



NU Overview

- Since 1971, private, non-profit, open access university
- One of the largest private nonprofit universities in the US
- One of the largest Hispanic Serving Institutions (HSI) and Military Serving Institutions (MSI) in the US.
 - Two-thirds of our students and graduates are BIPOC¹
- Serving district partners across the entire state
 - 2600+ MOUs

1. Lightcast, IPEDS

Sanford College of Education

Pathways for Teacher Development



- ❖ **Internships** 80% Educational Specialist , 32% Teacher Education
- ❖ **Student Teaching**
- ❖ **Residency Partnerships**
 - ❖ US DOE Residency Grant ASPIRE
 - ❖ CTC District Residency Partnerships (9 partners, 28 candidates)
- ❖ **Classified Employee Grant Partnerships**
 - ❖ 24 LEA partners, serving almost 200+ candidates
 - ❖ Two large consortium partners
- ❖ **Minority-Focused**
 - ❖ US DOE Grant DREAMS (Developing Retention, Education, and Advancement of Multicultural Scholars)

CalTPA Value



Success!

NU CalTPA scores are above the state means
Subtest scores offer specific areas relatable to
program faculty



Program Improvement

Disaggregated scores are the most reliable,
actionable program data we receive

Candidates have a voice in the process, as their
experiences drive discussions

How is the TPA integrated into your program's coursework?

Candidate Experiences

- ❖ Integrated CalTPA language and concepts
- ❖ CalTPA task-based assignments
- ❖ Practice CalTPA tasks and fieldwork assignments
- ❖ Video analysis and reflection embedded
- ❖ Focus on reflective practice
- ❖ Model collaborative support
- ❖ Shifted course sequence to align with CalTPA cycles

Program Faculty Experiences

- ❖ Review of CalTPA data for continuous improvement
- ❖ Created scaffolded CalTPA lesson plan templates
- ❖ Faculty PD include CalTPA language, prompts
- ❖ Committee revised fieldwork and TPE aligned to assignments
- ❖ Reviewed provided samples of exemplary work
- ❖ Explored models of reflective practice
- ❖ Researched feedback models

How is the TPA integrated into your program's clinical practice?

Candidate Experiences

- ❖ Alignment between CP course and Seminar course
- ❖ Implementation of evidence practices (commentary)
- ❖ Focus on reflective practices
- ❖ Attention to video analysis, annotation, and next steps
- ❖ Fuse TPE standards to Literacy CalTPA performance expectations
- ❖ Blended and discipline specific CalTPA support based on candidate needs

CP Faculty Experiences

- ❖ Monthly analysis of CalTPA data
- ❖ Data results shared with program faculty and actionable changes discussed/implemented
- ❖ Formal CalTPA lesson plan templates coached
- ❖ Continual PD updates and best practices shared
- ❖ Active participation in CTC Literacy sessions
- ❖ Mentoring and co-teaching Seminar faculty model to support candidate needs

Literacy CalTPA Pilot Experience

❖ CalTPA Literacy Pilot (Spring 2024)

Participants included multiple subject, educational specialist candidates:

5 Multiple Subject

12 Mild/moderate Support Needs

6 Extended Support needs

Monitored and adjusted facets of the process throughout the experience

Materials from meetings shared with department faculty

Formal CalTPA Literacy summaries presented during Clinical Practice Retreat, May 2024

Recommendations and insight included in CTC Literacy Standard work

❖ Cal TPA Literacy Field Test (Spring 2025)

**What changes, policies,
or supports could help
streamline embedding
assessments in
coursework and clinical
practice to reduce
duplicative efforts for
candidates?**

IHE Considerations

- Enhance the student experience in using tools and skills to be successful in the process of the CalTPA, not only the product
- Expand the focus on creating and using rubrics
- Increase the use of executive function skills, cognitive and metacognitive strategies
- Strengthen the calibration of faculty for common expectations and vocabulary utilized in the CalTPA
- Emphasize the SEL aspects of candidate well-being
- Align university resources to support candidates' writing skills

CTC /District Considerations

- Emphasize the SEL aspects of candidate well-being
- Engage in comprehensive statewide trainings on CalTPA areas to district employees, beyond the expectation of the 10 hours required for those supervising our candidates
- Release updates in late spring to allow universities to prepare and implement changes
- Provide updates to Cal TPA samples in time to be applicable for candidate use
- Operationalize the TPE 7 to specifically address examples for foundational reading embedded in upper grade levels
- Provide timely supports and materials for those piloting or field-testing new protocols
- Plan for condition coded submissions to provide feedback to candidates to facilitate continued candidate support

What changes, policies, or supports could help streamline embedding assessments in coursework and clinical practice to reduce duplicative efforts for candidates?

**Thank you for the
opportunity to
contribute**