

RDI-TPA Workgroup Model Sponsor: CalTPA

44320.4

(a) To ensure the teaching performance assessments described in Sections 44320.2 and 44320.3 are valid and authentic, formative in nature, embedded in preparation, and inform program improvement through the accreditation system, the commission shall convene a workgroup to assess current design and implementation of the state's current teaching performance assessments.

Formative in Nature: The design of the CalTPA is purposefully formative in nature, providing the opportunity for a candidate to complete one cycle, receive scores and feedback, and then complete the second cycle. The two cycles should be woven into the preparation program; the candidate should not experience the CalTPA as an additional expectation of the preparation program.

Formative for Candidates

- The CalTPA is organized into 2 cycles that are designed to be done in a sequence, Cycle 1 then Cycle 2; program sponsors have the opportunity to teach and embed them according to their program design.
 - Cycle 1 and 2 have some commonalities, so if the candidate is in the same placement for both cycles, some of the materials can be utilized for both performance assessments.
 - If a candidate completes and submits one cycle and receives their score report, they will receive feedback on that cycle before they move to the next cycle.
 - For each cycle, the candidate can choose what they will teach
 - The CalTPA is designed to be completed and supported by cooperating teachers, faculty mentors, and other candidates.
- The rubric constructs provide specific feedback on all aspects of the performance assessment. This allows candidates to review their own work either on their own or in collaboration with other support personnel at their school site or through their program sponsor.
- The lesson does not have to be perfect! The CalTPA model is designed to be supportive of new teachers with detailed instructions and rubrics and assessment that allow for a candidate to teach a lesson that may not go completely to plan.
 - In Step 3: Reflect candidates are asked to deeply look at their own teaching and the outcomes for students in the lesson, (what went well, what needs to be improved upon).
 - In Step 4: Apply, candidates are asked to describe the next steps they will take to progress student learning. If the next step is a reteach of skills students did not acquire in the first round, that is acceptable.
- The CalTPA model is designed to be a natural harvest of what teachers should be doing every day. In a preparation program, candidates need to complete 600 fieldwork hours and be observed formally a minimum of 6 times per semester or 4 times per

quarter for a total of 12 formal observations per academic year. The CalTPA should be included in these 12 observations so the candidate is not doing their clinical practice work in isolation, then doing additional work to complete the CalTPA.

- The Commission has determined that candidates should be getting 144 hours of general support and 45 hours of EL support each year from their Cooperating Teacher and Faculty mentors throughout their formal observation process in the 600 hours of fieldwork. These observations and coursework are designed to support a candidate in the development of the craft of teaching, and this feedback should be used to implement a Teacher Performance Assessment.
- Candidates are able to determine their own timeline for CalTPA submission. There are set dates for scores to be released, approximately every three weeks. ([Link to Submission Dates for the 2024-2025 academic year](#))

Formative for Program Sponsors

- Programs receive regular data around scores and condition codes in Results Analyzer to allow them an opportunity to engage in conversations around continuous improvement.
- Coordinators, Faculty and Mentors are supported through meetings, office hours, and professional development offered by Commission staff on a regular basis. There is also an annual conference where program sponsors support one another with sessions describing their best practices and sharing tools for the implementation of the CalTPA.
- Programs have the freedom to embed the CalTPA in the way that works best for their candidates that fits within their context and requirements of their institutional calendars.
- In the 22-23 Academic Year, the following percentage of program sponsors used the CalTPA:
 - Multiple Subject Credential Program: 62%
 - Single Subject Credential Programs: 60%
 - Education Specialist: 70%
- ([PSA 24-02](#)) TPA Secondary Passing Standards: Preparation programs can recommend candidates for a preliminary teaching credential who have met all other credential requirements and have demonstrated competence across all Teaching Performance Expectations (TPEs) but scored just below the Commission adopted passing standard on their CalTPA. Programs can use this information when supporting a candidate in developing their Individual Development Plan or IDP for Induction.

Resources and Links:

- [CalTPA Faculty Policies and Resources](#)
- [CalTPA Score Reporting Policies](#)
- [TPA Best Practice Videos](#)
- [CTC YouTube Channel](#)
- How to Read CalTPA [Score Report](#)
- [Four-Step Cycle](#)
- Venn Diagrams that shows how the two cycles fully measure candidate progress

- o [Operational](#)
- o [Field Tests](#)
- Annual Meredith Fellows Implementation Conference ([Link to 2024 Program](#))
- CalTPA Performance Assessment Office Hours (2024-2025 Academic Year)

Audience	Day	Time	Meeting Link
CalTPA Candidates	Every Wednesday	4:15-5:00 pm	Zoom
Preliminary Teacher Education Faculty & Staff	1st and 3rd Thursdays	10:00-10:50 am	Zoom
Ed Specialist CalTPA Program Coordinators	1 st and 3 rd Fridays	10:00-10:45 am	Zoom

(Corresponds with part II of the slide deck template)

(1) An analysis of any modifications needed to current assessments to ensure they are valid and authentic to the work of teaching, reasonable to implement in the wide range of classroom settings across the state, and appropriate for beginning teachers.

CalTPA Validity and Authenticity: The California Teaching Performance Assessment (CalTPA) is designed to evaluate the competencies of candidates across various credential types, including PK-3, Multiple Subject, Single Subject, and Ed Specialist. Each CalTPA assessment aims to ensure that candidates possess the necessary skills and knowledge to effectively teach in diverse educational settings. The validity of the CalTPA is rooted in its authentic practices, specifically alignment with educational standards, natural harvest of evidence, assessment development and design, evidence-based scoring, and continuous improvement all of which work together to ensure that the assessment accurately measures candidates' teaching competencies.

Alignment with Teaching Performance Expectations (TPEs) and State Standards

- The CalTPA adheres to each of the three standards and required elements of the [California Teaching Performance Assessment Design Standards](#):
 - o Assessment Design Standard 1: Assessment Designed for Validity and Fairness
 - o Assessment Design Standard 2: Assessment Designed for Reliability and Fairness
 - o Assessment Design Standard 3: TPA Model Sponsor Support Responsibilities
- The validity of the CalTPA is rooted in its alignment with the California Teaching Performance Expectations (TPEs) and the California Department of Education (CDE) State Standards ensuring that the tasks are age/grade-level specific.
 - o Candidates utilize various credential-specific frameworks such as the Preschool/Transitional Kindergarten Learning Foundations (PTKLF), English Language Arts (ELA), English Language Development (ELD), Braille Standards, Core Content Connectors (CCC), Common Core, and/or Next Generation Science Standards (NGSS) to develop grade-level learning goals for their students ([see Venn Diagram](#)).

- As specified in Design Standard 1, the CalTPA uses analytic rubrics, multi-level scoring, that are crafted to align with the language in the credential-specific TPEs.

Natural Harvest of Evidence

- Each CalTPA cycle is integrated into the candidate's clinical practice requiring candidates to engage in authentic teaching activities. This includes planning lessons, selecting focus students, writing rationale for instructional choices, teaching, assessing student progress, and reflecting on their practices to determine next steps for learning. Tasks are designed to mirror the real-world demands of teaching within their clinical placement setting.
- Credential-Specific: Each CalTPA is uniquely tailored to the credential type that candidates are pursuing as they develop and implement lesson plans specific to their clinical placements and the students that they are teaching. For example, the PK-3 CalTPA asks candidates to demonstrate developmental appropriateness in their instructional strategies while the Single Subject CalTPA emphasizes subject-specific lesson planning and content delivery.
- The CalTPA encourages candidates to work closely with their cooperating teacher/mentor in reviewing data about their classroom population and focus students.
- The CalTPA is embedded within the preliminary preparation program so that candidates can seek consistent feedback from faculty/peers and support through coursework, assignments and readings.
- The CalTPA allows candidates options in how they demonstrate their teaching skills, such as choosing lesson format, focus student selection, student engagement strategies, or the way they assess student learning. This flexibility allows candidates to select tasks that best align with their teaching context, making the assessment more relevant to their individual instructional setting.
- The CalTPA allows candidates the opportunity to demonstrate their capacity to teach actual students at a school site through multiple modes, by writing narratives and providing commentary for videos in response to prompts and providing evidence such as lesson plans, student work products, assessments (formative and summative) and performance criteria, feedback to students, and other instructional materials.
- Field Test Development: The current field test introduces more flexibility in how candidates submit their work. For both Step 2: Teach and Assess and Step 4: Apply in the field test versions of the Math and Literacy CalTPA, candidates can choose between submitting either a written or verbal commentary, allowing them to select the format that best showcases their skills and communication style ([see Math Cycle Field Test](#)).

Assessment Development and Design

- The initial design and development of each CalTPA is a collaborative effort guided by workgroups and/or design teams composed of educators, subject-matter experts, and field practitioners ([see Design Team/Workgroups](#)).

- Each CalTPA assessment is developed and then pilot and field tested in classrooms across the state in various clinical settings and credential pathways so that candidates, program coordinators, and assessors can provide specific feedback for improvements.
 - The current field tests include the Math Cycle in the fall for PK-3, Education Specialist Deaf and Hard of Hearing (DHH), Early Childhood Special Education (ECSE), and Visual Impairments (VI), and the Literacy Performance Assessment (PA) in the spring for PK-3, Multiple Subject (MS), and all Education Specialist credential areas.
- Standard Setting: For the CalTPA, standard setting is a content-focused, structured process in which a panel of California educator content area experts review sample responses, the content of an assessment, carefully considers the performance expectations being measured, relevant data and potential pass rates at various scores to make an informed judgment about the minimum performance level that candidates would need to demonstrate to pass the assessment.
 - Composition: The Standard Setting Panel consists of up to 25 members composed of educators, subject-matter experts, and field practitioners. The Commission's Executive Director will appoint the Standard Setting Panel members following an application and selection process.

Evidence-Based Scoring

- CalTPA assessors are either teachers or work in the teacher preparation field. The authenticity of the assessment is supported by the use of analytic rubrics. Assessors are trained to look for evidence that corresponds to the construct in the rubric ([see assessor qualifications](#)).
- Scoring for the CalTPA is performed by trained assessors who hold the same credential the candidate is seeking (e.g., PK-3, Multiple Subject, Single Subject, or Ed Specialist).
 - Assessors undergo a 2-day calibration training, during which they must consistently align their scoring to established rubrics to qualify. This process ensures that the scoring is consistent, fair, and each submission is equitably scored so that there is alignment with the analytic rubrics of each assessment and valid across diverse candidates and teaching contexts.
 - Monthly Validity Meetings: Assessors meet monthly to discuss their scoring of a pre-scored submission to ensure they apply scoring consistently and fairly.
 - Implicit Bias Training: In addition to technical calibration, scorers also complete implicit bias training as a standard to mitigate unconscious biases that may impact judgment.
 - Preparation programs can access scoring data through Results Analyzer at the rubric level for candidates and use this information to inform program development.
- Candidate data is available three weeks after each submission window deadline. Submission dates are published annually on the [California Educator Credentialing Assessments website](#).

Continuous Improvement and Feedback

- The CalTPA is continually refined based on qualitative and quantitative data such as annual feedback from programs, assessors, and candidates, and rubric scores (e.g., mean average scores for first time users). This data-driven process ensures that the assessment remains aligned with evolving educational standards and practices.
 - Revisions, such as the introduction of flexible submission formats and/or rubric changes, are examples of how CalTPA responds to feedback from the field.
 - CalTPA MS and SS are on version 7 (or year 7) of implementation.
 - CalTPA Ed Specialist (MMSN and ESN) is on version 3 (or year 3) of implementation.

Resources and Links:

- [TPE/CSTP Alignment](#)
- [Venn Diagram of State Standards and Learning Goals](#)
- [PA Design Standards](#)
- [LPA Pilot Item](#) August 2023 – Validity (pg 17-26)
- [LPA Item](#) – Authenticity Survey responses
- [Design Teams/Workgroups](#)
- [Assessor Requirements](#)
- [Assessor Qualifications - By Credential Area](#)
- [Performance Assessment Annual Report](#) – Review of data from 2018-2023

(Corresponds with part III of the slide deck template)

Reasonable to Implement in a Wide Range of Classroom Settings: Candidates demonstrate their capacity to teach actual students at a school site through multiple modes, by writing narratives and annotating videos in response to prompts and providing teaching and learning work samples such as lesson plans, student work products, assessments (informal, student self-assessment, and formal) and rubrics, feedback to students, and other instructional materials. The CalTPA is embedded in the preparation program; the program faculty and other educators who support candidates at school sites during clinical or supervised teaching guide candidates through the two cycles in an authentic manner. The two cycles step the candidate through the practice of what teachers actually do on a typical teaching day at work as they support students in the learning process.

- **Candidate Choices**
 - Math, ELA/Literacy, ELD standards, or Core Content Connectors taught in the lesson or learning segment
 - **EdSp- Core Content Connectors**
 - The Core Content Connectors (CCCs) align with the CA Common Core State Standards (CCSS) for Math and ELA/Literacy and are designed for students who are eligible for the California Alternate Assessments (CAA) for Math or who access an alternate curriculum as a part of their IEP.

- Candidates can use these in place of standards in their lesson plans or learning segment if it is appropriate for the students in their submission.
 - In addition, their learning goals can be based on the Core Content Connectors.
 - Allows for use of district adopted materials and curriculums
 - Group of students
 - Group size
 - Reteach or extension
 - Modality of response
 - **Operational Cycle 1-**
 - Step 1- Lesson Plan Template or use of own lesson plan
 - Step 4- Written or Video Narrative
 - **Operational Cycle 2**
 - Step 3- Formal Assessment Response- product, process, or performance
 - **Math Cycle Field Test**
 - Step 1- Lesson Plan Template or use of own lesson plan
 - Step 2- Written or Video Commentary
 - Step 4- Written or Video Narrative
 - **Literacy Performance Assessment Field Test**
 - Step 2- Written or Video Commentary
 - Step 3- Student Summative Assessment Response- product, process, or performance, Written or verbal student feedback
 - Step 4- Written or Video Commentary
- **Asset-Based Instruction**
 - Rubrics and evidence submitted takes into account the cultural and linguistic assets of the children/students
- **Natural harvest of evidence**
 - Candidates pull from what is occurring within clinical practice (e.g. student work samples, video of lessons)
 - 600 hours of clinical practice
 - in initial student teaching (200 hours, complete cycle 1)
 - in final student teaching, (400 hours inclusive of 4-weeks of solo teaching, complete cycle 2)
 - Designed to be completed in 4-6 weeks
- **Flexibility in group size for planning and filming**
 - **Operational**
 - **Multiple Subject (MS)/Single Subject (SS) Cycle 1-** The candidate plans for the whole class (including the 3 Focus Students) and films with two or more students
 - **Mild to Moderate Support Needs (MMSN) Cycle 1-** The candidate has the choice to plan for a whole class/small group (including the 3 Focus Students) and to film with two or more students

- **Extensive Support Needs (ESN) Cycle 1-** The candidate has the choice to plan for a whole class/small group (including the 3 Focus Students) and to film with one or more students
- **MS/SS Cycle 2-** The candidate plans for a whole class. Two or more students must appear in Video Clips 1-3. One or more students must appear in Video Clip 4.
- **MMSN Cycle 2-** The candidate has the choice to plan for a whole class or small group. The candidate films with the group they plan. Two or more students must appear in Video Clips 1-3. One or more students must appear in Video Clip 4.
- **ESN Cycle 2-** The candidate has the choice to plan for a whole class, small group, or individual student. The candidate films with the group or individual they plan for.
- **Literacy Performance Assessment Field Test**
 - **MS, PK-3, MMSN:** The candidate has the choice to plan for a group of students (group size determined by the candidate). The candidate films with the group they plan for.
 - **ESN, Early Childhood Special Education (ECSE), Deaf and Hard of Hearing (DHH):** The candidate has the choice to plan for one or more student(s)/child(ren). The candidate films with the group or individual they plan for.
 - **Visual Impairments (VI):** The candidate plans for one Focus Student from their caseload. The video(s) can feature the Focus Student working individually OR the Focus Student working with additional students.
- **Math Cycle Field Test-**
 - **PK-3-** The candidate has the choice to plan for three or more children (including the 3 Focus Children). The candidate must film with two or more children.
 - **ECSE, DHH-** The candidate has the choice to plan for three or more students/children (including the 3 Focus Students/Children). The video(s) can be of the focus student(s)/child(ren) working with the candidate individually OR the focus student(s)/child(ren) working together with the candidate (with or without additional students/children).
 - **VI-** The candidate plans for one Focus Student from their caseload. The video(s) can feature the Focus Student working individually OR the Focus Student working with additional students.
- **Bilingual Submissions**
 - Candidates are able to submit portions of their submission in the language of instruction, including the videos.
 - 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 assessor).

- o The candidate is not required to provide any translations or transcriptions.
- **Focus Students:** Candidates can choose their focus students and adapt the lesson to meet their needs
 - o **Cycle 1 Operational**
 - **MS/SS**
 - **FS1:** English learner, redesignated English learner, student who needs support with English language development
 - **FS2:** student identified as having a disability with an IEP or a 504 plan, student identified for GATE who will be participating in the lesson, student who has recently been referred for specialized support or who requires additional learning support in the general education setting.
 - **FS3:** student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention
 - **EdSp- MMSN and ESN**
 - **FS1: all of the choices in MS, OR** a student who needs support with language-based or expressive-language development.
 - **FS2:** student with more than one identified disability (e.g., intellectual disability and orthopedic impairment, autism and speech and language impairment) or a student who has received and/or is receiving related services (e.g., GATE, occupational therapy, speech/language services) due to identified needs in the IEP
 - **FS3: all of the choices in MS**
 - o **Math Cycle Field Test**
 - **PK-3**
 - **FS1:** child who requires additional support with making progress toward meeting the grade level math strands/standards, has gaps in knowledge, and/or has misconceptions related to expected math understanding. This may be a child who the district has identified as having a disability with an IEP, a 504 plan, and/or receiving Multi-Tiered System of Support (MTSS) that impacts their access to math.
 - **FS2:** child who is a district/school-identified English learner, is Fluent English Proficient (reclassified English learner), is a Heritage language user, or is multilingual, or a child who needs support with English language development.
 - **FS3:** child whose life experience(s) either inside or outside of school may result in a need for additional social and emotional and/or academic support.

- **ECSE**
 - **FC1: all of the choices in PK-3 OR**, a child who has a developmental delay or has a math or preacademic IEP goal
 - **FC2: all of the choices in PK-3 OR** or a child who needs support with language development.
 - **FC3: all of the choices in PK-3 OR**
- **DHH**
 - **FS1: all of the choices in PK-3 OR** a student who has an IEP goal in math.
 - **FS2: all of the choices in PK-3 OR** a student who is an ASL learner, has experienced language deprivation, a student who needs support with language development
 - **FS3: all of the choices in PK-3 OR**
- **VI**
 - **FS:** student who, in addition to having a visual impairment,
 - requires additional support with accessing instruction in math due to the impact of their sensory impairment, with making progress in the Expanded Core Curriculum (ECC) related to math, or with making progress toward meeting the math strands/standards **OR**
 - if they are a braille user, requires additional support with the CA Braille Mathematics Standards **OR**
 - has gaps in knowledge or has misconceptions related to expected math understanding. This may be a student who has an IEP goal in math. **OR**
 - has a need for concept development, uses augmentative and alternative communication (AAC), or uses tactile or pro-tactile ASL. **OR**
 - is a braille or pre-braille user, district/school-identified English learner, Heritage language user, or is multilingual, or a student who requires extensive modifications to the curriculum or with an expressive-language need. **OR**
 - has had life experience(s) either inside or outside of school that may result in a need for additional social and emotional and/or academic support.
- **Literacy Performance Assessment Field Test**
 - **PK-3/MS-** Select a student who meets one or more of the following criteria:
 - a district/school-identified English learner, Fluent English Proficient (reclassified English learner), a Heritage language speaker, or a multilingual .
 - a student who has a district/school identified literacy-related disability (e.g., dyslexia),

- a student who has challenges with making progress toward meeting the ELA/literacy strand(s)/standards,
- a student who has gaps in knowledge, or misconceptions related to the expected foundational reading skills for their grade level.
- **MMSN/ESN-** Select a student who meets one or more of the following criteria:
 - **all of the choices in MS/PK-3 OR**
 - who needs support with language development
 - has an IEP goal in the area of foundational reading skills
- **ECSE-** Select a child who meets one or more of the following criteria:
 - **all of the choices in MS/PK-3 OR**
 - who needs support with language development
 - is at risk for a language and/or literacy-related disability
 - has a developmental delay
 - has an IEP goal in emergent (pre-academic) literacy skills (e.g., letter identification, sorting, discriminating sounds)
- **DHH-** Select a student who meets one or more of the following criteria:
 - **all of the choices in MS/PK-3 or MMSN/ESN OR**
 - an ASL learner, has experienced language deprivation
- **VI-** Select a student who, in addition to having a visual impairment, meets one or more of the following criteria:
 - **all of the choices in MS/PK-3 or MMSN/ESN OR**
 - requires additional support with accessing instruction in literacy due to the impact of their sensory impairment, with making progress in the Expanded Core Curriculum (ECC) related to literacy, or with making progress toward meeting the ELA/literacy strands/standards
 - if they are a braille user, requires additional support with the Braille Reading Standards
 - This may be a student who has an IEP goal in another area of literacy.
 - has a need for concept development or a student who uses augmentative and alternative communication (AAC) or uses tactile or pro-tactile ASL. You may also select a student who is a braille or pre-braille user, or a student who requires extensive modifications to the curriculum or with an expressive-language need.

Resources and Links:

- Assessment Guides
 - Operational MS/SS [Cycle 1](#) and [Cycle 2](#)
 - Operational ESN [Cycle 1](#) and [Cycle 2](#)
 - Field Test- Math Cycle- [ECSE](#), [DHH](#), and [VI](#)

- o Literacy Performance Assessment- [MS/PK-3](#), [MMSN](#), [ESN](#), [ECSE](#), [DHH](#), and [VI](#)
- [LPA Pilot Study](#)
- [Bilingual Submission Requirements](#)
 - o [LPA Field Test](#)
- [Four Step Graphic](#)
- Evidence tables
 - o Literacy Performance Assessment Field Test- [MS](#)
 - o [Math Cycle Field Test- PK-3](#)
- Math Cycle Field Test [Suggested Timeline](#)
- Literacy Performance Assessment Pilot [Suggested Timeline](#)

(Corresponds with part IV of the slide deck template)

Appropriate for Beginning Teachers: The CalTPA was designed to provide teacher candidates the opportunity to demonstrate their ability to plan asset-based instruction and assessments, teach and assess learning of a class of actual students, reflect on their practice (for both themselves and all their students), and apply what they learned through their teaching, assessing, and reflection to future learning experiences for their students. This teaching and learning cycle serves as the framing for the four steps of the CalTPA.

The mindset of an effective teacher candidate is one that embraces evidence-based decision making and reflection. New teachers do this by moving through the teaching and learning cycle of plan, teach and assess, reflect, and apply to support student learning.

- **Rubrics Assess Teaching Performance Expectations (TPE's)**
 - o Rubric essential questions are calibrated to measure descriptions of teaching performance outlined in the TPE's
 - o Rubric level 3 reflects the candidate meeting TPE level performance
- **Two Cycle Structure**
 - o Cycle 1 Steps reflect a student teacher's experience in the first semester of student teaching (planning and teaching single lessons with support, creating positive learning environment, informally assessing student learning)
 - o Cycle 2 Steps reflect what student teachers typically do later in their placements (Planning units, developing assessments, planning future instruction based on analysis of a variety of assessments)
- **Assessment Guide Design**
 - o Step by step instructions are provided to support candidates in applying the learning from their coursework and clinical placement to the performance assessment.
 - o The Guides support candidates in understanding the overall structure and intent of the CalTPA through a variety of modalities and increasing level of detail.

- **Program Support for Candidates Outlined in the CalTPA Program Guide**
 - Under Program Standard 5 of the Common Program Standards: Implementation of a Teaching Performance Assessment, programs are required to provide support for candidates' successful completion of a TPA.
 - The Commission outlines supports for both Required and Acceptable Supports that programs provide to support candidates in completing the TPA
 - Program Guide emphasizes that the CalTPA is not an assessment candidates complete on their own
 - The CalTPA Program Guide provides an overview of the CalTPA and resources and suggestions for supporting candidates' successful completion of the assessment
 - Requirements and suggestions for remediation support for CalTPA candidates are found on Page 9 of the CalTPA Program Guide

Resources and Links:

- [Common Standards, Program Standard 5: Implementation of a Teaching Performance Assessment](#)
- [CalTPA Program Guide](#)
- LPA Pilot [Cooperating Teacher webinar](#)
- LPA Pilot [Survey data](#)
- [CDE letter to program sponsors about their role in supporting candidates with performance assessment requirements.](#)

(Corresponds with part V of the slide deck template)

44320.2

(6) Analyze possible sources of bias in the performance assessment and act promptly to eliminate any bias that is discovered.

Eliminating Bias in the Assessment and with Assessors:

- **Mitigating Bias in CalTPA Development**
 - Composition of Design Teams and Workgroups is selected to balance regions, higher ed/district representation, and multilingual backgrounds
 - Draft CalTPA Assessment Guides and Rubrics are reviewed by Bias Review Committees
 - Design Teams and Workgroups are provided with Implicit Bias Training
 - All CalTPA materials are ADA compliant
- **Mitigating Scoring Bias**
 - All assessors receive ongoing Implicit Bias Training
 - Monthly assessor validity meetings focus on factors that may lead to implicit bias in scoring

- o Processes are in place to assure recruitment and retention of a diverse assessor pool (Please see Appendix A regarding CalTPA assessor ethnicity data in the Annual Report on the Commission Approved Teaching and Administrator Performance Assessments, October 2023)
- o CalTPA assessors are trained to focus only on evidence outlined in Rubric Essential Questions and Rubric constructs
- o Assessor backgrounds and experience must align with Assessor Qualifications
- o Evaluation Systems maintains a Quality Management Plan (QMP) related to all aspects of scoring validity and reliability including standards for calibration, double scoring processes, inter-rater reliability, limits on assessor scoring to assure focus and accuracy, and monitoring assessor scoring validity and reliability.

Resources and Links:

- Links to training(s) that assessors attend
 - o Example [Implicit Bias Training](#) Video
 - o Example of an [Operational CalTPA Assessor Training](#)
 - o Sample assessor training materials for LPA Field Test
 - [UCLA Introduction to Dyslexia Module](#)
 - Review [TPE domains](#), [ELD/ELA Framework](#), [CCSS ELA/Literacy Standards](#) **OR** Watch *Recentering the ELA/ELD Framework* webinar session #1: [found here](#).
 - Assessors pre-read the LPA assessment guide for their designated credential area
 - Assessors pre-read a pre-selected candidate submission that will be used in their training.
- [QMP](#)
- [Bias Review Process Overview](#)
- Recruit and Retain assessors of color (Please see Appendix A in the October 2024 [Annual Report](#) on the Commission Approved Teaching and Administrator Performance Assessment)

(Corresponds with part VI of the slide deck template)