3E: Annual Report on Commission-Approved Performance Assessments

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Plan for Presentation

- Overview of Performance Assessment Requirements + Approved Models
- Key Findings from Across Models
- Model-Specific Presentations
  - CalTPA
  - EdSp CalTPA
  - edTPA
  - FAST
  - CalAPA

Performance Assessment in CA

Education Code 44320.2

- Requires preliminary teaching credential preparation programs to include a Teaching Performance Assessment aligned to Teaching Performance Expectations and adopted PK-12 teaching standards
- Requires the Commission to both administer its own TPA and approve models that demonstrate alignment with Commission-adopted Performance Assessment Design Standards

Approved Performance Assessments

Teaching Performance Assessments

CalTPA: Multiple Subject, Single Subject, World Language, & PK-3 ECE *(Commission-owned; administered by Evaluation Systems)*

EdSp CalTPA: Mild-to-Moderate, Extensive Support, Early Childhood, Deaf/Hard-of-Hearing, Visual Impairments *(Commission-owned; administered by Evaluation Systems)*

FAST: Multiple Subject, Single Subject, Mild-to-Moderate, Extensive Support *(owned and administered by Fresno State)*

edTPA: Multiple Subject, Single Subject, Mild-to-Moderate, Extensive Support Needs *(owned and administered by Evaluation Systems)*

Administrator Performance Assessments

CalAPA *(Commission-owned; administered by Evaluation Systems)*

Shifts to PAs in 2025-26

Literacy Performance Assessment

- Required by SB 488 (2021)
- All models approved for full administration beginning July 2025

Impact of SB 1263 (2024)

- Required development of Workgroup to Review the Design and Implementation of the TPA
- Workgroup developed 7 Interim Actions in February 2025
  - Led to changes in design and administration of approved PAs

First Implementation of EdSp Low-Incidence TPAs (ECSE, VI, DHH) + PK3 ECE TPAs

Highlight in 25-26 Data Across Models

Increases in First-Attempt Pass Rates

CalTPA

Multiple Subject: 68.2%→84.4% (aggregate) → 93.7%

Single Subject/World Language: 85%→91.5% (aggregate) → 97%

EdSp CalTPA

Mild-to-Moderate: 85%→91.5% (aggregate)→95.7%

Extensive Support Needs: 88%→88.5% (aggregate)→91.7%

edTPA

Multiple Subject: 89.8%→90.2%

Single Subject: 88.4%→89.8%

FAST All Models: 89.4%→92.4%

CalAPA 72.1%→83%

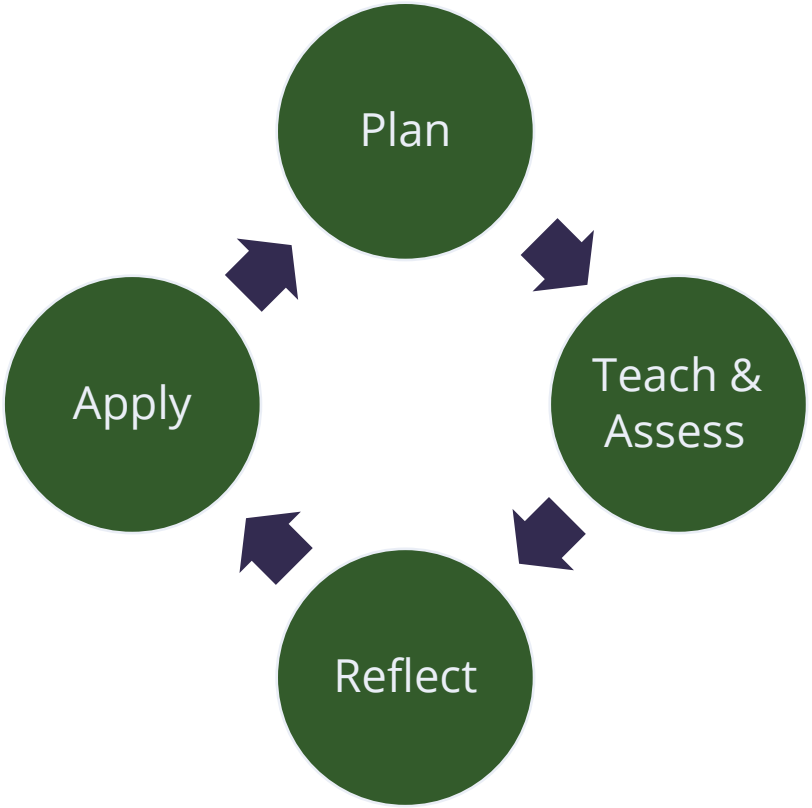
CalTPA:
SS/WL, MS, & PK-3 ECE

CALTPA STRUCTURE

SS/WL:

Cycle 1: Learning About Students and Planning Instruction

Cycle 2: Assessment Driven Instruction



MS and PK-3 ECE:

MPA: Learning About Students/Children and Planning Math Instruction

LPA: Assessment-Driven Literacy Instruction

Changes for 25-26

Version 7 Cycle 1 → Version 1 MPA	Version 7 Cycle 1 → Version 1 Cycle 1	Version 7 Cycle 2 → Version 1 LPA*	Version 7 Cycle 2 → Version 1 Cycle 2
MS, PK-3 ECE	**SS/WL**	**MS, PK-3 ECE**	**SS/WL**
• One math lesson • Focus on Academic Language Development (ALD)	• One content-specific lesson • Focus on Academic Language Development (ALD) for Single Subjects • Focus on Vocabulary Development for World Languages	• 3 - 5 literacy lessons • Submit student work samples that demonstrate the teaching of foundational reading, language, and literacy skills • Focus on English Language Development (ELD) ***Meets literacy requirement**	• 3 - 5 content-specific lessons • Submit student work samples that demonstrate the teaching of content-specific instruction • Focus on English Language Development (ELD) for Single Subjects

CalTPA

CalTPA Overall Pass Rates

Table 2. Number of Candidates Who Attempted and Passed CalTPA: PK-3, MS, and SS, 2021- 22 to 2025-26 (p. 3E-7)

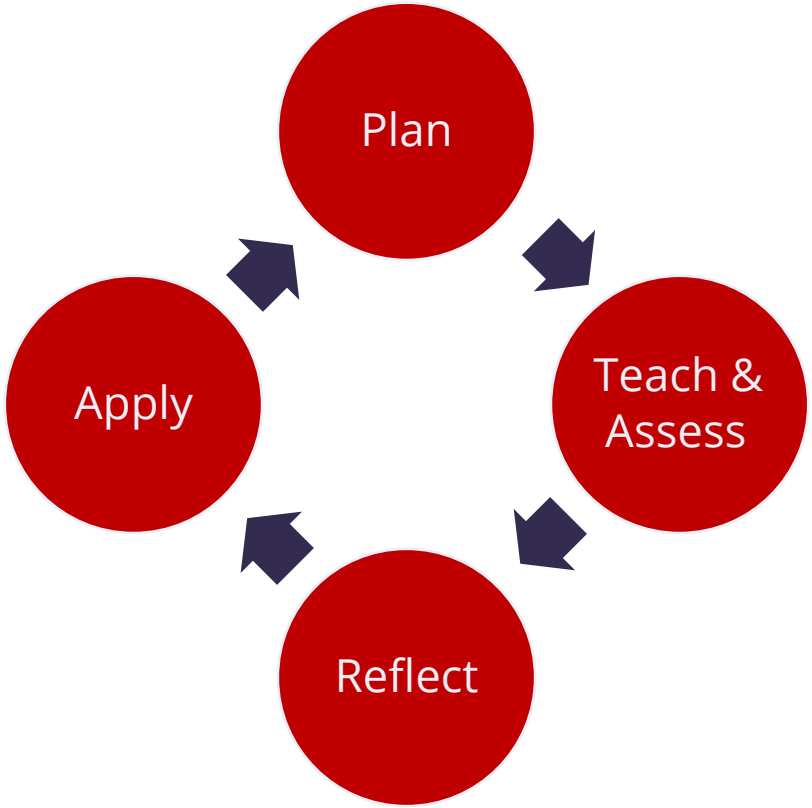
Academic Year	PK-3 ECE Attempted all Cycles (# Passed)	PK-3 ECE % Passed	MS Attempted all cycles (# Passed)	MS % Passed	SS Attempted all cycles (# Passed)	SS % Passed
2021-22	-	-	2,854 (2,643)	**92.6%**	2,536 (2,440)	**96.2%**
2022-23	-	-	3,965 (3,701)	**93.3%**	3,049 (2,938)	**96.4%**
2023-24	-	-	4,207 (3,932)	**93.4%**	3,069 (2,952)	**96.2%**
2024-25	-	-	4,600 (4,112)	**89.4%**	3,176 (3,012)	**94.8%**
2025-26	122 (121)	**99.2%**	5,539 (5,176)	**93.4%**	3,660 (3,563)	**97.3%**

EdSp CalTPA: MMSN, ESN, ECSE, DHH, & VI

EDSP CALTPA STRUCTURE

MPA: Learning About Students with IEPs and Planning Math Instruction

LPA: Assessment-Driven Literacy Instruction for Students with IEPs



Changes for 25-26

- First year TPA (MPA/LPA) required for ECSE, DHH, and VI candidates who started program after July 1, 2025
- MMSN and ESN candidates shifted from Version 3 to Version 1
- Full implementation of the MPA
  - Candidates were tasked with teaching an individual student or a small group of students math content and practice along with academic language.
- Full implementation of LPA
  - Candidates were tasked with teaching an individual student or a small group of students foundational reading skills, an additional theme or themes from the ELA/ELD Framework, and integrated ELD.
- Each EdSp CalTPA (MPA/LPA) had 8 Rubrics with a passing standard of 16, secondary passing set at 14

Overall Pass Rates

Table 13. Number of EdSp CalTPA MMSN, ESN, DHH, and ECSE Submissions, 2022-23 to 2025- 26 (p. 3E-36)

Academic Year	MMSN Number Submitted (Number Passed)	ESN Number Submitted (Number Passed)	DHH Number Submitted (Number Passed)	ECSE Number Submitted (Number Passed)
2022-23	160 (141)	50 (46)	-	-
2023-24	540 (536)	215 (215)	-	-
2024-25	875 (857)	374 (372)	-	-
2025-26	1,430 (1,400)	591 (566)	6 (6)	52 (50)

Next Steps for CalTPA & EdSp CalTPA

CalTPA MS, PK-3 ECE, SS, WL V2 Standard Setting Study (Jan-Feb 2027)

EdSp CalTPA MMSN and ESN V2 Standard Setting Study (Jan-Feb 2027)

Meredith Fellows Implementation Conference (February 2027)

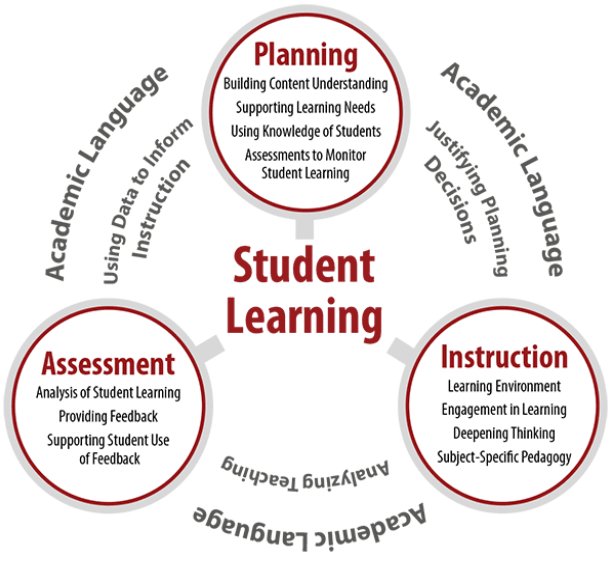
Continued Candidate/Faculty Supports:

- Monthly Digging Deeper Webinars
- Monthly Professional Learning Community (PLC) meetings
- Weekly Candidate Office Hours
- Bimonthly Faculty/Program Office Hours
- Faculty Workshops
- Coordinator Meetings (Winter and Summer 2027)
- CTC Performance Assessment webpage (including 26-27 Calendar of Events, templates, and resources)

edTPA:
MS, SS/WL, MMSN, ESN

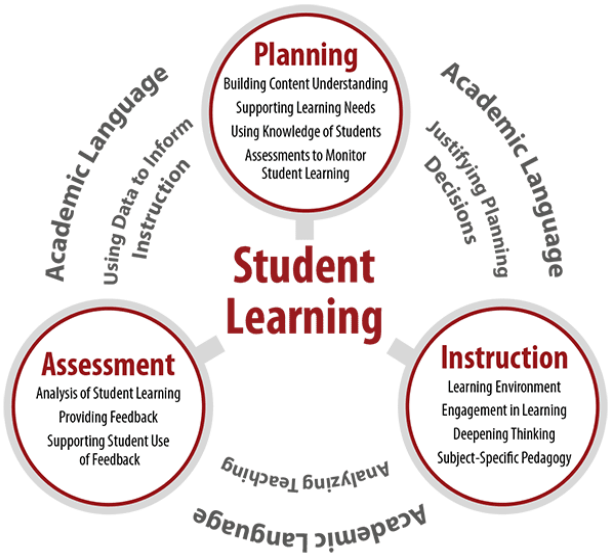
Lori Kroeger

Overview Of edTPA: SS, WL



- **Task 1:** Planning for Instruction and Assessment
- **Task 2:** Instructing and Engaging Students in Learning
- **Task 3:** Assessing Student Learning

Overview Of edTPA: MS and ES



Task 1: Planning for Literacy Instruction and Assessment

Task 2: Instructing and Engaging Students in Literacy Learning

Task 3: Assessing Students' Literacy Learning

Task 4: Assessing Students' Mathematics Learning

Changes for 25-26

- edTPA revised to integrate a literacy performance assessment (LPA) while simultaneously allowing candidates who had already attempted a previous version or already taken and passed the RICA to submit a version that did not include the LPA
- Revised versions that include the LPA launched in August 2025:
  - **edTPA Multiple Subject, Literacy with Mathematics**
  - **edTPA Education Specialist, Literacy: MMSN/ESN**

Highlights from Data

- In 2025-26, **over 89.9% of candidates passed edTPA** in 2025-2026 and **over 80.9% of candidates passed on their first attempt**
- The **average number of attempts to pass edTPA was 1.08** across all credential areas

Academic Year	MS Number Submitted (Number Passed; %)	SS Number Submitted (Number Passed; %; %)	MMSN Number Submitted (Number Passed; %; %)	ESN Number Submitted (Number Passed; %)
2022-23	1,985 (1,882; 94.8%)	2,108 (2,004; 95.1%)	151 (150; 99.3%)	19 (19; 100%)
2023-24	2,054 (1,881; 91.6%)	2,121 (1,892; 89.2%)	337 (328; 97.3%)	50 (47; 94%)
2024-25	2,442 (2,193; 89.8%)	2,299 (2,033; 88.4%)	531 (517; 97.4%)	84 (84; 100%)
2025-26	2,207 (1,990; 90.2%)	2,325 (2,089; 89.8%)	578 (553; 95.7%)	79 (76; 96.2%)

Next Steps

- ES, in partnership with an Advisory Committee, developed edTPA Essentials, a new version of edTPA
  - Two tasks, completed and submitted in any order
  - Each task is evaluated on six dimensions of effective teaching (rubrics)
  - Developed for four of the preliminary teaching credential areas:
    - PK-3 Early Childhood Education Specialist Instruction credential -- **edTPA Essentials Early Childhood**
    - Multiple Subject credential -- **edTPA Essentials Multiple Subject**
    - Single Subject credential -- **edTPA Essentials Single Subject**
    - Education Specialist credential -- **edTPA Essentials Special Education--Multiple Subject** and **edTPA Essentials Special Education--Single Subject**

FAST:
MS, SS, MMSN, ESN

Suzie Brandl

FAST

Overview Of FAST

Two projects embedded within clinical practice

Site Visitation Project
SVP

MS • ES • PK3

Literacy sequence (LPA)
based on assessment

SS

Content-specific lesson

Based on:

- Knowledge of students
- Pedagogy
- Engagement

Teaching Sample Project
TSP

Student assessment
with embedded language development

Credential-specific focus

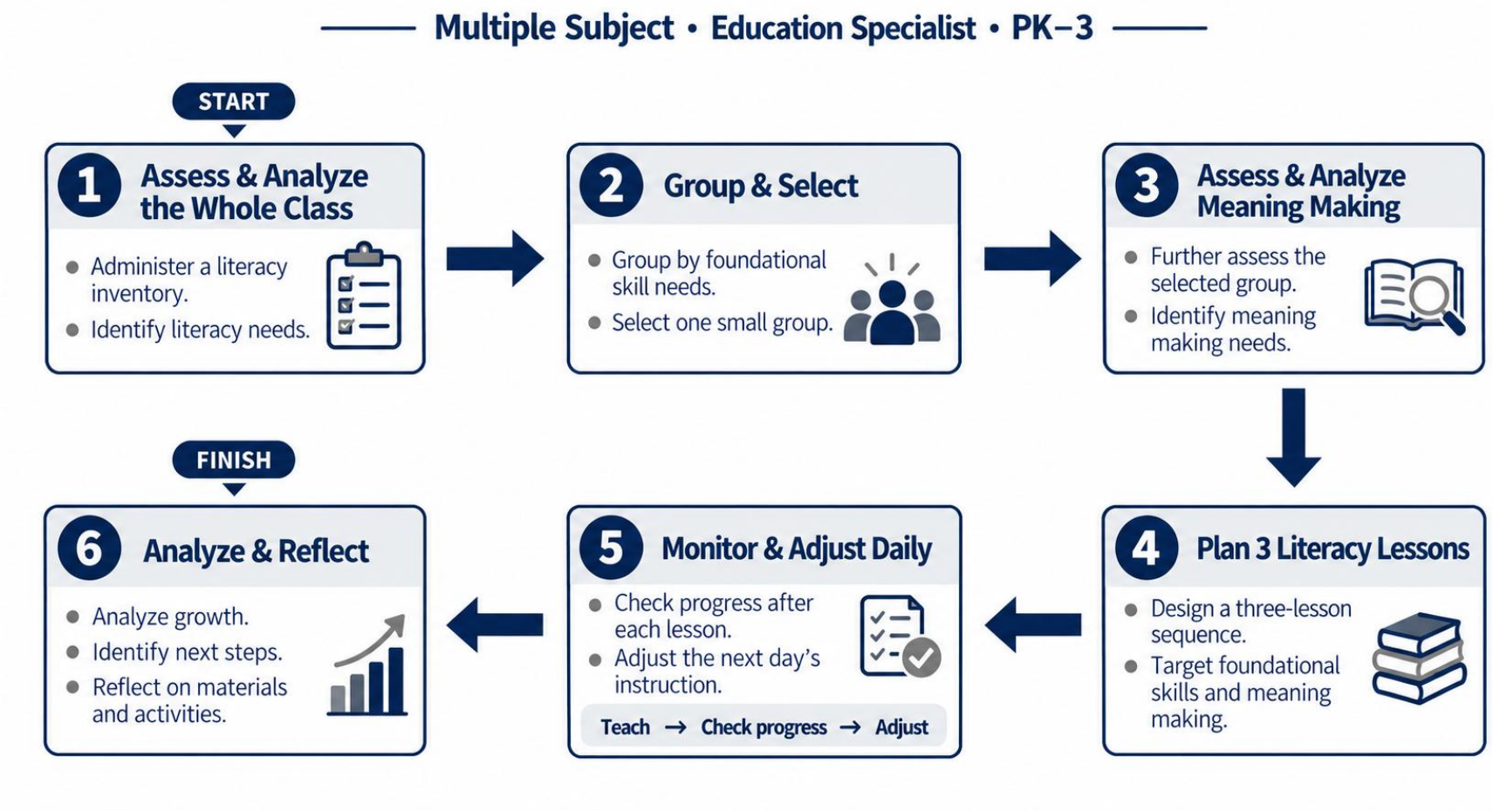
MS	Math
ES	Math
PK3	Math
SS	Content area of credential

SUPPORT THROUGHOUT CLINICAL PRACTICE

Coursework
Provides instruction designed to support candidates' development of each project.

FAST Coordinator
Provides guidance through the process of completing each project.

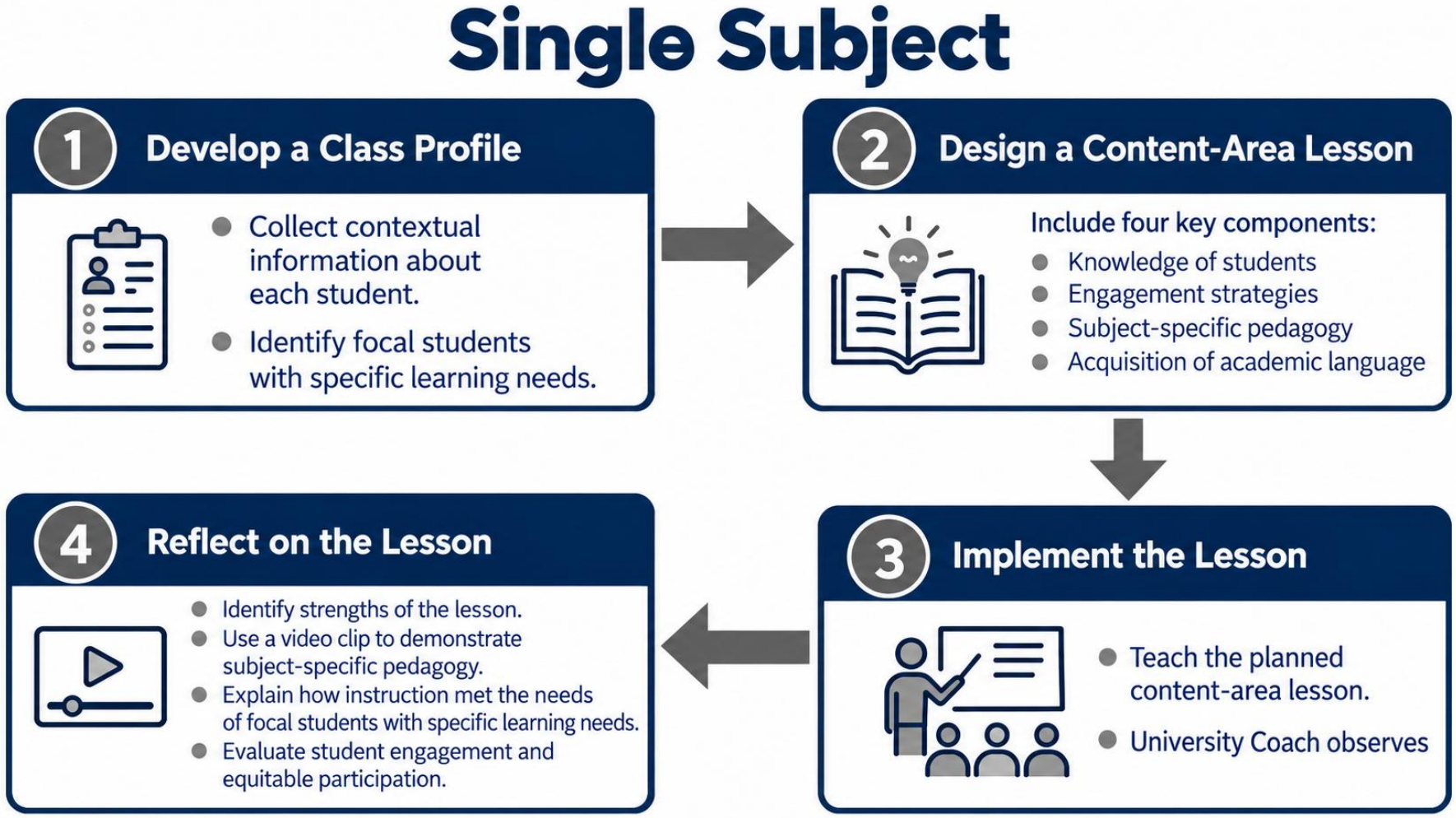
MS, ESMM, ESESN, PK3 SVP (LPA) Structure



Assessments determined based on appropriateness for children

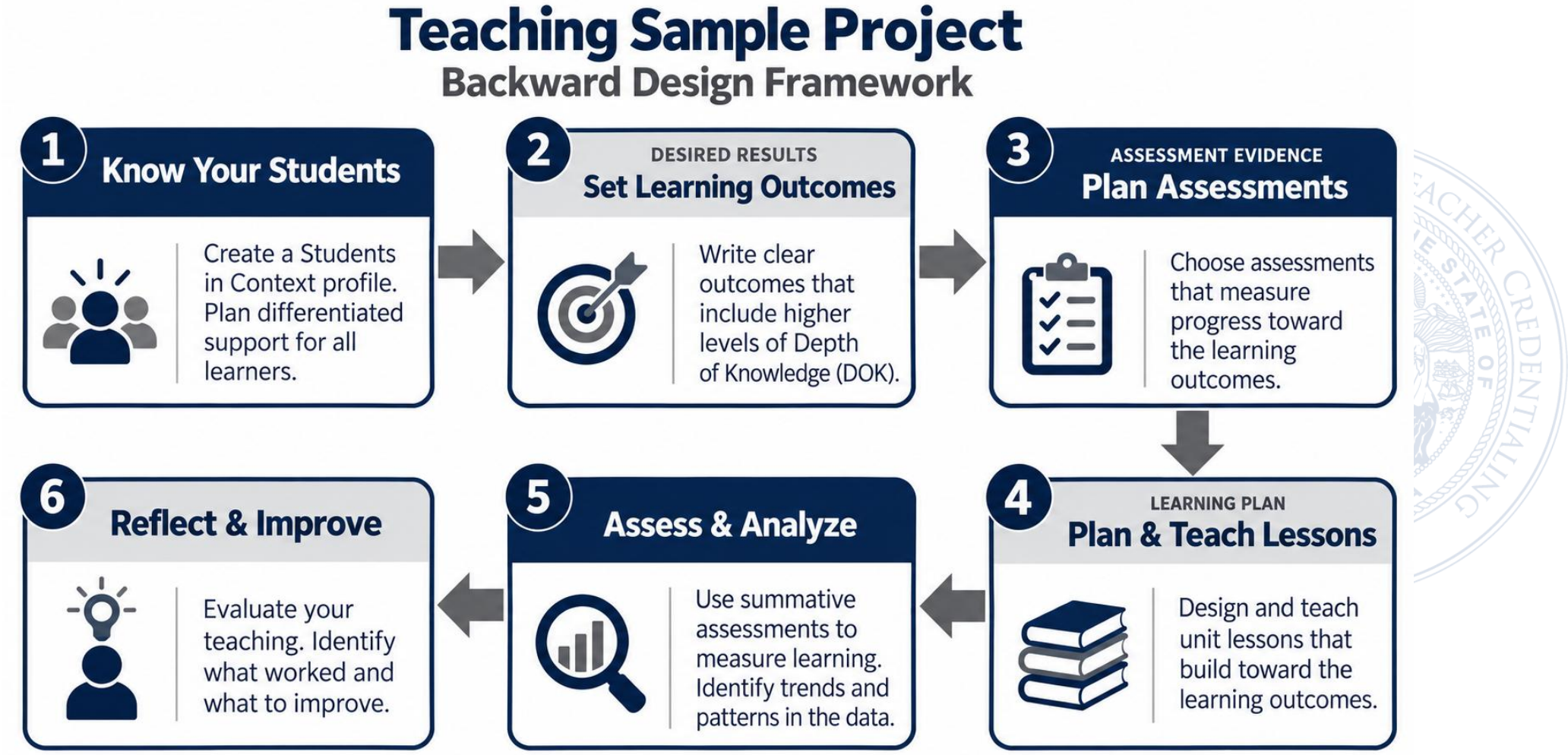
- MS
  - TK/Kinder: Early Literacy Checklist
  - 1st-8th Grade: WTW Spelling Inventory
- ES
  - MM: Early Literacy Checklist & WTW
  - ESN: All Children Can Read
- PK3
  - DRDP Measures
    - FLD 3, 4, 5, 6 & ELD 3

SS SVP Structure



FAST

TSP Structure: All Programs



FAST

Changes for 25-26

Assessment & Program Improvements

FOCUS AREA	CHANGE IMPLEMENTED	PURPOSE
SVP Submission documentation	Streamlined submission documentation and aligned it with the rubrics.	Support candidate success and make scoring more efficient.
TSP Learning outcomes	Implemented Learning Outcome Checks in response to lower scores in this section.	Strengthen learning outcomes and the overall quality of units.
PROGRAM SUCCESS	Conducted collaborative calibration within programs and across residencies.	Support validity and reliability in scoring.
STUDENT SUCCESS	Divided support seminars into smaller, more manageable sessions.	Make guidance easier to digest and support student success.

FAST

Highlights from Data

Academic Year	Total Attempted	Passed 1st Attempt		Passed 2nd Attempt		Passed 1st or 2nd Attempt	
		Number	Percentage	Number	Percentage	Number	Percentage
2022-23	889	819	92.1%	62	93.9%	**881**	**99.1%**
2023-24	860	796	92.6%	59	92.2%	**855**	**99.4%**
2024-25	878	785	89.4%	74	90.2%	**859**	**97.8%**
2025-26	937	866	92.4%	64	90.1%	**930**	**99.3%**

FAST

Highlights from Data

Notable Improvements

Learning Outcome Scores

Academic Year	Score
2021–22	2.5
2022–23	2.6
2023–24	2.6
2024–25	2.7
2025–26	**2.9**

Southeast Asian Candidates

Academic Year	Passed (%)
2022–23	89.3%
2023–24	80.0%
2024–25	93.1%
2025–26	**96.7%**

FAST

Next Steps

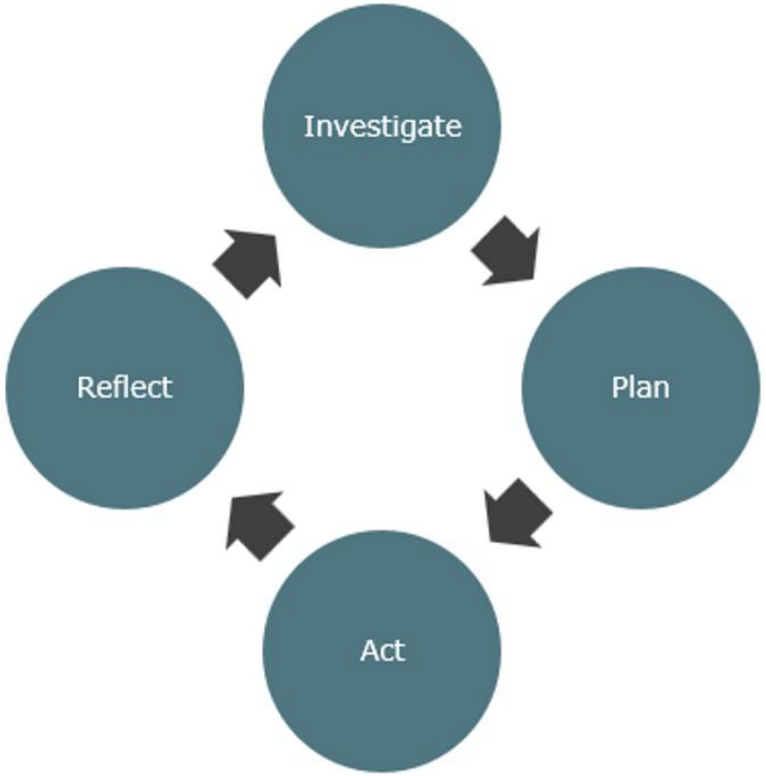
FOCUS AREA	PLANNED ACTION	PURPOSE
SVP (LPA) Literacy Bootcamp	Develop a Literacy Bootcamp based on candidate feedback from 2025–2026.	Frontload literacy preparation before candidates begin assessment and instructional design.
SVP Grade-level seminars	Provide seminars tailored to candidates' grade-level placements in clinical practice.	Offer targeted scaffolding and examples aligned with candidates' teaching settings.
MENTOR SUPPORT	Email district partners and mentors with project updates and ways to support candidates.	Keep partners and mentors informed and prepared to support project completion.
COACH SUPPORT	Create a resource folder with annotated examples of each project across rubric levels.	Clarify what meets and does not meet expectations to support consistent scoring.
SCORING UPDATES SVP & TSP	Score each rubric section individually rather than cumulatively.	SVP: 9 scores (previously 3). TSP: 18 scores (previously 7).

CalAPA

Overview Of CalAPA

CalAPA Structure

- **Leadership Cycle 1:** Analyzing Data to Inform School Improvement and Promote Equity
- **Leadership Cycle 2:** Facilitating Communities of Practice
- **Cycle 3:** Supporting Teacher Growth



Changes for 25-26

Cycle 1

- Clarified vocabulary
- Clarified rubric language

Cycle 2

- Clarified vocabulary
- Annotations changed to commentary

Cycle 3

- Clarified vocabulary
- Annotations changed to commentary

Overall

- Provide additional support to programs
- Frequent communication – email listserv, coordinator lists

Overall Pass Rate 2021-2022 to 2025-2026

Table 36. CalAPA Overall Pass Rates, 2021-22 to 2025-26 (p. 3E-93)

Academic Year	Number Attempted All Cycles	Number Passed	Overall Pass Rate
2021-22	1,483	1,465	98.8%
2022-23	1,819	1,796	98.7%
2023-24	1,951	1,905	97.6%
2024-25	2,103	2,036	96.8%
2025-26	2,089	2,014	96.4%

Next Steps

Facilitate Coordinator Meetings

Hold Monthly Faculty PLC Meetings

Facilitate Meredith Fellows Implementation Conference

Hold weekly Candidate Office Hours

CalAPA updated at conclusion of ASC Workgroup

Conclusions/Next Steps

- Continue implementation of RDI-TPA Interim Actions + Recommendations
- Standard Settings for each LPA in Spring 2027