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## **Workgroup Resource:** ***Resources to Support Lines of Inquiry***

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### **Commission Sources**

1. [Teaching Performance Expectations](#)  
The California Teaching Performance Expectations (TPEs) define the knowledge, skills, and abilities teachers need to effectively support the learning of diverse students. These expectations are divided into six main areas: engaging and supporting students, creating effective learning environments, understanding and organizing subject matter, planning instruction, assessing student learning, and developing as a professional educator.
2. [Teaching Performance Assessment Design Standards](#)  
The California Teaching Performance Assessment Design Standards provide a framework for developing valid, reliable, and equitable assessments. These assessments are designed to evaluate teacher candidates' ability to meet the Teaching Performance Expectations (TPEs).
3. [Common Standards](#)  
Common Standards address aspects of program quality that apply to all credential programs, regardless of type. Institutions or program sponsors must respond to each Common Standard by providing relevant information and supporting documentation for the programs they offer.
4. [Preliminary Multiple Subject and Single Subject Credential Program Standards](#)  
Preconditions are program requirements that are grounded in California Education Code, California Code of Regulations, or Commission on Teacher Credentialing (Commission) policy. In addition to the Program Standards and Teaching Performance Expectations (TPEs), programs must be aligned with the Preconditions at all times. Programs can find links to current preliminary and intern program preconditions and evidence guidance documents for each set of preconditions on the Commission webpage.
5. [Accreditation Framework](#) and [Handbook](#)  
The Accreditation Framework documents the policies of the Commission for accrediting colleges, universities, and local education agencies that prepare teachers and other educators for state licensure and professional practice in California's public schools. The Accreditation Handbook provides guidance for programs and individuals participating in accreditation activities.
6. [Program completion surveys](#)  
The Commission Program Completion Surveys collect feedback from teacher candidates, mentors, and employers on the effectiveness of California's educator preparation programs.

## Commission Meeting Agenda Items

1. [5E: Workgroup to Review the Design and Implementation of Teaching Performance Assessments](#)

This item presents an overview of the project plan for the Workgroup to Review the Design and Implementation of Teaching Performance Assessments (RDI-TPA). It includes a description of the RDI-TPA Workgroup selection processes and list of recommended applicants for the Commission to consider for appointment to the workgroup.

2. [Public Comment from Education Trust West on Item 5E](#)

In this public comment, EdTrust-West supports the Commission's creation of a workgroup to improve teaching performance assessments (TPAs), urging a focus on using data to reduce racial disparities and enhance the experience for all candidates. They emphasize the need for equitable access to quality teacher preparation and efforts to support and retain diverse educators in California.

3. [2C: Annual Report on the Commission Approved Teaching and Administrator Performance Assessments](#)

October 2023; This agenda item provides information and candidate pass rate data for each of the Commission-approved performance assessments from 2018 to 2023, including the California Teaching Performance Assessment (CalTPA), edTPA, Fresno Assessment for Student Teachers (FAST) and California Administrator Performance Assessment (CalAPA).

4. [2D: Options to Study and Improve California's Teaching Performance Assessments](#)

December 2023; This agenda item provides for Commission consideration options to study and improve California's teaching performance assessments. In addition, next steps are described to further support teacher candidates with a potential adoption of a secondary passing standard for the CalTPA and edTPA models.

5. [4F: Update on the Teaching Performance Assessment: A Report from the Learning Policy Institute and Further Information Re: Implementation of the Teaching Performance Assess...](#)

June 2024; At the April 2024 meeting, while discussing Agenda item 5A, Commissioners posed several questions regarding implementation of the Teaching Performance Assessment (TPA) requirement. This agenda item provides further information in response to these questions for Commissioner consideration and discussion.

## TPA Model Resources

1. [CalTPA Program Guide](#)

The CalTPA Program Guide offers information and evidence-based practices for implementing the CalTPA, with a focus on supporting teacher candidates throughout the process.

2. [CalTPA Performance Assessment Overview](#)

This document details the two instructional cycles of the California Teaching Performance Assessment (CalTPA): Learning About Students and Planning Instruction, and Assessment-Driven Instruction. It outlines steps for planning, teaching, reflecting, and applying practices,

and provides essential rubric questions to evaluate student engagement, lesson effectiveness, and assessment usage.

3. [FAST \(Fresno\) Manual](#)

The FAST 2.0 manual offers guidelines for the Fresno Assessment of Student Teachers (FAST), which includes two key performance assessments: the Site Visitation Project (SVP) and the Teaching Sample Project (TSP). It outlines steps for planning, implementing, and reflecting on lessons and includes rubric-based scoring criteria aligned with California's Teaching Performance Expectations (TPEs) to assess candidates' readiness for a Preliminary California Credential.

4. [EdTPA Website](#)

The EdTPA website offers resources for teacher candidates and programs to support their preparation and assessment processes.

### **Secondary Sources**

1. [Teaching Performance Assessment Comparability study](#)

This report evaluates the comparability of the three Commission-approved Teaching Performance Assessment (TPA) models—FAST, CalTPA, and edTPA—used for teacher credentialing in California. It examines how each model aligns with the Commission's Assessment Design Standards (ADS) and Teaching Performance Expectations (TPEs), concluding that while the models differ in design, they equitably assess teacher candidates.

2. [California Teachers Association Teacher Performance Assessment Survey](#)

This document contains a letter from the California Teachers Association (CTA) to the Commission, highlighting concerns about the negative impacts of Teacher Performance Assessments (TPAs) on teacher preparation, well-being, and diversity. It presents survey results, member comments, and recommendations, calling for the elimination or significant revision of TPAs.

3. [Using Teaching Performance Assessments for Program Evaluation and Improvement in Teacher Education](#)

This article discusses how teaching performance assessments (TPAs) can be used to evaluate and improve teacher education programs. It explores the role of TPAs in shaping teacher licensure, program evaluation, and professional development, and identifies challenges related to policy, equity, and implementation. The article offers recommendations for leveraging TPAs as tools for enhancing educational quality.