
5B

Information

Educator Preparation Committee

Update on the Development of the Literacy Performance Assessment and Pilot Study

Executive Summary: This agenda item presents an update on the development of the Literacy Performance Assessment (LPA), pilot study results, analysis, and next steps.

Recommended Action: For information only

Presenters: Amy Reising, Chief Deputy Director, and Heather Kennedy, Consultant, Professional Services Division

Strategic Plan Goals

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.
 - B. Develop educator performance assessments that are embedded in clinical preparation to ensure readiness to begin professional practice

Continuous Improvement

- **Goal 7:** The Commission's work is grounded in research, informed by the voices of practitioners and communities of interests, and supports continuous improvement in educator preparation and licensure.
 - O. Strengthen the Commission's capacity to collect and analyze survey and assessment data related to quality in preparation of the education workforce

Update on the Development of the Literacy Performance Assessment and Pilot Study

Introduction

This agenda item presents an update on development of the Literacy Performance Assessment (LPA), pilot study results, analysis, and next steps.

Background

Following the passage of [SB 488 \(Chap. 678, Stats. 2021\)](#), Education Code (EC) sections [44283](#) and [44283.2](#) were amended and EC section [44259](#) (b) (4) (A) and (B) were added to require the Commission to complete a series of actions related to literacy instruction. For more information regarding SB 488 requirements, see [Item 4E: Report to the Legislature on the Implementation of Senate Bill 488 Teacher Credentialing – Reading Instruction](#).

Pursuant to SB 488, all approved Teaching Performance Assessments (TPAs) must include a literacy component that meets the requirement of SB 488 by July 1, 2025, as a replacement for the Reading Instruction Competence Assessment (RICA) requirement. The TPA provides the opportunity to measure Teaching Performance Expectation (TPE) elements observable through performance assessment that beginning teachers must be able to demonstrate prior to being recommended for a preliminary credential. Currently there are three Commission-approved TPA models: CalTPA, edTPA, and FAST for Multiple Subject (MS) and Single Subject (SS) candidates. CalTPA, edTPA, and FAST also offer approved TPAs for Education Specialist (EdSp)-Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) candidates.

This agenda item is organized into six parts, presenting:

- Part I, a summary of the LPA Pilot development, including the bias review process.
- Part II, the methodology of the LPA Pilot study.
- Part III, the LPA Spring 2024 pilot study analysis.
- Part IV, the quantitative findings, including the pilot study results of the LPA for MS (in TK-3), MS (in 4-8), and EdSp-MMSN, ESN, Early Childhood Special Education (ECSE), Deaf and Hard of Hearing (DHH), Visual Impairments (VI) teacher preparation programs and Likert-scale survey responses from candidates, program coordinators, cooperating teachers, and assessors.
- Part V, the qualitative findings, including open-ended survey responses and focus groups responses from candidates, program coordinators, cooperating teachers, and assessors.
- Part VI, the Literacy Design Team findings and next steps.

Part I: LPA Pilot Development Process

LPA Design Team Meetings

The Literacy Design Team (LDT) includes twenty-one members representing the full range of preliminary teacher preparation programs, TK-12 schools, as well as all the geographic regions of California, one-third of whom are classroom teachers with recent experience in teaching reading in the early elementary grades. In addition, the LDT includes two liaisons appointed by the State Superintendent of Public Instruction to represent the California Department of Education (CDE), Nancy Brynerson and Bonnie Garcia, Statewide Literacy Co-Directors. For a list of LDT members see [Item 4E: Report to the Legislature on the Implementation of Senate Bill 488 Teacher Credentialing – Reading Instruction](#).

The Commission's TPA model, CalTPA, has been approved for use in California since 2008, and the LDT was charged with making recommendations to revise Cycle 2: Assessment-Driven Instruction to meet the requirements of SB 488 to assess both the current TPEs (Domains 1 through 6) and the newly adopted TPE Domain 7: Effective Literacy Instruction for all Students. For a chart of TPEs measured by the LPA pilot version, see [Appendix A](#). The LPA will be available as a standalone reading instruction performance assessment for both edTPA and FAST candidates until such time as these models have been adapted to meet the requirements of SB 488.

The LDT has engaged in six two-day meetings, followed by four one-day meetings. Short summaries of each meeting are provided in [Appendix B](#) and a development timeline for the LPA is available in [Appendix C](#).

LPA: Pilot Version

To develop the pilot version of the LPA, the LDT used CalTPA Cycle 2: Assessment-Driven Instruction, as the foundational document to begin their work. During the development of the pilot materials, several innovative changes were made to the existing Cycle 2 structure to create the LPA. A comparison of the evidence a candidate submits for Cycle 2 of the CalTPA and the pilot version of the LPA is available in [Appendix D](#).

In addition to adjustments to the evidence candidates submit, changes in the structure and scope of Cycle 2 were made to address design team recommendations, alignment to SB 488, and feedback from the field:

- Provided more flexibility and choice for candidates about how to provide their evidence (e.g. number of video clips and length, verbal or written commentary) recognizing the variety of teaching contexts they might find themselves in
- Aligned language to the ELA/ELD Framework and other state documents such as the CA Dyslexia Guidelines (e.g. formative and summative assessments)
- Removed requirement for the use of educational technology in responding to the TPA
- Redeveloped analytic rubric
- Expanded opportunity for candidates to explain what instructional choices they made and why as illustrated in the videos, providing a more authentic representation of their practice

- Updated glossary to include literacy terms

Bias Review Committee

Prior to pilot materials being distributed to the programs and candidates, the LPA Assessment Guides were reviewed by the Commission's Bias Review Committee (BRC) in November of 2023. The BRC consisted of 13 California educators with backgrounds across MS and EdSp credential areas. The BRC identifies content, language, or stereotypes that might disadvantage or offend a candidate because of their gender, gender identity, race, nationality, national origin, ethnicity, religion, age, disability, or cultural, economic, or geographic background. The BRC ensures that the LPA content is fair and equitable for all candidates and reflect the diversity of California schools.

Commission staff reviewed the recommendations and made the following revisions based on BRC findings:

- Clarified ambiguous language and addressed the use of overly complex wording, syntax, and formatting (e.g. reducing the length of the essential questions in Rubric 2.1)
- Addressed uses of deficit language (e.g., *weaknesses*, *poor*, *challenges*, *limited*, *student errors*)
- Addressed power dynamics ("supervising teacher" vs "mentor teacher")
- Avoided potentially offensive language and used more inclusive terms for oral, written, speaking, listening, etc. for EdSp (e.g., change "oral response" to "a response" and "provide verbal feedback" to "feedback")
- Included appropriate terminology as applicable to diverse populations (e.g., DHH - SB 210 language milestones)

Below is a non-exhaustive list of some recommendations outside of the charge to the BRC that were not incorporated into the LPA:

- Remove dyslexia from the preamble to the TPEs (the incorporation of the CA Dyslexia Guidelines are explicitly addressed in SB 488)
- Make specific changes related to DHH and VI in LPA versions not authorized for those disability categories (e.g. incorporating the language from DHH TPE Domain 7 regarding phonics and phonemic awareness for Deaf children and students into the MS LPA version)
- Remove English language learning levels and literacy learning needs from Part A (SB 488 specifically references "pupils with reading difficulties, English learners, and pupils with exceptional needs")
- Remove language in the definition for dyslexia (definition comes from the CA Dyslexia Guidelines)
- Change terminology in the credential authorization statements (e.g. removing the term "secondary disability")

Part II: Spring 2024 Pilot Study Methodology

The spring 2024 LPA pilot study began with Commission staff providing support to selected programs beginning in November of 2023 and continuing through April of 2024. [Appendix C](#) provides an outline of development events that occurred from August 2023-August 2024.

Candidate Participation: Credential Area, Pathway, Sector, and Ethnicity

Ultimately, 19 preliminary preparation programs across MS and EdSp credential areas (MMSN, ESN, ECSE, DHH, VI) programs participated, and 219 candidates submitted responses to the LPA ([see Appendix E](#)), with 218 being scorable responses. Because PK-3 ECE Specialist Instruction programs were not yet approved at the time of the pilot test, MS programs with candidates placed in TK-3 settings for clinical practice were identified as a sample for this area. All pathways were represented in the pilot study (District Intern, University Intern, Integrated Undergraduate Teacher Credentialing Programs (ITEP), Residency, Traditional Fifth Year). Sectors of preparation programs represented included Private, LEA/County Office of Education, and CSU. Commission staff worked with the identified institutions to draw a sample of candidates that were diverse and broadly representative of the larger population of teacher candidates. Table 1 outlines the number of candidates in each represented credential area, with EdSp-MMSN having the largest number of candidates (66) and EdSp-DHH and EdSp-VI having the smallest number of candidates (2).

Table 1: Number of Candidates by Credential Area

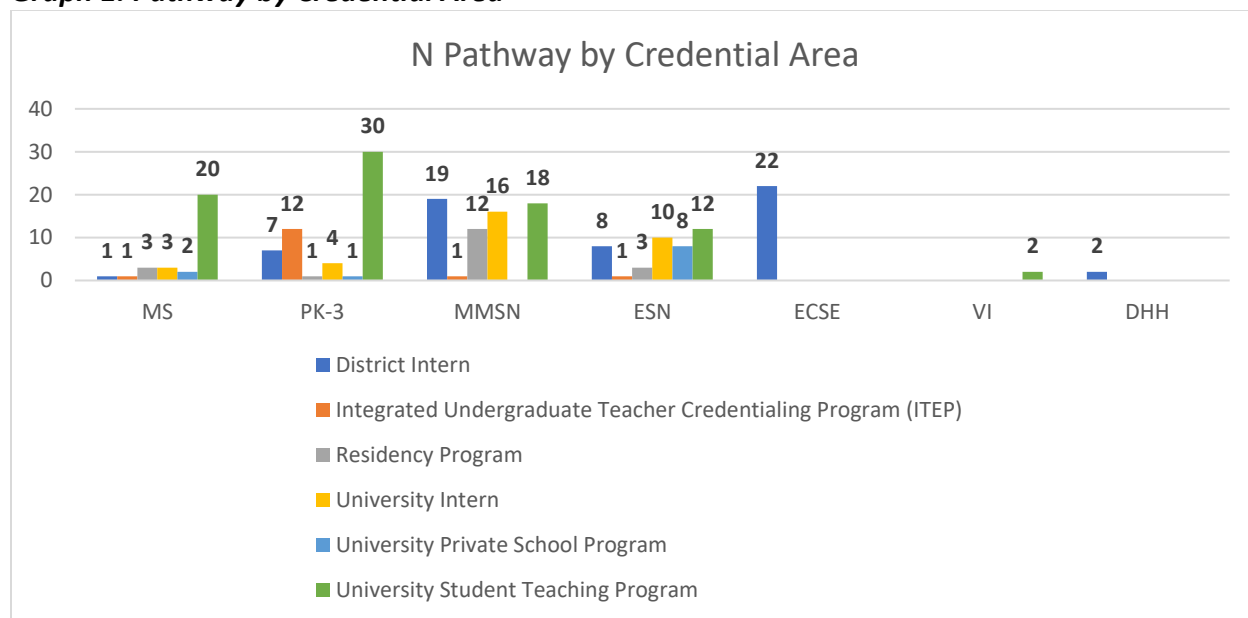
Credential Area	N Candidates
MS- TK-3	58
MS- 4-8	27
EdSp- MMSN	66
EdSp- ESN	43
EdSp- ECSE	22
EdSp- DHH	2
EdSp- VI	2
Total	219

219 candidates engaged in the pilot and efforts were made to purposefully distribute participation across pathways. Table 2 outlines participation by pathway, with Traditional 5th Year having the highest number of candidates participating in the LPA pilot (93 when combining University Student Teaching Program [Traditional 5th Year] and University Private School Program [Traditional 5th Year]) and Integrated Undergraduate Teacher Credentialing Program (ITEP) having the lowest number of candidates participating in the LPA pilot (15).

Table 2: Number of Candidates by Pathway

Pathway Type	N
University Student Teaching Program (Traditional 5 th Year)	82
District Intern	59
University Intern	33
Residency Program	19
Integrated Undergraduate Teacher Credentialing Program (ITEP)	15
University Private School Program (Traditional 5 th Year)	11
Total	219

To further explain the sample for the pilot test in Table 2, Graph 1 breaks down the pathway participation by credential area. Multiple Subject in PK-3 settings had the highest number of candidates in University Student Teaching programs (Traditional 5th Year), while the lowest number of candidates were in Integrated Undergraduate Teacher Credentialing (ITEP) and Residency programs.

Graph 1: Pathway by Credential Area

In addition to credential area and program type, Table 3 depicts the candidates in the pilot by sector. CSU candidates had the highest participation, while the UC sector did not participate.

Table 3: Number of Candidates by Sector

Sector Type	N
CSU	116
Private/Independent	71
LEA/County Office of Education	32
UC	0
Total	219

Commission staff worked with programs to identify an ethnically diverse pool of candidates in an attempt to be representative of the diversity of California. Table 4 outlines the number of candidates by ethnicity, with White (non-Hispanic), being the largest group represented, followed by Mexican American/Chicano, and Latino/Latin American/Puerto Rican/Other Hispanic. It should be noted that when the Mexican American/Chicano, and Latino/Latin American/Puerto Rican/Other Hispanic are totaled together, that count exceeds the total number of White (non-Hispanic) candidates who participated in the LPA pilot. This data is self-reported by the candidates.

Table 4: Number of Candidates by Ethnicity

Ethnicity	N Submitted
White (non-Hispanic)	85
Mexican American/Chicano	67
Latino/Latin American/Puerto Rican/Other Hispanic	31
African American/Black	15
Filipino American/Filipino	4
Other	4
Chinese American/Chinese	3
Native American/American Indian/Alaskan Native	3
Choose not to response	2
Asian Indian American/Asian Indian	1
Japanese American/Japanese	1
Laotian American/Laotian	1
Other Southeast Asian American/Southeast Asian (e.g., Hmong, Khmer)	1
Vietnamese American/Vietnamese	1
Total	219

LPA Pilot Support Provided by Commission Staff

Webinars were held for program coordinators and faculty supporting candidates in the LPA pilot beginning in November 2023. Separate sessions were provided for deep dives into the versions specific for each of the five Education Specialist Credentials (MMSN, ESN, ECSE, DHH, VI). Weekly office hour sessions for program faculty were provided from January- April 2024 and individual sessions were held upon request.

Candidates were invited to meet directly with Commission staff and Evaluation Systems (ES) for three “office hours” sessions in February, March, and April of 2024, with a total of 40 candidates attending across the three sessions. Due to the specific nature of the EdSp-VI version, separate “office hours” were held for those candidates, along with a specific webinar for the candidates and the program faculty. Across the four VI sessions offered, three candidates and two faculty attended.

Commission staff also engaged with cooperating teachers by holding a webinar to introduce them to the LPA pilot requirements and templates. Forty-one (41) cooperating teachers were in attendance and the webinar was recorded for those who were unable to attend. All

communities of interest had ongoing support through the literacy email inbox. For a full outline of events, see [Appendix C](#).

At the conclusion of the pilot, ES collected surveys from candidates, program coordinators, cooperating teachers, and assessors. In addition, focus group sessions were held online with candidates, program coordinators, and assessors about the LPA. To support candidate participation, specific focus group sessions were also held during scheduled coursework for programs at the conclusion of the pilot study. See [Appendix C](#) for the number and type of focus groups conducted.

California teachers and faculty who met the assessor qualifications and attended training (See [Appendix F](#)) scored candidate submissions from April 8-May 16, 2024, using a consensus scoring model. Candidates and programs received notification of passing status at the conclusion of scoring for each credential area and received rubric level scores in mid-June 2024. Aggregate scores were sent to programs in mid-June 2024.

LPA Pilot Assessor Recruitment, Training, and Scoring

ES recruited assessors for the pilot test scoring process from colleges and universities, preliminary preparation programs and active practitioners beginning in the fall 2023 for the pilot test scoring process in the spring of 2024. Table 5 shows the number of assessors for the LPA in each credential area that participated, and the number of submissions scored by each group of assessors. Assessors in the MS credential areas had to have recent experience and expertise in the grade levels being scored (either TK-3 or 4-8). Assessors in the EdSp credential areas were required to have recent experience and expertise in the credential area being scored. See [Appendix F](#) for the assessor qualifications.

Table 5: LPA Pilot Assessors

Credential Area	Assessors	Submissions Scored
MS (TK-3)	13	58
MS (4-8)	25	27
MMSN	18	66
ESN	8	42
ECSE	7	22
DHH	6	2
VI	2	2
Total	79	218*

Assessors were provided preselected “marker papers” that displayed differing levels of quality responses from across the five rubric score levels. Once they demonstrated calibration through reviewing marker papers and discussion, assessors moved into pairs or triads for scoring the remaining candidate submissions using the consensus scoring process. Scoring was conducted online and as score judgements were consensually reached, data was entered into the

* 219 submissions were received. One submission was unscorable due to missing evidence.

computer system to track the candidate's scores. Analytic rubrics were scored for each step of the *Plan, Teach and Assess, Reflect, and Apply* sequence. Submissions were scored by the assessors and the full range of performance scores per rubric were seen (1-5).

Pilot test scoring procedures were implemented in accordance with the CalTPA Scoring Quality Management Plan. Submissions that were at or around the passing standard were double scored (blind scored by new assessor[s]). In the event that the rubric scores were adjacent, the higher score was reported. If the rubric scores were exact, the score remained the same. If the rubric scores were more than 1 score point apart, the submission was sent to a new assessor for adjudication scores and a final scoring determination was made. Submissions with two or more rubric scores of "5" were backread (read again by Commission staff) for the purpose of studying high performing submissions and to determine that rubric language was appropriate.

Part III: LPA Pilot Study Analysis: Scores, Surveys and Focus Groups

The pilot test included broad program representation from MS and EdSp-MMSN, ESN, ECSE, DHH and VI programs that produced enough complete candidate responses and assessor participation to gather data on all parts of the assessment for these credential areas. Initial pilot test findings were drawn from the performance data (scoring data), surveys completed by candidates, program coordinators, cooperating teachers, and assessors, as well as candidate, program coordinator, and assessor online focus groups.

Overall, the candidates and programs found the LPA allowed them to demonstrate their literacy instructional practice in an authentic manner and appreciated the flexibility of the choices built into the LPA. The following points outline key findings from the pilot study data:

- Focusing on one student was an effective strategy that enabled candidates to understand the student's literacy learning needs and how to provide more targeted support and understand the learning needs of their focus student.
- The instructions for using ELA/Literacy standards and the ELA/ELD Framework were clear, but some found the Framework complex and suggested simplified explanations for better understanding of how to use these documents while completing the LPA.
- Program coordinators and assessors suggested more clearly defining "direct, systematic, and explicit" and providing examples to help candidates understand these approaches.
- Candidates were able to identify students' assets, cultures, languages, dialects, and/or home communities in their explanation of the group of students they were teaching, however, candidates were challenged to bring this information into their instructional activities and assessments. A prompt should be added the Learning Segment template to support candidates in this area.
- Candidates should continue to provide ELD standards and goals regardless of the number of English learners in their class.
- Candidates and program coordinators appreciated the flexibility in their choices in the LPA to demonstrate their ability to teach literacy (e.g., number of video clips, commentary format).
- Candidates appreciated having multiple means of representing their learning (e.g., commentary, feedback to students).

- Candidates should be required to provide feedback to students that is explicit and related to the ELA/Literacy and ELD learning goals.
- Candidates would benefit from examples of product, process and performance assessments.
- Using one construct in levels 4 and 5 allowed candidates to demonstrate the full range of performance in the rubrics. Assessors were able to find evidence for the constructs in each of the levels.
- Providing mid-range examples (candidate submissions that scored mostly 2s and 3s) would be beneficial to help set clear expectations and provide a common understanding for programs, assessors, and candidates.

Bilingual Submission Findings

During and after the pilot, Commission staff met with faculty from bilingual authorization programs and representatives from the California Association for Bilingual Teacher Education (CABTE) to discuss the use of the LPA in bilingual settings. Candidates in bilingual settings for clinical practice can submit components of the LPA in the language of instruction. For a full outline of the directions for the LPA for bilingual candidates, see [Appendix G](#). Table 6 outlines the bilingual submissions received during the LPA pilot. Dual immersion programs were represented the most in the submissions received and the majority of the candidates submitted in English.

Table 6: Bilingual Submissions Received in the LPA Pilot

Language Program Model	N	Language in Which the Candidate Submitted	N	Credential Areas	N
Dual Immersion	8	Spanish	2	Multiple Subject	4
One-Way Immersion-Developmental Bilingual	2	ASL	2	EdSp-MMSN	4
		English	6	EdSp-DHH	2
Total	10		10		10

All submissions submitted in a language other than English were scored by assessors who met the requirements outlined in [Appendix F](#), completed training, and were fluent in the language of instruction. Moving into the field test, Commission staff is working to ensure that candidates are aware that they are permitted to submit in a language other than English. Discussions are underway regarding the candidate use of the [CCSS en Español](#) and the [Spanish Language Development Standards](#) for the field test.

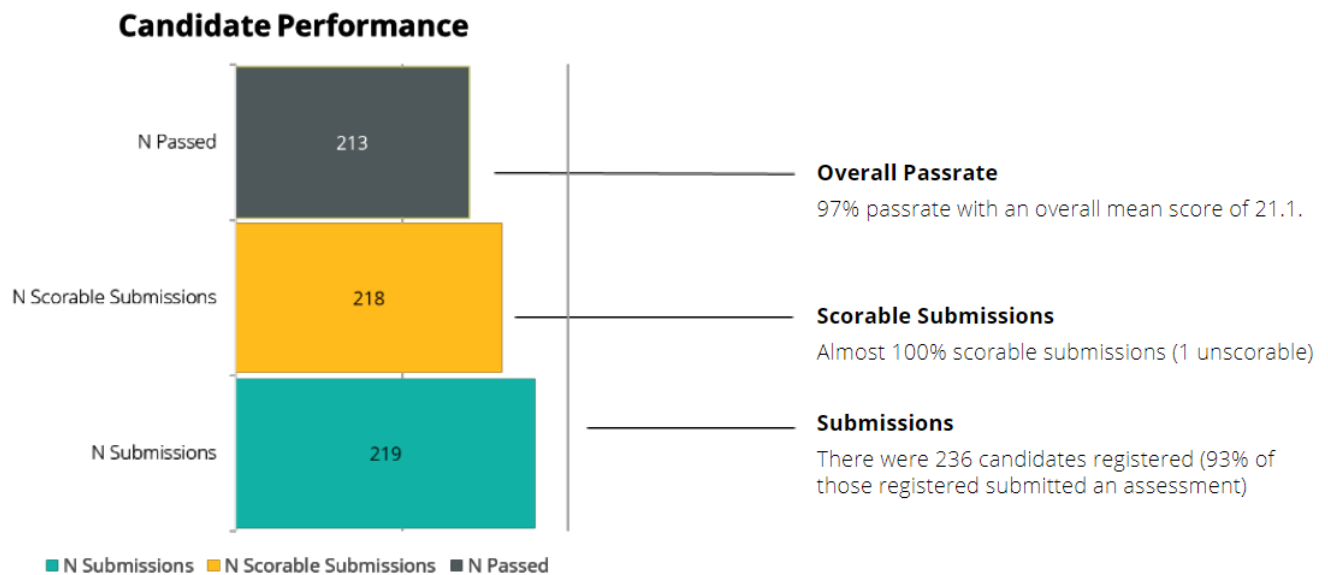
Part IV: Quantitative Findings - LPA Pilot Study Results: Scoring, Surveys, and Focus Groups

LPA Pilot Study Quantitative Findings: Scoring

219 submissions were submitted for scoring for the LPA pilot and 218 were scorable. At the conclusion of scoring, 213 of the 218 LPA pilot candidates passed (97% pass rate) with an overall mean score of 21.1 (passing standard set at 14 points). Additional score data related to pass rates by pathway, sector, gender, and ethnicity are available in Graphs 2 and 3 and [Appendix H](#).

Of the 236 candidates who registered, 93% submitted the LPA. Commission staff were in communication with programs regarding the 17 candidates who did not submit. These candidates did not submit for a range of reasons, including medical leave, maternity leave, passing the RICA, and passing Cycle 2 of the CalTPA.

Graph 2: Candidate Performance



The pass rate for the LPA pilot was high, ranging from 90-100% across pathways. District Interns, which includes county offices, passed at 90%, with ITEP, Residency, and University Private School (Traditional 5th Year) programs passing at 100%. University Interns passed at 96%.

Graph 3: Pass Rate by Pathway

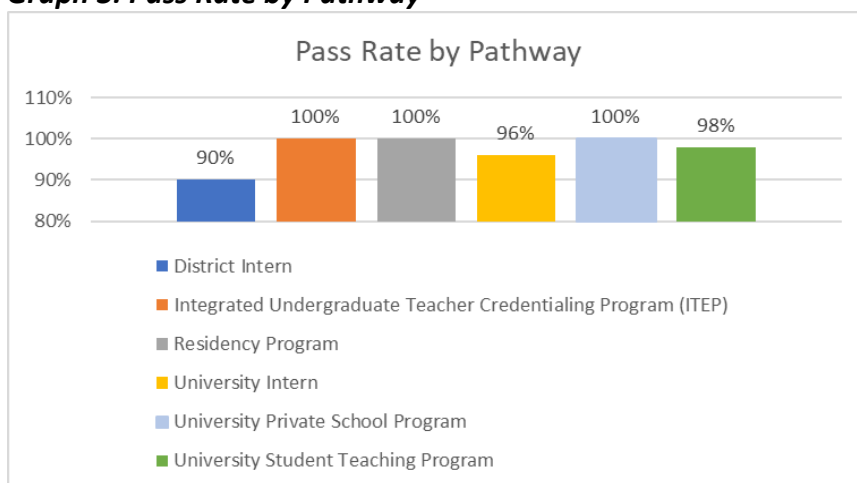


Table 7 identifies pass rates by different racial and ethnic sub-groups. African American/Black candidates passed at a rate of 93%, Mexican American/Chicano candidates passed at a rate of 96%, and White (non-Hispanic) candidates passed at a rate of 98%, all marginally lower than the

rest of the subgroups. The strong performance data across subgroups shows that the majority of candidates met the passing standard of 14 points.

Table 7: Pass Rate by Ethnicity

Ethnicity	N Submitted	N Passed	N Not Passed
African American/Black	15	14	1
Asian Indian American/Asian Indian	1	1	0
Chinese American/Chinese	3	3	0
Choose not to response	2	2	0
Filipino American/Filipino	4	4	0
Japanese American/Japanese	1	1	0
Laotian American/Laotian	1	1	0
Latino/Latin American/Puerto Rican/Other Hispanic	31	31	0
Mexican American/Chicano	67	65	2
Native American/American Indian/Alaskan Native	3	3	0
Other	4	4	0
Other Southeast Asian American/Southeast Asian (e.g., Hmong, Khmer)	1	1	0
Vietnamese American/Vietnamese	1	1	0
White (non-Hispanic)	85	83	2
Total	219*	213	5

A full range of rubric scores (the range of scores on a rubric is 1 to 5) were applied by assessors when scoring submissions, with total scores ranging from 8 to 36 (out of a possible 40 points) across the 8 rubrics. A distribution of scores is available in Graph 4, showing the frequency with which each score was assigned. The score of 15 was the most assigned score, while scores of 8, 33, 34, and 37 were each assigned once.

* 219 submissions were received. One submission was unscorable due to missing evidence.

Graph 4: Total Distribution of Scores

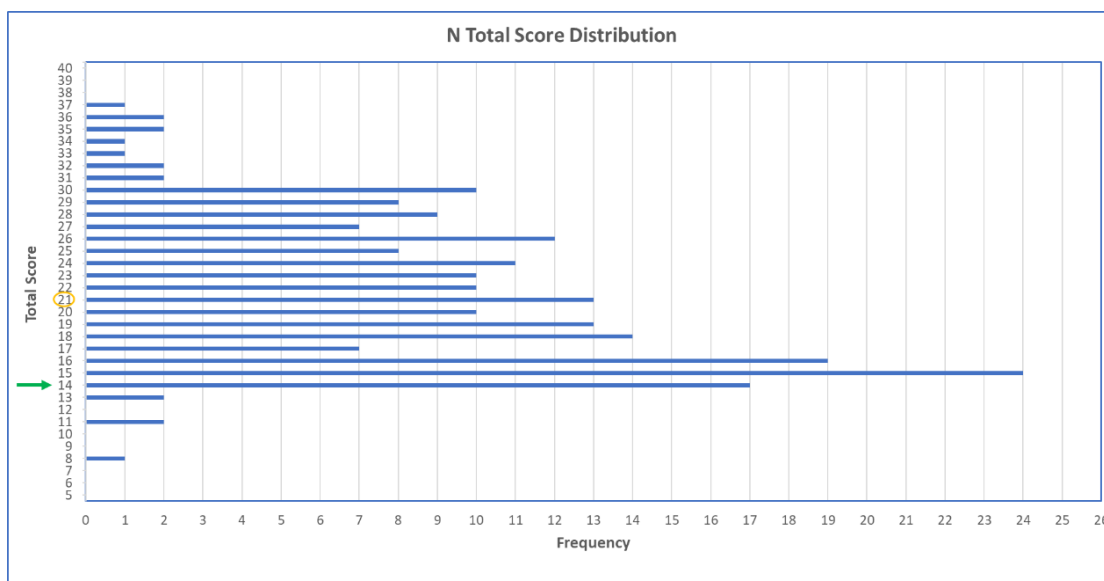


Table 8 outlines the scoring data by credential area (pass rates, mean scores, standard deviation, minimum score assigned, and maximum score assigned). The MS TK-3 candidates had the highest mean score (23) while the EdSp-DHH candidates had the lowest mean score (16). EdSp-MMSN had both the highest score (37) and the lowest score (8) assigned. Due to the low number of candidates in the EdSp-DHH and EdSp-VI sample sizes, the data for those groups is not generalizable to the larger EdSp-DHH and EdSp-VI population and should be interpreted with caution.

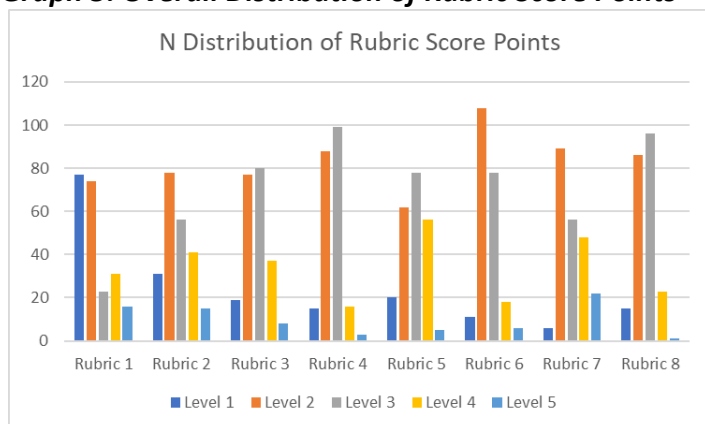
Table 8: Mean Scores by Credential Area

Credential Area	N Candidates	Pass Rate	Overall Mean Score	S.D.	Min	Max
MS-TK-3	58	98%	23	5.1	13	33
MS- 4-8	27	100%	20	5.7	14	34
EdSp-MMSN	66	97%	20	6.8	8	37
EdSp-ESN	42	95%	20	6.2	13	31
EdSp-ECSE	22	100%	20	3.6	15	27
EdSp-DHH	2	50%	16	6.4	11	20
EdSp-VI	2	100%	22	1.4	21	23
Total	218	97%	21	5.9	8	37

The range of the rubric scale used in LPA pilot scoring was applied. Assessors applied the score of 5 once across the 218 submissions in Rubric 2.8. Otherwise, across the credential areas all levels of all rubrics were utilized in scoring. [Appendix I](#) provides the Rubric Essential Questions and a sample rubric. The distribution of each step's rubrics can be seen in Graph 5 and information about each credential areas' rubric scores are available in [Appendix J](#). Rubric 2.1 received a high number of scores of 1 and 2, while rubrics 2.2, 2.3, 2.4, 2.6, and 2.8 saw the highest number of scores of 2 and 3 being applied. While there are 5 score levels per rubric, the expectation for a candidate is to provide evidence that corresponds to Level 3 in the rubric, which represents the TPEs at the element level. Levels 4 and 5 of the rubric require the

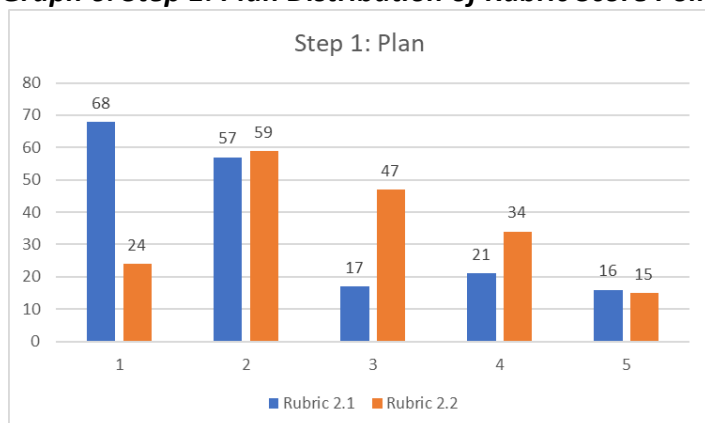
candidate to provide additional evidence, demonstrating a more complex and/or comprehensive performance.

Graph 5: Overall Distribution of Rubric Score Points



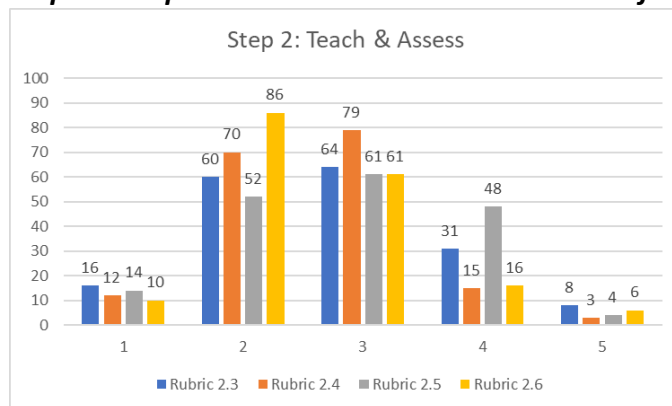
Graph 6 outlines the distribution of scores in Step 1: Plan. Candidates scored primarily 1s and 2s in Rubric 1, while Rubric 2 saw candidates score mostly 2s and 3s.

Graph 6: Step 1: Plan Distribution of Rubric Score Points



In Step 2, Teach and Assess, Rubrics 2.3, 2.4 and 2.6 had scores of 2 and 3 assigned the most, while Rubric 2.5 had a high number of 3s and 4s assigned in scoring (see Graph 7).

Graph 7: Step 2: Teach and Assess Distribution of Rubric Score Points



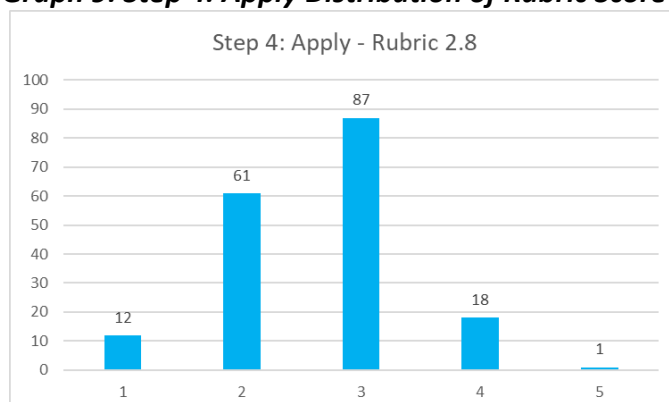
Step 3: Reflect only has one rubric, 2.7. Level 2 was the most assigned score, while Level 1 was the least assigned score (see Graph 8).

Graph 8: Step 3: Reflect Distribution of Rubric Score Points



In Step 4: Apply, Rubric 2.8 had the most scores assigned in Level 3, while Level 5 score was the least assigned (given once). (see Graph 9).

Graph 9: Step 4: Apply Distribution of Rubric Score Points



LPA Pilot Study Quantitative Findings: Surveys

Survey data was collected from candidates, program coordinators, cooperating teachers, and assessors based on their pilot participation in the following ways:

- Opportunity to Demonstrate Knowledge, Skills, and Abilities;
- Clarity and Ease of Use; and
- LPA Pilot Information and Support.

Candidates

In the [candidate survey](#), 36% (N=78) of the candidates who participated responded, representing the MS in TK-3, MS in 4-8, and EdSp-MMSN, ESN and ECSE credential areas. All pathways were represented. Candidates were asked to rate their level of agreement with statements using the scale: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know/Does Not Apply.

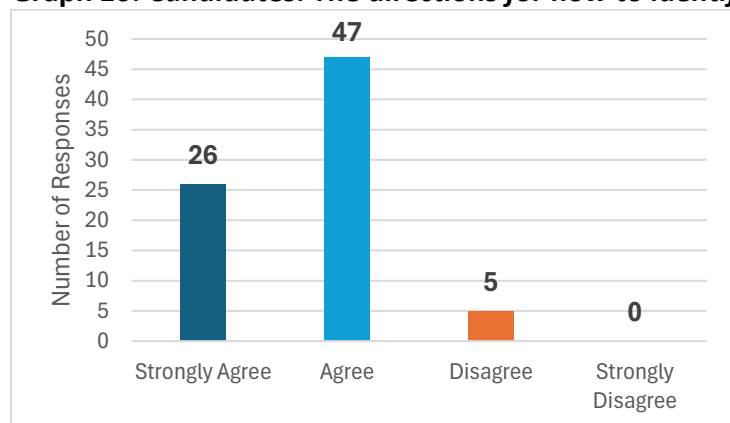
Candidates: Opportunity to Demonstrate Knowledge, Skills, and Abilities

Overall, candidates strongly agreed or agreed that the LPA was an opportunity to demonstrate their knowledge, skills and abilities related to literacy.

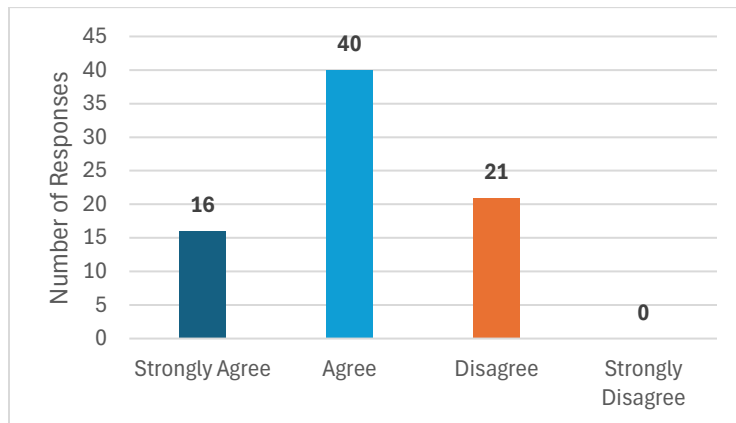
Candidates: Clarity and Ease of Use

The majority of candidates who responded to the survey found the directions clear for how to identify their focus student (94% strongly agreed and agreed). Candidates expressed that the following areas could improve upon their clarity and ease of use: how to plan for English Language Development (ELD) (37% disagreed), how to administer the summative assessment (29% disagreed and strongly disagreed) and providing students with feedback on their summative assessment (40% disagreed or strongly disagreed). These results are detailed in Graphs 10-13. Commission staff, ES, and the LDT will focus on these two issues in preparation for the field test in spring of 2025.

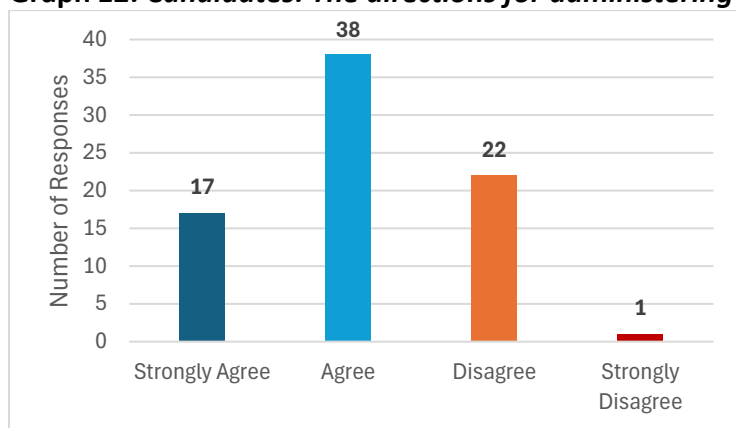
Graph 10: Candidates: The directions for how to identify my focus student were clear



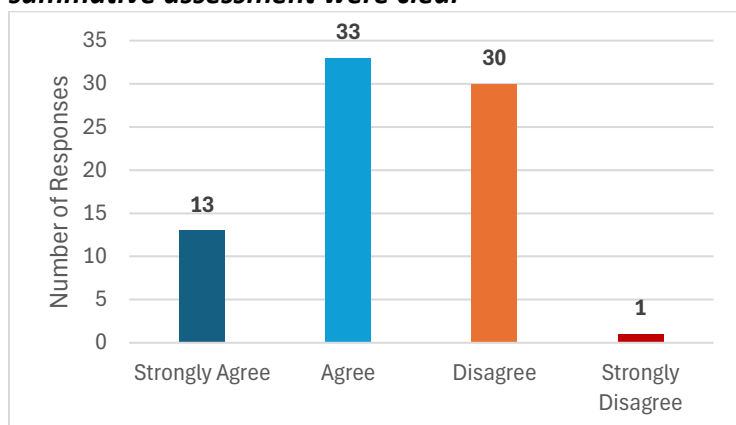
Graph 11: Candidates: The directions for how to plan for English Language Development (ELD) were clear



Graph 12: Candidates: The directions for administering a summative assessment were clear



Graph 13: Candidates: The directions for how to provide students with feedback from the summative assessment were clear

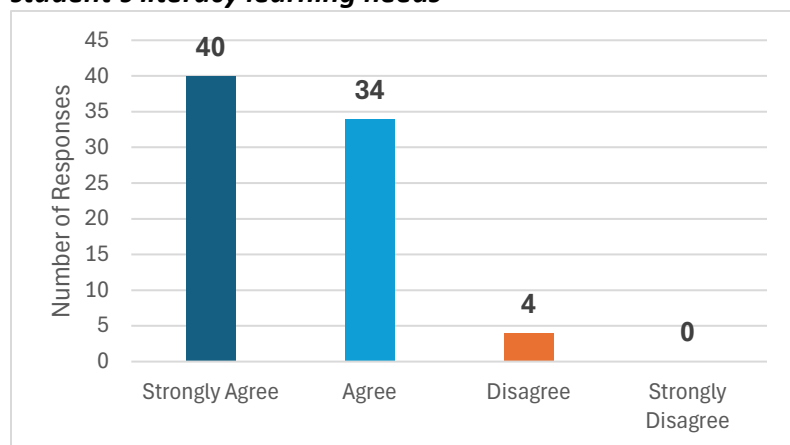


Candidates reported high ratings for the clarity and ease of use of the guide content, template and tasks, focusing on one focus student making it easier to understand that student's literacy learning needs (95% strongly agreed or agreed). Candidates were provided with choices for their focus student that aligned with the grade level, age ranges, and authorization statements for each of the credential areas in the LPA. Multiple Subject (TK-3 and 4-8) candidates primarily

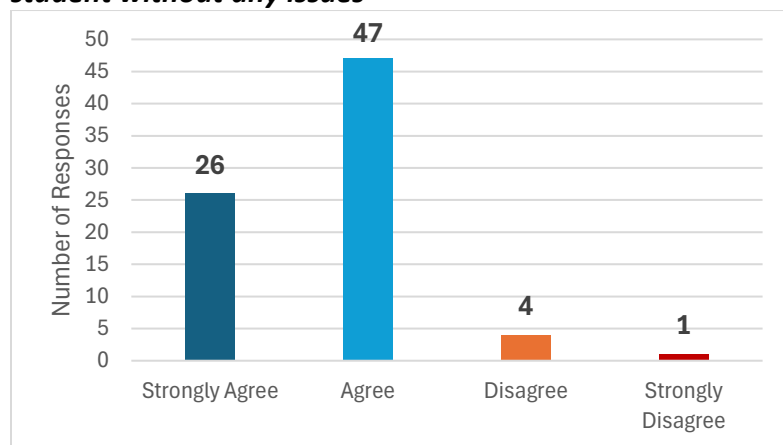
selected a focus student who was a district/school identified English learner or a student with challenges with making progress toward meeting the ELA/Literacy standards. EdSp-MMSN and ESN candidate submissions showed a focus student with a literacy-related disability (not dyslexia) or a district/school identified English learner was most often selected. In EdSp-ECSE, most candidates selected a focus student who is at risk for a language and/or literacy-related disability. No significant trends were found in EdSp-DHH and EdSp-VI focus student selections due to the low number of candidate submissions in these areas. The full range of candidates' focus student choices and selections are available in [Appendix K](#).

Candidates also reported high ratings regarding the clarity and ease of use for being able to upload the summative assessment response for the focus student without any issues (94% strongly agreed or agreed) and, having enough evidence to determine if a reteaching or extension activity was needed (90% strongly agreed or agreed). Results for these survey questions are depicted in Graphs 14-16.

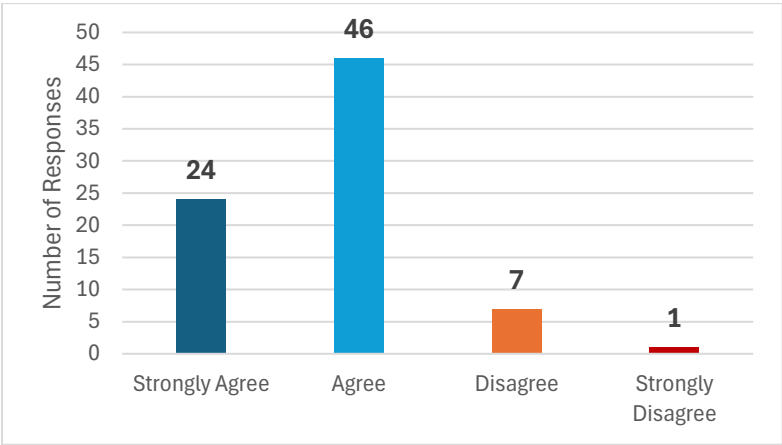
Graph 14: Candidates: Focusing on one student made it easier for me to understand the student's literacy learning needs



Graph 15: Candidates: I was able to upload the summative assessment response for my focus student without any issues



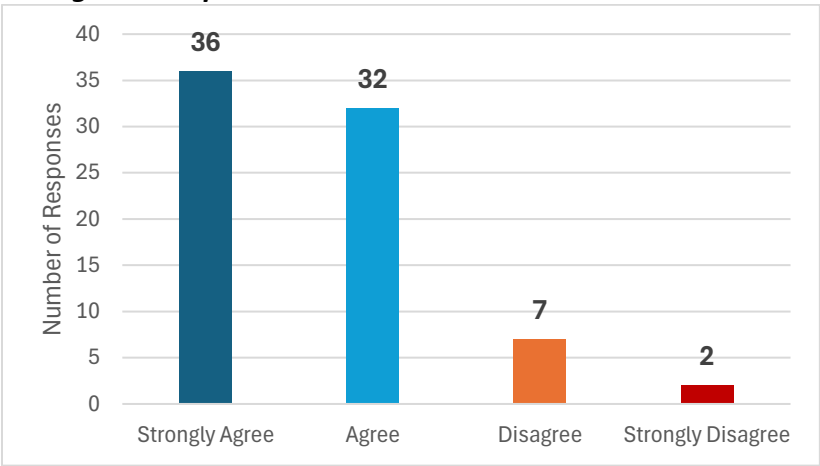
Graph 16: Candidates: There was enough evidence from my assessment results to determine whether I should plan for a re-teaching or extension activity



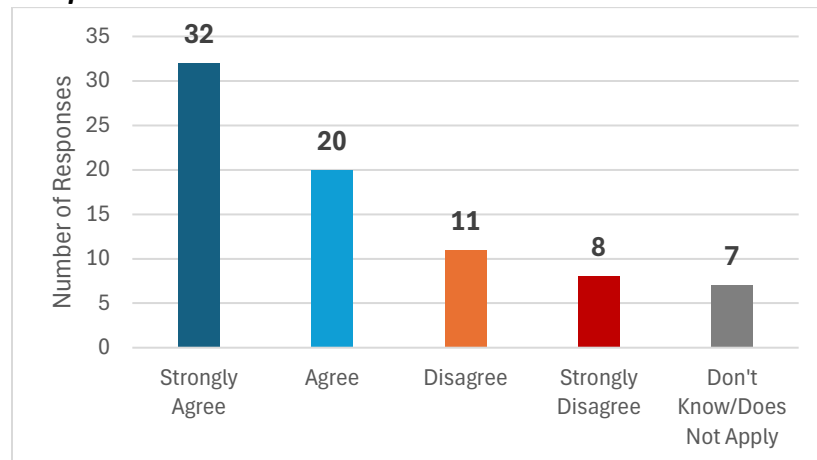
Candidates: LPA Pilot Information and Support

In their survey responses, 90% of candidates strongly agreed or agreed that they had sufficient support from their program faculty and that their program prepared them to be able to teach foundational reading skills for the LPA pilot. An area in which candidates reported needing more support was from their cooperating teacher, with 24% disagreeing or strongly disagreeing that they received sufficient support from them during the LPA pilot. Another area of note is that 31% of candidates reported “don’t know/does not apply” related to the CTC offered office hours. Some candidates reported that they were unaware of this support and would have liked to access it. Candidate responses to these questions are outlined in Graphs 17-19.

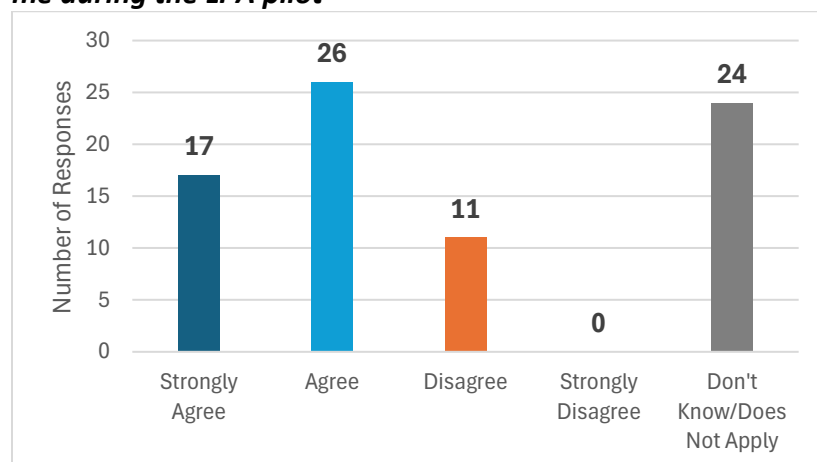
Graph 17: Candidates: My program faculty/instructors provided me with sufficient support during the LPA pilot test



Graph 18: Candidates: My cooperating teacher provided me with sufficient support during the LPA pilot test



Graph 19: Candidates: The office hours sessions hosted by the CTC were a helpful resource for me during the LPA pilot



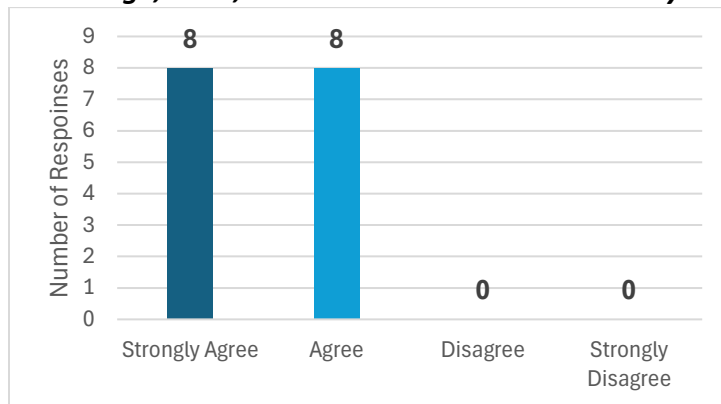
Program Coordinators

In the [program coordinator survey](#), 48% (N=16) across all credential areas and pathways who participated responded. Program coordinators were asked to rate their level of agreement with statements using the scale: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know/Does Not Apply.

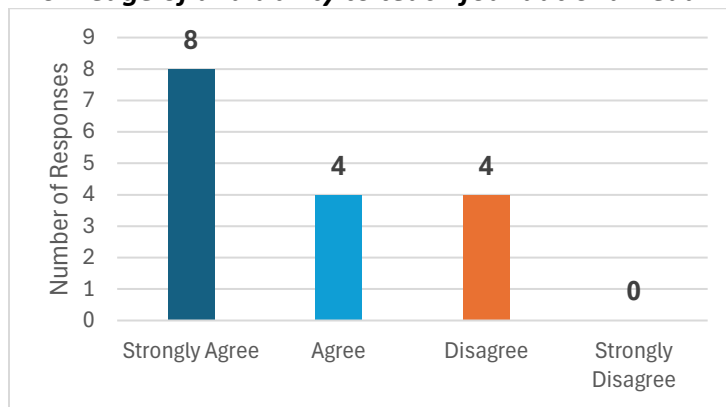
Program Coordinators: Opportunity to Demonstrate Knowledge, Skills, and Abilities

Overall, program coordinators strongly agreed or agreed that the LPA was an opportunity to demonstrate their knowledge, skills and abilities related to literacy. 100% of the strongly agreed or agreed that the LPA allowed candidates to demonstrate their literacy knowledge, skills, and abilities in an authentic way. Four of the 16 program coordinators disagreed that the LPA allowed candidates to demonstrate their knowledge of and ability to teach foundational reading skills. Commission staff will follow up with these individuals to better understand their response, as this could be due to candidates being asked to demonstrate only one of many potential foundational reading skills in the LPA. Graphs 20 and 21 outline their responses to these questions in the survey.

Graph 20: Program Coordinators: The LPA allowed candidates to demonstrate their literacy knowledge, skills, and abilities in an authentic way



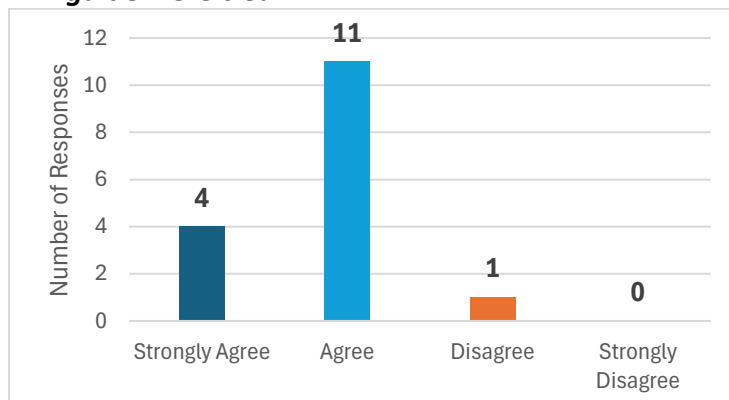
Graph 21: Program Coordinators: The LPA allowed candidates to demonstrate their knowledge of and ability to teach foundational reading skills



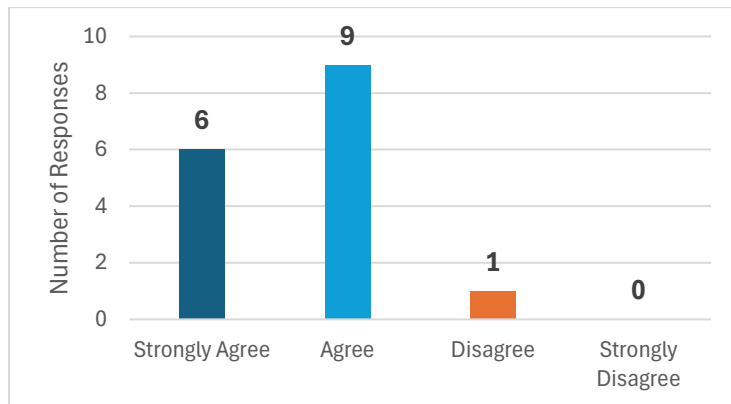
Program Coordinators: Clarity and Ease of Use

Program coordinators provided high ratings for the overall clarity and ease of use for the Assessment Guide directions, identifying the focus student, administering the summative assessment, and providing feedback to students on the summative assessment (94% strongly agreed or agreed). Graphs 22-25 depict the results to these questions.

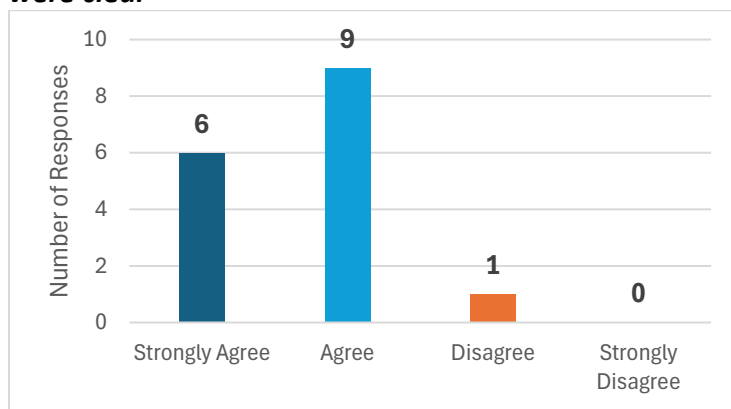
Graph 22: Program Coordinators: Overall, the Assessment Guide directions provided in the LPA guide were clear



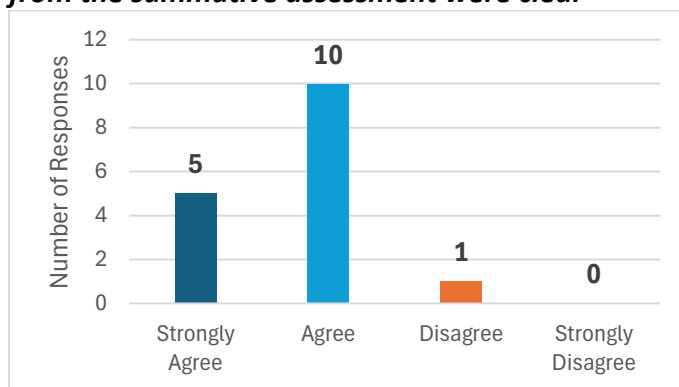
Graph 23: Program Coordinators: The directions for how to identify the focus student were clear



Graph 24: Program Coordinators: The directions for administering a summative assessment were clear

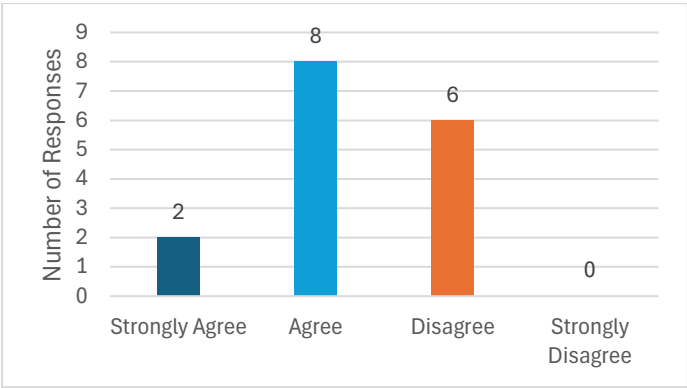


Graph 25: Program Coordinators: The directions for how to provide students with feedback from the summative assessment were clear

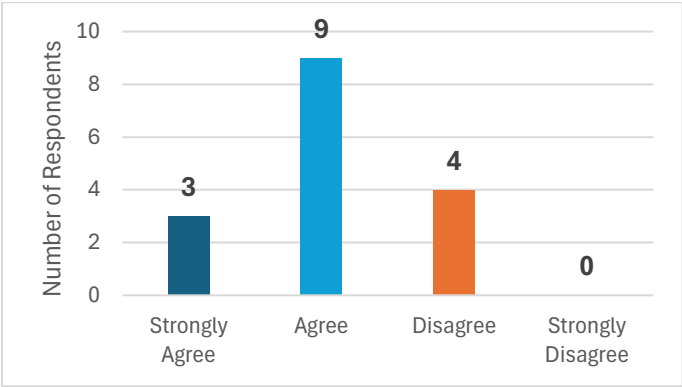


While there were high ratings for the overall clarity and ease of use, program coordinators expressed that using the ELA/Literacy Standards and ELA/ELD Framework (38% disagreed) to plan their lessons and assessments and how to plan for English Language Development (ELD) (25% disagreed) could improve their clarity and ease of use. These responses are shown in Graphs 26 and 27.

Graph 26: Program Coordinators: The directions for how to use the ELA/Literacy standards and ELA/ELD Framework to plan lessons and assessments were clear

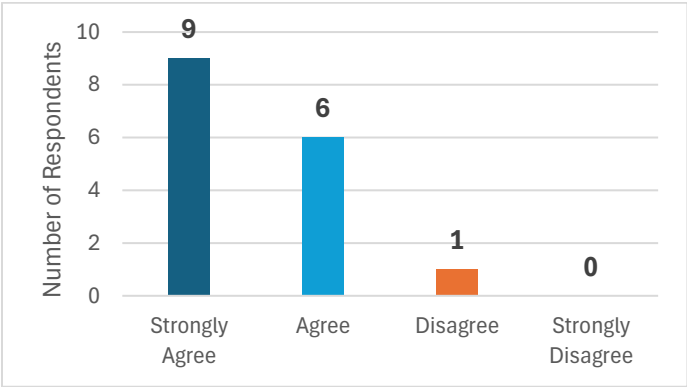


Graph 27: Program Coordinators: The directions for how to plan for English Language Development (ELD) were clear

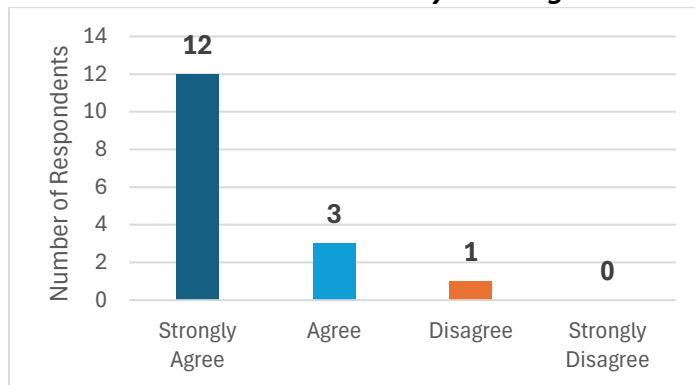


94% of program coordinators strongly agreed or agreed that the organization of the guide made it easy to find necessary information, focusing on one focus student making it easier to understand that student’s literacy learning needs, the essential questions were clear, and candidates had enough evidence to determine if a reteaching or extension activity was needed. Graphs 28-31 outline the program coordinator responses to these questions.

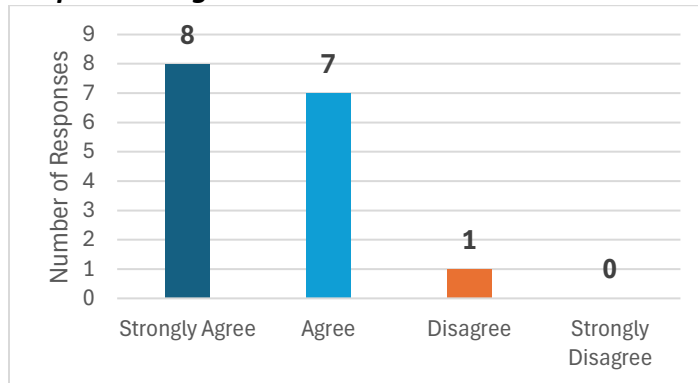
Graph 28: Program Coordinators: The way the LPA guide was organized made it easy to find the information I needed (e.g., rubrics embedded with step instructions, glossary, links to resources)



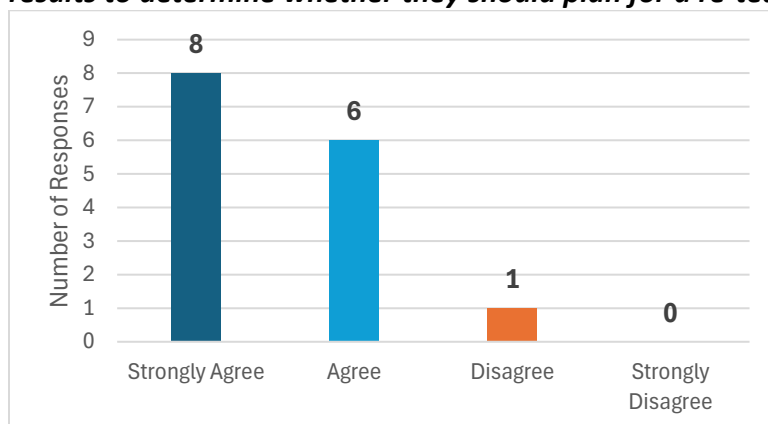
Graph 29: Program Coordinators: Focusing on one student made it easier for candidates to understand the student's literacy learning needs



Graph 30: Program Coordinators: The LPA essential questions were clear

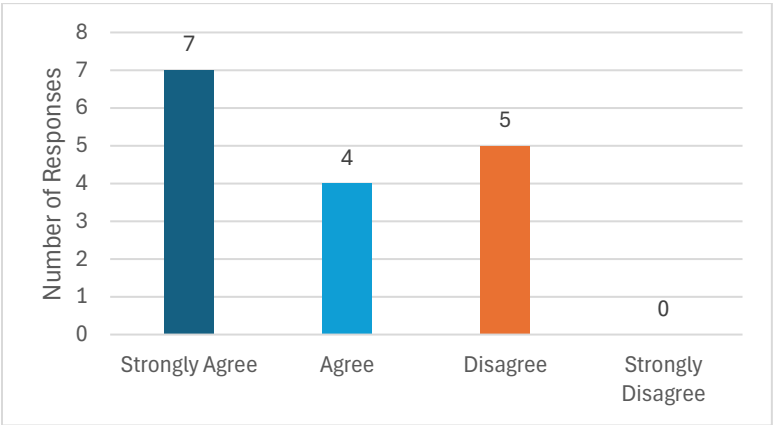


Graph 31: Program Coordinators: There was enough evidence from candidates' assessment results to determine whether they should plan for a re-teaching or extension activity



31% of program coordinators disagreed that the learning segment template (see [Appendix L](#)) helped candidates plan their literacy lessons and assessments. In reviewing the comments related to this rating, there was confusion around standards versus goals in the template. The learning segment template will be reviewed and addressed by Commission staff, ES, and the LDT prior to the spring 2025 field test. In Graph 32, the result of this question in the survey is shown.

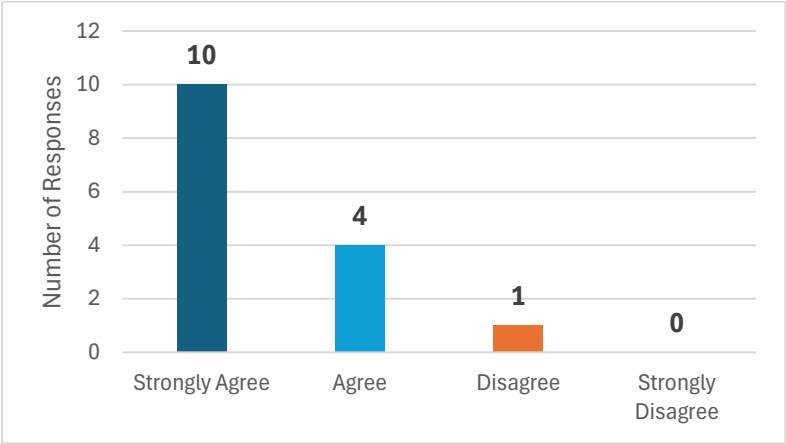
Graph 32 Program Coordinators: The learning segment template helped candidates plan their literacy lessons and assessments



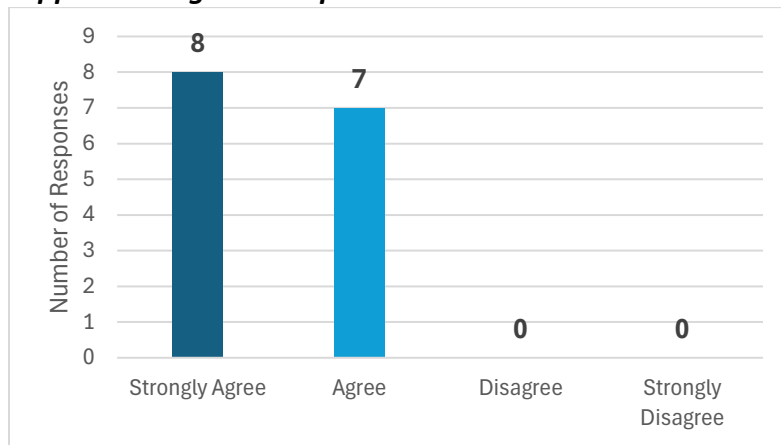
Program Coordinators: LPA Pilot Information and Support

88% of program coordinators strongly agreed or agreed that program support webinars were valuable to them as they prepared for their pilot test responsibilities and that cooperating teachers provided candidates with sufficient support during the LPA pilot test. 75% strongly agreed or agreed that office hours were a helpful resource (the remainder of respondents marked “don’t know/does not apply”). Graphs 33-35 outline program coordinator responses related to these questions regarding LPA pilot information and support.

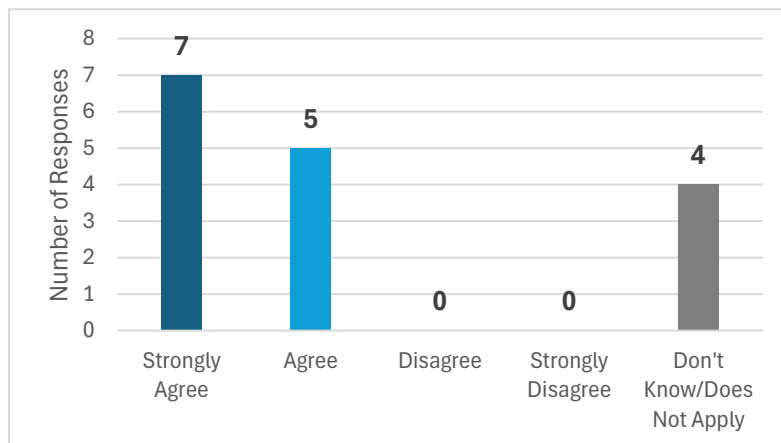
Graph 33: Program Coordinators: The program support webinars were valuable to me as I prepared for my pilot test responsibilities



Graph 34: Program Coordinators: Cooperating teachers provided candidates with sufficient support during the LPA pilot test

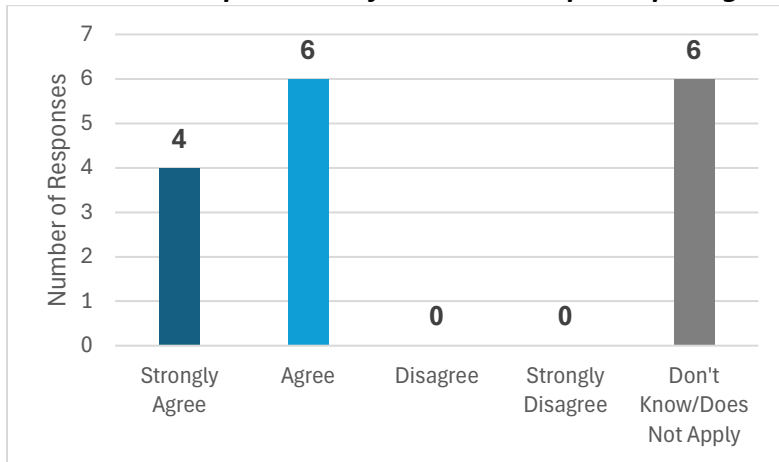


Graph 35: Program Coordinators: The office hours hosted by the CTC were a helpful resource for me during the LPA pilot

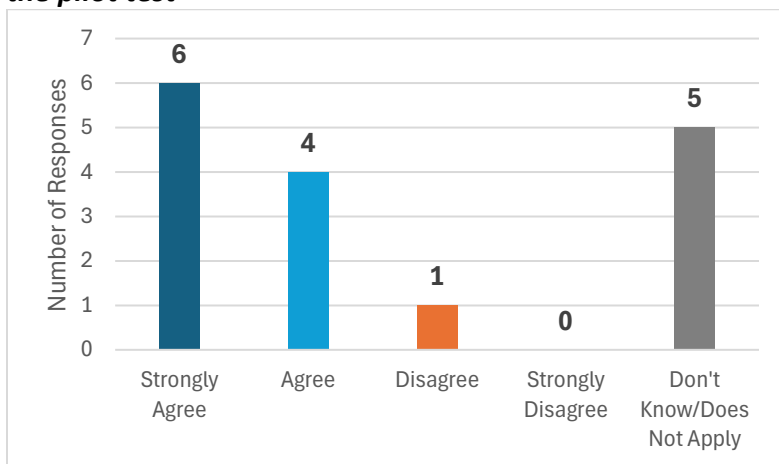


Two areas of note are that 38% of program coordinators reported “don’t know/does not apply” in response to the CTC-hosted webinar for cooperating teachers helping communicate expectations for candidates participating in the LPA pilot and 31% of program coordinators reported “don’t know/does not apply” related to the pilot test website providing valuable information about the pilot test. Program coordinator response to these survey questions can be seen in Graphs 36 and 37. No specific trends surfaced in the open-ended responses related to these questions.

Graph 36: Program Coordinators: The CTC-hosted webinar for cooperating teachers helped communicate expectations for candidates participating in LPA pilot



Graph 37: Program Coordinators: The pilot test website provided valuable information about the pilot test



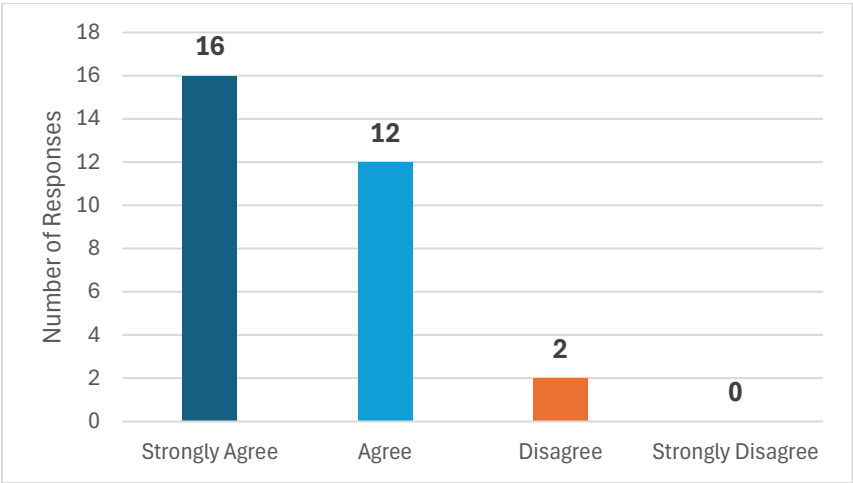
Cooperating Teachers

20% of the cooperating teachers responded to [the survey](#) (N=30) in the MS in TK-3, MS in 4-8, and EdSp-MMSN, ESN, and ECSE teachers responded. 40% of the respondents completed a TPA as a part of their own teacher preparation program. Cooperating teachers were asked to rate their level of agreement with statements using the scale: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know/Does Not Apply.

Cooperating Teachers: Opportunity to Demonstrate Knowledge, Skills, and Abilities

Overall, cooperating teachers strongly agreed or agreed that the LPA was an opportunity for candidates to demonstrate their knowledge, skills and abilities related to literacy. 93% of the cooperating teachers strongly agreed or agreed that the LPA allowed candidates to demonstrate their literacy knowledge, skills, and abilities in an authentic way. Graph 38 outlines their responses to the questions in this section of the survey.

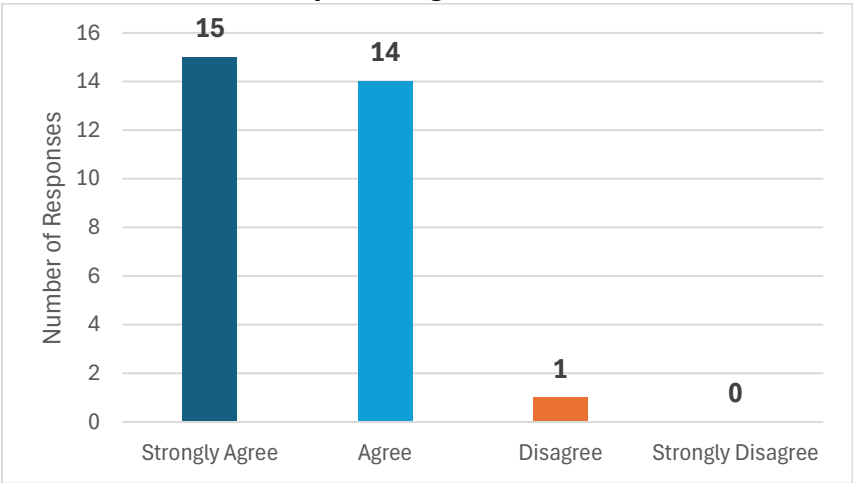
Graph 38: Cooperating Teachers: The LPA allowed my candidate (student teacher, intern) to demonstrate their literacy knowledge, skills, and abilities in an authentic way



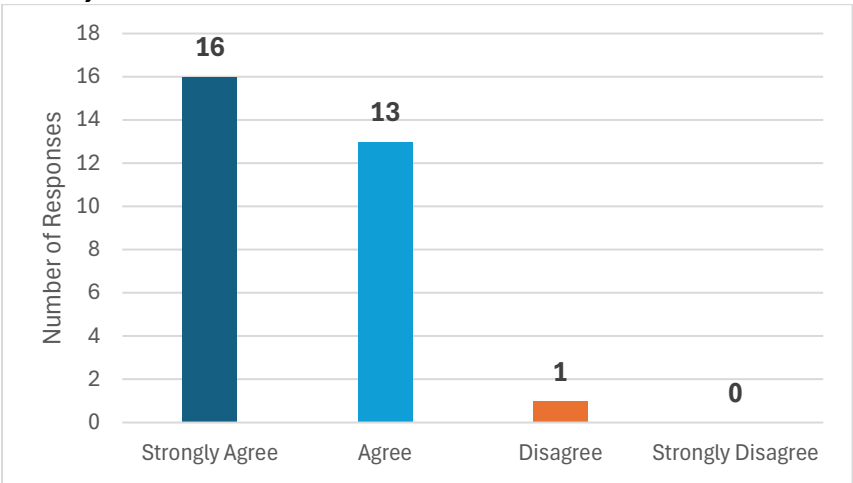
Cooperating Teachers: Clarity and Ease of Use

The cooperating teachers found the LPA guide content, templates, and tasks clear and easy to use. 97% of cooperating teachers strongly agreed or agreed that having candidates focus on one student made it easier for candidates to understand that student’s literacy learning needs and candidates had enough evidence to determine if they should plan for a reteaching or extension activity. Graphs 39-40 depict responses to questions from this portion of the survey.

Graph 39: Cooperating Teachers: Focusing on one student made it easier for my candidate to understand their literacy learning needs



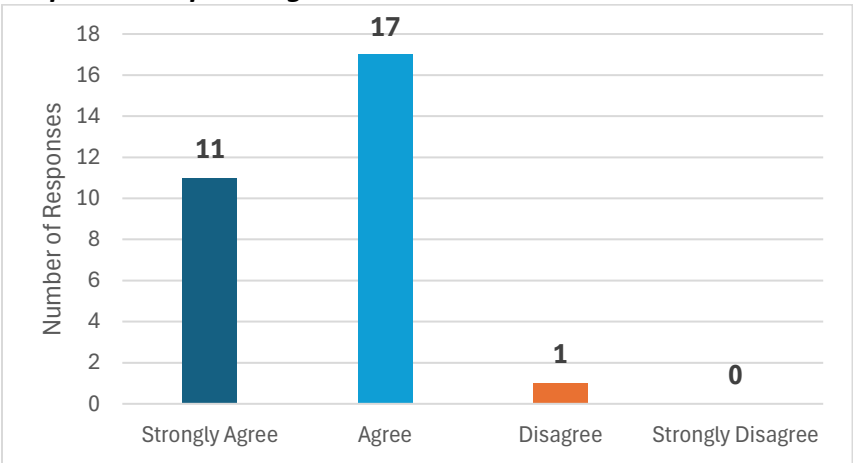
Graph 40: Cooperating Teachers: There was enough evidence from my candidate’s assessment results to determine whether they should plan for a re-teaching or extension activity



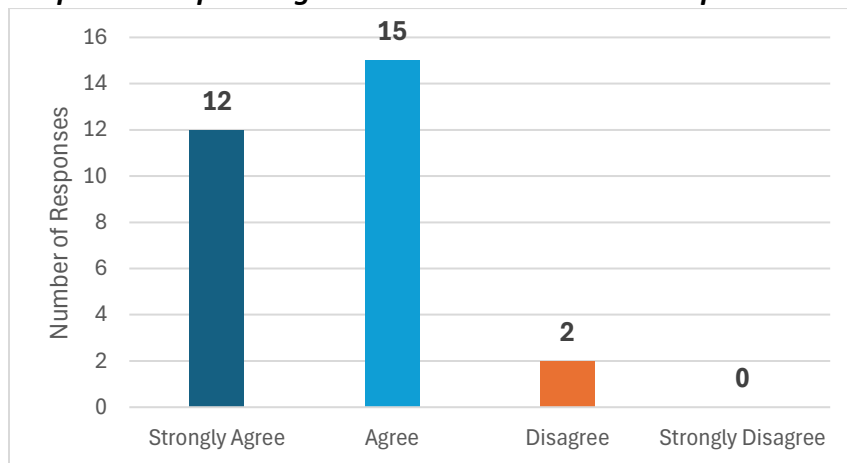
Cooperating Teachers: LPA Pilot Materials and Support

Of the cooperating teachers surveyed, high levels of engagement with the materials and support for candidates were reported. 93% read the Assessment Guide and 90% read the templates and rubrics. 93% of cooperating teachers discussed the LPA materials (Assessment Guide, Templates, and/or Rubrics) with their candidate and 97% provided support to their candidate to select the ELA/Literacy Standards for the candidate’s lessons and assessments. In Graphs 41-47, cooperating teachers’ responses to questions regarding materials and support.

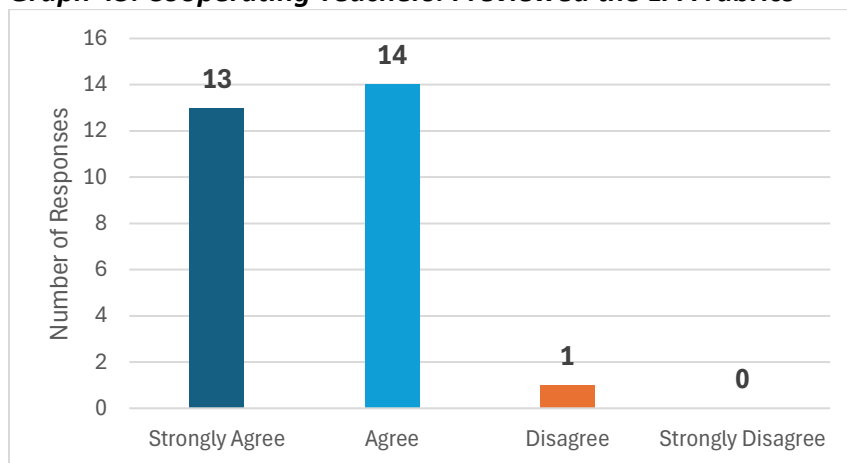
Graph 41: Cooperating Teachers: I read the LPA Assessment Guide



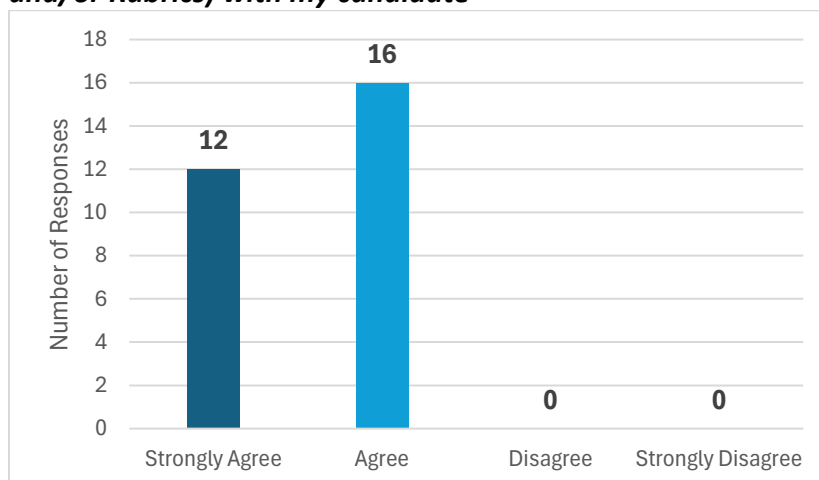
Graph 42: Cooperating Teachers: I read the LPA Templates



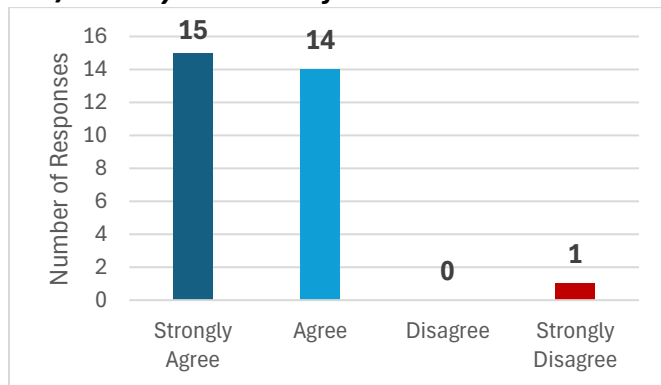
Graph 43: Cooperating Teachers: I reviewed the LPA rubrics



Graph 44: Cooperating Teachers: I discussed the LPA materials (Assessment Guide, Templates, and/or Rubrics) with my candidate

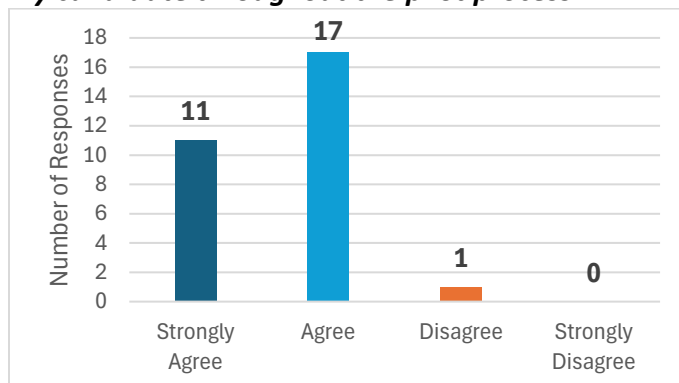


Graph 45: Cooperating Teachers: I provided support to my candidate to select the ELA/Literacy Standards for their lessons and assessments

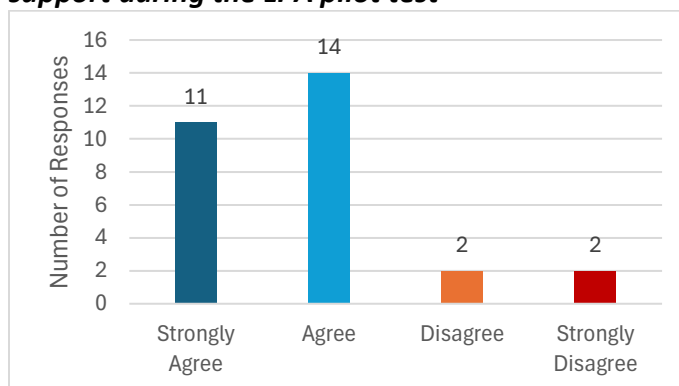


When asked if the LPA materials provided sufficient information to assist candidates in the pilot process, 93% of cooperating teachers strongly agreed or agreed. 17% of cooperating teachers don't know, disagree, or strongly disagree that program faculty provided sufficient support for candidates during the pilot. Graphs 50-51 outline responses to questions related to these topics.

Graph 46: Cooperating Teachers: The LPA materials provided sufficient information to assist my candidate throughout the pilot process



Graph 47: Cooperating Teachers: Program faculty provided my candidate with sufficient support during the LPA pilot test



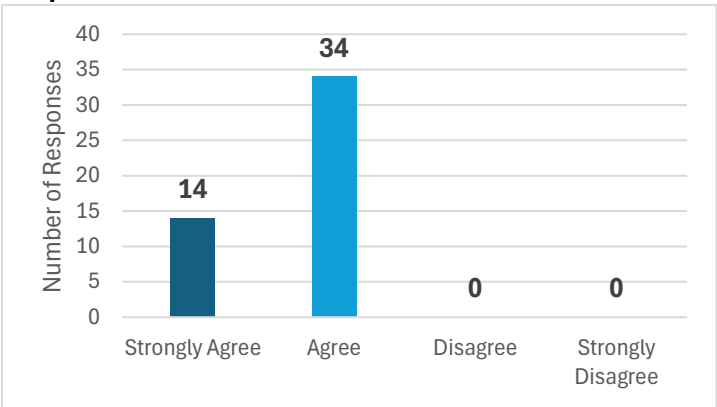
Assessors

In the [assessor survey](#), 60% of the assessors responded (N=48), with all credential areas represented. Assessors were asked to rate their level of agreement with statements using the scale: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know/Does Not Apply.

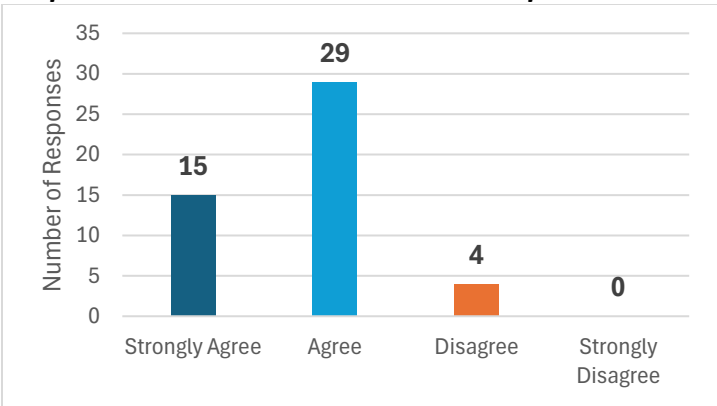
Assessors: Clarity and Ease of Use

The assessors found the LPA guide content, templates, and tasks clear and easy to use. 100% of assessors strongly agreed or agreed that the Assessment Guide directions provided in the LPA were clear and 91% strongly agreed or agreed that the essential questions were clear. 31% disagreed or strongly disagreed that Rubric 2.1: Plan was clear and therefore assisted in making a score judgement. Graphs 48-50 depict responses to these questions. As referenced earlier in this report, Rubric 2.1 had a high number of 1s and 2s assigned in scoring and assessors noted that candidates were able to identify students' assets, cultures, languages, dialects, and/or home communities, but were unable to build on them their planning. Commission staff, ES, and the LDT will review and address this area prior to the spring 2025 field test.

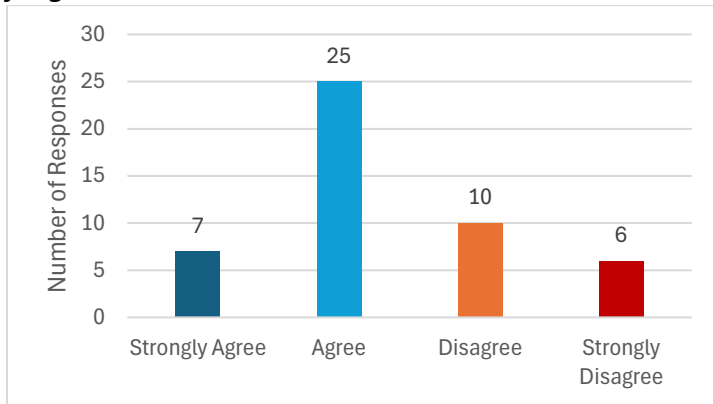
Graph 48: Assessors: The Assessment Guide directions provided in the LPA were clear



Graph 49: Assessors: The LPA essential questions were clear

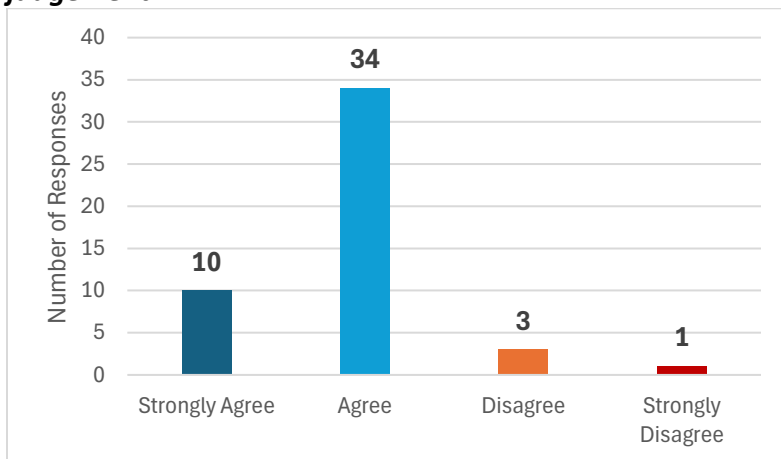


Graph 50: Assessors: Rubric 2.1: Plan was clear and therefore assisted me in making a score judgement

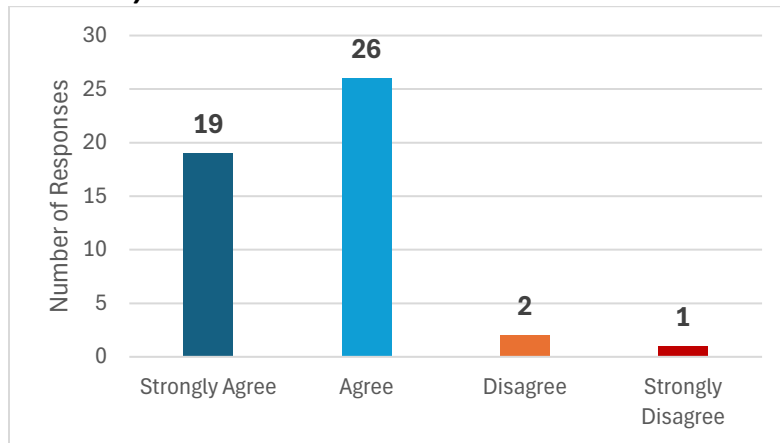


93% of assessors strongly agreed or agreed that Rubric 2.7: Reflect was clear and assisted them in making a score judgement. When asked if the LPA guide was organized and made it easy to find the information they needed (e.g., rubrics embedded with step instructions, glossary, links to resources), 96% of assessors strongly agreed or agreed. 29% of assessors disagreed or strongly disagreed that there was sufficient data/evidence to determine whether a candidate’s foundational reading skills instruction was “direct, systematic, and explicit.” In Graphs 51-53, responses to these questions are outlined. In reviewing the open-ended responses related to this question, the ratings were related to systematic instruction not being able to be seen in 3-5 lessons and multiple definitions in the field for terms “direct,” “systematic,” and “explicit.” Commission staff and the LDT will review and address this feedback in preparation for the field test in Spring 2025.

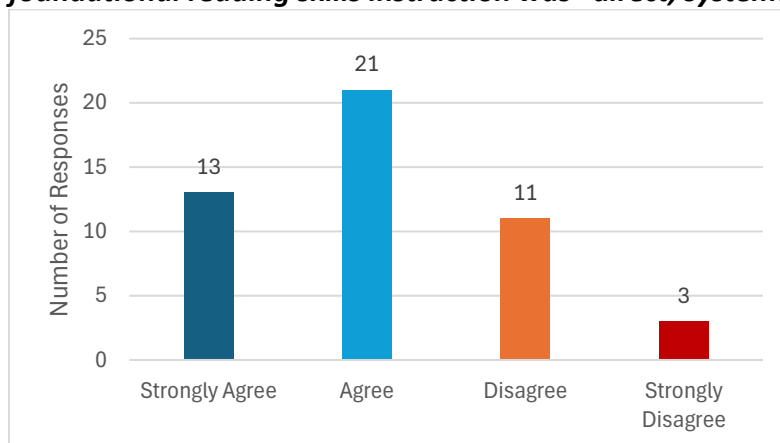
Graph 51 Assessors: Rubric 2.7: Reflect was clear and therefore assisted me in making a score judgement



Graph 52: Assessors: The way the LPA guide was organized made it easy to find the information I needed (e.g., rubrics embedded with step instructions, glossary, links to resources)



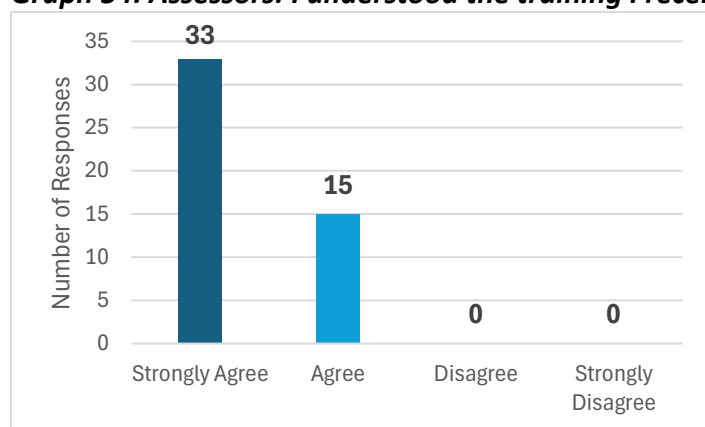
Graph 53: Assessors: There was sufficient data/evidence to determine whether a candidate's foundational reading skills instruction was "direct, systematic, and explicit"



Assessors: LPA Pilot Assessor Training

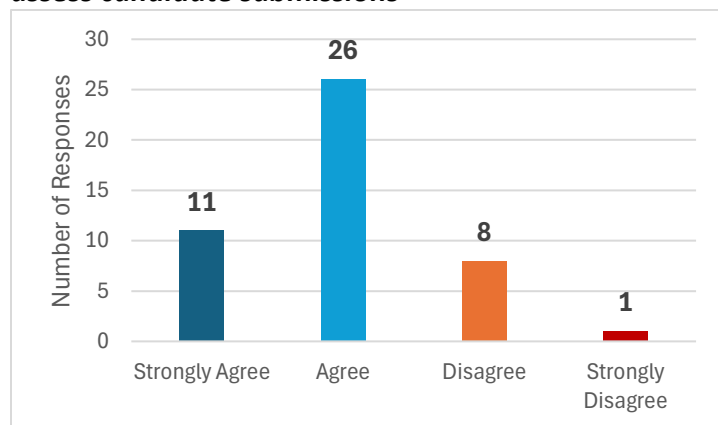
The assessors found the training and materials helpful for their preparation to score candidate submissions. 100% of assessors strongly agreed or agreed that they understood the training they received to make LPA scoring judgements. Their responses to this question are depicted in Graph 54.

Graph 54: Assessors: I understood the training I received for making LPA scoring judgements



20% of assessors disagreed or strongly disagreed that the dyslexia module completed for assessor prework prepared them to assess candidate submissions. Responses to this question are outlined in Graph 55. Open-ended comments related to this question explained that they did not see candidate submissions with a focus student with dyslexia. It is important to note that candidates were given choices specific to their credential area to guide the selection of their focus student. Candidates in MS settings (TK-3 and 4-8) predominately selected students who were identified as English learners as their focus student, followed by students with challenges with making progress toward meeting the ELA/Literacy standards. Candidates in EdSp-MMSN and ESN programs selected students with a literacy-related disability (not dyslexia), followed by students identified as English learners as their focus student. Six candidates identified a student with dyslexia as their focus student in the pilot. For an overview of the candidates' focus student selection, see [Appendix K](#).

Graph 55: Assessors: The dyslexia module I completed for assessor prework prepared me to assess candidate submissions



Summary

Overall, 91% of the candidates, 86.7% of the cooperating teachers, and 100% of the program coordinators surveyed strongly agree or agree that the LPA provides a better opportunity for candidates to demonstrate their ability to teach reading, writing, listening, and speaking than a multiple-choice exam such as the RICA.

Table 9: The LPA provides a better opportunity to demonstrate the ability to teach reading, writing, listening, and speaking than a multiple-choice exam such as the RICA.

The LPA provides a better opportunity to demonstrate the ability to teach reading, writing, listening, and speaking than a multiple-choice exam such as the RICA	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
Candidates (N=78)	53.8%	37.2%	3.8%	1.3%	3.8%
Program Coordinators (N=16)	81.3%	18.8%	0%	0%	0%
Cooperating Teachers (N=30)	50%	36.7%	10%	0%	3.3%

Part V: LPA Pilot Qualitative Findings: Survey and Focus Group Responses

Analysis of survey and focus group responses indicate that teacher candidates appreciate the LPA as an alternative to RICA, as they see it as a more authentic assessment of their literacy knowledge and acknowledges their diverse student populations. While they found participating in a pilot challenging, they felt that being able to showcase their skills in a performance assessment rather than an exam kept them from being negatively impacted by test anxiety and found it to be a meaningful, enriching experience in how to teach literacy. Candidates appreciated the clear rubrics that communicated the expectations of the assessment.

Sample response from Candidate Survey:

I found the LPA to be extremely challenging in applying the knowledge and skills gained from coursework to creating a meaningful literacy lesson that targeted multiple learning needs, assets and strengths so each student had opportunity to engage and make progress towards meeting learning objectives. As challenging as it was, it was equally rewarding in achieving successes and learning from reflection on the effectiveness of the instruction. This was a much more effective way for me to demonstrate my learning of and ability to teach literacy skills to students with diverse needs. Rather than experiencing test anxiety which would have likely impacted my score in negative ways, the LPA gave me time to think, synthesize, utilize resources, and get know real students' abilities and needs. This provided me with a very meaningful, enriching learning experience in how to effectively teach literacy in an elementary class.

Pilot test surveys also provided insightful, constructive feedback that the Commission staff and design team will act on prior to the field test. For example, candidates found the use of the prompt “briefly describe” challenging and would like additional parameters around the length and detail of response to ensure they are meeting the assessment requirements. Additionally, they would like to have a section to include materials from their planned lessons in their learning segment to authentically show their planned activities.

Sample response from Candidate Survey:

Though I feel the LPA was authentic, I feel that without having a section for additional materials, my lesson was not reflected well through the portions I was submitting.

Cooperating teachers (those who support teacher candidates during clinical practice) were appreciative of candidates needing to be aware of the various learners in their classroom, identifying a focus student to monitor, and the recording of lessons on which the candidate reflects. They felt that the rubrics guided candidates related to each of the four steps and assisted them with collaborating with their candidate. They shared that this was helpful, practical, and beneficial to candidates and they wished candidates who struggled to pass RICA could have access to the LPA.

Sample response from Cooperating Teacher Survey:

The LPA allowed my candidate to demonstrate the literacy instructional practices that are highly supported by the science of reading and the National Reading Panel. The literacy practices in the foundational skills that are critical to the skills that are being taught in second grade such as vocabulary, decoding, fluency and writing to learn. The vocabulary and fluency practices that lead to strengthen comprehension.

Program coordinators found that through supporting their candidates to be successful in the LPA, they found gaps in their programs that need to be addressed as they move toward full implementation of SB 488, as well as the areas that they are doing well.

Sample response from Program Coordinator Survey

The pilot has shown us the gaps in our program that we need to address to support our candidates to be successful in the LPA assessment. It has been a learning experience for the candidates and the program, as well. It shows what we are doing well and what other areas we need to create or enhance to support our candidates' knowledge and skills in teaching literacy.

Moving into the field test, the design team and Commission staff will review and address this feedback around the suggestion to revise the learning segment template, specifically around the learning goals and addressing students' cultural and linguistic assets, that would provide programs and candidates with more clarity.

Sample response from Program Coordinator Survey

The Learning Segment needed more structure for the candidates to show meeting the Rubric 2.1 and 2.2 constructs for describing practices to build on the diversity of the students' assets, cultures, and languages, dialects, and/or home communications and describing their plans for a direct, systematic, and explicit approach, as well as showing the lesson goals were based on standards-based ELA/Literacy and ELD goals, grade-level.

Additional qualitative data from the focus groups and surveys is available in [Appendix M](#).

Part VI: Literacy Design Team Findings and Next Steps for LPA Development

Literacy Design Team Feedback

The pilot study findings were shared with the LDT at its July 9, 2024, meeting. Based on the findings from the pilot study, the LDT suggests the following adjustments prior to moving into the field test:

Step 1: Plan

- Rubrics 2.1 and 2.2 are dense and ask candidates to demonstrate a several skills. Consider separating constructs and/or rubrics.
- The terms “direct,” “systematic,” and “explicit” were used by candidates in their submissions, but not always correctly (e.g., interchanged, with a different meaning). Consider separating the terms in the glossary.
- Using students’ assets, cultures, languages, dialects, and/or home communities in lessons was not understood. Candidates could identify them in Part A, but it was not explicitly asked for in Part B (Learning Segment Template) and a prompt should be added.
- Address standards and goals in the writing of the Learning Segment by adding a prompt that asks specifically for the ELA/Literacy standards and the ELD standards that are used to write the learning goals.
- Consider a 20–25-page limit for the Learning Segment template.
- The word “briefly” caused confusion. Consider removing it or replacing it with “concisely.”
- EdSp candidates should continue to plan for the use of instructional support personnel.
- Candidates should continue to provide ELD standards and goals regardless of the number of English Learners in their class. Candidates with English Learners should plan for Integrated ELD.
- Sufficient evidence is provided from the candidate by having one Focus Student and this feature should be retained for the field test.
- It is difficult to observe systematic instruction in 3-5 lessons. Add a prompt related to how the series of 3-5 lessons fits into the larger scope and sequence of the unit of instruction to provide evidence related to systematic instruction.

Step 2: Teach and Assess

- Videos and commentary are compelling candidate evidence regarding their literacy practice. These two features should remain.
- Candidates often use “good job” as feedback, which is not actionable. Consider adding “actionable” to Rubric 2.6.
- Consider having candidates submit video commentary responses by addressing each video clip and using a conversational, extemporaneous response, rather than reading a scripted response. Additionally, consider having the platform automatically generate a transcript of the response for the assessors.
- The length of the video clip(s) provided sufficient evidence from a candidate and should be left as it.
- The commentary responses need to align with the videos submitted. They should have timestamps in the commentary that align with the actions in the video.
- In Rubric 2.5 (EdSp only) requiring the instructional support personnel to appear in the video should be reconsidered due to filming permissions, staffing, and explanations from candidates regarding the use of personnel in other classrooms.
- Misinformation provided by the candidate during instruction was discussed to be addressed within the rubrics. Consider scoring a candidate a 1 or applying a condition

code if there are *consistent and deep misunderstandings of ELA/ELD framework* or the misinformation impacts ability of students to learn. Consensus was not reached around addressing this in the rubrics or through a condition code.

Step 3: Reflect

- Candidates should be required to provide feedback to students that is explicit. Consider providing models.
- Candidates would benefit from examples of product, process and performance assessments.
- Revising the instructions for the submission of the feedback to the focus student and providing examples would assist candidates.

Step 4: Apply

- In Rubric 2.8, "pre-assessment data" be more clearly defined for candidates by adding a prompt in Part I and adding Part A as a source of evidence.

Submission Requirements

- Consider page limits on the submissions
- Link key terms in the rubrics, such as: systematic, direct, and explicit
- Ensure rubric and the Essential Question alignment

Changes for the Field Test

Commission staff, based on the results of the pilot surveys, focus groups, candidate scores, and the LDT feedback, is finalizing the following adjustments to the LPA assessment guides, templates and rubrics.

Step 1: Plan: The Learning Segment template will be reformatted and edited to elicit a more robust response from candidates surrounding ways in which they include practices that build on the diversity of students' assets, cultures, languages, dialects, and/or home communities. The Learning Segment Template will also be revised to include a section for candidates to reference ELA/Literacy and ELD standards and the larger scope and sequence that their lessons fit into to demonstrate systematic instruction. Page limits for the 3 to 5 lessons and assessments required in the Learning Segment will also be addressed.

Step 2: Teach and Assess: Additional guidance will be provided for the verbal commentary option related to using notes or allowing someone to pose the commentary prompts to the candidate in an interview format. Candidates in both the written and verbal commentary formats will be asked to provide timestamps to align their commentary to the video evidence of their teaching practice submitted. In the EdSp versions, the requirement to see the instructional support personnel in the video clip(s) is being revisited. Commission staff will also address inaccuracies in lesson delivery within the rubrics.

Step 3: Reflect: Additional upload slots will be added to allow the candidate to provide the rubric/performance criteria, feedback to the focus student, and the assessment response from the focus student. Examples of student processes, products, or performances will be provided

to showcase a variety of assessment types that can be selected by candidates for the assessment.

Step 4: Apply: Rubric 2.8, specifically Levels 4 and 5, will be adjusted to move toward the full range of scores being applied in this rubric in the field test. Candidates will also be given the option to provide video commentary in Step 4.

All rubrics will be reviewed and revised as needed to align with and reflect the above changes. Page limits are being considered in all steps of the LPA. Staff is also discussing strategies with ES for how rubric-level score reports can be shared with candidates and programs to clarify what candidates need to address to advance their teaching practice.

Commission staff will continue to work with candidates, program coordinators, cooperating teachers, and assessors to determine the most effective supports for all groups as teacher preparation programs prepare for the operational assessment in the 2025-26 academic year.

In addition, staff are considering what can be done to share data with programs in the Results Analyzer platform by providing specific data reports quarterly and/or bi-annually allowing programs to then apply the rubric level findings to program development, to update syllabi, and or provide needed supports to candidates.

Commission staff are also working with Evaluation Systems to explore the use of a web-based platform for the candidate assessment guide. The new platform will be beta-tested in the field test to determine ways to better support candidates' experience with engaging with the assessment guide in a digital format.

Moving Forward

As a result of the robust data from the pilot study, staff maintains its development timeline for all credential areas to develop a Literacy Performance Assessment by July 1, 2025, as mandated by SB 488.

The Commission is on track to begin a 2025-26 operational administration for the LPA for PK-3 ECE, MS, and EdSp-MMSN, ESN, ECSE, DHH, and VI programs. Commission staff and ES will convene an additional group of educators for a standard setting study in spring 2025 with staff bringing forward a recommended passing standard for Commission adoption in June 2025.

Next Steps

Based on the LPA pilot results, surveys, and focus group findings and recommendations from the Literacy Design Team, Commission and ES staff will finalize the LPA tasks, rubrics, and program guides. Next steps for development of the LPA include the following:

- Complete LPA Field test program recruitment
- Finalize LPA Tasks, Rubrics, Program Guides, and Support Materials
- Request LPA Field test candidate waivers
- Determine LPA field test program supports
- Begin LPA Field Test

Commission and ES staff will provide weekly office hours for programs who are participating in the spring field test. In addition, staff will provide technical assistance through webinars for programs, candidates, and cooperating teachers.

Staff will provide an analysis of the LPA field test and next steps in spring/summer of 2025.

Appendix A

Teaching Performance Expectations (TPEs) Map

Universal TPE Elements Addressed in LPA- MS, MMSN, and ESN

TPE 1	TPE 2	TPE 3	TPE 4	TPE 5	TPE 6	TPE 7
Element 1	TPE Domain 2 is measured in Cycle 1 of the CalTPA	Element 1	Element 1	Element 1	Element 1	Element 1
Element 2		Element 2	Element 2	Element 2		Element 2
Element 3		Element 3	Element 3	Element 3		Element 3
Element 4		Element 5	Element 4	Element 5		Element 4
Element 6			Element 7	Element 7		Element 5
Element 8				Element 8		Element 10
						Candidate Option
						Element 6
						Element 7
						Element 8
						Element 9
						If applicable:
						Element 11

Appendix B

Summary of Literacy Design Team Meetings

Meeting 1: March 1-2, 2023

At this inaugural meeting, the Literacy Design Team (LDT) members were introduced to their responsibilities and Commission expectations for their participation. The first topic on the agenda covered the history of state policy leading to the Literacy Performance Assessment (LPA requirement in California) including a presentation on SB 488, with Nancy Brynerson, Statewide Literacy co-director, co-presenting. The team participated in a small group activity to review and understand the TPA Design Standards, the operational versions of the CalTPA, and the newly adopted literacy program standards and TPE Domain 7 for each credential. Laura Rhinehart, Center for Dyslexia, Diverse Learners, and Social Justice at University of California, Los Angeles, presented on the California Dyslexia Guidelines. In small groups, LDT members brainstormed and discussed options for a re-designed CalTPA Cycle 2 into the LPA based on their first-hand experiences and research.

Meeting 2: March 21-22, 2023

LDT members reviewed a sample Multiple Subject candidate submission from the operational version of CalTPA Cycle 2 for the purpose of observing the use of analytic rubrics in scoring, to see what a beginning teacher candidate can demonstrate in literacy instruction, and to analyze what elements in TPE Domain 7 are observable in the evidence provided by a candidate. The LDT members then applied the knowledge of the candidate submission and Literacy TPE Domain 7 to begin suggesting revisions to the Cycle 2 rubrics to begin drafting the LPA and identified TPE elements from Domain 7 which could most readily be assessed on a teaching performance assessment and which therefore would have priority focus in the development of the reading and literacy task of the revised CalTPA and the evidence a candidate could submit to demonstrate the TPE element. The discussion then moved to “big questions” around the revision of Cycle 2 into the LPA and the LDT discussed options related to focus students, assessment data, ELD, video clips, annotations, the ELA/ELD Framework, and reteaching/extension lessons.

Meeting 3: May 2-3, 2023

The May meeting focused on reviewing RICA and other reading assessments currently in use including the National Board literacy assessment. The review of these assessments centered around evidence candidates submit and structural components. LDT members then worked in groups to review and respond to a set of revised essential questions based on SB 488, feasibility for a beginning teacher candidate, and alignment to the TPE elements and rubric language. LDT members received a presentation on the role of implicit bias in performance assessment by Dr. Terrelle Sales of Pepperdine University, and a review of the scoring and quality monitoring process from Evaluation Systems. This led to a discussion surrounding assessor qualifications for the LPA pilot. The meeting closed with a discussion about recommendations for revising the Cycle 2 Assessment Guide prompts to align with the TPE elements identified for measurement.

Meeting 4: June 6-7, 2023

Dr. Jon Twing, University of Sydney, presented information on reliability and validity, and connections to the Assessment Design Standards and LPA development. LDT members reviewed a revised version of the Cycle 2 Assessment Guide and worked in small groups to provide additional suggestions for revisions related to TPE Domain 7 and evidence submitted by the candidate. Nancy Brynson and Pam Spycher, co-authors of the ELA/ELD Framework, presented on the ELA/ELD Framework, its connection to TPE Domain 7, and how the framework can amplify the revisions for the LPA. Revised rubrics were reviewed by the LDT and the LDT mapped TPE elements being measured by the rubric, as well as provided additional suggestions about skills/abilities in the rubrics.

Throughout the summer of 2023, credential specific subgroups (PK-3 ECE, and all five EdSp areas- MMSN, ESN, ECSE, DHH, VI). During these subgroup meetings, members from each credential area reviewed the Teaching Performance Expectations (TPE) from each credential area to review the LPA assessment guide and to determine adjustments for prompts and rubrics.

Meeting 5: July 11-12, 2023

Commission staff opened the June meeting with a review of SB 488 and its implications for the development of the LPA. Martha Hernandez, Californians Together, presented on the ELD Roadmap and the ways in which it can help inform revisions for the LPA. Commission staff reviewed the changes made to the rubrics and Assessment Guide since the last meeting and LDT Members used this version to provide feedback related to the alignment of prompts and rubrics. Assessor qualifications were reviewed a second time and the LDT provided recommendations for additional qualifications for the LPA pilot and potential ideas for assessors training. The LDT then reviewed the revised assessment prompts and rubrics regarding feasibility, flexibility, and important focus areas to inform changes and to streamline tasks and rubrics for the pilot version of the LPA.

Meeting 6: September 19-20, 2023

At the meeting in September, the Design Team focused on additional revisions related to the pilot version surrounding the focus student, candidate prompts, and flexibility for all pathways and clinical practice placements. Design team members reviewed the TPE elements and their alignment to the rubrics. Staff from Evaluation Systems presented information about the upcoming pilot study, assessor qualifications, and bias review. The Design Team members then moved into credential-area groups (PK-3 ECE and EdSp) to review the draft version of the LPA Pilot Assessment Guide to determine what tasks and rubrics could work for their respective areas and what might need to change to align with the credential's authorization and TPEs.

Meeting 7: November 14, 2023

The November meeting marked the transition to one-day design team meetings. Design Team members were presented with the bias review committee's recommendations for the LPA Pilot performance assessment and Commission staff provided information on accepted recommendations and provided revisions to the guide. The finalized Pilot version of the LPA was shared with the Design Team and generated a list of pilot study questions to monitor

through candidate responses in the pilot. In addition, the Design Team members reviewed the operational version of the Program/Faculty Guide and determined sections that would need updating related to the LPA.

Meeting 8: January 30, 2024

In January, ES presented updates related to the LPA pilot related to technical assistance, participating programs, waivers, timelines, and assessor training. The LPA Pilot templates were shared with the Design Team to understand how evidence would be elicited from candidates. Nancy Brynelson, Statewide Literacy co-director, presented the Draft Resource Guide on Preparing Teachers for Effective Literacy Instruction and its potential use to support programs with the LPA. Design Team members resumed a review of the Program/Faculty Guide and provided input related to revisions and additions.

Meeting 9: March 19, 2024

The Design Team met online in March to discuss the progress in the pilot and continue to move the work on the Program/Faculty Guide forward in preparation for the Field Test. A draft of the program guide to accompany the LPA was presented to design team members for review and consideration. Design Team members identified appropriate and necessary modifications to include in the LPA Program/Faculty Guide, with a focus on credential specific chapters for PK-3 ECE, MS, and all EdSp areas-MMSN, ESN, ECSE, DHH, and VI.

Meeting 10: July 9, 2024

Design team members received an update on SB 1263 and the impact on the LPA. One candidate submission was reviewed from the LPA pilot. ES then presented data from the LPA Pilot Study from the following sets: candidate submission scores; candidate/program coordinator focus group discussions; and candidate, program coordinator, cooperating teacher, and assessor surveys. Based on the pilot study data, Design Team members reviewed the LPA Pilot Assessment Guide to determine potential changes to the prompts and rubrics for the field test. The meeting concluded with an update on the plans for the LPA Field Test. This Design Team will continue to meet and work with Commission staff through July 2025.

Appendix C

LPA Development Timeline August 2023-August 2024

Timeframe	Activity
August 24-25, 2023	<i>August Commission Meeting</i> Item 4B : Literacy Performance Assessment Pilot Study - Participant Waiver Requests
September 19-20, 2023	LPA Design Team Meeting #6
September 6-7, 2023	Review and Selection of LPA Pilot Programs with external literacy experts.
September 29-December 1, 2023	LPA Pilot Assessor Application Period
October 12-13, 2023	<i>October Commission Meeting</i> Item 1C : Approval of the October 2023 Consent Calendar - Literacy Performance Assessment- Pilot Study Participant Waiver Requests
November 6-7, 2023	LPA Bias Review Committee
November 9, 2023	LPA Pilot Webinar #1
November 14, 2023	LPA Design Team Meeting #7
December 7-8, 2023	<i>December Commission Meeting</i> Item 1C : Approval of the December 2023 Consent Calendar - Literacy Performance Assessment - Pilot Study Participant Waiver Requests
December 14, 2023	LPA Pilot Webinar #2-MS
December 18, 2023	LPA Pilot Webinar #2- EdSp-ECSE LPA Pilot Webinar #2-EdSp-DHH
December 19, 2023	LPA Pilot Webinar #2-EdSp-VI
January 4, 2024	LPA Pilot Webinar #2- EdSp-MMSN
January 8, 2024	LPA Pilot Webinar #2- EdSp-ESN
January 12-April 5, 2024	Program Office Hours - Fridays 9:00-9:45
January 23, 2024	LPA Pilot Webinar #3
January 30, 2024	LPA Design Team Meeting #8
February-April 2024	Assessor Training Implicit Bias UC CSU Collaborative Introduction to Dyslexia Module Review TPE Domains, ELA/ELD Framework, and CCSS ELA/Literacy Standards Preview training submission Review Assessment Guide and Rubrics
February 7-9, 2024	<i>February Commission Meeting</i> Item 2C : Approval of the February 2024 Consent Calendar - Literacy Performance Assessment - Pilot Study Participant Waiver Requests
February 13, 2024	Candidate Office Hours 4:00-4:45
February 15, 2024	LPA Pilot Cooperating Teacher Webinar

Timeframe	Activity
March 7, 2024	LPA Pilot Webinar #4
March 8, 2024	EdSp-VI Candidate Support Session
March 12, 2024	Candidate Office Hours 4:00-4:45
March 19, 2024	LPA Design Team Meeting #9
April 2, 2024	Candidate Office Hours 4:00-4:45
April 5, 2024	EdSp- VI Candidate Office Hours 4:00-4:45
April 7-18, 2024	LPA Pilot Marker Selection <ul style="list-style-type: none"> • MS-Grades 4-8 - April 7-8 • MS-TK-3 - April 8-9 • EdSp-MMSN - April 10-11 • EdSp-ESN - April 15-16 • EdSp-ECSE - April17-18
April 8, 2024	LPA Pilot Submission Deadline for MS, EdSp-MMSN, ESN, DHH, and ECSE candidates participating in the LPA Pilot
April 9-April 19, 2024	LPA Pilot Program Coordinator Focus Groups
April 9-May 3, 2024	LPA Pilot Program Coordinator Surveys LPA Pilot Cooperating Teacher Surveys
April 9-May 10, 2024	LPA Pilot Candidate Surveys
April 9-May 14, 2024	LPA Pilot Candidate Focus Groups
April 17-19, 2024	<i>April Commission Meeting</i> Item 2C : Approval of the April 2024 Consent Calendar - Literacy Performance Assessment- Pilot Study Participant Waiver Requests
April 22-May 16, 2024	LPA Pilot Scoring MS-TK-3 - April 22-24 EdSp-DHH - April 25 MS-Grades 4-8 April 29-30 EdSp-MMSN - May 6-8 EdSp-ECSE - May 9-10, 13 EdSp-VI - May 13, 15 EdSp-ESN - May 14-16
April 24-May 17, 2024	LPA Pilot Assessor Surveys
April 26, 2024	EdSp-VI Candidate Office Hours 4:00-4:45
May 3, 2024	LPA Pilot Participant Submission Deadline - EdSp-VI
June 13, 2024	LPA official scores released to programs and candidates

Appendix D

Comparison of CalTPA Cycle 2 and Pilot Version of the LPA

Step	CalTPA Cycle 2- Evidence to Be Submitted	LPA- Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> • Part A: Written Narrative: Contextual Information • Part B: Learning Segment Template • Part C: Written Narrative: Assessment Descriptions • Part D: Description or Blank Copy of the Informal Assessment • Part E: Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric • Part F: Description or Blank Copies of Both the Formal Assessment and Corresponding Rubric 	<ul style="list-style-type: none"> • Part A: Written Narrative: Contextual Information • Part B: Learning Segment Template • Part C: Written Narrative: Description of Assessments • Part D: Description or Blank Copy of One Summative Assessment and the Performance Criteria (e.g., in a rubric when appropriate)
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Part G: 4 Annotated Video Clips (no more than 5 minutes each) • Part H: Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages) 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (1 to 4 clips; totaling no more than 20 minutes) • Part F: Commentary (written or video commentary; if submitting video, up to 10 minutes of commentary)
Step 3: Reflect	<ul style="list-style-type: none"> • Part I: Formal Assessment Responses from 3 Students (products, processes, or recorded performances) that represent evidence of learning (labeled “exceeded,” “met,” and “not yet met”) with Feedback • Part J: Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class and 3 Students 	<ul style="list-style-type: none"> • Part G: Focus Student’s Summative Assessment Response with Feedback • Part H: Written Narrative: Reflection and Analysis of Summative Assessment Results
Step 4: Apply	<ul style="list-style-type: none"> • Part K: Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description for whole class or group of students • Part L: 1 Annotated Video Clip (no more than 5 minutes) of Follow-Up Instruction (Re-Teaching or Extension Activity) for whole class or group of students 	<ul style="list-style-type: none"> • Part I: Written Narrative: Re-Teaching or Extension Activity Description • Part J: 1 Video Clip (up to 5 minutes) of Follow-Up Activity • Part K: Commentary

Appendix E

LPA Pilot Submissions

Multiple Subject- TK-3

Program	Pathway(s)	N
Cal Poly Humboldt	Intern, ITEP, Residency, Traditional 5th Year	14
Cal Poly Pomona	Traditional 5th Year	8
California State University- Bakersfield	ITEP, Intern, Traditional 5th Year	2
California State University- Stanislaus	Intern, Residency	5
National University	Intern	2
Point Loma Nazarene University	Intern, Traditional 5th Year	8
The Master's University	Traditional 5th Year	4
University of San Diego	Traditional 5th Year	3
University of San Francisco	Traditional 5th Year	5
Vanguard University	ITEP, Traditional 5th Year	7
Total		58

Multiple Subject- 4-8

Program	Pathway(s)	N
Azusa Pacific University	Intern, Traditional 5 th Year	3
Cal Poly Humboldt	Intern, ITEP, Residency, Traditional 5th Year	1
Cal Poly Pomona	Traditional 5th Year	6
California State University- Bakersfield	ITEP, Intern, Traditional 5th Year	3
California State University- San Marcos	Traditional 5th Year	8
California State University- Stanislaus	Intern, Residency	1
National University	Intern	3
University of San Diego	Traditional 5th Year	2
Total		27

EdSp-MMSN

Program	Pathway(s)	N
Azusa Pacific University	Intern, Traditional 5 th Year	5
California State University- Bakersfield	Intern, Residency	9
California State University- East Bay	Intern, Traditional 5 th Year	16
California State University- Stanislaus	Intern, Residency, Traditional 5 th Year	7
Chapman University	Traditional 5 th Year	4
National University	Intern	11
Placer County Office of Education	Intern	1
San Diego County Office of Education	Intern	4
San Diego State University	Intern, ITEP, Traditional 5 th Year	9
Total		66

EdSp-ESN

Program	Pathway(s)	N
Azusa Pacific University	Intern, Traditional 5 th Year	3
California State University- Bakersfield	Intern	1
California State University- East Bay	Intern, Traditional 5 th Year	11
California State University- Stanislaus	Traditional 5 th Year	4
Chapman University	Traditional 5 th Year	6
National University	Intern	5
San Diego County Office of Education	Intern	3
San Diego State University	Intern, ITEP, Traditional 5 th Year	9
Total		42

EdSp-ECSE

Program	Pathway(s)	N
Intern, Credentialing, and Added Authorization Program(iCAAP)- Los Angeles Unified School District	Intern	16
San Diego County Office of Education	Intern	6
Total		22

EdSp-DHH

Program	Pathway(s)	N
San Diego County Office of Education	Intern	2
Total		2

EdSp-VI

Program	Pathway(s)	N
San Francisco State University	Intern	2
Total		2

Appendix F

LPA Pilot Assessor Qualifications

To be eligible to score the California Teaching Performance Assessment (CalTPA), an applicant **MUST** meet the following requirements.

Requirement #1 - Be a current (or retired within 3 years) California education professional in one (1) or more of the following capacities:

- University/program educator providing instruction to TK–12 teacher candidates within a CTC-accredited teacher preparation program
- Field supervisor
- Mentor or master teacher
- PK–12 teacher
- PK–12 administrator (e.g., principal, assistant principal)

Requirement #2 - Have expertise in two (2) or more of the following ways:

- Hold a valid California Clear PK-3 ECE, Multiple Subjects, or Education Specialist Teaching Credential
- Hold a Bilingual Authorization
- Have completed (and have documentation of) professional learning of a structured literacy program
 - Non-exhaustive examples are: LETRS, Orton Gillingham, SIPPS, CORE, Institute of Multi-Sensory Education, 95% Group, Wilsons, S.P.I.R.E., CRLP Results, etc.
- Have university experience teaching coursework in literacy within the last 5 years
- Hold a degree or graduate certificate in literacy
- Reading or literacy researcher with relevant recent teaching experience
- National Board-Certified Teacher (NBCT) in Literacy: Reading-Language Arts- Early and Middle Childhood
- Reading and Literacy Added Authorization or Reading and Literacy Leadership Specialist Credential

Requirement #3 - Adhere to the following confidentiality requirements:

- Maintain the confidentiality of the assessment materials and knowledge gained as a result of participating in scoring the assessment, and will not share information with anyone (e.g., candidates, colleagues, etc.) without direct permission from the Commission and Pearson.
- Agree not to participate in any professional activity, beyond employment in a TK–12 school/district/county office or institution that requires candidates to use a CA-approved performance assessment, that results in payment for services related to supporting candidates in completing any CA-approved performance assessment. For example, TPA independent tutoring or consulting positions.

Requirement #4:

- Reside in the state of California.

Appendix G

Bilingual Candidates and the LPA

At the 2023 April Commission Meeting, the Commission approved edits to the Assessment Design Standards (ADS) that govern the design of all approved Teaching Performance Assessments. Directions are provided in this notice to support programs and candidates as they engage with the CalTPA, the Commission’s model teaching performance assessment.

All PK-3 Early Childhood Education (ECE) Specialist, Multiple Subject (MS), Single Subject (SS), and Education Specialist (EdSp) candidates who are concurrently earning a Bilingual Authorization may complete components of the CalTPA, including the LPA field test, in the language of instruction. A calibrated assessor fluent in the language of instruction will score the submission. If a calibrated bilingual assessor is not available, two assessors will work together to score the submission (a speaker fluent in the language of instruction and a calibrated PK-3 ECE, MS, SS, or EdSp assessor.) The candidate is not required to provide any translations or transcriptions. Written narratives, which include analysis of work and reflections must be submitted primarily in English* by PK-3 ECE, MS, SS, and EdSp candidates.

Multiple Subject, EdSp, and PK-3 Candidates: General Directions

LPA Field Test

California adopted English-Language Arts/Literacy (ELA/Literacy) content standard(s) must be identified for all submissions no matter the language of instruction. The candidate needs to indicate how he or she will address California adopted ELA/Literacy standards and ELD standards in the learning segment.

PK-3 ECE, MS, and EdSp Evidence to be Submitted - Cycle Submission Specifics

LPA Field Test

PK-3 ECE, MS, and EdSp candidates **may** submit the following in the language of instruction: *Contextual Information, Learning Segment Template, Description of Assessments, Description or blank copy of Summative Assessment and Performance Criteria (e.g., in a rubric), video clip(s), Commentary (written or video), Focus Student’s Summative Assessment Response with Feedback, Reteaching or Extension Activity video clip with audio and annotations, and Reteaching or Extension Activity Description.*

PK-3 ECE., MS, and EdSp candidates **must** submit their Reflection and Analysis of Summative Assessment Results primarily in English¹

¹ Primarily in English—means that the response is written in English, except when the language of instruction is needed for clarity in the response (e.g., the teacher candidate quotes a student in the language of instruction, refers to the lesson and uses a word from the language of instruction to illustrate the point, refers to evidence that is in the language of instruction).

Appendix H

LPA Pilot Demographic Data

Pathway Type	N	Pass Rate
District Intern	59	97%
Integrated Undergraduate Teacher Credentialing Program (ITEP)	15	100%
Residency Program	19	100%
University Intern	33	94%
University Private School Program	11	100%
University Student Teaching Program	82	98%
Total	219	97%

Sector Type	N	Pass Rate
UC	0	NA
CSU	116	96%
Private/Independent	71	100%
LEA/County Office of Education	32	97%
Total	219	97%

Gender	N	Pass Rate
Decline to State	2	50%
Female	180	98%
Male	36	97%
Non-Binary	1	100%
Total	219	97%

Ethnicity	N Submitted	Pass Rate
African American/Black	15	93%
Asian Indian American/Asian Indian	1	100%
Chinese American/Chinese	3	100%
Choose not to response	2	100%
Filipino American/Filipino	4	100%
Japanese American/Japanese	1	100%
Laotian American/Laotian	1	100%
Latino/Latin American/Puerto Rican/Other Hispanic	31	100%
Mexican American/Chicano	67	96%
Native American/American Indian/Alaskan Native	3	100%
Other	4	100%
Other Southeast Asian American/Southeast Asian (e.g., Hmong, Khmer)	1	100%
Vietnamese American/Vietnamese	1	100%
White (non-Hispanic)	85	98%
Total	219	97%

Appendix I

LPA Pilot Rubric Essential Questions

Step 1: Plan	
Rubric 2.1	How does the candidate's learning segment plan build on students' assets, plan for a variety of assessments, align lessons to create a progression of learning, and address standard(s)-based ELA/Literacy and ELD goals that are grade-level specific and developmentally appropriate?
Rubric 2.2	How does the candidate apply findings from recent literacy assessments (e.g., screenings, literacy and/or language profiles, information provided by their cooperating teacher, student work samples, their observations of students) to plan for: <ul style="list-style-type: none"> foundational reading skills using a direct, systematic, and explicit approach to support students' literacy and language development? additional themes from the ELA/ELD Framework using integrated ELD, if appropriate, to support students' literacy and language development?
Step 2: Teach and Assess	
Rubric 2.3	How does the candidate teach selected foundational reading skills using a direct, systematic, and explicit approach to actively engage students in progressing toward meeting the ELA/Literacy and ELD goals?
Rubric 2.4	How does the candidate provide instruction in additional themes in the ELA/ELD Framework and, if appropriate, use integrated ELD, to actively engage students in progressing toward meeting the ELA/Literacy and ELD goals?
Rubric 2.5	How does the candidate use formative assessment to monitor student learning and adjust instruction to support students in progressing toward meeting the ELA/Literacy and ELD goals?
Rubric 2.6	How does the candidate use results of assessments to provide feedback to students about what they did well, where there were misconceptions or gaps in knowledge, and/or what students need to do next to continue progress toward and/or beyond the ELA/Literacy and ELD goals?
Step 3: Reflect	
Rubric 2.7	How does the candidate analyze the summative assessment results based on the performance criteria, identify learning patterns and/or trends, and determine what was effective and what instructional changes they would make to their approach(es) for literacy instruction?
Step 4: Apply	
Rubric 2.8	How does the candidate apply the analysis of student assessment results (formative and summative) to plan and teach a follow-up activity and provide a rationale, citing evidence from Steps 2 and/or 3?

Rubric 2.1 — Step 1: Plan

Essential Question: How does the candidate’s learning segment plan build on students’ assets, plan for a variety of assessments, align lessons to create a progression of learning, and address standard(s)-based ELA/Literacy and ELD goals that are grade-level specific and developmentally appropriate?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s learning segment contains inaccuracies in content.</p> <p>OR</p> <p>Candidate’s learning segment does not include ELA/Literacy and ELD goals that are grade-level specific and/or developmentally appropriate for students.</p> <p>OR</p> <p>Candidate’s learning segment does not include practices that build on students’ assets, cultures, languages, dialects, and/or home communities.</p> <p>OR</p> <p>Assessments are not connected to ELA/Literacy and ELD goals.</p> <p>OR</p> <p>Candidate’s lessons and assessments are misaligned and do not provide a progression of learning.</p>	<p>Candidate’s learning segment includes ELA/Literacy and ELD goals that are not clearly grade-level specific and developmentally appropriate for students.</p> <p>Candidate’s learning segment minimally includes practices that build on the diversity of students’ assets, cultures, languages, dialects, and/or home communities.</p> <p>Candidate plans a variety of assessments that partially connect to the ELA/Literacy and ELD goals.</p> <p>Candidate’s lessons and assessments minimally align with one another, resulting in an unclear progression of learning that will support students in making progress toward meeting the ELA/Literacy and ELD goals.</p>	<p>Candidate’s learning segment includes standard(s)-based ELA/Literacy and ELD goals* that are grade-level specific and developmentally appropriate for students.</p> <p>Candidate’s learning segment includes practices that build on the diversity of students’ assets, cultures, languages, dialects, and/or home communities.</p> <p>Candidate plans a variety of assessments (formative and summative) to determine that students are making progress toward meeting the ELA/Literacy and ELD goals.</p> <p>Candidate’s lessons and assessments align with one another to create a progression of learning that will support students in making progress toward meeting the ELA/Literacy and ELD goals.</p>	<p>All of Level 3, plus:</p> <p>Candidate’s learning segment plans for intentional differentiation and/or adaptations are developmentally appropriate to the learning needs of the students and facilitate equitable access to the ELA/Literacy and ELD goals.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate plans for assessments and learning activities clearly reflect the interconnectedness of foundational reading skills with the additional themes allowing for integrated instruction.</p>

*You must use the California Common Core State Standards for English Language Arts & Literacy, California English Language Arts/English Language Development (ELA/ELD) Framework, and California English Language Development Standards (CA ELD Standards).

Sources of Evidence:

- **Part A:** Written Narrative: Contextual Information
- **Part B:** Learning Segment Template
- **Part C:** Written Narrative: Description of Assessments
- **Part D:** Description or Blank Copy of One Summative Assessment and the Performance Criteria (e.g., in a rubric when appropriate)

TPEs and Elements: TPE 1, Elements 1, 4; TPE 3, Elements 1, 2, 3; TPE 4, Elements 1, 2, 3, 4; TPE 5, Element 1, 3; TPE 7, Elements 1, 2, 3, 10

Appendix J

LPA Pilot Summary of Candidate Performance

Credential Area	N Candidates	Pass Rate	Overall Mean Score	S.D.	Min	Max
MS- TK-3	58	98%	23	5.1	13	33
MS- 4-8	27	100%	20	5.7	14	34
EdSp- MMSN	66	97%	20	6.8	8	37
EdSp- ESN	42	95%	20	6.2	1	31
EdSp- ECSE	22	100%	20	3.6	15	27
EdSp- DHH	2	50%	16	6.4	11	20
EdSp- VI	2	100%	22	1.4	21	23
Total	218	97%	21	5.9	8	37

Summary of Candidate Performance: MS- TK-3; N= 58

Rubric	Mean	Min	Max
Rubric 1	2	1	5
Rubric 2	3	1	5
Rubric 3	3	1	5
Rubric 4	3	1	5
Rubric 5	3	1	5
Rubric 6	3	1	5
Rubric 7	4	2	5
Rubric 8	3	1	4

Summary of Candidate Performance: MS- 4-8; N=27

Rubric	Mean	Min	Max
Rubric 1	2	1	5
Rubric 2	5	1	5
Rubric 3	2	1	5
Rubric 4	3	1	5
Rubric 5	3	1	4
Rubric 6	2	1	4
Rubric 7	3	2	5
Rubric 8	3	1	3

Summary of Candidate Performance: EdSp-MMSN; N=66

Rubric	Mean	Min	Max
Rubric 1	2	1	5
Rubric 2	3	1	5
Rubric 3	3	1	5
Rubric 4	3	1	5
Rubric 5	3	1	5
Rubric 6	2	1	5
Rubric 7	3	1	5
Rubric 8	3	1	5

Summary of Candidate Performance: EdSp-ESN; N=42

Rubric	Mean	Min	Max
Rubric 1	2	1	4
Rubric 2	2	1	4
Rubric 3	3	1	4
Rubric 4	2	1	4
Rubric 5	3	1	5
Rubric 6	2	1	4
Rubric 7	3	1	5
Rubric 8	2	1	4

Summary of Candidate Performance: EdSp-ECSE; N=22

Rubric	Mean	Min	Max
Rubric 1	2	1	3
Rubric 2	3	1	5
Rubric 3	3	2	4
Rubric 4	2	1	4
Rubric 5	3	1	5
Rubric 6	3	2	5
Rubric 7	2	1	4
Rubric 8	3	1	4

Summary of Candidate Performance: EdSp-DHH; N=2

Rubric	Mean	Min	Max
Rubric 1	1	1	1
Rubric 2	2	1	2
Rubric 3	2	1	2
Rubric 4	2	1	2
Rubric 5	3	2	4
Rubric 6	3	2	3
Rubric 7	3	2	3
Rubric 8	2	1	3

Summary of Candidate Performance: EdSp-VI; N=2

Rubric	Mean	Min	Max
Rubric 1	3	1	4
Rubric 2	4	3	4
Rubric 3	3	2	4
Rubric 4	2	2	2
Rubric 5	3	2	3
Rubric 6	2	2	2
Rubric 7	4	2	3
Rubric 8	3	3	3

Appendix K

LPA Pilot Summary of Candidate Focus Student Selection

Focus Student Choice- MS TK-3		N*
District/school-identified English learner		34
Fluent English Proficient (reclassified English learner)		3
Heritage language speaker		-
Multilingual		4
District/school identified literacy-related disability		15
Dyslexia		3
Challenges with making progress toward meeting the ELA/Literacy standards		18
Gaps in knowledge and/or misconceptions related to the expected foundational skills for their grade level		8

Focus Student Choice- MS 4-8		N*
District/school-identified English learner		13
Fluent English Proficient (reclassified English learner)		2
Heritage language speaker		-
Multilingual		2
District/school identified literacy-related disability		6
Dyslexia		1
Challenges with making progress toward meeting the ELA/Literacy standards		13
Gaps in knowledge and/or misconceptions related to the expected foundational skills for their grade level		4

Focus Student Choice- MMSN		N*
District/school-identified English learner		30
Fluent English Proficient (reclassified English learner)		-
Heritage language speaker		-

* Not a unique count. Some candidates selected a focus student for multiple reasons.

Focus Student Choice- MMSN	N*
Multilingual	2
Needs support with language development	2
District/school identified literacy-related disability	32
Dyslexia	2
Challenges with making progress toward meeting the ELA/Literacy standards	16
IEP goal in the area of foundational reading skills	18

Focus Student Choice- ESN	N*
District/school-identified English learner	13
Fluent English Proficient (reclassified English learner)	3
Heritage language speaker	-
Multilingual	-
Needs support with language development	4
District/school identified literacy-related disability	26
Dyslexia	-
Challenges with making progress toward meeting the literacy standards	2
IEP goal in the area of foundational reading skills	10

Focus Student Choice- ECSE	N*
District/school-identified English learner	3
Heritage Language Speaker	-
Multilingual	-
Needs support with language development	-
At risk for a language and/or literacy-related disability	20
Developmental delay	-
Challenges with making progress toward meeting the ELA/Literacy standards	1
IEP goal in emergent (pre-academic) literacy skills	9

* Not a unique count. Some candidates selected a focus student for multiple reasons.

Focus Student Choice- DHH	N
District/school-identified English learner	-
Fluent English Proficient (reclassified English learner)	-
ASL learner	-
Experienced language deprivation	-
Heritage Language Speaker	-
Multilingual	-
Needs support with language development	-
District/school identified literacy-related disability	1
Dyslexia	-
Challenges with making progress toward meeting the ELA/Literacy standards	1
IEP goal in the area of foundational reading skills	-

Focus Student Choice- VI	N*
District/school-identified English learner	-
Fluent English Proficient (reclassified English learner)	-
Heritage Language Speaker	-
Multilingual	-
Needs support with language development	-
Vision, learning media, and access needs	2
Identified with additional disabilities (e.g., dyslexia)	-
Challenges with making progress toward meeting the ELA/Literacy standards	-
IEP goal in the area of foundational reading skills	2

* Not a unique count. Some candidates selected a focus student for multiple reasons.

Appendix L

LPA Pilot Learning Segment Template

Multiple Subject and PreK–3

Step 1: Plan—Part B: Learning Segment Template

Directions: Plan three to five literacy lessons and corresponding assessments and provide a brief outline by completing the learning segment template below. You can either:

- integrate selected foundational reading skills across the lessons

OR

- plan for at least one of the lessons to focus on selected foundational reading skills.

You must use the current California Common Core State Standards (CCSS) for English Language Arts and Literacy (ELA/Literacy), the English Language Art/English Language Development (ELA/ELD) Framework, and current California English Language Development (ELD) Standards to write your learning goals.

Learning goals may be the same across all lessons of the learning segment or may build with each successive lesson (activities and assessments).

For more information, see pages 9–10 of the LPA Guide.

Briefly summarize how your lessons apply findings from previous literacy assessments.¹

	Lesson 1	Lesson 2	Lesson 3
Developmentally appropriate, standard(s)-based ELA/Literacy Goal(s)			
Developmentally appropriate, standard(s)-based ELD Goal(s)			
Briefly summarize lesson activity(ies).			
Briefly describe assessment(s).			
If foundational reading skill(s) are the focus and/or a part of this lesson's learning goal(s): Identify the foundational reading skill(s) from the ELA/ELD Framework you will address in your lesson activities. ²			
If additional theme(s) are the focus and/or a part of this lesson's learning goal(s): Identify the additional theme(s) from the ELA/ELD Framework you will address in your lesson activities.			
If applicable, provide adaptations (e.g., IEP accommodations and/or modifications).			
If you have students who are English learners, explain how you will use integrated ELD.			

¹ Screenings, literacy and/or language profiles, information provided by your cooperating teacher, student work samples, and/or your observations of students

²You can either integrate selected foundational reading skills across the lessons OR plan for at least one of the lessons to focus on selected foundational reading skills.

If you are planning 4 or 5 lessons, complete the columns below.

	Lesson 4 (optional)	Lesson 5 (optional)
Developmentally appropriate, standard(s)-based ELA/Literacy Goal(s)		
Developmentally appropriate, standard(s)-based ELD Goal(s)		
Briefly summarize lesson activity(ies).		
Briefly describe assessment(s).		
If foundational reading skill(s) are the focus and/or a part of this lesson's learning goal(s): Identify the foundational reading skill(s) from the ELA/ELD Framework you will address in your lesson activities. ³		
If additional theme(s) are the focus and/or a part of this lesson's learning goal(s): Identify the additional theme(s) from the ELA/ELD Framework you will address in your lesson activities.		
If applicable, provide adaptations (e.g., IEP accommodations and/or modifications).		
If you have students who are English learners, explain how you will use integrated ELD.		

³You can either integrate selected foundational reading skills across the lessons OR plan for at least one of the lessons to focus on selected foundational reading skills.

Appendix M

LPA Pilot Study Qualitative Data

The following is additional information gathered from the surveys and focus groups that will inform the field test revisions. Statements provided below are a selection of successes and challenges from candidates, program coordinators, cooperating teachers, and assessors.

Successes:

Candidate

- "One success was being able to do small groups and one on one with my students and get to know them and their needs."
- "I really liked that I was able to a deep dive into foundational reading skills. When you take RICA there's only so much you can expand on. With the LPA you were better able to explain yourself."
- "My support people were very prompt on when we had to get each section done, so I was able to turn my submission in early. "
- "My experience with the LPA was very useful in developing as an educator. It was a bit stressful at first since we didn't have any samples to look over. However, I believed that collaborating with my peers who were also doing the LPA helped a lot as well."

Program Coordinators

- "A success was faculty collaboration. We revised our reading courses based on Standard 7 which also caused collaboration"
- "One success was the ability of our candidates to understand the terminology; it was aligned with our program."
- "Another success was that it gave us a sense of pride and joy that we had candidates who cared about teaching literacy to their students. Also, for candidates who struggle with tests like RICA, being able to show what they know in a PA was a welcome alternative. "
- "The pilot has shown us the gaps in our program that we need to address to support our candidates to be successful in the LPA assessment. It has been a learning experience for the candidates and the program, as well. It shows what we are doing well and what other areas we need to create or enhance to support our candidates' knowledge and skills in teaching literacy."

Challenges:

Candidate

- "A challenge I had was the accelerated pace of the pilot. We are only in our placements once a week and we lost one week due to spring break."
- "One challenge was it was long and the directions were intimidating."
- "A challenge was our professor was not familiar with the LPA. Sometimes they had to seek answers so it took longer for them to get back to us."

- DHH: "My class is conducted in ASL completely so that's been a challenge to provide linguistic curriculum following common core, but for DHH learners there isn't a commonality for the entire state. "

Program Coordinators

- "A big challenge was the ambiguity of the pilot and not having exemplars."
- "A challenge was the timing, including spring break."

Do you feel that a performance assessment provides a better opportunity to demonstrate your ability to teach reading, writing, listening, and speaking than a multiple-choice exam such as RICA?

Candidate

- "Agree. Putting your knowledge into practice is the best way to show it. You can tell in a classroom setting what's going to go well and what's not."
- "Definitely. Especially being ECSE my background is child development. I don't have a liberal [arts] degree so the requirements of RICA are more difficult."
- "I'm glad I did the pilot because I was stressed about having to take RICA. I like the PA because you get to see me ... what I have to offer as a teacher."
- The LPA is a good alternative from the RICA exam in that it embeds working with ELL students and works well to tie in UDL."
- "I believe the LPA is a better way to showcase literacy knowledge over the RICA."
- "My experience was great, and I loved how detailed it was and how clear the rubrics were as well as the assessment guide. It helped me know what to expect and do each step to the best of my ability."
- "I found the LPA to be extremely challenging in applying the knowledge and skills gained from coursework to creating a meaningful literacy lesson that targeted multiple learning needs, assets and strengths so each student had opportunity to engage and make progress towards meeting learning objectives. As challenging as it was, it was equally rewarding in achieving successes and learning from reflection on the effectiveness of the instruction. This was a much more effective way for me to demonstrate my learning of and ability to teach literacy skills to students with diverse needs. Rather than experiencing test anxiety which would have likely impacted my score in negative ways, the LPA gave me time to think, synthesize, utilize resources, and get know real students' abilities and needs. This provided me with a very meaningful, enriching learning experience in how to effectively teach literacy in an elementary class."
- "I truly appreciate that the state is recognizing that the RICA is antiquated, no longer applicable, and not a great way of assessing literacy knowledge. I think that all credential students would agree that the LPA is a much better solution!"
- "I am encouraged to see the LPA potentially supplanting the RICA, as it shows that the CTC is looking to implement more effective ways to assess teacher abilities."

Program Coordinators

- "It's better for programs. With PA you get rubric-based feedback that allows both candidates and programs to improve. RICA does not do that."
- "I love that they actually have to look at the literacy levels before they start to plan. That's an advantage over RICA. I love that the PA has them apply literacy in the real world."
- "Hands down. As someone who has taught the tiered literacy course for SDCOE, for candidates who got freaked out memorizing terms they were able to focus more on showing their understanding of the process than remembering the terms."

Did including these elements of candidate choice within the LPA seem helpful or challenging for you?

Candidate

- "Yes, flexibility on videos allowed her to pick best possible clips to show literacy. The number of lessons taught was good because her coop. Teacher doesn't always do literacy every day so it would have been difficult to get more lessons in."
- "I really appreciated the flexibility. In contrast to Cycle 1 which is very rigid, having the flexibility allowed me to be much more natural in teaching my lesson. Being able to select a FS that is either EL or just needing help with literacy."
- "I like being able to have different choices. For me, there was one section where we had to go back and submit the student portion and I only had two days before my students went on spring break. I did like having 20 minutes for the videos, but figuring out which clips to choose was stressful."

Program Coordinators

- "Yes, both helpful and challenging, but candidates appreciated having choices. Where they struggled the most with choice was the video clips. All of the choice at once was initially daunting, but as they worked their way through they were able to gain ownership over their choices."
- "Student choice was extremely helpful ... e.g. focus student. Video flexibility (not being constrained to 5 min) was extremely helpful."
- "We teach our candidates how important choice is, differentiated learning, so seeing it modeled in the LPA helps to reinforce that. The flexibility in the video, in particular, helped alleviate some of the stress"

Was focusing on one student an effective way to thoroughly understand their literacy learning needs?

Candidate

- "Yes, it allowed for scaffolding and because I was only in the classroom once a week. A lot of the supports I provided for that student helped the other students as well. It allowed me to connect better."

- "Having 1 focus student allowed us to focus more on the data even though we were collecting the data for the whole group."
- "Yes, definitely. One focus student help us identify several needs and strengths."

Program Coordinators

- "Yes, but in real classroom situations candidates must deal with a variety of students with a variety of literacy levels so it might be better to have 2 FCs. However, I agree that logistically 1 FC may be better."
- "I agree, but two of my instructors felt it was not quite deep enough for students to show what they know."
- "It was dependent on the candidate. I think there is a benefit to having more than one focus student for figuring out UDL. However, our DHH candidates usually work with one student at a time and for them it was a benefit and more authentic to their practice. For others it was perhaps less challenging only having to focus on one student."

Step 1: Plan: Were the instructions provided in the LPA guide adequate for you in completing this step?

Candidate

- "I didn't know how many additional themes to bring in."
- VI: "For me I believe it was how much information was needed. When you said brief, my brief was 3-4 pages long. Do I explain ECC or what a TVI does, should I have a background of all that description or just focus in on the case load or focus student."
- DHH "For me I learned about my body language ... my style of signing and that I need to slow down my spelling. I need to be more aware of my students and making my lessons more accessible to them."

Program Coordinators

- "More structure in the learning segment, including the steps of how you would teach the lesson."
- "I think it would be helpful if you separate standards and goals. In the current version of the TPA candidates struggle with the alignment with standards and goals. If you restructured standard/goal, standard, goal, standard/goal, candidates might have more success. "
- "The use of the word "brief" is vague – candidates need guidance as to what constitutes "brief" or use another term."

Step 2: Teach and Assess: Were the instructions provided in the LPA guide adequate for you in completing this step?

Candidate

- "I feel like the instructions were adequate. I liked how my professor provided us a timeline for getting it done."
- "More clarification needed whether there needed to be timestamps"

- "This is the part where I am having the most confusion. Do I tell my student my feedback and then write it out for you guys? There are different functional vision assessments. Which one do you want us to use? I know what to do, I just don't know how to do it. More explicit on feedback portion and what you're looking for would be helpful."

Program Coordinators

- "Similarly in the commentary template it was really open, which was good, but too easy to miss some prompt elements."
- "The foundational reading skills are important, but there is confusion around what that looks like for older students. This needs to be really laid out"
- "I think that the step 2 rubric - 2.6 - should have used term "actionable feedback" instead of the formula that is required, "what was done well, where there were misconceptions or gaps in knowledge."

Step 3: Reflect: Were the instructions provided in the LPA guide adequate for you in completing this step?

Candidate

- "I found it odd to write it on the student's paper. I would have preferred to have it in a one-on-one conversation."
- "I think this part definitely was confusing. Because my summative assessment was oral ... another was embedded in their lesson ... we didn't know if we should upload our assessment in step 2 or step 3. If summative is a performance, more instruction needed ... what exactly needs to be submitted."
- VI: "My feedback was very braille based. Visual impairment manifests differently in each child. You can't develop assessments across students. You have to come up with different lessons, accommodations, and assessments for each student. VI students can also have other disabilities, e.g. cognitive"

Program Coordinators

- "Looking at rubric 2.8 ... candidate provides "clear rationale" is not clear. It should elaborate that candidate should provide a rationale on the formative and summative assessment outcomes."
- "I appreciated the rubrics being after each step. We used the rubrics as we have with our other TPAs – starting with level 3. Had them do a self-assessment using the rubrics before they submit using Canvas."

Step 4: Apply: Were the instructions provided in the LPA guide adequate for you in completing this step?

Candidate

- "More explanation of "brief."

- "Also unfortunately my cooperating teacher (CT) had no idea and I felt like it was a pain for my CT. As I had requirements to meet."
- "For me, I like written so I didn't mind, but being ESN and wanting alternate options if other people were turning in verbal [commentary] responses it would be a good option to have."

Program Coordinators

- "Our candidates wanted to demonstrate what their students had done, but there was no place to submit that."
- "Looking at rubric 2.8 ... candidate provides "clear rationale" is not clear. It should elaborate that candidate should provide a rationale on the formative and summative assessment outcomes."
- "Some of her candidates wanted confirmation that 5 min step 4 video is separate and in addition to 20 min step 2 videos."
- "They weren't clear on whether the FS had to be part of step 4 apply?"

Program Support

Candidate

- "My institution gave an orientation which was helpful, but maybe an orientation from CTC would be helpful."
- "Yes, if there was a DHH teacher who is really familiar with the TPA that we could contact, that would be helpful ... especially for literacy we have to do a lot of accommodations for our deaf students ... for the TPA are you going to take into consideration our students language deprivation, etc."
- "Mini deadlines to have certain things completed by certain times. It was a lot. I spent over 60 hours."

Program Coordinators

- "It would be nice if programs could receive a submission status report right at deadline."
- "I would love to have a cooperating teacher webinar for every cycle. "
- "The only other thing that would be nice is exemplars. It would be helpful to have a video tutorial of the submission system."

Cooperating Teachers

- "The LPA seemed to cover all the bases of what would be beneficial in preparing a new teacher. All the templates were thorough and was a beneficial and practical experience."
- "I felt this LPA pilot was very helpful and beneficial to help teach literacy. Having the student teachers do hands on lessons gave more practical experience as opposed to learning from a book."
- "It was an involved process but extremely meaningful and worthwhile. It aligns with what educators do daily and serves as a process to ensure we are certificating qualified and effective new teachers into the profession."

- “I have mentored several teaching candidates the past few years from different credential programs. I think the LPA was helpful in preparing my current candidate for teaching.”

Rubrics

Candidate

- “Yes, I had a whole packet ... I printed them out ... as I was writing I was looking at the rubrics to make sure I addressed all of the [constructs]. I targeted level 3.”
- “Before I filled out anything I did read over the rubric and kept it in the back of my mind. After I was done with everything I pulled up the rubric to make sure everything was there and I didn’t miss anything.”
- “Yes, but it also made it hard because it caused me to [second guess] myself.”

Program Coordinators

- “We coached with sentence framing. We also started having the rubrics being mentioned and used in prior courses, e.g. tiered literacy instruction and tiered math instruction so they’re familiar with checking themselves before engaging in the TPA.”
- “As they completed the templates we would go over them using the rubrics. We created a self-assessment rubric that essentially turns the rubrics into questions.”
- “I helped candidates map rubric criteria to individual prompts in the templates so that they knew where they could provide evidence of each construct.”

Assessors

- Most thought the LPA rubrics, constructs, and essential questions were clear. Also, the assessors thought that the guide was well organized, and they were able to find the necessary information for scoring.
 - *The steps with the parts provided was helpful as I was scoring.*
 - *I felt the rubrics were very easy to follow.*
 - *I think there is some fine tuning to be done, but overall, I found the set-up to be fairly easy to navigate (with some practice)...*
- Rubric 2.1 had a lot of comments regarding the clarity of the plan and how it assisted them in making a score judgement
 - *the first construct in 2.1 should be clarified to ask for standards and goals. There should be a prompt in the template for construct 2 in 2.1. I would like to see evidence of DSE instruction be required in the video and not just in the written commentary. "*
 - *In 2.1 it is not made clear that the candidate needs to address the ELD and ELD frameworks in their description of their focus student.*
 - *Construct 2 of Rubric 1.1 is confusing. It details learning segment, but the learning segment doesn't ask about connection to student assets.*
- Pework and assessor training was extremely helpful – especially the bias training and the review of the ELA/ELD Framework and ELA/Literacy Standards

- Assessors were unsure whether the dyslexia prework was helpful in regard to scoring submissions
- But overall assessors valued the experience
 - *This was a rigorous but truly beneficial experience. I'm glad to be able to see firsthand how candidates are approaching the prompts.*
 - *It was a wonderful training experience, and it will make me more aware of my teaching practice within my teaching and co-teaching of special education students.*
 - *Having the chance to read through as a group was extremely helpful, and I especially liked the highlight suggestions. Those were critical to the scoring experience.*
 - *Having an opportunity to collaboratively assess was truly helpful because of the rich discussion we had and how we found ways to calibrate our understanding and assessment.*

Step 1: Plan

Candidates

- Focusing on one student was an effective strategy that enabled candidates to understand literacy learning needs and provide more targeted support, leading to better results.
- Candidates found the instructions for using ELA/Literacy standards and the ELA/ELD framework clear, but some found the framework complex and suggested simplified explanations for better understanding.
- The directions for planning English Language Development (ELD) were clear and helpful, but candidates recommended the inclusion of concrete examples for better comprehension.
- The instructions in the LPA guide were generally found to be clear and comprehensive, but some candidates noted areas of ambiguity and a lack of examples.
- For future LPA field tests, candidates suggested improvements such as providing examples, simplifying language, clarifying ambiguous points, and offering additional resources for better guidance and support.

Program Coordinators

- Focusing on one student was effective in helping candidates thoroughly understand the students' literacy learning needs. This approach allowed candidates to take a deeper dive into understanding the learning needs of their focus student.
- The LPA instructions around using the ELA/Literacy standards and the ELA/ELD framework to plan lessons and assessments were generally clear to program coordinators, but some candidates struggled with understanding what was expected.
- Program coordinators suggested improving clarity in the instructions for Step 1: Plan. They recommended separating standards and goals, providing guidance on what constitutes 'brief', and breaking apart the first question in the first template.

- For Step 1 of the LPA field test, program coordinators recommended changes such as separating standards and goals, providing clearer definitions of terms, and restructuring the first question in the first template to support future candidates.
- Guidance should be provided for expectations around foundational skills in the upper grades.

Step 2: Teach and Assess

Candidates

- Reviewing video recorded teaching practice was beneficial for many candidates, allowing them to observe their teaching style and body language, and adjust their practices accordingly.
- Despite initial discomfort, the process of being on camera was recognized as a useful exercise in improving teaching skills and supporting student learning.
- Candidates appreciated the option to provide either a verbal or written narrative for their commentary, though some found the expectations for the verbal option unclear.
- Many candidates found the instructions for Step 2: Teach and Assess clear and adequate, with the inclusion of rubrics particularly appreciated.
- Feedback from professors or peers was instrumental in understanding and completing the step, though some confusion arose regarding the instructions on timestamps.

Program Coordinators

- Clarify requirements for the summative assessment, including what must be submitted and whether the summative and/or feedback need to be video recorded.
- Review and revise prompts so they do not contain multiple components.
- For Step 2 of the LPA field test, program coordinators recommended changing the language around direct, explicit, and systemic approaches to “direct, systematic, and/or explicit” to avoid candidates scoring low on several rubrics due to misunderstanding these terms.
- Rubric 2.6: Add the term “actionable feedback.”

Step 3: Reflect

Candidates

- Clarify guidelines for administration and feedback for the summative assessment.
- Provide explicit instructions tailored to different types of summative assessments, such as oral or performance-based assessments.
- Streamline the prompts to avoid redundancy.
- Add page requirements (for all templates).

Program Coordinators

- Clarify what needs to be submitted for a summative assessment

Step 4: Apply

Candidates

- Most candidates felt they had enough evidence from both formative and summative assessments to make informed decisions on whether to re-teach or extend learning goals.
- Having multiple lessons or activities over several days allowed candidates to gather sufficient evidence, see improvements, and identify gaps which informed re-teaching or extending the materials.
- Consider adding video commentary option for Step 4.
- Rubric 2.8: Clarify that the candidate needs to reteach **or** extend, not both, and if the focus student needs to be included

Program Coordinators

- Rubric 2.8: Clarify that the candidate needs to reteach **or** extend, not both, and if the focus student needs to be included
- Rubric 2.8: Include formative and summative assessment outcomes in the rationale
- Consider having candidates submit student work in Step 4.

Rubrics

Assessors

- Training to clarify definitions of terms used in the rubrics, such as “foundational skills”, “theme”, “direct”, “systematic”, and “explicit” approaches.
- The rubrics and the templates provided to the candidates should align. For instance, if a rubric asks for practices that build on students’ assets, the template should also include a question about this.
- Rubric Complexity: 2.1 was considered by some assessors to be too complex, making it difficult for candidates to meet all the constructs.
- Language and Scoring: The language used in the rubrics needs to be reviewed for clarity, and scoring between levels was sometimes challenging.
- Some constructs are too long or complex and could be shortened or broken into smaller sentences for better understanding.
- For the Special Education TPA, there should be more focus on accommodating and modifying instruction based on students’ disability/ability.
- If the goal is a Level 3 or higher, highlighting a Level 3 throughout all of the rubrics could show this is what the goal is.
- VI: The rubrics need to address the unique assessment and instructional strategies that Teachers of the Visually Impaired (TVIs) use to assess and teach literacy skills.

Candidates

- Program Support: Weekly classes and peer review sessions were held to help students understand and apply the rubrics for self-assessment. However, the level of support

varied, with some students feeling rushed or unsupported, particularly by their cooperating teachers.

- Self-Assessment: Many candidates used the rubrics to self-assess their work before submission, ensuring they met at least the Level 3 criteria and that all constructs were addressed.

Additional Feedback

- Offering specialized support, such as access to a Deaf and Hard of Hearing (DHH) teacher familiar with the Teacher Performance Assessment (TPA) requirements,
- Encouraging programs to incorporate opportunities for teachers to review video recordings of their teaching sessions could enhance self-reflection and self-improvement. This allows teachers to observe their teaching style, level of engagement with students, and overall effectiveness, leading to better understanding and development.
- Video tutorial of the submission process (this was offered but would like it as a standalone resource)