***Full Approval***
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards and program-specific preconditions	*Program operates for 2-4 years and hosts a provisional accreditation site visit*
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria • Initial Program Preconditions • • General Precondition #9	Submit responses to: • Common Standards	Submit responses to: • Program-Specific Preconditions • • Program Standards	*Institution must:* • *Collect data* • *Host provisional site visit*
Reviewed By	Staff	Staff	**:** BIR	**Preconditions:** Staff **Common Standards:** BIR	*Site Visit Team and COA*
Authority	Staff	Commission	Commission	COA	*Commission*
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	*1. Grant Full Approval* *2. Grant Full Approval & Remand to COA to Address Stipulations* *3. Continue Provisional Status for 1 Year to Address Stipulations* *4. Deny*
IIA Status	Not Approved	Not Approved	Provisional Approval	Provisional Approval	*Full Approval*

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The provisional site visit was conducted in accordance with the procedures approved by the Commission and the Committee on Accreditation (COA) and outlined in the *Accreditation Handbook*. Gateway High School submitted a complete Program Review submission, Common Standards submission, and responses to preconditions within the year preceding its provisional site visit. The Board of Institutional Review members assigned to the site visit worked together to review all evidence submitted as part of Program Review and Common Standards review and provided feedback to Gateway High School regarding its preliminary alignment to the Commission's adopted standards. Staff assigned to the provisional site visit reviewed the institution's responses to preconditions to ensure full alignment.

In February 2026, the institution hosted its provisional site visit and the results of the visit, including the team's findings and accreditation recommendation, are available in the *Provisional Site Visit Report*. The team determined that all Common Standards and Teacher Induction program standards were met and recommended the status of *Accreditation*, which the COA accepted at its April 2026 meeting. The COA then determined to move the institution forward to the Commission for consideration of full institutional approval.

Staff Recommendation
Staff recommend that the Commission grant full institutional approval to Gateway High School.

Next Steps
If the Commission grants full institutional approval, the Administrator of Accreditation will assign the institution to one of the seven established accreditation cohorts, and the institution will participate in all activities of the seven-year accreditation cycle established by the Commission.

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Request for Approval to Field Test edTPA Essentials

Introduction
This agenda item presents a request from the Evaluation Systems (ES) group of Pearson to field test new versions of the edTPA, referred to as edTPA Essentials. The revised versions consist of two tasks, each assessed on six single-construct rubrics, and are intended to replace the existing Multiple Subject (MS), Literacy with Mathematics, edTPA Single Subject (SS), and edTPA Education Specialist, Literacy: MMSN/ESN assessments. Currently, the edTPA Essentials have been designed to assess candidates pursuing PK-3 Early Childhood Education Specialist Instruction, Multiple Subject, Single Subject, and Education Specialist Mild-to-Moderate Support Needs credentials.

If approved, ES intends to field test the edTPA Essentials during the 2026-2027 academic year. Throughout, ES will collect score data from the initial administrations. ES will also administer surveys and hold focus group discussions with candidates and program faculty. All data gathered will be used to inform revisions to the assessments.

Background
Education Code §44320.2 requires all candidates for a Preliminary Multiple or Single Subject Teaching Credential to pass an assessment of their teaching performance as part of the requirements for earning a preliminary teaching credential. The teaching performance assessment (TPA) must be approved by the Commission and meet the Commission's current Performance Assessment Design Standards (PADS).

Currently, three TPA models have been approved by the Commission: CalTPA, owned by the Commission and administered by ES; edTPA, and the Fresno Assessment of Student Teachers (FAST), developed by faculty at Fresno State. In 2018, the Human Resources Research Organization (HumRRO) completed a comparability study and found that, at that time, the approved version of edTPA was sufficiently comparable to the other TPA models approved by the Commission (CalTPA and FAST). The passage of Senate Bill 488 (Rubio) in 2021 required that all TPAs be updated to include a literacy performance assessment (LPA). All models revised their assessments to incorporate an LPA, and in June of 2025, all models were approved by the Commission to begin implementing the updated versions (Item 3D).

Completion of a Commission-approved TPA is only one of multiple measures that an approved preliminary preparation program is required to use when recommending a candidate for a preliminary teaching credential. edTPA has been approved for use in California since 2014.

edTPA Essentials
In December 2024, edTPA was acquired by the Evaluation Systems (ES) group of Pearson. At that time, ES convened both a design team and an advisory committee to begin the process of revising the edTPA to address concerns from the field. Specifically, the goals of the groups were

to streamline the assessment requirements; reduce the number of tasks and rubrics; and modularize the tasks to allow for easier embedding of the assessment within preparation program activities. The work of these groups led to the design of edTPA Essentials, an updated version of the edTPA.

Development Process

The edTPA Essentials Advisory Committee was convened as part of the assessment redevelopment process to provide expert review, validation, and feedback on the design and content of the assessment. The committee consisted of a diverse group of stakeholders, including P-12 classroom teachers and administrators, educator preparation program (EPP) faculty and staff. The committee collaborated closely with the Design Team, which consisted of ES content experts, scorers, and psychometricians. Each member of the Advisory Committee and the Design Team works or has worked closely with edTPA and candidate preparation. Because edTPA is a national assessment, the Advisory Committee included representatives from across the United States. Among the group were three individuals from California educator preparation programs: Steven Brownson (CSU Los Angeles), Nadja Conway (Loyola Marymount), and Jaime Januse (University of Phoenix, CA staff lead).

Advisory Committee members participated in a series of in-person and virtual meetings to review draft assessment materials, including tasks, prompts, instructions, and analytic rubrics. Their primary role was to evaluate the alignment of the assessment to authentic teaching practice and to ensure that the constructs measured reflect the knowledge, skills, and professional decision-making expected of beginning teachers across varied classroom contexts.

During these sessions, committee members provided structured feedback on assessment design, clarity of materials, and the validity and appropriateness of rubric expectations. Feedback was systematically captured and used to inform revisions to the assessment, including updates to task structure, evidence requirements, and scoring criteria.
In addition to providing feedback, Advisory Committee members participated in validation activities, documenting their agreement that the assessment represents authentic and relevant measures of entry-level teaching practice. These activities support the overall validity and defensibility of edTPA Essentials as a measure of candidates' readiness to teach in the area in which they are pursuing their credential.

Structure of edTPA Essentials Tasks

Whereas the current version of the edTPA consists of three tasks with multiple components evaluated across 15 rubrics, edTPA Essentials consists of two tasks which may be completed and submitted in any order (e.g. Task 1 then Task 2, or Task 2 then Task 1). Additionally, candidates may take both tasks in one term or one task in one term and the other task in a subsequent term. Each task is evaluated on a total of six rubrics.

Currently, edTPA Essentials assessments have been developed for four of the preliminary teaching credential areas offered in California: PK-3 Early Childhood Education Specialist Instruction (edTPA Essentials Early Childhood), Multiple Subject (edTPA Essentials Multiple

Subject), Single Subject (edTPA Essentials Single Subject), and Education Specialist (edTPA Essentials Special Education-Multiple Subject (SE-MS) and edTPA Essentials Special Education-Single Subject (SE-SS).

Task 1

In Task 1: Instructional Decision Making and Implementation, candidates first collect and review information about their students and their learning context. They then use this information to plan a two-to-three lesson learning segment. In the PK-3, MS, SE-MS, and SE-SS assessments, Task 1 must focus on literacy instruction. Candidates demonstrate how their instruction is grounded in Universal Design for Learning, incorporate a Multi-Tiered System of Support, and integrate authentic, foundational literacy opportunities. In the SS assessment, candidates develop their lessons in the content area of the credential they are seeking.

Next, candidates deliver the instruction in their lesson plans, video recording themselves as they do so. Following the instruction, candidates select two samples of student work from the instruction to analyze and reflect on their teaching effectiveness, documenting changes they would make if they were to teach the lesson again to deepen student learning.

For Task 1, candidates are required to submit five elements:

- Part A: Context for Learning, which provides information on the students and the learning context
- Part B: Learning Segment Lesson Plans
- Part C: Video Clip of their instruction
- Part D: Student Work Samples
- Part E: Justification Worksheet

The Justification Worksheet includes prompts corresponding to the different parts of the task that ask candidates to justify the decisions they made throughout. The prompts also guide candidates in their analysis of and reflection on their instruction. The prompts are embedded within the edTPA Essentials system as rich-text-editor response boxes. This design is intentionally structured to reduce condition codes and allow for voice-to-text responses, in lieu of written responses.

The elements of Task 1 are evaluated on six different construct-specific rubrics: Decision Making for (Literacy/Single-Subject) Learning; Using Knowledge of Students to Support Varied Student Learning Needs; Language Development; Engaging Students in (Literacy/Subject-Area) Learning; Deepening Student Learning; and Analyzing Teaching Effectiveness. Each rubric contains five levels, with level three representing expected proficiency for a beginning teacher, level one representing performance associated with a candidate not yet ready to teach, as measured by the construct, and level five representing a highly accomplished beginning teacher.

Task 2

For Task 2: Assessment and Analyzing Student Learning, PK-3, MS, and SE-MS candidates focus on math instruction. SS and SE-SS complete their assessment in the content area that aligns

with their instruction. Like with Task 1, candidates begin by gathering information about their students and their learning context, providing details about both in the Context for Learning Information template embedded within the system. Candidates then analyze initial assessment data in the target content area to identify an area of need related to the content. Based on the analysis, candidates working in a General Education setting identify two students as focus students, whereas candidates working in Special Education settings identify one focus student. Candidates collect work samples from their focus student(s) and provide targeted feedback.

Using their analysis of the assessment and their understanding of the identified area of need, candidates plan an extension lesson for the focal student(s). Like the instruction in Task 1, the extension lesson must be grounded in Universal Design for Learning and incorporate Multi-Tiered Systems of Support. Candidates video record themselves as they teach the lesson to their focal student(s). After the instruction, candidates analyze the students' work to determine how well they progressed towards meeting the identified area of need. Candidates reflect on their instruction and on the students' progress to identify next steps for the students' learning.

For Task 2, candidates are required to submit eight elements:

- Part A: Context for Learning Information, which provides information on the students and the learning context
- Part B: Initial Assessment Summary Table
- Part C: Initial Assessment Work Samples
- Part D: Initial Assessment Student Feedback
- Part E: Extension Lesson Plan
- Part F: Extension Lesson Video Clip
- Part G: Extension Lesson Assessment Work Samples
- Part H: Justification Worksheet

Like in Task 1, the Justification Worksheet includes prompts corresponding to the different parts of the task that ask candidates to justify the decisions they made throughout. The prompts also guide candidates in their analysis of and reflection on their instruction. The prompts are again embedded within the edTPA Essentials system as rich-text-editor response boxes.

The Task 2 elements are evaluated on six different construct-specific rubrics: Analyzing Whole Class Understandings; Evidence-Based Focus Student Feedback; Planning for Extension Lesson Supports; Extending Student Learning; Analysis of Focus Student Learning; and Using Evidence to Inform Next Steps in Instruction. Each rubric contains five levels, with level three representing expected proficiency for a beginning teacher, level one representing performance associated with a candidate not yet ready to teach, as measured by the construct, and level five representing a highly accomplished beginning teacher.

Proposed Field Test Process

If approved, Evaluation Systems will field test the MS, SS, SE-MS, SE-SS, and PK-3 edTPA Essentials assessments during the 2026-27 academic year. In May 2026, Evaluation Systems invited all California programs currently using edTPA with their candidates to participate in the

edTPA Essentials field test. To date, as shown in Appendix A, 10 California educator preparation programs have volunteered to field test the assessment with their candidates. Across the 10 programs, all intend to field test the assessment with Multiple Subject candidates, seven intend to field test the assessment with Single Subject candidates, and six intend to field test the assessment with Education Specialist, Mild-to-Moderate Support Needs candidates. At this time, no programs have volunteered to field test the assessment in a PK-3 program.

During the field test year, Evaluation Systems will hold weekly office hours for participating programs and candidates. The purpose of these sessions will be to provide support and technical assistance as programs navigate working with and supporting candidates through a new assessment system.

To collect feedback on the edTPA Essentials assessments, ES will administer surveys to candidates who submit the assessments and program faculty who supported candidates through the process. The surveys will seek to learn candidates' and programs' overall perceptions of and experiences with the assessment, including how well they believe it assesses their ability to serve as beginning teachers and any challenges they had or points of confusion they experienced. Additionally, ES will hold focus group discussions with candidates after they have submitted their assessments and with program faculty. The focus group conversations will allow for further elaboration on survey responses.

ES will use the data to inform revisions of the edTPA Essentials before seeking approval for full implementation. Findings from the surveys and the focus group discussions, along with score data from the field test year and all revisions, will be presented to the Commission following the field test year.

Part 2: Commission Authority to Issue a Waiver

The Commission has the authority to grant waivers that are requested from school districts, county offices of education, private schools, and postsecondary institutions through Education Code §44225(m), which states that:

> §44225 The commission shall do all of the following:
> (m) Review requests from school districts, county offices of education, private schools, and postsecondary institutions for the waiver of one or more of the provisions of this chapter or other provisions governing the preparation or licensing of educators. The commission may grant a waiver upon its finding that professional preparation equivalent to that prescribed under the provision or provisions to be waived will be, or has been, completed by the credential candidate or candidates affected. (emphasis added)

The underlined section of statute sets criteria for the issuance of a waiver that requires equivalence or comparability of requirement to be established. The process of the development of the edTPA Essentials assessments includes multiple steps: meetings to redevelop the tasks and rubrics to measure the TPE elements; a field test of the revised assessments; a standard setting study; and finally, review and approval by the Commission for use in California. The

edTPA Essentials assessments have not yet completed the Commission's full review process. The edTPA Essentials assessments are expected to be presented to the Commission for review and final approval at its June 2027 Commission meeting and be fully implemented starting July 1, 2027.

Alignment with Performance Assessment Design Standards

As part of its request to field test the edTPA Essentials assessments, ES demonstrated its provisional alignment between edTPA Essentials Task 1 and Task 2 and the Commission's approved Performance Assessment Design Standards. Commission staff reviewed the documentation, along with the handbooks for each of the credential-specific Tasks and can confirm the provisional alignment. Appendix B provides ES's response to each of the Performance Assessment Design Standards for the edTPA Essentials assessments.

Performance Assessment Design Standard 1(a)(1) General Task Specifications requires that each TPA task and its related rubrics measure two or more major domains of the credential-related Teaching Performance Expectations. Additionally, as a collective, the tasks must measure key aspects of all major domains of the TPEs. Because Task 1 of edTPA Essentials Early Childhood Education, Multiple Subject, Special Education-Multiple Subject, and Special Education-Single Subject are required to also meet the specifications of a Literacy Performance Assessment, as further detailed in the Performance Assessment Design Standards, these assessments must also assess candidates' ability to:

- teach literacy in a manner aligned with the requirements of Education Code 44259 subparagraphs (A) and (B) of paragraph (4) of subdivision (b);
- teach current, state-adopted core content areas of at least Literacy and Mathematics
- align all elements of instruction–including, at least, selected curriculum, student engagement opportunities, and assessments used–with the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the California State Board of Education

ES provided documentation, included in Appendix C, of how edTPA Essentials Task 1 and Task 2, collectively, measure key aspects of the major domains of the TPEs, including TPE 7: Effective Literacy Instruction for All Students.

Under these conditions, the Commission has the authority to provide waivers to candidates that meet the expected performance level on the edTPA Essentials Early Childhood Education, Multiple Subject, Single Subject, Special Education-Multiple Subject, and Special Education-Single Subject assessments. The Commission has previously allowed a waiver for the TPA under similar circumstances for the initial field test of the edTPA during 2012-13 and the redeveloped CalTPA in 2017. Most recently, the Commission issued waivers for the field tests of the CalTPA Literacy Performance Assessments, the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN, and FAST's literacy performance assessments during the 2024-2025 academic year.

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Part 3: Proposed Performance Level to Pass the California Literacy edTPA Field Test
Developers of TPA models typically conduct a standard setting study to establish the requirements for successful completion of the assessment following the field test. Evaluation Systems intends to conduct a national standard setting study following revisions of the initial version in spring 2027. The purpose of the current field test is to engage participants to collect additional validity evidence about the design of the assessment components, specifically the tasks and rubrics, and use these data to refine the edTPA Essentials Tasks for all credential areas. A California-specific standard setting will be conducted in spring 2028, following ample data collection.

Historically when edTPA assessments have been revised, including most recently with the inclusion of the Literacy Performance Assessment, ES and Commission staff have reviewed data related to a range of Standard Error of Measurement (SEM) from the currently approved cut score for each handbook as a proxy for expected performance on the field test versions. However, the edTPA Essentials Tasks and accompanying rubrics are significantly different from the currently approved model of the edTPA. Consequently, the current approved standards would not be valid to inform preliminary passing standards for the field test.

Instead, Commission staff propose the Commission adopt a similar preliminary standard to that approved for current versions of the CalTPA and Education Specialist CalTPA (EdSp CalTPA). Both assessments include two tasks or cycles scored on multiple rubrics, and both sets of rubrics have five levels where a score 3 demonstrates proficiency for a beginning teacher. Currently, the Commission has approved passing scores of 14 for each version of the CalTPA and EdSp CalTPA, which equates to an average of a level two on each rubric. Using a similar approach, staff propose a preliminary pass score for each task of edTPA Essentials of 12, which equates to an average of a score of two on each rubric.

The Commission has also adopted the provision of a secondary passing score for the TPA, by which programs of candidates who do not meet the passing score but who meet the secondary passing score may still recommend the candidate for a credential if the program verifies that the candidate has demonstrated competence in the areas not found to be met in the TPA. Typically, the secondary passing standard is set at -1 SEM from the passing standard. Again, because edTPA Essentials is a new assessment being field tested for the first time, it is not possible to use SEM to determine a secondary passing standard. For this reason, Commission staff recommend adopting a score of 11 on each task of the edTPA Essentials, which would equate to a score of a level two, or just below performance of a beginning teacher, on five of the rubrics and a score of a level one, candidate not yet ready to teach, on one of the rubrics.

Staff Recommendation
Staff recommend that the Commission:

1. Approve the edTPA Essentials Early Childhood Education, Multiple Subject, Single Subject, Special Education-Multiple Subject, and Special Education-Single Subject field tests as proposed for fall 2026 and spring 2027.

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2. Approve requests from education preparation programs approved to participate in the field tests to allow this assessment to serve as evidence the candidates have met the TPA requirement.

3. Adopt a minimum passing standard for the field test for each task (Task 1 and Task 2) of edTPA Essentials Early Childhood Education, Multiple Subject, Single Subject, Special Education-Multiple Subject, and Special Education-Single Subject of 12 (out of possible 30).

4. Adopt a secondary passing standard for the field test for each task (Task 1 and Task 2) of edTPA Essentials Early Childhood Education, Multiple Subject, Single Subject, Special Education-Multiple Subject, and Special Education-Single Subject of 11 (out of possible 30).

Next Steps

If the Commission approves implementing the proposed field test for edTPA Essentials Early Childhood Education, Multiple Subject, Single Subject, Special Education-Multiple Subject, and Special Education-Single Subject and the waiver process outlined above and also adopts the proposed passing standards for these assessments, Commission staff will work with Evaluation Systems to bring forward a supplementary list of educator preparation programs that are participating in the field test and their candidates for whom they are requesting a waiver for the TPA requirement at the August Commission meeting.

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Appendix A

Preparation Programs Intending to Field Test edTPA Essentials in 2026-2027

Preparation Program	PK-3	Multiple Subject	Single Subject	Education Specialist (Mild-to-Moderate)
Alder Graduate School of Education		X		
Alliant University		X	X	X
California Baptist University		X	X	X
CSU Los Angeles		X	X	
CSU Northridge		X		
Pepperdine University		X	X	
UC Riverside		X	X	X
King Chavez Teacher Intern		X		X
Summit Preparatory Charter HS		X	X	X
North Coast SOE/Sonoma COE		X	X	X

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Appendix B

Alignment of edTPA Essentials with Performance Assessment Design Standards

CA Teaching Performance Assessment Design Standard	edTPA Essentials Response
Assessment Design Standard 1: Assessment Designed for Validity and Fairness The sponsor* of a teaching performance assessment seeking approval for use in California (model sponsor) designs a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks, authentic to the practice of teaching, are aligned with key aspects of all major domains of California's Teaching Performance Expectations (TPEs) and assessed through multi-level analytic scoring rubrics. The model sponsor clearly: • Describes and provides data to support the specific uses for which the assessment is valid (i.e., to serve as a determination of a candidate's competence with respect to the TPEs and to provide an indication of preparation program quality and effectiveness). • Anticipates its potential misuses • Maximizes the fairness of the assessment for all groups of candidates • Documents the relationship among the tasks, the TPEs, and the rubrics A passing standard is recommended by the model sponsor and presented to the Commission for adoption based on a standard setting where educators have made a professional judgment about an appropriate performance standard for beginning teachers to meet prior to licensure. The model sponsor carefully monitors and documents assessment development to ensure the TPA's consistency with its stated purpose.	
1(a)(1) General Task Specifications: The Teaching Performance Assessment (TPA), completed during a candidate's clinical experience, includes complex pedagogical assessment tasks, authentic to teaching in the credential area sought, that require candidates to, at a minimum, engage in an instructional cycle that incorporates: (1) gathering data about students, (2) using the data to inform the design and implementation of an instructional sequence that is responsive to students' learning needs and cultural and linguistic identities and is aligned with appropriate content and grade-level standards, (3) gathering data on the instruction and students' learning through informal and formal assessments, (4) analyzing that data and reflecting on the results,	1(a)1 edTPA Essentials is an authentic teaching performance assessment that is to be completed during a candidate's clinical experience. As an authentic assessment of teaching practice, edTPA Essentials includes complex pedagogical tasks that are aligned to the credential area being sought and require candidates to engage in an instructional cycle that: • Gather and record data about their students documented through the Context for Learning, submitted evidence and artifacts, and Justification Worksheets In Task 1—Rubric 1.2 evaluates how candidates use knowledge of students (strengths, needs, MTSS tiers); Context for Learning provides background information about students and their needs used across all rubrics In Task 2—Rubric 2.3 evaluates how candidates use knowledge of students; Context for Learning

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CA Teaching Performance Assessment Design Standard	edTPA Essentials Response
(5) identifying next steps for instruction. All tasks must be constructed to reduce bias to ensure fairness and validity. Each TPA task and its related rubrics: • measures two or more major domains of the TPEs • supports the implementation of state-adopted content standards, curriculum frameworks, and/or Preschool Learning Foundations • requires candidates to demonstrate their ability to provide instruction that is considerate of the whole child, thus attending to the diversity of learners in their classroom and in the state of California, including o effective strategies for supporting emergent bilingual students in English, with the use of the language of instruction as appropriate, within the content area of the intended credential o effective strategies for supporting students with an IEP or 504 plan or who are otherwise designated as having specialized learning needs The TPA includes a minimum of one video of the candidate's teaching performance. The candidate is required to provide written, audio, or video commentary on the video on instruction that includes description of the lesson plan, rationale for teaching decisions shown, and reflection on the effect of the teaching decisions on student learning. Collectively, the tasks candidates complete are constructed to: • measure key aspects of all major domains of the TPEs • be culturally and linguistically responsive and sustaining (Gay, 2010; Ladson-Billings, 1995; Paris & Alim, 2012) • be appropriate for candidates from diverse backgrounds	provides background information about students and their needs used across all rubrics • Use the data to inform the design and implementation of instruction that responds to students' learning, their cultural and linguistic needs, and is aligned to appropriate content and grade level standards In Task 1—Rubric 1.1: Alignment of plans to standards, objectives, and foundational skills; Rubric 1.2: Use of student data/needs to differentiate instruction (MTSS tiers); Rubric 1.3: Language development supports tied to access and expression In Task 2—Rubric 1.1: Analysis of student assessment to identify areas of strength and areas of need • Administer formal and informal assessments to gather data on the instruction and students' learning Task 2 is explicitly about assessment and evidence of learning. Rubric 2.1 evaluates analysis of initial assessment data; Rubric 2.2 evaluates use of assessment evidence to provide feedback • Analyze data collected and reflect on the results to make instructional decisions that are part of the cycle of effective teaching In Task 2—Rubric 2.1: Analysis of whole-class patterns from initial assessment; Rubric 2.5 evaluates analysis of lesson impact • Identify next steps for instruction and document those through the Justification Worksheets In Task 1—Rubric 1.6 requires candidates to reflect on teaching practice In Task 2—Rubric 2.6 requires candidates to use data to inform next steps The Tasks are constructed in a way to reduce bias and ensure fairness and validity. Both require a triangulation of evidence (planning, instruction, assessment, analysis). Performance is evaluated across multiple artifacts and contexts, reducing reliance on any single measure and supporting a

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CA Teaching Performance Assessment Design Standard	edTPA Essentials Response
• incorporate Universal Design for Learning principles (CAST, 2024), providing candidates multiple options for how to demonstrate their knowledge • be embedded within teacher preparation coursework and clinical practice. • be modular in design and able to be incorporated into programs' existing learning management systems TPA tasks and/or scoring rubrics and associated program, candidate, and scoring materials must maintain alignment with state-adopted content standards and frameworks and Commission-adopted teacher preparation standards and TPEs. All TPA materials, including but not limited to task specifications, rubrics, templates, handbooks, and related data, are available to the Commission upon request for review and approval. The Commission maintains the confidentiality of all materials designated as proprietary by the model sponsor.	valid representation of candidate practice. Candidates are evaluated on their ability to use evidence of student learning to make instructional decisions, ensuring that scoring is grounded in observable, data-informed practice rather than subjective interpretation. Between the two tasks, edTPA Essentials measures two or more of the major CA TPE domains. All handbooks are comprised of two independent, modular tasks. Task 1 addresses the CA Literacy TPEs (i.e., language development, meaning making, effective expression), UDL, and MTSS requirements. Task 2 addresses analysis of student learning, responsive pedagogy, and evidence-based reflection (see the edTPA Essentials Teaching Performance Expectations (TPEs) Map for alignment details). The assessment supports the implementation of state-adopted content standards, curriculum frameworks, and/or Preschool Learning Foundations. edTPA Essentials requires candidates to demonstrate their ability to provide instruction to the whole child, attend to the diversity of learners within their classroom and the state of California. This includes: • effective strategies for supporting emergent bilingual students in English, with the use of the language of instruction as appropriate, within the content area of the intended credential In Task 1—Rubric 1.2 candidates must address supports through MTSS tiers In Task 2—Rubric 2.3 candidates must support varied learners • effective strategies for supporting students with an IEP or 504 plan or who are otherwise designated as having specialized learning needs In Task 1—Rubric 1.2 candidates must consider the variety of learners in their class who may require different strategies/supports In Task 2—Rubric 2.3 candidates must plan to support varied learners

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	Each Task requires a minimum of one video clip of the candidate's teaching and a written or auditory commentary on the video that includes a description of the lesson plan, the rational(s) for teaching decisions seen within the video clip, and a reflection on the effect of those decisions on student learning. Collectively, across the tasks and rubrics, edTPA Essentials: measures all key aspects of all major CA TPE domains (see the edTPA Essentials Teaching Performance Expectations (TPEs) Map for the alignment) Planning (Task 1: 1.1–1.3) Instruction (Task 1: 1.4–1.5) Assessment & Analysis (Task 2: 2.1–2.6) • is culturally and linguistically responsive and sustaining by requiring candidates to analyze student learning and respond with instruction, feedback, and supports that honor and leverage students' cultural and linguistic resources • is appropriate for candidates from diverse backgrounds In Task 1: Language development supports (Rubric 1.3); use of students' linguistic resources; knowledge of students (personal, linguistic, community assets) In Task 2: Instruction must leverage learner variability and MTSS/UDL supports • Incorporates Universal Design for Learning (UDL), providing candidates multiple options for how to demonstrate their knowledge (e.g., artifacts, evidence, video recordings, student work, reflections) UDL is embedded: multiple means of engagement, representation, expression; candidates must provide evidence through lesson plans, video clips, student work, written justification • Is intended to be embedded within teacher preparation coursework and clinical practice

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	edTPA Essentials is designed to be completed in coordination with preparation program requirements. Both Tasks must be completed during a formal teaching experience; each require authentic students, instruction, and student assessments • Is modular, allowing programs to embed the assessment into existing learning management systems Tasks are submitted independently. edTPA Essentials tasks and/or scoring rubrics and associated program, candidate, and scoring materials maintain alignment with state-adopted content standards and frameworks and Commission-adopted teacher preparation standards and TPEs. The assessment will be monitored for this alignment and adjusted as necessary. All edTPA Essentials materials, including but not limited to task specifications, rubrics, templates, handbooks, and related data, are available to the Commission upon request for review and approval.
1(a)(2) ***PK-3-Specific Task Specifications:*** In addition to the General Task Specifications listed above, the PK-3 TPA includes tasks and rubrics to assess the candidate's ability to utilize developmentally appropriate pedagogy to effectively: • teach literacy in a manner aligned with the requirements of Education Code sec. 44259 subparagraphs (A) and (B) of paragraph (4) of subdivision (b); • teach current, state-adopted core content areas of at least Literacy and Mathematics align all elements of instruction–including, at least, selected curriculum, student engagement opportunities, and assessments used–with the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the California State Board of Education	1(a)2 In addition to the General Task Specifications described above, the tasks and rubrics associated with the edTPA Essentials Early Childhood assessment measures the candidate's ability to utilize developmentally appropriate pedagogy to: • teach literacy in a manner aligned with the requirements of Education Code sec. 44259 subparagraphs (A) and (B) of paragraph (4) of subdivision (b); From Task 1: candidates must teach literacy through foundational skills (explicit instruction required), meaning making, language development, and expression. Instruction must be high-quality, evidence-based, include language development and literacy practices across domains

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	• teach current, state-adopted core content areas of at least Literacy and Mathematics; In each Task, candidates must plan and teach instruction aligned to state-adopted standards/content standards • align all elements of instruction–including, at least, selected curriculum, student engagement opportunities, and assessments used–with the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the California State Board of Education In the Framework section of each Task, we will include a note: "For California candidates, this includes alignment to the California ELD Standards and the California ELA/ELD Framework, as applicable to the teaching context."
1(a)(3) ***Multiple Subject-Specific Task Specifications:*** In addition to the General Task Specifications listed above, the Multiple Subject TPA includes tasks and rubrics to assess the candidate's ability to effectively: • teach literacy in a manner aligned with the requirements of Education Code sec. 44259 subparagraphs (A) and (B) of paragraph (4) of subdivision (b); • teach current, state-adopted core content areas of at least Literacy and Mathematics • align all elements of instruction–including, at least, selected curriculum, student engagement opportunities, and assessments used–with the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the California State Board of Education	1(a)3 In addition to the General Task Specifications described above, the edTPA Essentials MS tasks and rubrics measures the candidate's ability to utilize developmentally appropriate pedagogy to: • teach literacy in a manner aligned with the requirements of Education Code sec. 44259 subparagraphs (A) and (B) of paragraph (4) of subdivision (b); From Task 1: candidates must teach literacy through foundational skills (explicit instruction required), meaning making, language development, and expression. Instruction must be high-quality, evidence-based, include language development and literacy practices across domains • teach current, state-adopted core content areas of at least Literacy and Mathematics; In each Task, candidates must plan and teach instruction aligned to state-adopted standards/content standards • align all elements of instruction–including, at least, selected curriculum, student engagement opportunities, and assessments used–with the current English Language Arts/English Language

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	Development (ELA/ELD) Framework adopted by the California State Board of Education We will add a note in the "High Quality, Evidenced-Based Instruction: section: "For California candidates, this includes alignment to the California ELD Standards and the California ELA/ELD Framework, as applicable to the teaching context"
1(a)(4) ***Education Specialist-Specific Task Specifications:*** In addition to the General Task Specifications listed above, the Education Specialist TPA includes tasks and rubrics to assess the candidate's ability to effectively: • teach literacy in a manner aligned with the requirements of Education Code sec. 44259 subparagraphs (A) and (B) of paragraph (4) of subdivision (b); • teach current, state-adopted core content areas of at least Literacy and Mathematics • align all elements of instruction–including, at least, selected curriculum, student engagement opportunities, and assessments used–with the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the California State Board of Education	In addition to the General Task Specifications described above, the edTPA Essentials SE-MS and SE-SS tasks and rubrics measures the candidate's ability to utilize developmentally appropriate pedagogy to: • teach literacy in a manner aligned with the requirements of Education Code sec. 44259 subparagraphs (A) and (B) of paragraph (4) of subdivision (b); From Task 1: candidates must teach literacy through foundational skills (explicit instruction required), meaning making, language development, and expression. Instruction must be high-quality, evidence-based; include language development and literacy practices across domains. • teach current, state-adopted core content areas of at least Literacy and Mathematics In each Task, candidates must plan and teach instruction aligned to state-adopted standards/content standards • align all elements of instruction–including, at least, selected curriculum, student engagement opportunities, and assessments used–with the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the California State Board of Education We will add a note in the "High Quality, Evidenced-Based Instruction: section: "For California candidates, this includes alignment to the California ELD Standards and the California ELA/ELD Framework, as applicable to the teaching contexts"

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1(a)(5) ***Single Subject-Specific Task Specifications:*** In addition to the General Task Specifications listed above, the Single Subject TPA includes tasks and rubrics to assess the candidate's ability to: • demonstrate pedagogical competence related to teaching the content area(s) authorized by the credential • teach current, state-adopted core content in their single subject credential area	The edTPA Essentials Single Subject assessment includes tasks and rubrics designed to evaluate candidates' pedagogical competence in their authorized content area and their ability to teach state-adopted core content. In Task 1—Rubric 1.1 measures the development of subject-area foundational skills; Rubric 1.4 measures how candidates engage students in subject-area learning; Rubric 1.5 requires candidates to deepening student learning in the subject area. In Task 2—Rubric 2.4 requires candidates to extend student learning regarding the identified area of need in the subject area. The edTPA Essentials Single Subject tasks are grounded in discipline-specific instruction and require candidates to plan, implement, assess, and analyze teaching within their content area. In Task 2, for example, candidates engage in high-quality, evidence-based instruction aligned with subject-area learning goals, and analyze student understanding through disciplinary lenses such as conceptual understanding, reasoning, and application. Candidates are required to: • Design instruction aligned with content-specific learning goals • Implement instruction that engages students in meaningful disciplinary practices • Analyze student learning using evidence connected to subject-area expectations These expectations are operationalized through analytic rubrics that focus on instructional decision making, content-specific pedagogy, and responsiveness to student learning, ensuring that scoring reflects candidates' pedagogical competence within the discipline. Across tasks, edTPA Essentials requires candidates to design and implement instruction that is aligned with content standards, ensuring that teaching reflects expectations for grade-level, standards-based learning.

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	Instruction is expected to: • Be grounded in content standards and learning goals • Reflect rigorous, standards-aligned instruction • Support students in developing understanding and applying knowledge within the discipline In the Single Subject context, this alignment ensures that candidates are teaching current, state-adopted core content in their credential area, consistent with expectations for beginning teachers
1(b) TPA Required Scoring Specifications:	
1(b)(1) ***Rubric Specifications:*** Each TPA task includes analytic rubrics (Brown, 2018) that provide construct-specific scores clearly aligned with each task and its associated TPEs. As such, submissions are clearly scored on each rubric construct, allowing candidates and programs to receive feedback in the form of a specific score for each. Any administrative accommodations preserve the TPA's validity while addressing issues of access for candidates with disabilities or learning needs.	The analytic rubrics used by edTPA Essentials provide construct-specific scores that are clearly aligned with the appropriate Task and the associated TPE(s). The approach allows for submissions to be clearly scored on each rubric construct and for both candidates and their programs to receive feedback in the form of a specific score for each rubric-specific construct. See the edTPA Essentials TPE Alignment Chart for additional details. Unlike traditional timelimited, testcenter–based assessments, edTPA Essentials does not require most conventional alternative testing arrangements (e.g., extended time, separate testing environments) because the assessment is not administered under timed conditions. Candidates have up to one year to complete each task within an authentic teaching context, allowing them to work at their own pace. In addition, edTPA Essentials is delivered through a digital portfolio system, which allows candidates to use commonly available accessibility tools (e.g., screen readers, voicetotext, text enlargement, and other assistive technologies) to access and produce materials. These design features inherently reduce barriers to participation while maintaining consistent expectations for all candidates.

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	These administrative accommodations inherently provide access for all candidates and do not impact rubric expectations, required evidence (which can be demonstrated in a variety of ways), or teaching performance. Scoring is based on standardized rubrics that evaluate instructional decision-making, use of evidence, and responsiveness to student needs, rather than format or presentation. All candidates, including those receiving accommodations, must meet the same expectations and demonstrate competence through authentic teaching practice. As a result, accommodations provide access without changing the nature of the assessment, thereby preserving fairness, validity, and comparability of scores.
1(b)(2) *Bias Review:* TPA scoring processes focus on candidates' teaching performance and minimize the effects of candidate factors not clearly related to pedagogical competence, which may include any actual or perceived characteristic protected by AB 537 (sex, sexual orientation, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability) or any other bias that is not likely to affect job effectiveness and/or student learning, such as appearance, hairstyles and/or hair texture, demeanor, speech patterns and accents, or personal attire. Initial and ongoing psychometric analyses are conducted to identify and eliminate potential sources of bias in relation to candidates' race, ethnicity, language, gender or disability.	The edTPA Essentials scoring process focuses on the candidate's teaching performance, minimizing the effects of factors that are not related to the pedagogical competence, which includes, but is not limited to: sex, sexual orientation, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability) or any other bias that is not likely to affect job effectiveness and/or student learning, such as appearance, hairstyles and/or hair texture, demeanor, speech patterns and accents, or personal attire. The assessment uses analytic rubrics aligned to specific teaching competencies, including planning, instruction, analysis of student learning, and next steps. Each rubric evaluates evidence directly tied to instructional practice and student outcomes rather than peripheral features of submission. This design ensures that scores are based on candidates' ability to interpret evidence of student learning and justify instructional decisions, rather than on formatting, production quality, or completeness of peripheral materials.

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	A triangulation of evidence ensures that scores do not depend on a single artifact or moment in time, but instead reflect a broader, more reliable picture of teaching performance. Initial and ongoing psychometric and scoring analyses are used to minimize bias and ensure that edTPA Essentials scoring focuses on demonstrated teaching competence, not personal characteristics or factors not clearly related to pedagogical effectiveness, including those protected under AB 537 as well as speech patterns, accents, demeanor, or appearance. These psychometric and scoring analyses include random reliability sampling of 10% of all submitted portfolios and double scoring portfolios that score near the state identified cut score.
1(b)(3) *Condition Codes:* Technical condition codes may be implemented only when an assessment cannot be scored because of a technical issue. Possible technical issues include, but are not limited to when a candidate uploads an incorrect or blank document, an uploaded document is illegible, an uploaded video or audio file cannot be viewed or heard, and/or a submission is uploaded to the incorrect credential area. Content condition codes, previously allowed when required content is missing or determined to be inappropriate, may not be used. Instead, assessors should be directed to score submissions as they are submitted. Any potential content issues should be addressed through the rubrics.	A technical condition code may be assigned to any rubric where the assessment evidence and/or artifacts cannot be scored because of a technical issue. This includes but is not limited to instances where a candidate uploads an incorrect or blank document, the uploaded document is unable to be read, a video or audio file cannot be viewed or heard, the submission is uploaded to an incorrect credential area. edTPA Essentials does not make use of content condition codes. If incorrect, inaccurate, inappropriate, or incomplete content is submitted scorers will be directed to score them as they are submitted. Content related issues will be addressed through rubric scores.
1(b)(4) *Standard Setting Process:* To determine the passing standard for the TPA, a standard setting is held that includes the judgments of individuals familiar with the expectations of beginning teachers in the credential area aligned with the TPA, including currently practicing credentialed teachers, supervisors of teachers, support providers of	Pearson notes that edTPA Essentials does not yet have operational data to calculate reliability/validity directly, because it “borrows heavily” from the current edTPA, evidence is used to estimate key psychometric indicators relevant to Essentials. Like current edTPA, core evidence types to be used for edTPA Essentials will include:

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new teachers, and other preparers of teachers. The Standard Setting process must align with Standards 5.21-5.23 of the American Education Research Association, American Psychological Association, and National Council on Measurement in Education *Standards for Educational and Psychological Testing* (Brown, 2018).	• Inter-rater agreement (IRA) as a measure of scorer consistency • Intraclass correlation coefficients (ICC) as a reliability estimate of agreement/correlation between ratings • Confirmatory factor analysis (CFA) as validity evidence based on the assessment's "internal structure," supporting intended score interpretations (i.e., that rubrics relate coherently to what they are designed to measure) The edTPA Essentials standard setting process will be designed to ensure that recommended performance standards are valid, fair, and grounded in both professional judgment and empirical evidence. The process incorporates expert review, stakeholder input, psychometric evidence, and broad representation to ensure that resulting standards accurately reflect expectations for beginning teacher competence. Pearson will convene two national standard setting panels that include: • Educator preparation program faculty and leaders • PK–12 teachers and administrators • Policy makers and state representatives (including California participation)
1(c) ***Model Revisions:*** Any revisions made to a TPA model must be reported to the Commission. Each time substantive modifications or revisions are made, a new standard setting is held, and results must be reported to the Commission.	Any revisions made to edTPA Essentials will be reported to the Commission. Should substantive modifications or revisions be made, a new standard setting will be help and results of that standard setting be reported to the Commission.
1(d) ***Statement of Intended Use:*** The TPA includes a clear statement acknowledging the intended uses of the assessment. The statement demonstrates the model sponsor's clear understanding of the implications of the assessment for candidates, preparation programs, public schools, and public school students within the authorization of the credential. The statement includes	The edTPA Essentials handbooks include a Purpose statement acknowledging the intended uses of the assessment. The statement demonstrates Pearson's clear understanding of the implications of the assessment for candidates, preparation programs, public schools, and public school students within the authorization of the credential.

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appropriate cautions about additional or alternative uses for which the assessment is not valid.	
1(d)(1) ***PK-3, Multiple Subject, and Education Specialist Statements of Intended Use:*** The Statement of Intended Use includes language that indicates all elements of assessment design and development are consistent with the assessment's intended uses for determining the literacy and content-specific pedagogical competence of candidates for Preliminary Teaching Credentials in California and as information useful for determining program quality and effectiveness.	The Early Childhood (PK-3), Multiple Subject, and Special Education (Education Specialist) handbooks include a Purpose statement acknowledging the intended uses of the assessment
1(d)(2) ***Single Subject Statement of Intended Use:*** The Statement of Intended Use includes language that indicates all elements of assessment design and development are consistent with the assessment's intended uses for determining the content-specific pedagogical competence of candidates for Preliminary Teaching Credentials in California and as information useful for determining program quality and effectiveness.	The Single Subject handbook includes a Purpose statement acknowledging the intended uses of the assessment.
Assessment Design Standard 2: Assessment Designed for Reliability and Fairness The TPA model sponsor designs and maintains assessment scoring processes that fairly and reliably yield enough collective evidence, in relation to the key aspects of major domains of the TPEs, to serve as a valid basis to judge a candidate's general pedagogical competence for a Preliminary Teaching Credential. The TPA includes a comprehensive program to calibrate assessors for scoring accuracy and maintain assessor calibration over time. The model sponsor develops scoring processes that include ongoing monitoring of the assessment system to ensure equitable evaluation of candidates. The assessment system and its implementation contribute to local and statewide consistency in the assessment of teaching competence. TPA model sponsors provide a technical manual outlining the full development and validation process that includes, at a minimum, the process used for developing the TPA and details about and results of field testing.	

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2(a) ***Field Testing:*** TPA tasks and scoring rubrics are extensively field tested in practice before being used operationally. The TPA model sponsor evaluates the field test results thoroughly and documents the field test design, participation, methods, results and interpretation. Results of the field test are presented to the Commission for review prior to operational use.	A field test will be conducted beginning in August 2026, prior to operational use within the state. Pearson will evaluate the field test results and document the field test design, participation, methods, results, and interpretation in a Field Test Summary Report. These results will be presented to the Commission for review prior to operational use. Currently, the following California EPPs have expressed interest in participating in the 2026-2027 academic year launch: Alder Graduate School of Education—MS Alliant University—MS, SS, SE California Baptist University—MS, SS, SE California State University Los Angeles—MS, SS California State University Northridge—MS North Coast SOE/Sonoma COE—MS, SS, ES Pepperdine University—MS, SS University of California, Riverside—MS, SS, SE King Chavez Teacher Intern Program—MS, SE Summit Preparatory Charter High School—MS, SS, SE Field testing is designed to mirror operational conditions to the extent possible so that the evidence collected reflects authentic candidate performance and scoring processes (e.g., candidates completing assessment tasks within their formal teaching experience and submissions being scored using the established rubric structure and scorer processes). Field testing includes monitoring of scoring consistency through mechanisms such as double scoring and ongoing monitoring of assigned scores using scoring performance statistics Pearson will compile findings and submit them in a Field Test Summary Report, which will be presented to the Commission for review prior to operational use.

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2(b) *Assessor Specifications:* All assessors, at a minimum, demonstrate pedagogical expertise in the content areas and TPE domains assessed within the specific instrument they will score. • PK-3, Multiple Subject, and Education Specialist TPA assessors demonstrate expertise in the content areas of literacy and mathematics appropriate to the TPA credential area • Single Subject TPA assessors demonstrate expertise in the specific content areas measured All assessors hold a valid credential and at least three years of experience working with PK-12 learners in California schools in the credential area being assessed and/or be a faculty member in a California educator preparation program with expertise in the credential area being assessed. All assessors successfully calibrate on a TPA model before participating in a TPA scoring and must re-calibrate each scoring session to continue scoring.	Assessors are required to meet all requirements, including appropriate pedagogical expertise in literacy and the TPE domains assessed by edTPA Essentials. PK-3, Multiple Subject, and Education Specialist assessors must demonstrate expertise in the content areas of both literacy and mathematics appropriate to the TPA credential area. Scorers of the Single Subject assessment will have pedagogical expertise in teaching within the content areas being measured. All assessors will be required to hold a valid credential and at least three years of experience working with Pk-12 learners in California schools in the credential area being assessed and/or be a faculty member in a California educator preparation program with expertise in the credential area being assessed. Scorers will receive training and participate in calibration exercises related to all edTPA Essentials assessments. In addition, all scorers will complete re-calibration exercises before each scoring session to continue scoring.
2(c) *Assessor Calibration Specifications:* The TPA Assessor Calibration Process includes, at a minimum: • A comprehensive introduction to the TPA that includes the conceptual framework of the TPA and an overview of each of the tasks, their corresponding rubrics, and their alignment with the TPEs • Task-based scoring trials using sample submissions in which a model sponsor scoring expert evaluates and certifies each assessor's scoring accuracy and calibration in relation to the scoring rubric(s) associated with the task • Feedback from assessors and calibration session leaders that informs revisions to the calibration process. The TPA Assessor Re-Calibration Process includes, at a minimum:	Pearson will provide assessor training and calibration that includes a comprehensive introduction to the edTPA Essentials, an overview of both tasks, the associated rubrics, and their alignment to the TPEs. Task-based scoring training through sample submissions are used to evaluate scorer readiness and certify scoring accuracy and calibration. Feedback gathered from assessors and training/calibration leads informs necessary revisions to the training and calibration process. edTPA Essentials assessor re-calibration process will include task-based scoring trials using sample submissions where a scoring expert evaluates and certifies each assessor's scoring accuracy and calibration in relation to the scoring rubrics associated with each task. In addition, feedback from assessors and calibration session leaders will

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• Task-based scoring trials using sample submissions in which a model sponsor scoring expert evaluates and certifies each assessor's scoring accuracy and calibration in relation to the scoring rubric(s) associated with the task • Feedback from assessors and calibration session leaders that informs revisions to the calibration process.	be collected to inform revisions to the calibration process.
2(d) Scoring Processes:	
2(d)(1) ***Development of Scoring Processes to Ensure Reliability and Validity of Scores:*** The developed scoring process assures and documents the reliability and validity of candidate outcomes on the assessment and includes the following, at a minimum, (1) regular auditing; (2) selective back reading; and (3) double scoring of candidate responses near the cut score by the qualified, calibrated scorers. The model sponsor: • Develops a detailed plan for establishing and maintaining scorer accuracy and inter-rater reliability during both field testing and operational administration of the TPA • Demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment.	The edTPA Essentials scoring process assures and documents the reliability and validity of candidate outcomes. These processes include regular auditing, selective backreading of submitted portfolios for double scoring, and double scoring of candidate submissions where the overall score is near the cut score. Scorer reliability and inter-rater reliability will be estimated during both the field test and ongoing through operational use. The scoring processes, taken as a whole, maximize the determination of each candidate's overall pass-fail status on edTPA Essentials. Scoring accuracy and consistency is achieved through mechanisms including: • Ongoing, timely monitoring of assigned scores with feedback based on "scoring performance statistics" and 10% double scoring of submissions • Monitoring of interrater reliability and scoring processes during field test and future operational administration • Double scoring for submissions within a defined range of the state passing standard
2(d)(2) ***Local Scoring Option:*** TPA approved models provide a local scoring option that is commensurate with the model sponsor scoring, described above, and in which assessors are California program faculty; mentor teachers working with student teachers, interns and new teachers; and/or other individuals, including those from partner local education agencies, identified by the program. All selected assessors must meet the minimum	By Fall 2028, Pearson will provide a local scoring option in which assessors are California program faculty; mentor teachers working with student teachers, interns and new teachers; and/or other individuals, including those from partner local education agencies, identified by the programs that select this option. The local scoring option will be commensurate with the official scoring processes described above, including application, vetting of qualifications, training, calibration

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qualifications described in the Assessor Specifications provided above. All individuals selected as local assessors are calibrated using the same process as other selected assessors. Calibration scoring results are evaluated and approved by the model sponsor before an individual can participate in a scoring session. When local scoring is utilized, a system of blind scoring of 15% of submissions must be implemented. The model sponsor develops an annual audit process that documents that local scoring outcomes are consistent and reliable within the model for candidates across the range of programs using local scoring. At a minimum, the audit process includes a report of blind double-scoring at least 15 percent of submissions to ensure reliability. If two or more institutions engage in local scoring of the same assessment, scores are compared across institutions to ensure consistency. The model sponsor informs the Commission if/when inconsistencies in local scoring outcomes are identified. If inconsistencies are identified, the sponsor provides a plan to the Commission for how it will address and resolve the scoring inconsistencies both for the current scoring results and for future scoring of the TPA. If a program chooses to engage in local scoring, any assessor fees incorporated into a model sponsor's registration costs must be given to the program to support the costs associated with local scoring.	exercises, and continued monitoring through reliability verifications. All individuals selected as local assessors will be calibrated using the same process as all other assessors. Calibration scoring results are evaluated and approved by Pearson before an individual can participate in a scoring session. When the Local Scoring option is used, blind scoring of 15% of submissions will be implemented. Pearson will develop an annual audit process documenting that local scoring outcomes are consistent and reliable within the model for candidates across the range of programs using local scoring. At a minimum, the audit process will include a report of blind double-scoring at least 15% of submissions to ensure reliability. If two or more institutions engage in local scoring of the same assessment, scores are compared across institutions to ensure consistency. Pearson will inform the Commission if/when inconsistencies in local scoring outcomes are identified. If inconsistencies are identified, Pearson will provide a plan to the Commission for how it will address and resolve the scoring inconsistencies both for the current scoring results and for future scoring of the edTPA Essentials. The assessor cost factored into the registration fee will be used to pay the local evaluators for their work associated with local scoring.
2(d)(3) ***Appeal Process:*** The TPA includes a clear and easy to implement appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program.	Pearson provides a clear and easy to use appeal process for candidates who earn a non-passing score. If a candidate believes their score on one or more rubrics was reported in error, they may request a score confirmation. There is a fee for this service.

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All candidate appeals granted a second scoring are scored by a new assessor unfamiliar with the candidate or the candidate's response. If a program implements a local scoring option, the program provides an appeal process as described above for candidates who do not pass the assessment.	Candidates granted a second scoring will have their portfolios scored by a new assessor unfamiliar with the candidate or their previous responses. The score confirmation process will take place within 60 calendar days of the receipt of the request. They will be mailed the results of the score confirmation: If the score confirmation process results in a score alteration (either higher or lower than originally reported), the candidate will be issued a corrected Score Profile, the score confirmation fee will be refunded, and records will be updated. • If the original score is confirmed as a result of the score confirmation process, the candidate will be sent a letter indicating that their score has been confirmed, and the score confirmation fee will not be refunded. Only one score confirmation request is permitted per submission and requests received after the initial score confirmation request will not be honored.
2(e) ***Retake Policy:*** A retake policy is developed for candidates who fail one or more parts of the TPA that preserves the reliability and validity of the assessment results. The retake policy includes notification to candidates and programs with the following information, at a minimum: rubric scores, including a rationale for any scores of one whether the task(s) on which the candidate was not successful must be retaken in whole or in part appropriate guidance for programs and candidates about which task and/or task components must be resubmitted for scoring by a second assessor what the resubmitted response must include	The edTPA Essentials Retake Policy will provide appropriate guidance to candidates who fail one or both tasks. Candidates who fail one or both tasks will receive a score report that includes rubric scores, including the performance description which serves as a rationale for the applied scores. The Retake Policy will provide guidance on what part of each Task must be retaken, in whole or in part. Appropriate guidance will be provided to programs and candidates about which task and/or tasks components must be resubmitted and what the resubmitted response must include. Score reports will reflect the highest rubric score achieved across all submission attempts. Candidates who do not meet their educator preparation program or state requirement may retake the assessment.

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	Candidates may consider retaking edTPA Essentials due to: • Performance Standard—candidates whose performance does not meet the performance standard for edTPA Essentials will need to retake one or both edTPA Essentials tasks. • Condition Codes—if a candidate receives two or more condition codes within the same task, the task score and total portfolio score are reported as "incomplete" and the candidate must retake that task • Score Void—if edTPA Essentials scores were voided as a final determination of the administrative review process, a candidate will submit a full assessment retake to receive scores for the fulfillment of program and/or state requirements. While there is no national limit to the number of retakes possible, there may be state- or educator preparation program-level limits on retakes.
2(f) ***Technical Assistance Manual*** TPA model sponsors create a Technical Assistance Manual that outlines the full development and validation process of the TPA. The Technical Assistance Manual includes, at a minimum, the process used for developing the TPA, including steps taken to validate the assessment, and details about and results of field testing.	A Technical Assistance Manual will outline the full edTPA Essentials development and validation processes and details about field testing in August 2026
Assessment Design Standard 3: TPA Model Sponsor Support Responsibilities TPA model sponsors provide technical support to teacher preparation programs using that model, including support for embedding the TPA within programs. TPA model sponsors conduct and/or moderate scoring of all TPAs, as applicable, within a statewide scorer approach and/or the local scoring option. Model sponsors are responsible for reporting all TPA outcome data to programs and to the Commission.	
3(a) ***Required Program Supports:*** Faculty will provide formative feedback to candidates based on the content of the scoring rubrics (formative feedback will not be in the form of specific scores) prior to the submission of tasks for summative scoring through the	Pearson will provide assessment materials including edTPA Essentials handbooks which include the Tasks and Rubrics by August 1 of each year. Additional support materials will include, but may not be limited to the following:

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embedding of TPA tasks into course assignments and activities. TPA model sponsors provide materials appropriate for use by programs to support faculty in effectively embedding the TPA within their programs. All assessment materials will be available to programs annually by August 1. Program support materials include at least the following: • TPA handbooks • TPA tasks • TPA rubrics • annotated passing and non-passing sample responses for each credential area • examples of commonly assigned technical condition codes All program support materials are created to be dynamic, searchable, and interactive. TPA model sponsors provide on-going technical assistance to program faculty to support the embedding of the TPA, including orientation and calibration materials for all individuals involved in the preparation of candidates. TPA model sponsors establish a process that facilitates faculty review of a candidate's submission before it moves to scoring.	• By the required implementation date, Pearson will provide annotated passing and non-passing sample responses for use by programs to support the effective embedding of edTPA Essentials into their programs • Examples of commonly assigned technical condition codes All assessment materials and supporting resources will be available in dynamic, searchable, interactive system. Pearson provides ongoing technical support to programs to support embedding the TPA into the programs. This includes orientation and calibration to the edTPA Essentials for all programs using the assessment. The free, online Program Reviewer Tool provides an opportunity for program faculty/staff to review their candidate's portfolio prior to submission for scoring and provide feedback for the candidate.
3(b) ***Required Candidate Supports*** The TPA model sponsors provide materials, at no additional cost, to assist candidates in understanding the nature of the assessment, the specific assessment tasks, the scoring rubrics, the submission processes, and the scoring processes.	edTPA Essentials support videos and other resources will be made available, at no cost, to candidates. These webinars and resources are designed to provide guidance to candidates on the assessment requirements, tasks, rubrics, submission process, and scoring process. Video topics will include: • edTPA Essentials Overview • Task 1 Overview • Task 2 Overview • Field Area Considerations • Understanding HQIM • Understanding UDL • Understanding MTSS • Understanding edTPA Essentials Anchors • edTPA Essentials Retakes

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	An edTPA Essentials Simplified Right Start course will be available to help candidates successfully prepare for edTPA Essentials. The course will consist of interactive modules that guide candidates through the entire edTPA Essentials process, from preparing their portfolios to submitting their completed portfolios for scoring and feedback. Each module is carefully structured to ensure candidates study the most relevant and essential material. This course structure helps candidates build the knowledge and skills necessary to succeed in both their assessment and their future classroom.
3(c) Score Reporting Requirements	
3(c)(1) ***To Candidates:*** • TPA results, in the form of both overall passing status and individual rubric scores aligned to TPE domains, are provided to candidates within a maximum of three weeks following candidate submissions. • If a candidate's submission is scored at a level one on any rubric, the candidate must be provided with a rationale for why the submission received that score. • If a submission is determined un-scorable because of a technical issue and thus receives a technical condition code, the submission is returned to the candidate within one week. The candidate may address the identified issue, resubmit the submission within one week, and receive a score within the same scoring window.	edTPA Essentials results provided to the candidate convey overall passing status and individual rubric scores and are available to the candidate within three (3) weeks following the end of the submission window. Pearson is working toward phasing out condition codes over the next several years. Performance descriptions are provided for all levels of the rubrics. These descriptions provide rationale for the scoring decision. Level 1 will reflect missing or mis-aligned. Score reports will provide the specific, guiding rationale for level assignment for each rubric.
3(c)(2) ***To Programs:*** • Individual and aggregate TPA results data, relative to overall passing rate, individual rubric scores, and rubric-construct scores, are provided to programs at the conclusion of each scoring window. Aggregate results include all submissions, including those returned to candidates for a technical issue that were not resubmitted, relating to	Individual and aggregate edTPA Essentials results data are provided to programs at the conclusion of each scoring window. These reports will include overall passing rate and individual rubric scores. Aggregate data reports will include all submissions, including those returned to the candidate for technical issues that were not resubmitted.

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candidate performance relative to the rubrics and/or domains of the TPEs. • For programs utilizing the local scoring option, individual and aggregate TPA results data, relative to overall passing rate and individual rubric scores aligned to TPE domains, are provided to the program at an interval established in collaboration with the program. • For any candidate submissions that received a level one on any rubrics, the program must also be provided the rationale for why the submissions were scored at a level one.	edTPA Essentials includes a formal scoring process to ensure the validity, reliability, and comparability of results across candidates and programs. As such, only portfolios submitted through Pearson's official scoring system and evaluated by trained and calibrated assessors receive official scores. Programs that wish to maintain local involvement in scoring may do so by having faculty apply, train, and calibrate as official scorers. In these cases, portfolios can be routed through the official scoring system and assigned to those trained faculty, ensuring both local engagement and valid, reportable results. For any candidate submissions that received a level one on any rubrics, candidate reports will provide the single reason this level was applied.
3(c)(3) ***To the Commission:*** • Individual and program-level aggregate TPA results data, relative to overall passing rate, individual rubric scores, and rubric-construct scores, are provided to programs at the conclusion of each scoring window. • An annual report is submitted to the Commission each year that includes the following, at a minimum: o the programs served by the model o for each program, the number of candidates who submitted materials for scoring, the number of submissions scored; and the number of submissions returned or not scored with a rationale for why o the date(s) when responses were received for scoring o the date(s) when scoring results were provided to preparation programs o the number of candidate appeals, disaggregated by race, ethnicity and gender, o first time passing rates, disaggregated by race, ethnicity and gender, that include	Pearson will submit to the Commission and programs, individual and program-level aggregate edTPA Essentials results that include: passing rates and individual rubric scores at the conclusion of each scoring window. By the required implementation date, Pearson will submit to the Commission an annual report containing: • the programs served by edTPA Essentials • the number of candidates who submitted materials for scoring • the number of submissions scored; • the number of submissions returned or not scored with a rationale for why; the date(s) when responses were received for scoring the date(s) when scoring results were provided to programs • the number of candidate appeals, disaggregated by race, ethnicity and gender; • first time passing rates, disaggregated by race, ethnicity and gender, that include submissions returned for technical issues • candidate completion passing rates, disaggregated by race, ethnicity and gender, other

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submissions returned for technical issues ○ candidate completion passing rates, disaggregated by race, ethnicity and gender, other operational details as specified by the Commission.	operational details as specified by the Commission
3 (d) *Candidate Survey* All TPA models administer a survey to candidates at the time of submission to gather information about the candidate's experience. Commission-required items address candidates' perception of the formative nature of the TPA, the alignment between the TPA and required coursework, and the appropriateness of the TPA tasks for assessing candidates' readiness to begin teaching.	Prior to submission, candidates complete a survey that seeks to gather information about the candidate's experience, including their perception of the formative nature of the edTPA Essentials, the alignment between edTPA Essentials and required coursework, and the appropriateness of the TPA tasks in assessing their readiness to begin teaching.

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Appendix C

edTPA Essentials Teaching Performance Expectations (TPEs) Map

TPE Elements Addressed in edTPA Essentials

TPE 1	TPE 2	TPE 3	TPE 4	TPE 5		TPE 6	TPE 7
Element 1	Element 1	Element 1	Element 1	Element 1		Element 1	Element 1
Element 3	Element 2	Element 2	Element 2	Element 2		Element 5	Element 2
Element 4	Element 4	Element 3	Element 3	Element 5			Element 3
Element 5	Element 5	Element 5	Element 4	Element 7			Element 4
Element 6	Element 6	Element 6	Element 5	Element 8			Element 5
Element 8			Element 7				Element 6
							Element 7
							Element 8
							Element 9
							Element 10

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TPE 1: Engaging and Supporting All Students in Learning	Where Addressed in edTPA Essentials
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	Task 1 Rubric 1.2 (Using Knowledge of Students) via Part A: Context for Learning Information; Part B: Learning Segment Lesson Plans; Part E: Justification Worksheet, Prompt 2. Task 2 Rubric 2.3 (Planning for Extension Lesson Supports) via Part A: Context for Learning Information; Part E: Learning Segment Lesson Plans; Part G: Justification Worksheet, Prompt 3.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.	Not directly addressed in edTPA Essentials
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	Task 1: Rubrics 1.1-1.5; Part A: Context for Learning Information; Part B: Learning Segment Lesson Plans; Part E: Justification Worksheet, Prompts 1-5. Task 2: Rubrics 2.1-2.5 emphasize real-world contexts at higher levels (Level 5 descriptors); Part E: Extension Lesson Plans; Part E: Justification Worksheet, Prompts 1-5
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	Task 1: UDL and MTSS sections in the Task 1 Framework; Rubric 1.2 (MTSS supports) and Rubric 1.1 (evidence-based planning). Task 2: UDL/MTSS Framework sections and Rubric 2.3 (Planning for Extension Lesson Supports).
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	Task 1: Rubric 1.4 supports meaning making/effective expression. Rubric 1.5 (Deepening Student Learning) promotes thinking through open-ended questions and building on student responses.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches,	Task 1: Rubric 1.3 (Language Development) through Part B: Lesson Plans and Part E: Justification Worksheet prompt 3.

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TPE 1: Engaging and Supporting All Students in Learning	Where Addressed in edTPA Essentials
including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	Not directly addressed in edTPA Essentials
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	Task 1: Rubric 1.4 (Engaging Students in Learning) and Rubric 1.5 (Deepening Student Learning) through video evidence showing how candidates respond to and build on student learning. Task 1: Rubric 1.6 (Analyzing Teaching Effectiveness) via Part E: Justification Worksheet (analysis and proposed changes) prompt 5. Task 2: Rubric 2.5 (Analysis of Focus Student Learning) and Rubric 2.6 (Using Evidence to Inform Next Steps).

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TPE 2: Creating and Maintaining Effective Environments for Student Learning	Where Addressed in edTPA Essentials
1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	Task 1: MTSS Framework includes academic, social-emotional, and behavioral supports; Rubric 1.2 (Using Knowledge of Students) through Part A: Context for Learning and Part B: Lesson Plans.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	Task 1: Context for Learning (Part A) includes cultural, linguistic, and community assets; Rubrics 1.1 and 1.2 require planning aligned to student backgrounds and needs. Task 2: Extension Lesson Plan (Part E) and Rubric 2.3 (Planning Supports)
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Not directly addressed in edTPA Essentials
4. Know how to access resources to support students who have experienced trauma, homelessness, foster care, incarceration and/or are medically fragile.	Task 1: Part A: Context for Learning requires identification of student needs and supports Task 2: Rubric 2.3 requires planning supports aligned to identified needs (including IEP/504 when applicable).
5. Maintain high expectations for learning with appropriate support for full range of students in the classroom.	Task 1: Rubric 1.1 (standards-aligned planning) and Rubric 1.2 (differentiated supports) Task 2: Rubric 2.3 (targeted supports for focus students)
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	Task 1: Part C: video lesson implementation demonstrates structuring of learning tasks and interactions (Rubrics 1.4–1.5)

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TPE 3: Understanding and Organizing Subject Matter for Student Learning	Where Addressed in edTPA Essentials
1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	Task 1: Part B Lesson Plans require standards-aligned objectives; Rubric 1.5 (Deepening Student Learning) through Part E: video evidence showing how candidates respond to and build on student learning. Task 2: Part E: Extension Lesson Plan includes standards and learning objective.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.	Task 1: Rubric 1.1 through alignment of objectives, tasks, and materials; Rubric 1.2 through supports based on student needs
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.	Task 1: Part B: Lesson Plans and Part C: Video demonstrate implementation of literacy instruction; Rubric 1.5 (Deepening Student Learning) through Part C: Video evidence showing how candidates respond to and build on student learning. Task 2: Extension Lesson Plan and Video demonstrate subject-area pedagogy.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	Directly addressed in edTPA Essentials Special Education only
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	Task 1: Rubric 1.3 (Language Development); Part B: Lesson Plans include language supports for reading, writing, speaking, and listening.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to	Task 1: UDL framework supports multiple means of representation and expression. Task 2: Rubric 2.4 use of representations and varied formats for demonstrating learning

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TPE 3: Understanding and Organizing Subject Matter for Student Learning	Where Addressed in edTPA Essentials
facilitate students' equitable access to the curriculum.	
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.	Not directly addressed in edTPA Essentials
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	Not directly addressed in edTPA Essentials

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TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Where Addressed in edTPA Essentials
1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	Task 1: Part A: Context for Learning; Rubric 1.2 (Using Knowledge of Students); Part B Lesson Plans require standards-aligned objectives Task 2: Initial Assessment (Parts B–D) and Rubric 2.1; Rubrics 2.1, 2.5, and 2.6 through initial assessment analysis and next steps planning.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	Task 1: Part A: Context for Learning and Rubric 1.2 (Using Knowledge of Students)
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	Task 1: Anchors of Instruction (integration across reading, writing, speaking, listening) Task 2: integrates assessment and instruction
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including a assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and	Task 1: UDL and MTSS Framework; Rubrics 1.1–1.2 Task 2: UDL/MTSS Framework and Rubric 2.3

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TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Where Addressed in edTPA Essentials
• use of community resources and services as applicable.	
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans).	Task 1: Rubric 1.2 (differentiation) Task 2: Rubric 2.3 (supports for focus students, including IEP/504)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	Addressed in edTPA Essentials Special Education only
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	Task 1: Rubric 1.3 (language use) and Rubrics 1.4–1.5 (student engagement and discussion)
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	Not directly addressed in edTPA Essentials

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TPE 5: Assessing Student Learning	Where Addressed in edTPA Essentials
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	Task 2: Initial Assessment artifacts (Parts B–D); Rubrics 2.1 (whole-class analysis); Rubric 2.5 (focus student analysis)
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	Task 2: Rubric 2.1 (whole-class analysis); Rubric 2.5 (focus student analysis)
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	Task 2: Rubric 2.2 feedback will support students in setting goals, monitoring progress, or applying feedback to deepen understanding at Level 5
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	Use of technology not directly addressed in edTPA Essentials Task 2: Part A: Initial Assessment Summary Table requires candidates conduct data analysis
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	Task 2: Rubric 2.2 (evidence-based student feedback)
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	Not directly addressed in edTPA Essentials
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	Task 1: Part A: Context for Learning and Rubric 1.2 Task 2: Rubric 2.3 (Planning supports based on student needs)
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	Task 2: Rubric 2.3 decision rules require addressing IEP/504 needs when present

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TPE 6: Developing as a Professional Educator	Where Addressed in edTPA Essentials
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	Task 1: Rubric 1.6 (Analyzing Teaching Effectiveness) Task 2: Rubrics 2.5 (focus student analysis) and 2.6 (Using Evidence to Inform Next Steps)
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	Not directly addressed in edTPA Essentials
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	Not directly addressed in edTPA Essentials
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	Addressed in edTPA Essentials Special Education only
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	Task 1 & Task 2: Submission requirements (privacy, permissions, ethical use of student data)
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	Not directly addressed in edTPA Essentials
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	Not directly addressed in edTPA Essentials

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TPE 7: Effective Literacy Instruction for All Students	Where Addressed in edTPA Essentials
1. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the *California English Language Arts/English Language Development Framework* and their integration.	Task 1: Rubric 1.3 (Language Development) through Part B: Lesson Plans and Part E: Justification Worksheet.
2. Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support; and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy.	Task 1: UDL and MTSS Framework; Rubric 1.2 (tiered supports)
3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual programs.	Task 1: Context for Learning and Language Development anchor; Rubric 1.3 (language use)
4. Provide literacy instruction for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.	Task 1: Rubrics 1.4–1.5 (student engagement and discussion); Video evidence (Part C)
5. Foundational Skills. *Multiple Subject Candidates*: Develop students' skills in print concepts, decoding and encoding, morphological awareness, and text reading fluency through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. *Multiple Subject and Single Subject English Candidates*: Provide	Task 1: Anchors of Literacy Instruction (Foundational Skills, Meaning Making, Language Development, Effective Expression); Rubrics 1.1–1.5 across planning (Part B), instruction (Part C), and analysis (Part E)

TPE 7: Effective Literacy Instruction for All Students	Where Addressed in edTPA Essentials
instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. *Multiple Subject and Single Subject Candidates*: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression	
6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts, questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	Task 1: Anchors of Literacy Instruction (Foundational Skills, Meaning Making, Language Development, Effective Expression); Rubrics 1.1–1.5 across planning (Part B), instruction (Part C), and analysis (Part E)
7. Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging	Task 1: Anchors of Literacy Instruction (Foundational Skills, Meaning Making, Language Development, Effective Expression); Rubrics 1.1–1.5 across planning (Part B), instruction (Part C), and analysis (Part E)
8. Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions.	Task 1: Anchors of Literacy Instruction (Foundational Skills, Meaning Making, Language Development, Effective Expression);

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TPE 7: Effective Literacy Instruction for All Students	Where Addressed in edTPA Essentials
Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	Rubrics 1.1–1.5 across planning (Part B), instruction (Part C), and analysis (Part E)
9. Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.	Task 1: Anchors of Literacy Instruction (Foundational Skills, Meaning Making, Language Development, Effective Expression); Rubrics 1.1–1.5 across planning (Part B), instruction (Part C), and analysis (Part E)
10. *Multiple Subject and Single Subject English Candidates*: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	Task 1: Anchors of Literacy Instruction (Foundational Skills, Meaning Making, Language Development, Effective Expression); Rubrics 1.1–1.5 across planning (Part B), instruction (Part C), and analysis (Part E)

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TPE 7: Effective Literacy Instruction for All Students	Where Addressed in edTPA Essentials
Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.	
11. *Multiple Subject and Single Subject Candidates*: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.	Task 1: Anchors of Literacy Instruction (Foundational Skills, Meaning Making, Language Development, Effective Expression); Rubrics 1.1–1.5 across planning (Part B), instruction (Part C), and analysis (Part E)