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CalTPA
California Teaching Performance Assessment

Education Specialist CalTPA
California Teaching Performance Assessment

CalAPA
California Administrator Performance Assessment

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CalTPA Presentation Agenda

Today we will discuss the CalTPA model and provide the workgroup with information that includes:

- Overview of Model
- Formative in Nature
- Valid and Authentic to the Work of Teaching
- Reasonable to Implement in a Wide Range of Classroom Settings
- Appropriate for Beginning Teachers
- Eliminate Bias

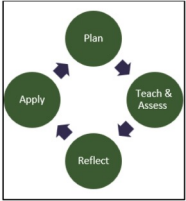Presentation to the RDI-TPA Workgroup   1

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CalTPA Model Overview

The teaching performance assessment is a required component of a preliminary program for candidate seeking one of the following credentials:
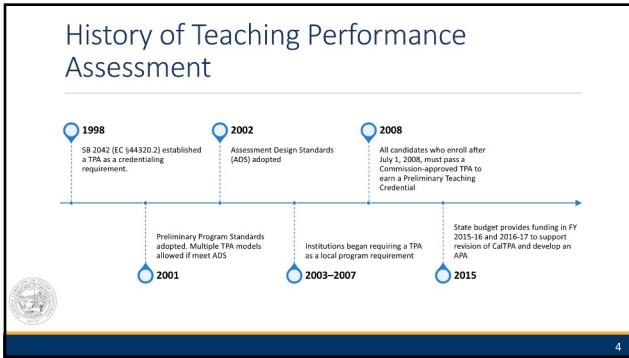
- Multiple Subject
- PK-3 ECE Specialist
- Single Subject
- Education Specialist

The CalTPA is a two-cycle model that is designed to be completed in a clinical practice placement organized by an educator preparation program.
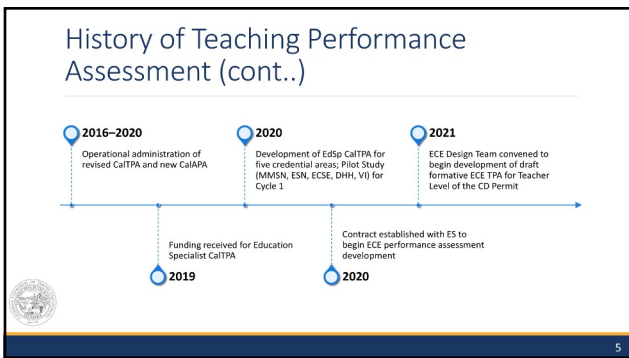
Plan · Teach & Assess · Reflect · Apply

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History of Teaching Performance Assessment

1998
SB 2042 (EC §44320.2) established a TPA as a credentialing requirement.

2002
Assessment Design Standards (ADS) adopted

2008
All candidates who enroll after July 1, 2008, must pass a Commission-approved TPA to earn a Preliminary Teaching Credential

Preliminary Program Standards adopted. Multiple TPA models allowed if meet ADS
2001

Institutions began requiring a TPA as a local program requirement
2003–2007

State budget provides funding in FY 2015-16 and 2016-17 to support revision of CalTPA and develop an APA
2015

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History of Teaching Performance Assessment (cont..)

2016–2020
Operational administration of revised CalTPA and new CalAPA

2020
Development of EdSp CalTPA for five credential areas; Pilot Study (MMSN, ESN, ECSE, DHH, VI) for Cycle 1

2021
ECE Design Team convened to begin development of draft formative ECE TPA for Teacher Level of the CD Permit

Funding received for Education Specialist CalTPA
2019

Contract established with ES to begin ECE performance assessment development
2020

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History of Teaching Performance Assessment (cont..)

2022
Literacy Performance Assessment Design Team convened to begin development of draft Literacy PA

2024
January-April- Literacy Performance Assessment Pilot runs for MS and EdSp- MMSN, ESN, ECSE, DHH and VI

2024
September- RDI-TPA Workgroup holds its first meeting

PK-3 ECE Regulations Approved
2023

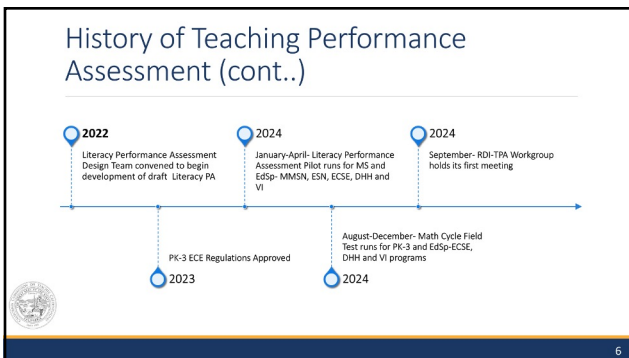August-December- Math Cycle Field Test runs for PK-3 and EdSp-ECSE, DHH and VI programs
**2024**

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Critical Concepts

CalTPA Cycle 1
- Selection of Focus Students who potentially learn, process information, communicate, move, and experience life in unique ways.
- Creating a Positive and Safe Learning Environment
- Monitoring Students' Learning of Content
- Establishing Expectations for Content-Specific Learning

CalTPA Cycle 2
- Learning Segment: A series of related lessons moving toward a common goal, typically a series of lessons that are part of a larger unit
- Rubrics for Student Work
- Instructional Adaptations (Accommodations and/or Modifications)
- Student Feedback
- Educational Technology

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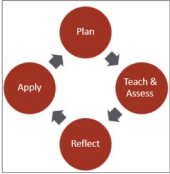
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How is the CalTPA formative in nature?

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Formative for Candidates: Organized Into 2 Cycles

Together through two Instructional Cycles, teacher candidates are able to demonstrate their skills as a new teacher. They each focus on different TPEs.

Universal TPE Elements Addressed in CalTPA Cycle 1- MS, MMSN, and ESN

TPE 1	TPE 2	TPE 3	TPE 4	TPE 5	TPE 6
Element 1	Element 1	Element 1	Element 1	Element 2	Element 1
Element 4	Element 2	Element 2	Element 2	Element 8	Element 5
Element 5	Element 3	Element 3	Element 4		
Element 6	Element 4	Element 5	Element 5		
Element 8	Element 5		Element 7		
	Element 6				

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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 addressed in Cycle 1/the Math Cycle	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:
			Presentation to the RDI-TPA Workgroup			Element 11 9

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Formative for Candidates: Rubrics and Essential Questions

The rubrics and essential questions are detailed and broken out to set candidates up for success.

Individual constructs are designed to provide specific feedback to candidates about the evidence they submitted

Rubric 1.5 — Step 2: Teach and Assess

Essential Questions: How does the candidate maintain a positive and safe learning environment* that supports all students to access and meet the content-specific learning goal(s) and ELD goal(s)? How does the candidate establish clear expectations for content specific learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not demonstrate or explain why or how a positive and safe learning environment is established. **OR** Candidate does not use instructional strategies to support students to access and meet content specific learning goal(s). **OR** Candidate does not establish content specific learning expectations during the lesson.	Candidate minimally demonstrates and briefly explains strategy(ies) attempted to establish a positive and safe learning environment. Candidate uses instructional strategies that loosely support students to access and meet content-specific learning goal(s). Candidate establishes vague content-specific learning expectations during the lesson.	Candidate demonstrates and explains how a positive and safe learning environment was established (e.g., candidate includes barrier-free space for independent mobility and/or sensory accommodations). Candidate uses instructional strategies and adaptations (accommodations and/or modifications) that support students to access and meet content-specific learning goal(s). Candidate demonstrates and explains how and why the UDL strategy(ies) used establish an inclusive environment that supports students to learn. Candidate establishes clear expectations for content-specific learning during the lesson.	**All of Level 3, plus:** Candidate and students interact with each other through questioning and conversation that demonstrate positive and respectful rapport with each other and reinforce deep learning of content. Candidate and student dialogue (e.g., discussion, questions and answers, sharing ideas) clearly leads to deep learning of content.	**All of Levels 3 & 4, plus:** Candidate provides a rationale for how these high-leverage practices establish an inclusive environment that supports all students to learn and how these strategies provide equitable access to content.

*For example: establishing clear expectations, creating a welcoming environment, organizing a safe environment for all students that includes barrier-free space for independent mobility and/or sensory accommodations, greeting students, establishing positive rapport

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Formative for Candidates: Embedded in the Program

Clinical Practice — TPA Cycles — Coursework
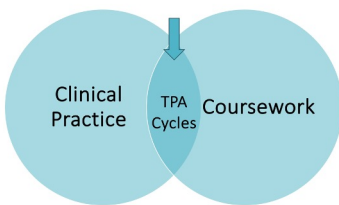
The CalTPA is designed with the expectation that candidates are to be supported during coursework and clinical practice by faculty mentors, cooperating teachers, and peers.

Programs are required to provide multiple formative opportunities for candidates to prepare for the TPA tasks/activities. (Program Standard 5B)

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Formative for Programs:
Data and Continuous Improvement

Preparation programs have access to individual candidate registration, score reports, and analysis via Pearson's edReports and ResultsAnalyzer® tools on a monthly basis.

This information provides programs with up-to-date data on the performance of their candidates and can be used to facilitate continuous improvement actions.

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Formative for Programs:
Secondary Passing Standard

TPA Secondary Passing Standards: (PSA 24-02) 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 jointly creating an **Individual Development Plan (IDP)** for Induction.

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How is the CalTPA valid and authentic?

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Valid and Authentic: CalTPA Alignment with Design Standards

CA Performance Assessment Design Standards (PADS):

Design Standard 1: Validity and Fairness	
Alignment with TPEs/CSTPs	CalTPA tasks are designed to assess candidates' performance using the California Teaching Performance Expectations (TPEs)/California Standards for the Teaching Profession (CSTPs).
Content-Specific Pedagogy	CalTPA tasks are tailored to reflect grade-level and subject-specific teaching requirements that align with CA state standards and frameworks.
Design Standard 2: Reliability through Calibration	
Assessor Calibration	CalTPA assessors participate in continuous training and calibration to ensure consistent and reliable scoring across all submissions.
Analytic Scoring Rubrics	CalTPA rubrics align with credential-specific TPEs and assessors use these rubrics to identify clear evidence within the submission.
Design Standard 3: Sponsor Support	
Program Support Resources	CalTPA staff provide a program faculty guide to assist program faculty and coordinators, conduct weekly office hours for candidates, and offer training and PD sessions throughout the year to support program faculty and coordinators. Webinars are recorded and hosted on the CTC YouTube channel for easy access.
Ongoing Professional Development	Evaluation Systems and CTC staff provide assessors with annual training sessions, monthly validity meetings, and access to lead assessors for questions and support in scoring.

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Valid and Authentic: Connection with CDE Standards and Frameworks
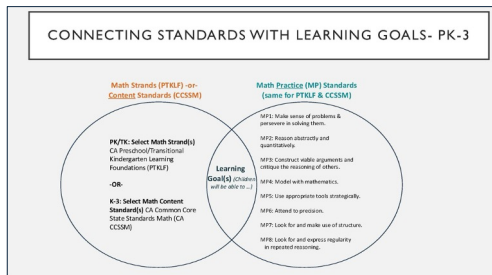
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Valid and Authentic: Embedded in Teacher Preparation

The CalTPA is designed to be **embedded in teacher preparation programs**, ensuring candidates receive:

- Ongoing **feedback** from faculty and peers
- Structured **support** through coursework, assignments, and readings

The CalTPA is **embedded in clinical practice**, requiring candidates to:

- **Plan** lesson(s) based on student's assets with clear learning goals tied to state standards
- **Select** focus students that require targeted instruction
- **Support** their instructional choices with clear rationale
- **Teach and Assess** student progress and make real time adjustments
- **Reflect** on teaching practices
- **Determine** the next steps for student's learning
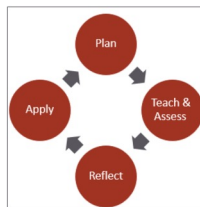
These tasks are designed to mirror the real-world roles of classroom teachers.

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Valid and Authentic: Qualified CalTPA Assessors

Assessor Qualifications

- Assessors are **teachers** or **education professionals** with the same credential as the candidate:
  - PK-3, Multiple Subject, Single Subject, or Education Specialist
  - Assessor Qualifications - By Credential Area and Assessor Requirements

Scoring Training

- Assessors use **evidence-based analytic rubrics** to ensure accuracy.
- Undergo a **2-day assessor calibration training** to ensure consistency, equity, and validity across diverse educational contexts.

Ongoing Validity

- Monthly **validity meetings** to ensure continued scoring consistency.
- Assessors receive ongoing **Implicit Bias Training** to mitigate unconscious bias in scoring.

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Valid and Authentic: CalTPA Continuous Improvement

CalTPA Data-Driven Improvement
- Based on qualitative and quantitative data including:
  - Ongoing feedback from programs, assessors, and candidates
  - Rubric scores overview (e.g., mean average scores for first time users)
  - Analysis of assessment results to identify trends and patterns

Responsive Revisions
- Annual 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 of implementation.
  - CalTPA Ed Specialist (MMSN and ESN) is on version 3 of implementation.
- Performance Assessment Annual Report – Review of data from 2018-2023

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How is the CalTPA reasonable to implement in a wide range of classroom settings?

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Reasonable to Implement: Candidate Choices

- Math, ELA/Literacy, ELD standards, or Core Content Connectors taught in the lesson or learning segment
  - EdSp - Core Content Connectors (aligned to the CCSS)
    used these in place of standards and to create their learning goals if it is appropriate for the candidate's students
- Allows for use of district adopted materials and curriculums
- Group of students
- Group size
- Reteach or extension

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Reasonable to Implement: Modality of Response

	Step 1: Lesson Plan Template	Step 1: Lesson Plan format of candidate's choice	Step 2: Written or Video (verbal/ASL) Commentary	Step 3: Formal/ Summative Assessment Response	Step 3: written or verbal/ASL Student Actionable Feedback	Step 4: Written or Video Narrative: Application of What You Learned	Step 4: Written or Video (verbal/ASL) Commentary
Operational Cycle 1	X	X				X	
Operational Cycle 2				X			
Math Cycle Field Test	X	X	X			X	
LPA Field Test			X	X	X		X

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Reasonable to Implement:
Flexibility in Group Size for Step 1: Planning Cycle 1

	Whole Class (including 3 Focus Students)	Small Group (including 3 Focus Students)	One Focus Student
Operational MS/SS Cycle 1	X		
Operational MMSN Cycle 1	X	X	
Operational ESN Cycle 1	X	X	
PK-3 Math Cycle Field Test	X	X	
ECSE Math Cycle Field Test	X	X	
DHH Math Cycle Field Test	X	X	
VI Math Cycle Field Test			X

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Reasonable to Implement:
Flexibility in Group Size for Step 1: Planning Cycle 2

	Whole Class	Small Group	Individual Student/One Focus Student
Operational MS/SS Cycle 2	X		
Operational MMSN Cycle 2	X	X	
Operational ESN Cycle 2	X	X	X
PK-3 LPA Field Test	X	X	
MS LPA Field Test	X	X	
MMSN LPA Field Test	X	X	
ESN LPA Field Test	X	X	X
ECSE LPA Field Test	X	X	X
DHH LPA Field Test	X	X	X
VI LPA Field Test			X

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Reasonable to Implement:
Flexibility in Group Size for Step 2: Video Recording Cycle 1

The candidate should always film for the group/student they plan for.

	Clip 1	Clip 2	Clip 3
Operational MS/SS Cycle 1	2 or More Students	2 or More Students	2 or More Students
Operational MMSN Cycle 1	2 or More Students	2 or More Students	2 or More Students
Operational ESN Cycle 1	1 or More Students	1 or More Students	1 or More Students
PK-3 Math Cycle Field Test	2 or More Children	2 or More Children	2 or More Children
ECSE Math Cycle Field Test	1 or More Children	1 or More Children	1 or More Children
DHH Math Cycle Field Test	1 or More Students	1 or More Students	1 or More Students
VI Math Cycle Field Test	1 or More Students	1 or More Students	1 or More Students

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Reasonable to Implement: Flexibility in Group Size for
Step 2: Video Recording Cycle 2

The candidate should always film for the group/student they plan for.

	Clip 1	Clip 2	Clip 3	Clip 4
Operational MS/SS Cycle 2	2 or More Students	2 or More Students	2 or More Students	1 or More Students
Operational MMSN Cycle 2	2 or More Students	2 or More Students	2 or More Students	1 or More Students
Operational ESN Cycle 2	1 or More Students	1 or More Students	1 or More Students	1 or More Students
PK-3 LPA Field Test	2 or More Children	2 or More Children	2 or More Children	2 or More Children
MS LPA Field Test	2 or More Students	2 or More Students	2 or More Students	2 or More Students
MMSN LPA Field Test	2 or More Students	2 or More Students	2 or More Students	2 or More Students
ESN LPA Field Test	1 or More Students	1 or More Students	1 or More Students	1 or More Students
ECSE LPA Field Test	1 or More Students	1 or More Students	1 or More Students	1 or More Students
DHH LPA Field Test	1 or More Students	1 or More Students	1 or More Students	1 or More Students
VI LPA Field Test	1 or More Students	1 or More Students	1 or More Students	1 or More Students

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Reasonable to Implement: Bilingual Submissions: Cycle 1

Operational Cycle 1/Math Cycle Field Test	Submitted in English	Submitted in Language of Instruction
Getting to Know Your Students/Contextual Information	X	X
Lesson Plan	X	X
Lesson Plan Rationale	X	
Related Instructional Resources and Materials	X	X
Videos Clips	X	X
Annotations/Commentary	X	X
Reflection on What You Learned	X	
Application of What You Learned	X	

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Reasonable to Implement: Bilingual Submissions: Cycle 2

Operational Cycle 2/Literacy Performance Assessment Field Test	Submitted in English	Submitted in Language of Instruction
Contextual Information	X	X
Learning Segment Template	X	X
Assessment Descriptions	X	X
Blank Copies of Assessments and Rubrics/Performance Criteria	X	X
Step 2 and Step 4 Videos Clips	X	X
Step 2 and Step 4 Annotations/Commentary	X	X
Analysis of Informal and Student Self-Assessment	X	
Reflection and Analysis of Assessment Results	X	
3 Scored Student Work Samples	X	X
Follow-Up Activity Description	X	X

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How is the CalTPA appropriate for beginning teachers?

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CalTPA Appropriate For Beginning Teachers

Rubrics Assess Teaching Performance Expectations (TPEs)
- Rubric essential questions are calibrated to measure descriptions of teaching
  performance as outlined in the TPEs and identified at the bottom of each
  rubric
- Rubric level 3 reflects the candidate meeting TPE level performance

Two-Cycle Structure
- 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)
- 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)

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CalTPA Appropriate For Beginning Teachers

Assessment Guide Design
- Step by step instructions are provided to support candidates in
  applying the learning from their coursework and clinical placement
  to the performance
  assessment.
- The CalTPA Assessment Guides support candidates in
  understanding the overall structure and intent of the CalTPA
  through a variety of modalities and increasing level of detail.

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CalTPA Appropriate For Beginning Teachers

Program Support for Candidates
- The Commission outlines supports for both Required and
  Acceptable Supports
- 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, including remediation support

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How does the CalTPA mitigate/eliminate bias?

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CalTPA Mitigating/Eliminating Bias:
Bias Review Committee

- Draft CalTPA Assessment Guides and Rubrics are reviewed by Bias Review Committees (BRC)
- The BRC consists of California educators with backgrounds across the appropriate 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 CalTPA content is fair and equitable for all candidates and reflects the diversity of California schools.

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CalTPA Mitigating/Eliminating Bias

Mitigating/Eliminating Bias in CalTPA Development

- Composition of Design Teams and Workgroups is selected to balance regions,higher ed /district representation, racial, ethnic and multilingual backgrounds
- Design Teams and Workgroups are provided with Implicit Bias Training
- All CalTPA materials are ADA compliant

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CalTPA Mitigating/Eliminating Bias

Mitigating/Eliminating Bias in CalTPA Scoring

- Assessors receive ongoing implicit bias training
- Monthly assessor validity meetings focus on factors related to implicit bias
- ES recruits a diverse assessor pool from across the state
- Quality Management Plan (QMP) outlines processes related to:
  - Calibration standards
  - Double scoring processes to assure accuracy and mitigate bias
    - 10% of submissions are double scored
    - 100% of submissions around the "cut score" are double scored
  - Monitoring individual assessor reliability
  - Limits on assessor scoring to assure focus and accuracy in scoring
  - Monitoring individual assessor rate of scoring (too fast or too slow)

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Potential CalTPA Improvements

Category	Actions	Details
Formative Feedback	Score Report Adjustments	Clearly indicate the specific construct(s) that led the candidate to score a 1 or 2. Provide a detailed condition code report to candidates for better understanding.
	IDP Alignment	Encourage candidates to connect rubrics to their Individual Development Plan (IDP) and continue this work into Induction.
	Observation Tool Alignment	Encourage programs to align clinical practice observation tools to the 4-step process of plan, teach and assess, reflect, apply.
Valid and Authentic	Flexibility in Evidence Submission	The LPA pilot allowed candidates flexibility in how they submit evidence (e.g., number/length of video clips, written or verbal commentary). This approach can be expanded to other assessment versions.
	Lesson Plan Templates	Offer multiple versions of the lesson plan template tailored for different clinical practice settings (e.g., PK-TK and K-3), to meet the specific needs of candidates based on their teaching context.

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Potential CalTPA Improvements (con't)

Category	Actions	Details
Reasonable to Implement & Appropriate for Beginning Teachers	Web-Based Format	Develop a combined web-based format for the assessment guide, templates, and helpful video clips for ease of use and support.
	Surveys and Fee Adjustments	Survey candidates about their opportunities to demonstrate knowledge and the clarity/ease of tools and resources. Consider lowering or eliminating fees for rescore or resubmit requests.
Bias Mitigation	Assessor Recruitment and Retention	Continue recruiting and retaining assessors who match the demographics of California, including across credential areas (e.g., MMSN, DHH, ECSE, ESN).
	Bias Review Committee	Continue to recruit and retain Bias Review Committee members who reflect California's demographics, including credential area representation.
	Implicit Bias Training	Continue strengthening implicit bias training for assessors to mitigate bias and ensure fair scoring.

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Data Addendum

CalTPA

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CalTPA—All Attempts Pass Rates Candidates Submitting Both Cycles Without Condition Codes-MS/SS/WL

Academic Year	N Candidates Submitting Both Cycles	% Passed
2019-2020	4296	98%
2020-2021	3054	98%
2021-2022	5157	98%
2022-2023	6986	95%
2023-2024	7234	94%

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CalTPA—Passing Rates by Ethnicity First Attempts: Both Cycles

Ethnicity	2021-2022 N Submissions	2021-2022 % Passed	2022-2023 N Submissions	2022-2023 % Passed	2023-2024 N Submissions	2023-2024 % Passed
All	5325	73%	6614	73%	6923	78%
Asian	259	76%	301	77%	291	76%
Black	127	62%	185	61%	232	72%
Hispanic	1915	72%	2630	71%	3040	78%
N/A	225	72%	245	71%	266	73%
Nat Amer	32	78%	41	66%	34	71%
Other	195	76%	251	75%	241	75%
Pac Island	15	67%	22	73%	26	88%
SE Asian	209	78%	328	75%	347	80%
White	2348	74%	2611	75%	24,046	79%

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CalTPA: Number of Candidates Who Passed
Cycle 1 on First Attempt, Second Attempt, Third or Higher
Attempt, and Have Not Yet Passed (MS/SS/WL)

Program Year	Passed on First Attempt	Passed on Second Attempt	Passed on Third Attempt	Total Passed	Not Yet Passed
Y1: 2018-19*	5679	66	2	5747	19
Y2: 2019-20	3757	482	92	4331	139
Y3: 2020-21	3095	387	51	3533	146
Y4: 2021-22	4769	876	159	5804	333
Y5: 2022-23	5131	981	326	6438	648
Y6: 2023-24	6024	832	294	7150	1698

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CalTPA: Number of Candidates Who Passed
Cycle 2 on First Attempt, Second Attempt, Third or Higher
Attempt, and Have Not Yet Passed (MS/SS/WL)

Program Year	Passed on First Attempt	Passed on Second Attempt	Passed on Third Attempt	Total Passed	Not Yet Passed
Y1: 2018-19*	4334	33	4	4371	12
Y2: 2019-20	4046	208	25	4279	43
Y3: 2020-21	2876	173	28	3077	31
Y4: 2021-22	4661	423	83	5167	92
Y5: 2022-23	5914	601	132	6647	250
Y6: 2023-24	6431	431	90	6952	733

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**First Time and All Attempt Pass Rates of MS/SS/WL CalTPA
Candidates Who Submitted Both Cycles By Race/Ethnicity - 2018-
2024**

Race/ Ethnicity	N Passed on First Attempt	% Passed on "First" Attempt	N Passed on All Attempts	% Passed on "All" Attempts
All	24,460	80%	30,004	97%
N/A	1055	77%	1326	96%
Black	597	73%	781	93%
Asian	1229	81%	1483	97%
SE Asian	1093	81%	1313	97%
Pacific Islander	86	83%	101	97%
Hispanic	8653	78%	10,789	96%
Native American	136	76%	1475	97%
White	10,713	81%	12,938	97%
Other	898	80%	1098	96%

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CalTPA—Number of Submissions Receiving Non Scorable <u>Condition Codes</u>

Academic Year	# Attempted C1	# Condition Codes C1	% Condition Codes C1	# Attempted C2	# Condition Codes C2	% Condition Codes C2
2019-2020	6194	206	3%	4766	416	9%
2020-2021	5114	394	8%	3599	463	13%
2021-2022	7347	827	11%	4216	650	15%
2022-2023	7305	657	9%	4675	767	16%
2023-2024	9565	690	7%	9000	1261	14%

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CalTPA Cycle 1—Number of Submissions Receiving Non Scorable Condition Codes by Ethnicity

Ethnicity	2021-2022 # Attempted	2021-2022 % Condition Codes	2022-2023 # Attempted	2022-2023 % Condition Codes	2023-2024 # Attempted	2023-2024 % Condition Codes
All	7347	11%	7305	9%	9566	7%
Asian	398	11%	315	7%	377	7%
Black	182	21%	253	12%	383	13%
Hispanic	2768	11%	2952	9%	4243	7%
N/A	290	13%	282	11%	392	5%
Nat Amer	49	8%	46	15%	67	9%
Other	263	11%	251	7%	352	11%
Pac Island	29	14%	20	20%	23	0%
SE Asian	290	12%	367	8%	442	5%
White	3078	11%	2819	9%	3287	7%

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CalTPA Cycle 2—Number of Submissions Receiving Non Scorable Condition Codes by Ethnicity

| Ethnicity	2021-2022 # Attempted	2021-2022 % Condition Codes	2022-2023 # Attempted	2022-2023 % Condition Codes	2023-2024 # Attempted	2023-2024 % Condition Codes
All	4216	15%	4675	10%	9000	14%
Asian	209	17%	211	11%	364	12%
Black	101	19%	145	25%	357	24%
Hispanic	1397	14%	1688	17%	3933	14%
N/A	195	24%	212	17%	352	14%
Nat Amer	28	25%	25	20%	50	16%
Other	150	[19%	160	16%	327	17%
Pac Island	15	13%	22	14%	34	21%
SE Asian	181	15%	217	15%	438	12%
White	1940	15%	1995	16%	3145	13%

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CalTPA Condition Code Prevalence Summary

"A" Condition Codes: Incorrect content area, incomplete submissions or multiple condition codes, no content or ELD standards, no content or ELD learning goals.

"A" Condition Codes: C1 and C2 Combined

Legend: ■ 2021-22 ■ 2022-23 ■ 2023-24
Categories: A1, A2, A6, A7, A8, A89, A9, A99
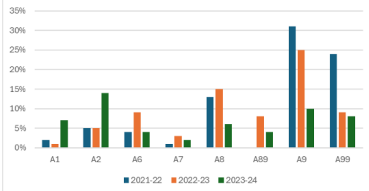
A9: No ELD Learning Goals included is the most prevalent Condition Code but declining over the last 3 years.

A99: Multiple Condition Codes Apply, 2nd most prevalent CC, also declining over the last 3 years.

A8: Current CA ELD Standards not used 3rd most prevalent. Fewer in 2023-24

A2: Submission uploaded to wrong content area increased in 2023-24. Most errors attributable to Ed Specialist and MS submissions.
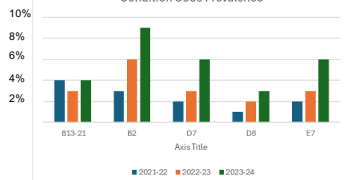
A1: Submission requirements not met. Increased in 2023-24 primarily due to disorganized or incomplete submissions while fee waiver was in effect.

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CalTPA Condition Code Prevalence Summary

Condition Code Prevalence

Axis Title: B13-21, B2, D7, D8, E7
Legend: ■ 2021-22 ■ 2022-23 ■ 2023-24

B13-21 are related to candidate and student visibility in the video clip and have remained relatively stable at 3%-4% of the total number of CCs.

B2 Condition Codes are related to video clips being edited or technical problems with viewing. There have been increases in the last three years.

D7 and D8 are related to incomplete templates or 3-5 lessons not provided for Cycle 2. The increase is likely due to the incomplete submissions seen during the fee waiver.

E7 is assigned due to candidates not including 3 student work samples for Step 3 in Cycle 2. The increases over the last two years may also be contributed to the incomplete submissions seen during the fee waiver.

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CalTPA
California Teaching Performance Assessment

Education Specialist CalTPA
California Teaching Performance Assessment

CalAPA
California Administrator Performance Assessment

Q & A

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