Division of Educational Services
School of Education

RIVERSIDE COUNTY
OFFICE OF EDUCATION
EDWIN GOMEZ, Ed.D.
County Superintendent of Schools

CENTER FOR
TEACHER
PREPARATION
credentialing today's and tomorrow's teachers

Embedding CalTPA Cycles in the RCOE Education Specialist and Pre K-3 Intern Programs

Intern Program Leaders

Dr. Allan Hallis
Administrator
Ed. Specialist Program
ahallis@rcoe.us

Andrea Mazo
Administrator
PK- 3 ECE Program
amazo@rcoe.us

CENTER FOR
TEACHER PREPARATION
credentialing today's and tomorrow's teachers

Dr. Ursula Estrada-Reveles
Executive Director
School of Education

Melanie Oliver
Director II
Center for
Teacher
Preparation

Tonya Almaida
Director II
Center for Teacher
Innovation

Dr. Ronnie Henderson
Director II
Center for
Administrator Preparation

School of Education

RCOE Intern Program Design

Two-Year, Four-Semester Intern Program

- **Program Options:**
  - Multiple Subject
  - PK-3 ECE
  - Extensive Support Needs
  - Mild to Moderate Support Needs
- **Pre-Service Training:**
  - 165 hours of coursework required before becoming the teacher of record
- **Cohort Model:**
  - Small groups (4-8 interns) paired with a dedicated Intern Supervisor for the full program duration
- **Program Format:**
  - Fully online with weekly live Zoom sessions
  - Asynchronous coursework, readings, and fieldwork

CENTER FOR TEACHER PREPARATION
credentialing today's and tomorrow's teachers

Overview of the TPEs - Universal , PreK-3 and SPED

TPE 1
Engaging and Supporting All Students in Learning

TPE 2:
Creating and Maintaining Effective Environments for Student Learning

TPE 3:
Understanding and Organizing Subject Matter for Student Learning

TPE 4:
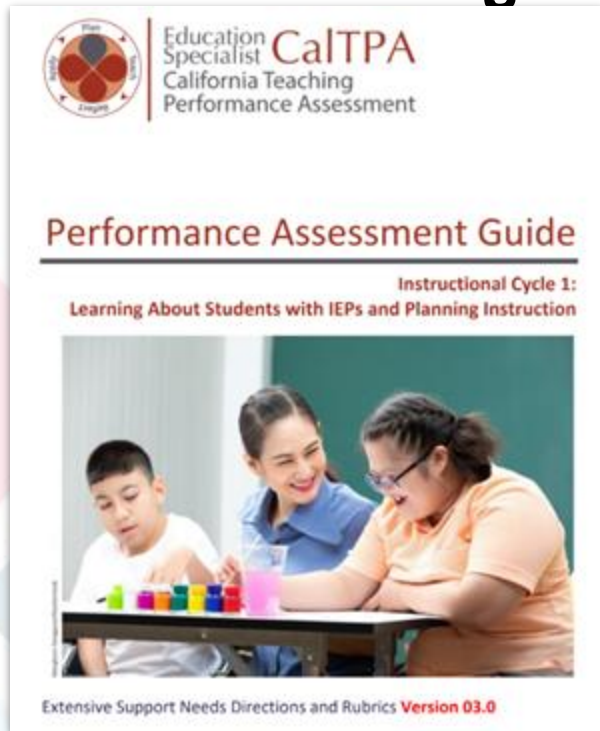Planning Instruction and Designing Learning Experiences for All Students

TPE 5:
Assessing Student Learning

TPE 6:
Developing as a Professional Educator

TPE Domain 7:
Effective Literacy Instruction for All Students

TPEs in the Education Specialist CalTPA Cycles

RCOE Education Specialist Intern Program Design

Education Specialist CalTPA
California Teaching Performance Assessment

Performance Assessment Guide

Instructional Cycle 1:
Learning About Students with IEPs and Planning Instruction

Extensive Support Needs Directions and Rubrics Version 03.0

CA.GOV Commission on Teacher Credentialing

Home | Credential Information | Program Sponsors

Special Education

Home | Program Sponsors | Special Education

RCOE Education Specialist Demographic Data *Current Program Year

Race / Ethnicity	Candidates	Percentage
Asian	4	2%
Black or African American	25	13.1%
Decline to State	7	3.7%
Hispanic or Latino	71	37.2%
Native Hawaiian or Other	1	0.01%
Two or More Races	21	11%
White	62	32.5%
Total	191	

RCOE Education Specialist TPA Passing Rates

ESN Cycle 1	MMSN Cycle 1	ESN Cycle 2	MMSN Cycle 2
Literacy: 8/9	Literacy: 17/17	Literacy: 5/7	Literacy: 21/21
Math: 10/10	Math: 27/28	Math: 2/2	Math: 11/12
Overall: 18/19 94.7% *One Fail is a Condition Code	Overall: 44/45 97.8%	Overall: 7/9 77.8% *Both Fails due to Condition Codes	Overall:32/33 97% *One Fail is a Condition Code

4 Condition Codes Ethnicity: 3 White; 1 Black or African American; 1 Failing Score: Hispanic or Latino

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

Observation Cycles Aligned with TPA Steps

- **Templates**:
    - Lesson Plan & Rationale
    - Video Observation
    - Reflection & Application
- **Plan-Teach-Assess-Reflect-Apply Cycle**:
    - Collaborative approach in Canvas Studio
    - Peer feedback within cohort community
- **Fieldwork Observations**:
    - Mild/Moderate Support Needs (MMSN)
    - Extensive Support Needs (ESN)
- **Video Annotation Practice**:
    - TPA-aligned annotation titles
    - Peer feedback modeled and practiced

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

Math & Literacy Preparation for TPA

- **Formative Feedback**: Math & Literacy lesson design
- **Math**: 2 courses before TPA Cycle 1 (Semester 3)
- **Literacy**: 3 courses before TPA Cycle 2 (Semester 4)
- **TPA Focus**: 5-week coursework pause for intense prep

RCOE Education Specialist Intern - TPA Time

Day & Time	Activity
Tuesdays 5pm-6pm	Support Sessions
Tuesdays 6pm-7:30pm	Workgroups
Thursdays 4pm-5pm	Office Hours

Self-Assessment and Peer Editing Checklists

TPA Cycle 1 Support Document

CTC Exams Website

Sample OLDER General Education Mid-Range Cycle 1 Submission

Current Assessment Guides and Templates

- MMSN EdSp CalTPA Performance Assessment Guide
- ESN EdSp CalTPA Performance Assessment Guide
- MMSN EdSp CalTPA Instructional Cycles 1 Templates
  - MMSN Step 1: Plan—Part A: Written Narrative: Getting to Know Your Students Template
  - MMSN Step 1: Plan—Part B: Sample Lesson Plan Template
  - MMSN Step 1: Plan—Part C: Written Narrative: Lesson Plan Rationale Template
  - MMSN Step 2: Teach and Assess- See Assessment Guide (no templates, but use every annotation)
  - MMSN Step 3: Reflect—Part F: Written Narrative: Reflection on What You Learned Template
  - MMSN Step 4: Apply—Part G: Narrative: Application of What You Learned Template
- ESN EdSp CalTPA Instructional Cycles 1 Templates
  - ESN Step 1: Plan—Part A: Written Narrative: Getting to Know Your Students Template
  - ESN Step 1: Plan—Part B: Sample Lesson Plan Template
  - ESN Step 1: Plan—Part C: Written Narrative: Lesson Plan Rationale Template
  - ESN Step 2: Teach and Assess- See Assessment Guide (no templates, but use every annotation)
  - ESN Step 3: Reflect—Part F: Written Narrative: Reflection on What You Learned Template
  - ESN Step 4: Apply—Part G: Narrative: Application of What You Learned

TPA Cycle 2 Support Document

Step 1: Plan

Step 2: Teach and Assess - Annotated Videos

Step 3: Reflect

Step 4: Apply - Next Steps for Learning

CTC Exams Website

Sample General Education Mid-Range Cycle 2 Submission

Current Assessment Guides and Templates

- MMSN EdSp CalTPA Performance Cycle 2 Assessment Guide
- ESN EdSp CalTPA Performance Cycle 2 Assessment Guide

- MMSN EdSp CalTPA Instructional Cycles 2 Templates
  - MMSN Step 1: Plan—Part A: Written Narrative: Contextual Information Template
  - MMSN Step 1: Plan—Part B: Learning Segment Template
  - MMSN Step 1: Plan—Part C: Written Narrative: Assessment Descriptions Template
  - MMSN Step 1: Plan—Part D: Description or Blank Copy of the Informal Assessment (No Template Provided, Your Own Created Resources)
  - MMSN Step 1: Plan—Part E: Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric (No Template Provided, Your Own Created Resources)
  - MMSN Step 1: Plan—Part F: Description or Blank Copies of Both the Formal Assessment and Corresponding Rubric (No Template Provided,

PK-3 ECE CalTPA Math Cycle Field Test

PK-3 ECE CalTPA Math Cycle Field Test Planning Guide
(September - December)

Date	Action(s)
Week 1 10/3	❏ Faculty reviews Math Cycle Assessment Guide and Rubrics with candidates ❏ Faculty reviews Math Cycle Templates with candidates ❏ Faculty addresses technical supports needed for completing field test (e.g., access to recording device, computer) ❏ Candidate ensures video recording permission for children in candidate's clinical practice setting ❏ Candidate brainstorms ideas related to the four Math Cycle Steps: Plan, Teach and Assess, Reflect, Apply including asset-based instruction, UDL-focused and play-oriented math activity ideas.
Week 2 10/10	**Candidate begins Step 1: Plan** ❏ Candidate collects contextual information (e.g., discussing available, recent pre-assessments with cooperating teacher/faculty) ❏ Candidate determines the group size for the math activity, with support from faculty/cooperating teacher ❏ Candidate selects three (3) focus children (FC1, FC2, and FC3) with support from faculty/cooperating teacher ❏ Complete Part A: Written Narrative: Contextual Information Template and your Part A: Self-Check Support Document

PK-3 ECE Clinical Practice

PK-3 ECE Intern Credential Program
Table of Fieldwork/Clinical Practice

- Teaching including whole class instruction, small groups, and other direct contact with students
- Co-planning time, with veteran practitioners for lessons that the candidate will deliver
- Working with veteran practitioners, grading, and analyzing student work, reflecting on lessons, and planning for the needs of individual students
- Time working with professional learning communities, grade level, and department meetings.

Semester 1 Dates
Intern Fieldwork Hours Log *Interns track the hours*

		Practicum 150 - Semester 1 (93.5 Hours)			
Week	**Course**	**Clinical Practice Experience**	**Hours**	**Observation Cycle**	
1	EDU 210 Foundations of Early Childhood Education	**Pre-Conference** *Frame the lesson for the teacher and coach. Clarify the lesson and the key skills that will be taught in it. Provide a common focus for the observation.*	5.5	Copy of Lesson Plan Template that Interns fill out	
2 ▼	EDU 210 Foundations of Early Childhood Education	**Observation #1 Classroom Management**	5.5	Observation Tool Forced Copy	
3	EDU 210 Foundations of Early Childhood Education	**Post-Conference** *The coach shares information, provides feedback, and encourages the teacher to reflect on the lesson in order to build the teacher's capacity.*	5.5		
4	EDU 210		5.5		

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

Intern Voice - Benefits of the TPA

Tristin Hernandez, ESN Completer

How did the TPA Cycles help or improve your teaching practice?

The TPA Cycles have been instrumental in enhancing my teaching practice as a special education teacher. They provide a structured framework that drives intentional planning, instruction, and reflection. These cycles encourage me to approach lessons with a clear focus on my student's specific needs, enabling me to craft targeted objectives that align with both academic and functional life skills. By guiding me through a process of assessing, planning, instructing, and reflecting, the TPA Cycles support continuous improvement and responsiveness to each student's unique learning challenges.

The reflection phase, in particular, has been transformative. It prompts me to analyze student outcomes and instructional effectiveness, helping me refine my strategies and adapt my approach to improve engagement and understanding. This reflective practice also contributes to a deeper understanding of my student's strengths and areas for growth, allowing me to provide individualized support. The TPA Cycles foster a growth-oriented mindset, helping me not only meet my students' needs more effectively but also develop professionally. They ensure my teaching remains dynamic, purposeful, and aligned with best practices, ultimately contributing to better student outcomes and a positive classroom environment.

Intern Voice - TPA Continuous Improvement

Tristin Hernandez, ESN Completer

What I would change about the TPA Cycles and/or TPA process to make them more meaningful to my growth as a teacher?

To make the TPA Cycles more impactful for my growth as a teacher, I would recommend adjustments to increase flexibility and collaboration. Enhancing the reflection phase to include a detailed analysis of individual learning profiles would support tailored strategies that address both academic and functional needs. Additionally, a collaborative reflection opportunity with peers or mentors could introduce fresh insights and innovative solutions to shared teaching challenges, fostering professional growth.

Streamlining documentation would also improve efficiency, allowing teachers to focus more on actionable improvements rather than extensive paperwork. These changes would make the TPA process more practical in a busy classroom setting and help it serve as a stronger tool for continuous, meaningful development in teaching practices, ultimately benefiting student engagement and success.

Program Leader's Voice - Benefits of the TPA

- **Accreditation**: Same rigorous standards as traditional pathways
- **Validation**: TPA passing scores demonstrate candidate readiness
- **Preparation Model**:
  - Plan-Teach-Assess-Reflect-Apply cycle aligns with Induction Cycles of Inquiry
  - Complements the Individual Development Plan (IDP)
- **Unified Framework**:
  - TPA rubrics, templates, and glossary provide common focus
  - TPEs outline the "What," TPA defines the "How"

CENTER FOR TEACHER PREPARATION
credentialing today's and tomorrow's teachers

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

Challenges:

- Balancing authentic experiences with TPA assessment requirements
- Tight timeframe for candidates to practice and get feedback before TPA cycles

Suggestion:

- Include TPA in the Accreditation Standards Matrix
- TPA as one component among others to show integration across programs