Annual Report on the Commission Approved Teaching and Administrator Performance Assessments

DECEMBER 12, 2024

Agenda

- CalTPA
- CalAPA
- edTPA
- FAST
- RDI-TPA Workgroup

Presenters:

- **Zoltan Sarda**, Ed.D., Consultant, Professional Services Division
- **Marissa Luna-Lopez**, Ed.D., Consultant, Professional Services Division
- **Lori Kroeger**, Ph.D., Evaluation Systems Group of Pearson
- **Juliet Wahleithner**, Ph.D., Assistant Director of Teacher Education, California State University, Fresno
- **Ricci Ulrich**, Coordinator, Fresno Assessment of Student Teachers (FAST)
- **Adam Ebrahim**, Senior Director of Policy and Continuous Improvement

CalTPA Bright Spots

Multiple Subject, Single Subject, and World Language Candidates

- Cumulative pass rate of 97% for candidates who submitted both cycles between 2018 and 2024 (Table 1, pg. 6)
- Hispanic candidates were the largest group by ethnicity (94% or 3,196 individuals) who passed both cycles in the 2023-2024 academic year (Table 3a, pg. 7)

Education Specialist: Mild to Moderate and Extensive Support Needs Candidates

- Cumulative pass rate of at or near 100% for both cycles between 2022 and 2024 (Table 7, page 13)
- The vast majority of candidates are passing on their first attempt with zero candidates attempting the assessment 3 or more times (Tables 9 and 10)

CalTPA Areas of Concern

- **Black Candidate Passage Rates and Condition Codes:** Black candidates had a lower first-attempt cumulative passage rate than all other subgroups by ethnicity. They also received a higher proportion of condition codes, with 14% receiving condition codes in Cycle 1 and 24% receiving condition codes in Cycle 2 in 2023-24. (Tables 3a and 3b, Tables 5b and 5c)

- **First Attempt Pass Rates:** First attempt pass rates for completing both cycles for all candidates range between 73% to 78% 2021-2024. In the same period, first attempt pass rates by race/ethnicity ranged between 61% to 88% (Table 3b)

- **Multiple Attempts Required to Pass for Some Candidates:** 9%-14% of candidates require two attempts to pass, while 3% to 5% of candidates require 3 or more attempts to pass Cycle 1. First attempt pass rates over the last 2 years have trended downward. Column 6 provides information about the number of candidates who have not yet passed, ranging from 0% to 19%. (Table 4a)

- **Condition Codes:** While condition code percentages have been slightly decreasing for Cycle 1 over the last 5 years and have been stable for Cycle 2 (Table 5a), the rates continue to be an area of concern and are too high.

- **English Language Development Goals:** The most prevalent condition codes continue to be related to writing ELD goals based on ELD Standards.

CalTPA Upcoming Model Developments

Development of upcoming MS and Ed Specialist versions will incorporate the following and be applied to SS and WL:

- Analytic rubric revision with the guidance of Design Team(s) to include fewer constructs in the 4 and 5 levels.

- Removed one rubric from Cycle 2 in the Literacy Performance Assessment.

- Inclusion of more choices and ways for candidates to respond to prompts for example, video recorded verbal responses in lieu of writing responses, commentary about video clips submitted giving the candidate opportunity to explain what they are doing and why.

- Decrease number/type of Condition Codes. Review assessor guidelines/training and update as needed.

- In quarterly internal review of data, increase analysis of subgroup findings, and work directly with programs in relation to both pass rates and Condition Codes with programs.

CalTPA Candidate Assessment Guide and Faculty Guide Format Revision Underway:
- Decrease of written directions and repetition in the candidate assessment guide
- Addition of video clips in the candidate and faculty guides to provide a different modality to share information vs in text.
- Develop LMS Version of the candidate assessment guide for faculty /peer use to increase formative feedback.

CalAPA

Bright Spots:
- 99% overall, cumulative passage rate for all three cycles (Table 24, pg. 33)
- 98-100% passage rate across all race/ethnicity on first-time and cumulative pass rate (Table 25, pg. 33-34)

Areas of Concern
- Slight increase in candidates (18) completing the cycles in 3+ attempts (Tables 26-28, pg. 34)
- Condition codes for Cycles 2 and 3 are too high. (Table 29, pg. 35)

Upcoming Model Developments
- There is a plan to convene an Administrative Services study group to focus on inclusive practices and ensure those who want to provide administrative services in Early Childhood settings are prepared given the new ECE PK-3 Specialist credential and the expansion of ECE settings in elementary schools. This group may make recommendations to update the CAPE which could lead to revisions of the CalAPA cycle tasks and rubrics. (pg. 33)

edTPA Bright Spots

Multiple Subject/Single Subject and World Language Candidates

- Cumulative pass rate of 95% for MS/SS candidates who submitted between 2018 and 2024 (Table 13a, pg. 18).

- Historically high pass rates for WL candidates who submitted 2018-2022 (Table 13b, page 19).

Education Specialist: Mild to Moderate and Extensive Support Needs Candidates

- Cumulative pass rate of 98% for both years of use (Table 13c, page 19).

- High first attempt pass rates across all ethnic groups, 91%-100% (see Table 15c, page 22)

edTPA Areas of Concern

- **Candidate Passage Rates and Condition Codes:** Multiple- and Single Subject, black candidates had a lower first-attempt cumulative passage rate than all other subgroups by ethnicity. World Language Hispanic candidates had a lower first-attempt cumulative passage rate than all other subgroups by ethnicity.

- **Condition Codes:** These codes are assigned to rubrics that are unscorable. If a candidate receives two or more condition codes within a single task, the Task and the assessment are marked "Incomplete" and the candidate will need to re-register for that Task. The percentage of submissions receiving Condition Codes has remained stable over time, except for 2020-21, which was likely due to impacts related to the covid-19 pandemic, and a slight uptick in frequency during the past three academic years.

- **World Language:** The pass rate for World Language candidates has dropped over the past two years. This group also requires a higher number of attempts to pass. There is higher variability in the pass rates by ethnicity with this population of candidates.

edTPA Upcoming Model Developments

- Modular submission approach of independent tasks

- Additional options for candidates to respond to commentary prompts to show what they know (e.g., video/audio responses in lieu of written responses)

- Updates to Assessment Materials:
  - Streamlining written directions
  - Video clips embedded in the Handbooks
  - LMS Version of the Assessment materials

FAST: Support for Candidates

- Scored by both faculty and university coaches

  - Provide feedback aligned with FAST expectations

- University Coaches observe candidates in clinical placements and provide ongoing formative feedback

  - Lesson plan development

  - Three formal observations with TPE-aligned feedback prior to SVP/TSP implementation

- Projects scored immediately providing candidates feedback within 2-3 weeks

- Remediation Support

  - Meetings with coordinator

  - Only failed sections revised and resubmitted

FAST: Bright Spots

Multiple Subject, Single Subject, and Education Specialist;
Mild to Moderate and Extensive Support Needs Candidates:

- Cumulative pass rates for first and second attempts for all candidates continue to be above 99%

  (Table 23, pg. 29)

- 2023-2024 first time pass rate on Site Visitation Project and Teaching Sample Project
  - All subgroups: 80% or higher
  - Asian, Black, and Native American candidate: 100%

  (Tables 21-22, pgs 27-28)

FAST: Areas of Concern

- Candidates who identify as SE Asian continue to have lower first-time pass rates, especially on Teaching Sample Project

- Candidates who identify as Hispanic, White, or SE Asian continue to have lower first time pass rates overall

- First time pass rates are lower on Teaching Sample Project than Site Visitation Project
  - Possible reasons:
    -Increased complexity
    -Increased amount of writing required
    -Completed while candidates also balancing final clinical practice and other coursework

FAST: Next Steps

Model Development

- Currently completing pilot of FAST 3.0 for Multiple Subject, which includes a revised Site Visitation Project that includes a Literacy Performance Assessment

- Seeking approval to pilot FAST 3.0 for Education Specialist: Mild-to-Moderate Support Needs and Extensive Support Needs in Spring 2025

- Planning to develop FAST for PK-3 candidates, with hopes to pilot in 2025-2026

Model Revisions

- Considering ways to revise current tasks to support candidate's increased attention to issues of equity and implementation of culturally sustaining pedagogy

- Considering ways to make tasks themselves more equitable

- Continuing to collect data on candidate performance from those scoring to inform programmatic improvements

Workgroup to Review the Design and Implementation of Teaching Performance Assessments (RDI-TPA)

Purpose: The Commission directed staff to convene an expert workgroup to evaluate the design and implementation of the state's current teaching performance assessments. The objective is to ensure that these assessments are valid, authentic, formative in nature, embedded in preparation, and contribute to program improvement through the accreditation system.

Workgroup to Review the Design and Implementation of Teaching Performance Assessments (RDI-TPA)

1. Modifications needed for the current performance assessments

2. Embedding current performance assessments in coursework and clinical practice

3. Strengthening accreditation to support embedding in coursework and clinical practice

4. Engaging in local scoring

5. Developing questions for program completed surveys

Please see Education code section 44320.4 for fully elaborated RDI-TPA Workgroup recommendation requirements.

RDI-TPA Recommendation Development

Initial Recommendation Development

RDI-TPA Workgroup Meetings 1-5

Conduct inquiry into each Focus Area and develop initial recommendations to present for initial feedback during the February 2025 Commission Meeting

February 2025

Draft Recommendation Development

RDI-TPA Workgroup Meeting 6

Integrate feedback from the Commission into a complete set of Draft Recommendations presented for feedback during the April 2025 Commission Meeting

April 2025

Final Recommendation Development

RDI-TPA Workgroup Meeting 7

Integrate feedback from the Commission into a complete set of Final Recommendations presented for feedback during the June 2025 Commission Meeting

Emerging Recommendations from the RDI-TPA Workgroup (Paraphrases)

1. Ensure TPA design allows teacher preparation programs to organize and administer the TPA in smaller segments that may be completed within existing coursework and clinical practice.

2. Programs provide ongoing feedback to candidates prior to submission to mitigate condition codes and increase formative value of TPA.

3. Ensure assessor training prioritizes evaluating candidate knowledge over finding errors and revise scoring practices to focus on what can be assessed without use of condition codes.

4. Ensure TPAs provide substantive and actionable feedback for candidates.

5. Hold preparation programs accountable for addressing disproportionate success rates.

Possible Interim Actions Pending Outcomes of the RDI-TPA Workgroup Process

1. Update program standard (5b) and TPA guidance to clarify program ability to evaluate candidate work prior to submission to provide specific feedback for improvement and screen for technical errors that would generate condition codes.

2. Identify programs with low pass rates and/or high frequencies of condition coded submissions and issue notification letters that include evidence-based recommendations to improve candidate pass rates and/or reduce/eliminate candidate condition codes. Include notification in the program's accreditation file.

3. Standardize the Commission's system for gathering and reporting data related to TPA outcomes to include establishing clear metrics to inform policy development and support improvement in preparation programs.

4. Review the system by which candidates and programs are notified when a candidate's scores fall within the secondary passing standard to identify opportunities to increase the number of candidates recommended for a credential.