

## Handout for Item 2A: Day 1 General Session

### Statutes that Shape the Development and Implementation of Teaching Performance Assessments

The following tables include each of the primary statutory references to teaching performance assessments (TPA) included in the Education Code. The RDI-TPA Workgroup reviewed EC 44320.2 during its first meeting to begin identifying key provisions of this code section. Added to this table for RDI-TPA Workgroup reference are EC 44259(b), which establishes the requirement that candidates complete a professional preparation program that includes a TPA, 44320.3, which requires the Commission to develop a Literacy Performance Assessment as part of the TPA that replaces RICA, and 44320.4, which establishes the RDI-TPA workgroup. Under each section of code, the specific rights and responsibilities of candidates, educator preparation programs, the Commission, TPA model developers, and accreditation are detailed.

#### 44259

*44259(b) The minimum requirements for the MS, SS or SPED preliminary credential include... (3)(A) Satisfactory completion of a program of professional preparation that has been accredited by the COA on the basis of standards of program quality and effectiveness that have been adopted by the commission. In accordance with the commission's assessment and performance standards, a program shall include a teaching performance assessment as set forth in Section 44320.2 that is aligned with the California Standards for the Teaching Profession. The commission shall ensure that a candidate recommended for a credential or certificate has demonstrated satisfactory ability to assist pupils to meet or exceed academic content and performance standards for pupils adopted by the state board.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
Responsibility: Complete an accredited Preparation Program that includes an approved TPA; Demonstrate satisfactory ability to assist pupils to meet or exceed academic content and performance standards adopted by the SBE	Responsibility: Include a TPA (per 44320.2) aligned with CSTP; Recommend candidates for a credential who have demonstrated ability to assist pupils to meet SBE standards	Adopt standards of program quality and effectiveness for use in accreditation; Adopt assessment and performance standards; Adopt CSTP; Ensure candidates recommended for credentials have demonstrated ability to assist pupils to meet or exceed SBE standards	TPAs must be included in an accredited EPP and aligned with the CSTP	Accredit programs based on CTC standards of program quality and effectiveness that include a TPA that meets assessment and performance standards adopted by CTC

**44320.2**

*44320.2 (b) Commencing July 1, 2008, for a program of professional preparation to satisfy the requirements of paragraph (3) of subdivision (b) of Section 44259, the program shall: include a teaching performance assessment that is aligned with the California Standards for the Teaching Profession that is congruent with state content and performance standards for pupils adopted by the state board*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
Right: Access to a TPA included in their professional preparation program that is aligned with CSTP and congruent with state standards for students adopted by SBE	Responsibility: Include a TPA that is aligned with CSTP and congruent with state standards for students adopted by SBE in all teacher preparation programs		TPAs must be included in an accredited EPP and aligned with the CSTP and congruent with state standards for students adopted by SBE	Accredit programs based on CTC standards of program quality and effectiveness that include a TPA that meets assessment and performance standards adopted by CTC

*(b)(1) In implementing this requirement, institutions or agencies may do the following: Voluntarily develop an assessment for approval by the commission. Approval of any locally developed performance assessment shall be based on assessment quality standards adopted by the commission, which shall encourage the use of alternative assessment methods including portfolios of teaching artifacts and practices.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
	Right: Programs may develop their own assessment for CTC approval based on Performance Assessment design standards thus encouraging innovation	Approve alternative TPAs that meet assessment standards established by the Commission		

*(b)(2) In implementing this requirement, institutions or agencies may ... participate in an assessment training program for assessors and implement the commission developed assessment.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
	Right: EPPs may participate in TPA assessment training and implement CTC model	Develop a state model; provide training for implementation		

*(c) **The commission** shall implement the performance assessment in a manner that does not increase the number of assessments required for teacher credential candidates prepared in this state. A candidate shall be assessed during the normal term or duration of the preparation program of the candidate*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
Right to reasonable number of assessments; Right to be assessed during normal term or duration of the preparation program	Responsibility: ensure that all candidates have the opportunity to be assessed during the normal term or duration of the preparation program	Do not increase number of assessments required for candidates		Monitor EPPs to ensure that all candidates have the opportunity to be assessed during the normal term or duration of the preparation program

*(d) Subject to the availability of funds in the annual Budget Act, the commission shall perform all of the following duties with respect to the performance assessment:*

*(1) Assemble and convene an expert panel to advise the commission about performance standards and developmental scales for teaching credential candidates and the design, content, administration, and scoring of the assessment. At least one-third of the panel members shall be classroom teachers in California public schools.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
		Assemble an expert panel (1/3) teachers) to advise on performance standards and scales as well as the design, content, implementation and scoring of TPAs		

*(2) Design, develop, and implement assessment standards and an institutional assessor training program for the sponsors of professional preparation programs to use if they choose to use the commission developed assessment.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
		Design, develop, implement assessment standards and assessor training program for EPPs that choose to use the CTC developed assessment		

*(3) Establish a review panel to examine each assessment developed by an institution or agency in relation to the standards set by the commission and advise the commission regarding approval of each assessment system.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
	Right to use the CTC assessment or another approved model	Review and approve alternative TPA models		

*(4) Initially and periodically analyze the validity of assessment content and the reliability of assessment scores that are established pursuant to this section.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
		Monitor validity and reliability of assessment scores	Maintain validity and reliability of assessment scores	

*(5) Establish and implement appropriate standards for satisfactory performance in assessments that are established pursuant to this section.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
		Adopt passing standards for all models		

*(6) Analyze possible sources of bias in the performance assessment and act promptly to eliminate any bias that is discovered.  
 (7) Collect and analyze background information provided by candidates who participate in the performance assessment, and report and interpret the individual and aggregated results of the assessment.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
		Analyze and address possible sources of bias in TPAs; Collect and analyze background info from candidates; Report and interpret individual and aggregated TPA results	Analyze and address possible sources of bias in TPAs	

*(8) Examine and revise, as necessary, the institutional accreditation system pursuant to Article 10 (commencing with Section 44370), for the purpose of providing a strong assurance to teaching candidates that ongoing opportunities are available in each credential preparation program that is offered pursuant to Section 44320, Article 6 (commencing with Section 44310), Article 7.5 (commencing with Section 44325), or Article 3 (commencing with Section 44450) of Chapter 3 for candidates to acquire the knowledge, skills, and abilities measured by the assessment system.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
Right to assurance that all EPPs provide ongoing opportunities to acquire the knowledge, skills and abilities measured by the assessment system	Responsibility: Provide ongoing opportunities for candidates to acquire the knowledge, skills and abilities (KSAs) measured by the assessment system	Examine and revise accreditation system to provide strong assurance to candidates that each EPP provides an opportunity for candidates to acquire the KSAs measured by TPAs		Ensure that all programs provide opportunity for candidates to acquire the KSAs measured by TPAs

*(9) Ensure that the aggregated results of the assessment for groups of candidates who have completed a credential program are used as one source of information about the quality and effectiveness of that program. The commission shall report the number of programs with low pass rates and assist these programs to use evidence-based strategies to support candidates to pass the assessment for all administrations of the assessment. There shall be no fees to candidates for these instructional supports.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
Right: if enrolled in a program with low TPA pass rates, candidates have a right to receive support from their EPP to pass the TPA at no additional cost above and beyond their regular tuition and fees.	EPPs with low TPA pass rates must engage with the CTC to receive assistance to implement evidence-based strategies to use in providing additional support to candidates to pass TPAs. EPPs may not charge additional fees above and beyond regular tuition and fees to provide additional support to candidates to pass TPAs	Ensure accreditation system is informed by aggregated results of TPAs; report the number of programs with low pass rates; assist these programs to use evidence-based strategies to support candidates to pass TPAs		Review the aggregated results of TPAs for candidates enrolled in and/or completing preparation as one source of information about the quality and effectiveness of preparation

*(e) The commission shall ensure that each performance assessment pursuant to subdivision (b) is state approved and aligned with the California Standards for the Teaching Profession and is consistently applied to candidates in similar preparation programs.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
Right to fairness in implementation of TPAs across EPPs and institutions implementing the same model	Responsibility to meet standards and accreditation requirements that ensure TPAs are consistently applied to candidates in	Approve each TPA for use in use in EPPs; ensure each TPA is aligned with the CSTP; ensure that each TPA is consistently applied to candidates in	Each approved TPA must be consistently applied to candidates in similar preparation programs and aligned with the CSTP	Ensure that each TPA is consistently applied to candidates in similar preparation programs

	similar preparation programs and pathways	similar preparation programs		
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*(e) continued: The commission shall ensure that any approved performance assessment is compliant with this section and meets the commission standards for administration. To the maximum feasible extent, each performance assessment shall be ongoing and blended into the preparation program*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
	TPA must be ongoing and blended into EPP	Ensure that any approved TPA is compliant with 44382.2 and meets PADS; Ensure each TPA is ongoing and blended into EPP	Must comply with 44320.2 and meet PADS; Must be ongoing and blended into the EPP	Ensure each TPA is ongoing and blended into EPP

*(e) continued: To the maximum feasible extent, each performance assessment shall produce the following benefits for credential candidates, sponsors of preparation programs, and LEAs that employ program graduates:*

*(e)(1) The performance assessment shall be designed to provide formative assessment information during the preparation program for use by the candidate, instructors, and supervisors for the purpose of improving the teaching knowledge, skill, and ability of the candidate.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
Right to receive formative assessment feedback during their program for their use to improve their KSAs	Responsibility: implement TPAs in a manner that provides formative information to candidates, instructors and supervisors in order to improve the KSAs of each candidate	Ensure that accreditation standards address these expected outcomes	Must be designed to offer formative feedback during the EPP for use by candidates, instructors and supervisors to improve KSAs of candidates	Indirect responsibility: to accreditation is the CTC's only tool that can leverage this set of outcomes



*(e)(2) The performance assessment results shall be reported so that they may serve as one basis for a recommendation by the program sponsor that the commission award a teaching credential to a candidate who has successfully met the performance assessment standards.*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
Rights: to understand that their TPA results inform their EPP's decision to recommend them for a credential	Include individual TPA results as one source of information to support EPP recommendation for a credential		Must produce results that can serve as one basis for recommending a candidate for a credential	Include this expectation in preconditions or standards

*(e)(2) continued: The commission shall maintain a secondary passing standard for the teaching performance assessment that may be used, with consideration of other evidence of the candidate's performance related to the California Standards for the Teaching Profession, for a program sponsor's recommendation of a candidate to the commission for a teaching credential*

<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
Candidates who score within a secondary passing standard may request that their EPP rely on scores and other evidence to recommend them for a credential	EPPs may rely on a secondary passing standard and other relevant evidence to recommend a candidate for a credential	Maintain a secondary passing standard and inform EPPs regarding their right to recommend a candidate based on the secondary score and other evidence for a credential		

<i>(e)(3) The formative assessment information pursuant to paragraph (1) and the performance assessment results pursuant to paragraph (2) shall be reported so that they may serve as one basis for the individual induction plan of the new teacher</i>				
<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
	Report formative information and TPA results (to whom?) so they may serve as one basis for the individual induction plan for the new teacher	Ensure that standards and preconditions used in accreditation attend to the use of formative info and TPA results collected during preliminary preparation inform induction	Report formative info and TPA results for use in induction	Ensure formative info and TPA results are collected and used to inform candidate induction

### 44320.3

<i>(a) By July 1, 2025, the commission shall ensure that an approved teaching performance assessment for a preliminary multiple subject credential, as required by Section 44320.2, and for a preliminary education specialist credential assesses all candidates for competence in instruction in literacy, including, but not limited to, evidence-based methods of teaching foundational reading skills, as described in paragraph (4) of subdivision (b) of Section 44259.</i>				
<b>Candidate Rights and Responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
Beginning in 2025-26, complete and pass an approved Literacy Performance Assessment (LPA) to earn a preliminary MS or SPED credential	By July 1, 2025, implement an approved TPA for MS, SPED (and PK-3) credential candidates assesses all candidates for competency in literacy, including evidence-based methods of teaching foundational reading skills per EC 44258(b)(4)	Ensure that by July 1, 2025 an (any and all?) approved TPA for MS, SPED (and PK-3) credentials assesses candidates for competence in literacy, including evidence-based methods of teaching	Assess competence in instruction in literacy, including but not limited to, evidence-based methods of teaching foundational reading skills as described in EC 44258(b)(4)	

		foundational reading skills per EC 44258(b)(4)		
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*The commission shall ensure that any competencies assessed pursuant to this section are assessed in a manner aligned to the requirements of subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259, the commission's standards of program quality and effectiveness and current teaching performance expectations, and the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the state board.*

<b>Candidate rights and responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
		Ensure by that competencies assessed on an approved LPA assesses them in a manner aligned to the requirements of EC 44259(b)(4)(A) and (B), the commission's standards of program quality and effectiveness and current teaching performance expectations, and the current ELA/ELD Framework adopted by the state board.	Assess competencies on an LPA that are aligned to the requirements of EC 44259(b)(4)(A) and (B), the commission's standards of program quality and effectiveness and current teaching performance expectations, and the current ELA/ELD Framework adopted by the state board.	

*The commission shall ensure that the assessment meets the commission's adopted teaching performance assessment design standards for validity, reliability, and sponsor support responsibilities.*

<b>Candidate rights and responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
		Ensure that LPA(s) Align with the CTC adopted TPA assessment design standards for validity, reliability and sponsor support responsibilities	Align with the CTC adopted TPA assessment design standards for validity, reliability and sponsor support responsibilities	

*(b) Before requiring successful passage of the teaching performance assessment for the preliminary multiple subject teaching credential and the preliminary education specialist credential pursuant to subdivision (a), the commission shall certify that all of the teacher education programs approved by the commission pursuant to Section 44227 provide instruction in the knowledge, skills, and abilities required in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259.*

<b>Candidate rights and responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
Right to develop the KSAs needed to teach reading	Align with CTC standards for literacy and undergo CTC Certification to ensure they provide instruction in the KSAs required in 44259(b)(4)(A) and (B)	Certify that all MS and SPED programs provide instruction in the KSAs required in EC 44259(b)(4)(A) and (B)		Certify that all MS and SPED programs provide instruction in the KSAs required in EC 44259(b)(4)(A) and (B)

*(c) Commencing on July 1, 2022, and annually thereafter, until the requirements of this section are met, the commission shall report to the appropriate fiscal and policy committees of the Legislature on its progress in meeting the requirements of this section and Sections 44259.6 and 44259.7, including how stakeholders were engaged in the process of meeting the requirements of this section and Sections 44259.6 and 44259.7.*

<b>Candidate rights and responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
		Report annually to the appropriate fiscal and policy committees of the Legislature on its progress in meeting the requirements of this section and Sections 44259.6 and 44259.7, including how stakeholders were engaged in the process of meeting the requirements of this section and Sections 44259.6 and 44259.7.		

#### **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.*

<b>Candidate rights and responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
Right to engage in a TPA that is formative in nature	Embed TPAs in EPPs in ways that provide formative feedback	convene a workgroup to assess current design and implementation of the	Designed for validity, authenticity, and are formative in nature,	Confirm formative nature and embedding of TPAs and rely on (data

and embedded in their EPP		state's current teaching performance assessments.	embedded in prep and inform program improvement through the accreditation system	gathered during) implementation of TPAs to inform program improvement
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*(b) The commission shall select classroom teachers, teacher educators, and performance assessment experts to form the workgroup described in subdivision (a). At least one-third of the workgroup members shall be classroom teachers in California public schools. The commission shall not appoint any person to the workgroup with a financial interest in any teacher licensure assessment. The commission shall consult with statewide labor organizations and other representative organizations for recommendations of workgroup members.*

<b>Candidate rights and responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
		Select classroom teachers, teacher educators and experts in PA to serve on the workgroup; ensure no member has a financial interest in a TPA; consult labor and other interested entities for nominees to serve on the WG		

*(c) The workgroup shall develop recommendations to be presented to the commission by March 1, 2025, and the commission shall vote to adopt a set of recommendations by July 1, 2025. At a minimum, the recommendations from the workgroup shall include:*

*(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.*

*(2) Recommendations for how programs might embed the assessments into coursework and clinical work to avoid duplicative work for candidates.*

*(3) Suggested questions for program completer surveys to understand candidate experience of programmatic support for assessment completion.*

*(4) Recommendations to strengthen the accreditation system to ensure programs embed the assessment in coursework and clinical work, offer sufficient clinical and pedagogical support, and support candidates to pass the assessment.*

*(5) Recommendations for how programs can engage in local scoring of the assessment to inform program improvement.*

<b>Candidate rights and responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
		Support the workgroup to develop recommendations that address specified aspects of the design and implementation of TPAs and make recommendations to the CTC by March 2025; CTC required to act on recommendations by June 2025		

*(d) Notwithstanding Section 10231.5 of the Government Code, the commission shall report to the Legislature annually, beginning on October 15, 2025, and through October 15, 2028, and in compliance with Section 9795 of the Government Code, on the progress of the workgroup in making its recommendations and actions taken by the commission to implement the recommendations it adopts.*

<b>Candidate rights and responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
		Report to the legislature beginning on 10/15/25 and through 10/15/28 on workgroup and CTC progress		

*(e) Meetings of the workgroup are subject to the requirements of the Bagley-Keene Open Meeting Act*

<b>Candidate rights and responsibilities</b>	<b>Program Rights and Responsibilities</b>	<b>Commission Responsibilities</b>	<b>TPA Design Requirements</b>	<b>Accreditation Responsibilities</b>
		meet in accordance with Bagley Keene		