
5D

Information/Action

Educator Preparation Committee

Participant Waiver Requests for the Literacy Performance Assessment and the CalTPA Mathematics Cycle Field Tests

Executive Summary: This agenda item requests: (1) waivers for all candidates participating in the field tests of the Literacy Performance Assessment (LPA) and/or the CalTPA Mathematics Cycle for the PK-3 Early Childhood Education Specialist Instruction Credential (PK-3 CalTPA), and (2) adoption of minimum passing score standards for the LPA and for the PK-3 CalTPA Mathematics Cycle field tests. The item also provides additional information regarding the development and characteristics of the PK-3 CalTPA Mathematics Cycle in support of these requests. The Commission has previously granted waivers for the initial pilot testing of the LPA; this work is now moving forward to a larger scale field test prior to full implementation of the LPA in fall 2025. Since PK-3 programs are presently in the process of coming online and being approved by the Committee on Accreditation, initial waivers are being requested for candidates participating in the PK-3 CalTPA Mathematics Cycle field test.

Recommended Action: Staff recommends that (a) the Commission grant the waiver requests as described in the agenda item and (b) that the Commission adopt the proposed minimum passing score standards for the LPA and for the PK-3 CalTPA Mathematics Cycle field tests.

Presenters: Julie Holmes and Marissa Luna Lopez, Consultants, Professional Services Division

Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1:** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
 - B. Develop educator performance assessments that are embedded in clinical preparation to ensure readiness to begin professional practice

Participant Waiver Requests for the Literacy Performance Assessment and the CalTPA Mathematics Cycle Field Tests

Introduction

This agenda item requests: (1) waivers for all candidates participating in the field tests of the Literacy Performance Assessment (LPA) and/or the CalTPA Mathematics Cycle for the PK-3 Early Childhood Education Specialist Instruction Credential (PK-3 CalTPA), and (2) adoption of minimum field test passing score standards for the LPA and for the PK-3 CalTPA Mathematics Cycle. The item also provides additional information regarding the development and characteristics of the PK-3 CalTPA Mathematics Cycle in support of these requests. The Commission has previously granted waivers for the initial pilot testing of the LPA; this work is now moving forward to a larger scale field test prior to full implementation of the LPA in fall 2025. Since PK-3 programs are presently in the process of coming online and being approved by the Committee on Accreditation, initial waivers are being requested for candidates participating in the PK-3 CalTPA Mathematics Cycle field test.

Background

Current law requires individuals seeking a teaching credential in California to fulfill several requirements. PK-3 Early Childhood Education (ECE) Specialist credential candidates, Multiple Subject (MS) credential candidates, Education Specialist (EdSp)-Mild to Moderate Support Needs (MMSN) credential candidates, and Extensive Support Needs (ESN) credential candidates must pass the Reading Instruction Competence Assessment (RICA) and a Teaching Performance Assessment (TPA). Education Specialist (EdSp) Early Childhood Special Education (ECSE), Deaf and Hard of Hearing (DHH), and Visual Impairments (VI) credential candidates must pass the RICA. PK-3 ECE, MS, and EdSp candidates must also successfully complete TPE-aligned coursework and clinical practice requirements.

Pursuant to SB 488 (Education Code 44230.3(a)), beginning in fall 2025, all Commission approved teaching performance assessments (i.e., CalTPA, edTPA, and FAST) must include a focus on literacy. For additional information regarding the history of the RICA, TPA, and SB 488 requirements, see [Item 4B: Literacy Performance Assessment Pilot Study-Participant Waiver Requests](#) from August 2023.

In [October 2022](#), the Commission approved the PK-3 ECE credential, which includes an eighth TPE Domain, *Effective Mathematics Instruction in a PK-3 Setting*. The regulations for the PK-3 ECE Specialist Instruction credential were approved by the Office of Administrative Law on February 7, 2024, and went into effect April 1, 2024.

In [August 2023](#), Commission staff presented a detailed agenda item describing the development and characteristics of the LPA and of the LPA pilot test and requested, consistent with statute under Education Code 44225(m), that the Commission approve waivers for all pilot test participant candidates who completed the LPA and met the Commission's adopted pilot

study performance level. Data and feedback from the pilot study has been reviewed by Commission staff and the Literacy Design Team, with appropriate revisions informed by the pilot study data and feedback, and the updated LPA is now ready for an expanded field test as the next and penultimate step in the development process. [Appendix A](#) provides the Evidence Table for the pilot version of the LPA. [Appendix B](#) provides the list of TPEs addressed within the LPA. The LPA field test is scheduled for spring 2025. The expanded field test will assure that the LPA is ready for full implementation in fall 2025 as required by statute.

Waivers Applicable to the Literacy Performance Assessment Field Test

Development of the Literacy Performance Assessment is moving forward on schedule to conduct the expanded LPA field test in spring 2025. Therefore, staff are requesting, on behalf of institutions participating in the LPA field test, that waivers similar to what the Commission previously granted to LPA pilot study candidates apply to all LPA field test candidates who are subject to the RICA requirement and who successfully complete the LPA by meeting the minimum passing standard for the field test to be adopted by the Commission. These proposed waivers would apply to all of the following types of candidates who participate successfully in the LPA field test:

- PK-3 Early Childhood Education (ECE) Specialist
- Multiple Subject (MS)
- Education Specialist (EdSp)-Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN)
- Education Specialist (EdSp) Early Childhood Special Education (ECSE), Deaf and Hard of Hearing (DHH), and Visual Impairments (VI)

Twenty-seven (27) institutions ([Appendix C](#)) have been accepted to participate in the LPA field test. Staff also notes that PK-3, MS, and EdSp candidates at these institutions must also successfully complete TPE-aligned coursework and clinical practice as part of their requirements for the credential sought.

CalTPA candidates participating in the LPA field test will need to complete and meet the passing standards for:

- the currently adopted version of CalTPA Cycle 1: Learning About Students and Planning Instruction with a focus on math content
- the field test version of the Literacy Performance Assessment (LPA) (formerly CalTPA Cycle 2: Assessment Driven Instruction)

If approved by the Commission, this combination of CalTPA Cycle 1 and the LPA would replace the requirement of the current CalTPA (Cycles 1 and 2) and RICA examination.

The LPA will be available as a standalone literacy instruction performance assessment for both edTPA and FAST candidates until such time as these models have been adapted to meet the requirements of SB 488 and approved by the Commission. The FAST sponsor has begun the process of reviewing and developing their LPA version and is included in the waiver request in this agenda item in order to move forward with pilot testing their LPA version. Completing and passing the field test LPA would provide edTPA and FAST candidates with a waiver for the RICA

requirement until such time as the FAST and the edTPA literacy performance assessments are approved by the Commission. Candidates enrolled in programs that use the edTPA or FAST will continue to be required to complete and meet the passing standards for:

- their institution's adopted TPA model (edTPA or FAST)
- the field test version of the Literacy Performance Assessment (LPA)

LPA Field Test Sample

Credential Type	Field Test Minimum	Field Test Maximum
PK3	40	50
Multiple Subject	65	75
MMSN	65	75
ESN	40	50
DHH	10	10
VI	10	10
ECSE	20	30
Total	250	300

Scope of Waiver Requests for the Literacy Performance Assessment

Performance Assessment Model	PK-3 ECE	MS	MMSN	ESN	ECSE*	DHH*	VI*
CalTPA	CalTPA Cycle 2 and RICA	CalTPA Cycle 2 and RICA	CalTPA Cycle 2 and RICA	CalTPA Cycle 2 and RICA	CalTPA Cycle 2 and RICA	CalTPA Cycle 2 and RICA	CalTPA Cycle 2 and RICA
edTPA	RICA	RICA	RICA	RICA	RICA	RICA	RICA
FAST	RICA	RICA	RICA	RICA	RICA	RICA	RICA

Staff will prepare an agenda item for the October 2024 Commission meeting on behalf of programs for their candidates seeking a CalTPA Cycle 2 and/or RICA waiver for meeting the passing standard in the LPA field test. If requests come in after the October 2024 Commission meeting, these waiver requests will be placed on the December 2024 Consent Calendar. Commission staff will continue to work with the performance assessment contractor Evaluation Systems and the identified institutions to draw a sample of candidates that is diverse and broadly representative of the larger population of teacher candidates.

Waivers Applicable to the PK-3 CalTPA Mathematics Cycle Field Test

The PK-3 ECE Specialist Instruction Credential (PK-3 credential) was recently established through approval of the regulations by the Office of Administrative Law in February 2024 with implementation as of April 2024. At this time, five PK-3 preparation programs have been approved by the Committee on Accreditation. Work was begun prior to the approval of the regulations in February 2024 to develop the PK-3 CalTPA Mathematics Cycle that would apply to candidates in PK-3 preparation programs who would be taking the PK-3 CalTPA as their required Teaching Performance Assessment for the credential.

The PK-3 ECE Math Cycle has been developed by Commission staff with the assistance of a group of math pedagogy specialists to measure elements of PK-3 TPE Domain 8, *Effective Mathematics Instruction in a PK–3 Setting*. Using the current operational version of the Multiple Subject CalTPA as the foundational structure of the Mathematics Cycle, Cycle 1 was revised to incorporate assessment of the skills and abilities outlined in TPE Domain 8. All of TPE Domain 8 will be introduced, practiced, and assessed within the candidate’s teacher preparation program, and elements and/or portions of elements of TPE Domain 8 that are measurable through a performance assessment will be assessed on the Mathematics Cycle. [Appendix D](#) provides the chart of the TPEs to be measured. [Appendix E](#) provides the PK-3 CalTPA Mathematics Cycle evidence table. [Appendix G](#) provides the history of the development of the Mathematics Cycle, including the members of the Math Cycle expert group, meetings of the group, and the format and content of the Math Cycle assessment.

To date, Commission staff has conducted outreach and recruitment efforts across the five (5) approved PK-3 credential programs to identify candidates who can participate in the field test. Two of those programs have agreed to field test the PK-3 CalTPA Mathematics Cycle, two will be using the Multiple Subject version of the CalTPA, and one program will be using the Multiple Subject version of FAST, as allowed by regulations. [Appendix F](#) provides the list of PK-3 Mathematics Cycle field test programs.

In order to facilitate participation by PK-3 ECE Specialist Instruction Credential candidates, especially given the small number of candidates available due to the limited number of PK-3 programs presently approved, staff are requesting waivers on behalf of the institutions of these candidates so that those who meet the Commission’s adopted passing standard for the field test can waive meeting Cycle 1 of the TPA.

The PK-3 Mathematics Cycle field test will take place in fall 2024 and will provide an opportunity to collect data about the teaching performance of PK-3 candidates in the newly approved PK-3 programs. PK-3 CalTPA candidates participating in the Mathematics field test will also need to complete and meet the passing standards for the field test version of the PK-3 Literacy Performance Assessment so that they will be completing both cycles of the TPA in the same credential area.

Scope of Waiver Requests for the PK-3 CalTPA Mathematics Cycle

Performance Assessment Model	PK-3 Candidates
CalTPA	CalTPA Mathematics Cycle 1

Staff will prepare an agenda item for the October 2024 Commission meeting on behalf of programs for their candidates seeking a CalTPA Mathematics Cycle 1 waiver for meeting the passing standard in the PK-3 Mathematics Cycle field test. If requests come in after the October 2024 Commission meeting, these waiver requests will be placed on the December 2024 Consent Calendar.

Recommended Minimum Passing Standard for the Literacy Performance Assessment Field Test

Staff recommends that the Commission continue the minimum passing standard of 14 points for the proposed draft rubrics (8 rubrics) for the LPA field test. This recommended score represents a passing score of 2 points per rubric with the approximate equivalent of a standard error of measurement (SEM) of -2.0 applied. The application of a -2.0 SEM has been a consistent Commission practice for field testing of new and revised assessments.

Recommended Minimum Passing Standard for the PK-3 CalTPA Mathematics Cycle Field Test

Staff recommends that the Commission adopt a minimum passing standard for the PK-3 Math Cycle field test of 14 points for the proposed draft rubrics (8 rubrics). This recommended score represents a passing score of 2 points per rubric with the approximate equivalent of a standard error of measurement (SEM) of -2.0 applied. The application of a -2.0 SEM has been a consistent Commission practice for field testing of new and revised assessments.

Staff Recommendation

1. Staff recommends that the Commission approve the waiver requests as described above for all candidates participating in the field test of the Literacy Performance Assessment, and for all candidates participating in the field test of the PK-3 CalTPA Mathematics Cycle, with the provision that candidates must meet the minimum passing standard for the field test adopted by the Commission.
2. Staff also recommends that the Commission adopt the proposed minimum passing standard of 14 points across the 8 rubrics for both the Literacy Performance Assessment and the PK-3 CalTPA Mathematics Cycle field tests.

Next Steps

If the Commission approves the waiver requests from institutions participating in the field test of the LPA, waiving both the RICA and the CalTPA Cycle 2 requirements (as appropriate), and adopts the proposed minimum passing standard for the field test, then staff and Evaluation Systems will work with the institutions to select candidates for the field test, conduct an orientation with participating programs and candidates in fall 2024, and initiate the field test of the LPA in January-April, 2025. The final list of candidates participating in the field test will be provided to the Commission for approval at the October and December 2024 meetings.

If the Commission approves the waiver requests from institutions participating in the field test of the PK-3 ECE Math Cycle, approves that candidates participating can receive a waiver for the CalTPA Multiple Subject Cycle 1, and adopts the proposed minimum passing standard for the field test, then staff and Evaluation Systems will conduct an orientation with participating programs and candidates in summer 2024 and initiate the field test of the PK-3 ECE Math Cycle in September-November 2024. The final list of candidates participating in the field test will be provided to the Commission for approval at the October 2024 meeting.

Appendix A

Literacy Performance Assessment (LPA) Evidence Table

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan (templates provided for Parts A, B, C)	<ul style="list-style-type: none"> • With the guidance of your cooperating teacher, review recent literacy assessments, screenings, literacy and/or language profiles, and/or other information for your students. • Select one focus student. • Provide contextual information for your students, including the focus student. • Describe three to five literacy lessons, including corresponding assessments. 	<ul style="list-style-type: none"> • Part A: Written Narrative: Contextual Information • Part B: Learning Segment Template • Part C: Written Narrative: Description of Assessments • Part D: Description or Blank Copy of One Summative Assessment and the Performance Criteria (e.g., in a rubric when appropriate)
Step 2: Teach and Assess (template provided for optional written commentary in Part F)	<ul style="list-style-type: none"> • Conduct and video record the lessons and assessments. • Select video clip(s). • Provide commentary for each video clip. 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (1 to 4 video clips, totaling no more than 20 minutes) • Part F: Commentary (written or video commentary; if submitting video, up to 10 minutes of commentary)
Step 3: Reflect (template provided for Part H)	<ul style="list-style-type: none"> • Engage in the summative assessment and evaluate responses using the performance criteria. • Analyze and reflect on student results from the summative assessment based on the performance criteria. • Submit the focus student summative assessment response. (For TK–3, this may be observation, oral responses, or student discussion.) 	<ul style="list-style-type: none"> • Part G: Focus Student’s Summative Assessment Response with Feedback • Part H: Written Narrative: Reflection and Analysis of Summative Assessment Results
Step 4: Apply (templates provided for Parts I and K)	<ul style="list-style-type: none"> • Plan a re-teaching or an extension activity for one or more students. • Video record the follow-up activity. • Select 1 video clip and provide written commentary. 	<ul style="list-style-type: none"> • Part I: Written Narrative: Re-Teaching or Extension Activity Description • Part J: 1 Video Clip (up to 5 minutes) of Follow-Up Activity • Part K: Written Narrative: Commentary

Appendix B

LPA Teaching Performance Expectations (TPEs) Map

Universal and Literacy Specific (TPE 7) 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 measured in Cycle 1 of the CalTPA	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:
						Element 11

Appendix C

LPA Field Test Participating Programs

PK-3 ECE

Program	Pathway(s)	N
Riverside County Office of Education	Intern	20
Vanguard University	ITEP, Traditional 5 th Year	5
Total		25

Multiple Subject- TK-3

Program	Pathway(s)	N
Cal Poly Pomona	Intern, Traditional 5 th Year	15
California State University- Fullerton	Traditional 5 th Year	5
California State University- San Marcos	Traditional 5 th Year	5
University of San Francisco	Intern, Traditional 5 th Year	13
Total		38

Multiple Subject- 4-8

Program	Pathway(s)	N
Azusa Pacific University	Traditional 5 th Year	5
Cal Poly Humboldt	ITEP, Traditional 5 th Year	5
California State University- Bakersfield	Intern, Residency, Traditional 5 th Year	5
California State University- San Marcos	Traditional 5 th Year	5
Concordia University	Intern, Residency	5
The Master's University	Traditional 5 th Year	6
University of San Francisco	Intern, Traditional 5 th Year	2
University of Southern California	Residency, Traditional 5 th Year	10
Vanguard University	ITEP, Traditional 5 th Year	5
Total		48

EdSp-MMSN

Program	Pathway(s)	N
Cal Poly Humboldt	ITEP, Traditional 5 th Year	5
California State University- Bakersfield	Intern, Residency, Traditional 5 th Year	5
California State University- East Bay	Intern, Residency, Traditional 5 th Year	5
Chapman University	Intern, Traditional 5 th Year	2
Concordia University	Intern, Residency	4
Los Angeles Unified School District - iCAAP	Intern	5
National University	Intern, ITEP, Residency	5
Placer County Office of Education	Intern	3
Riverside County Office of Education	Intern	11
San Diego State University	Intern, ITEP, Residency, Traditional 5 th Year	5
Sonoma State University	Intern, ITEP, Traditional 5 th Year	10

Program	Pathway(s)	N
University of San Diego	Intern, Residency, Traditional 5 th Year	10
University of Southern California	Residency, Traditional 5 th Year	5
Total		75

EdSp-ESN

Program	Pathway(s)	N
Azusa Pacific University	Traditional 5 th Year	5
California State University- Bakersfield	Intern, Residency, Traditional 5 th Year	5
California State University- East Bay	Intern, Residency, Traditional 5 th Year	5
California State University- Stanislaus	Traditional 5 th Year	5
Chapman University	Traditional 5 th Year	3
Placer County Office of Education	Intern	4
Point Loma Nazarene University	Intern, ITEP, Residency, Traditional 5 th Year	8
Riverside County Office of Education	Intern	5
San Diego State University	Intern, ITEP, Traditional 5 th Year	5
Sonoma State University	Intern, ITEP, Traditional 5 th Year	10
Total		55

EdSp-ECSE

Program	Pathway(s)	N
California State University- Fullerton	Traditional 5 th Year	5
Los Angeles Unified School District - iCAAP	Intern	10
Sacramento State University	Intern, Residency	11
San Diego County Office of Education	Intern	5
Santa Clara County Office of Education	Intern	4
Total		35

EdSp-DHH

Program	Pathway(s)	N
California State University- Fresno	Traditional 5 th Year	6
San Diego County Office of Education	Intern	3
Total		9

EdSp-VI

Program	Pathway(s)	N
San Francisco State University	Intern	2
Total		2

Appendix D

PK-3 Math Cycle Teaching Performance Expectations (TPEs) Map

Universal and Math Specific (TPE 8) TPE Elements Addressed in PK-3 ECE Math Cycle

TPE 1	TPE 2	TPE 3	TPE 4	TPE 5	TPE 6	TPE 7	TPE 8
Element 1	Element 1	Element 1	Element 1	Element 2	Element 1	Element 3	Element 1
Element 2	Element 2	Element 2	Element 2	Element 3	Element 3	Element 7	Element 2
Element 3	Element 4	Element 4	Element 3	Element 4	Element 5	Element 8	Element 3
Element 4	Element 5	Element 5	Element 4			Element 10	Element 4
Element 6	Element 6	Element 6	Element 7				Element 5
Element 7	Element 7		Element 8				Element 6
Element 8							Element 7
							Element 8

Appendix E

PK-3 Math Cycle Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	<ul style="list-style-type: none"> • With guidance from your cooperating teacher and/or faculty supervisor, review contextual information about the children. • Select three (3) focus children. • Develop one asset-based, UDL focused, play-oriented math activity that includes one math learning goal and one ELD learning goal. • Provide a rationale for the activity plan. • Provide key math activity resources and/or materials. 	<ul style="list-style-type: none"> • Part A: Written Narrative: Contextual Information • Part B: Math Activity Plan • Part C: Written Narrative: Math Activity Plan Rationale • Part D: Math Activity Resources and/or Materials
Step 2: Teach and Assess	<ul style="list-style-type: none"> • Facilitate and video record the entire math activity. • Select 1 to 3 video clip(s). • Provide commentary for each video clip. 	<ul style="list-style-type: none"> • Part E: Video Clip(s) (up to 15 minutes) • Part F: Commentary (written or verbal)
Step 3: Reflect	<ul style="list-style-type: none"> • Reflect on the effectiveness of the math activity plan and facilitation. What did the children learn? What did you learn about facilitating a math activity? 	<ul style="list-style-type: none"> • Part G: Written Narrative: Reflection on What You Learned
Step 4: Apply	<ul style="list-style-type: none"> • Based on what you learned through completing Steps 1, 2 and 3, describe what you will do in future activities to advance the children's math learning and language development, including FC1, FC2, and FC3. 	<ul style="list-style-type: none"> • Part H: Narrative: Application of What You Learned (written or verbal)

Appendix F

PK-3 Math Cycle Field Test Participating Programs

PK-3 ECE

Program	Pathway(s)	N
Riverside County Office of Education	Intern	20
Vanguard University	ITEP, Traditional 5 th Year	5
Total		25

Appendix G

Development of the PK-3 CalTPA Mathematics Cycle

Under the current operational CalTPA model for Multiple Subject candidates, candidates complete one cycle in mathematics and the other cycle in literacy. Candidates may choose which content area (mathematics or literacy) they will focus on for each cycle. Given that CalTPA Cycle 2 is being redesigned as the LPA, there is a need for a mathematics performance assessment that evaluates candidates' abilities to provide effective and appropriate early grades math instruction as outlined in the newly developed Domain 8 (Effective Mathematics Instruction) of the PK-3 Teaching Performance Expectations (TPEs).

As part of the development of the new PK-3 CalTPA Mathematics Cycle, Commission staff contacted a variety of math pedagogy specialists to serve as an advisory group to support the development of a performance assessment of effective math instruction for PK-3. The PK-3 ECE math specialists group included experts who had previously worked on the development of the PK-3 Mathematics TPEs. This group has met online three times since March 2024 to review and provide feedback on drafts of the PK-3 Math Cycle. The table below provides information about the members of the PK-3 Math Cycle work group.

Commission staff and Evaluation Systems staff also met with a Bias Review Committee on June 5-6, 2024, to discuss and mitigate issues of bias from a variety of perspectives. The committee's recommendations were reviewed, and adjustments were made to the cycle as needed.

Math Cycle Work Group Members and Meetings

Meeting Date(s)	Meeting Description	Work Group Members
March 28, 2024	Math Performance Assessment Work Group Meeting #1	Robyn Stone (Santa Clara COE) Deborah Stipek (Stanford University) Duane Habecker (Merced COE) Christine Roberts (Math Specialist, Teacher on Special Assignment)
June 5-6, 2024	PK-3 Math Cycle Bias Review Committee	Bias Review Committee Members
June 17, 2024	Math Performance Assessment Work Group Meeting #2	Robyn Stone, Deborah Stipek, Duane Habecker, Christine Roberts
July 1, 2024	Math Performance Assessment Work Group Meeting #3	Robyn Stone, Deborah Stipek, Duane Habecker, Christine Roberts

The workgroup made several key recommendations throughout the development of the PK-3 ECE Mathematics Cycle. The group advocated for candidates to:

- Demonstrate their ability to plan and facilitate child-centered, culturally contextualized math activities.
- Avoid didactic teaching methods and incorporating intentional math learning through

everyday routines and play.

- Connect math learning goals to activities, focusing on active engagement, academic language development, and monitoring student learning in mathematics across Preschool/TK and K-3 settings.
- Demonstrate the ability to deeply understand children’s math thinking (e.g., atypical problem solving, error analysis) as a critical component of furthering math learning.

The workgroup also suggested several global changes and recommendations for clarity and consistency in terminology, such as referring to “students” as “children” instead, using the term “facilitation” as opposed to “teaching” and using the term “activity” instead of “lesson.” These terms are aligned with terminology commonly used in PK-3 ECE settings. The work group also highlighted the importance of candidates using the recently published revised version of the [Preschool/Transitional Kindergarten Learning Foundations](#) (July 2024).

The CalTPA Math Cycle is informed by the [California PK–3 Teaching Performance Expectations \(TPEs\)](#) for teacher candidates, the [California Preschool/Transitional Kindergarten Learning Foundations](#) (PTKLF 2024), and for older children in grades K to 3, [the California Common Core State Standards for Math](#) (CA CCSSM).

The PK-3 ECE Math Cycle reflects the structure of all CalTPA cycles and requires that candidates:

- **Step 1:** Plan one asset-based, UDL focused, play-oriented math activity for a group of children, including 3 focus children, that connects to children’s previous math learning
- **Step 2:** Facilitate and video record their activity and provide a commentary for what is seen and heard in the video clips
- **Step 3:** Reflect on the effectiveness of the planning and facilitation of the math activity
- **Step 4:** Apply what they have learned from the cycle of facilitation by identifying what they will do in future math activities to advance the math learning and language development of the children.