



**Preliminary Multiple Subject, Single
Subject and Education Specialist
Credential
CalTPA Policy Handbook
2024-25**

**For Student Teachers, Interns,
Cooperating Teachers, Intern Liaisons,
School Administrators and
University Supervisors**

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Overview

This CalTPA Handbook has been compiled to serve as a guide and source of information about the Teaching Performance Assessment. It is everyone involved in the preparation of teachers for California schools: credential candidates, cooperating teachers, district intern liaisons, school administrators, university supervisors, NDNU faculty, and alumni. The goal is to provide:

- 1) an understanding of the history behind the Teaching Performance Assessment (TPA),
- 2) its role in the process of training and credentialing teachers in the state of California,
- 3) the process for successfully completing the TPA for credential candidates, and
- 4) information that will help university and district personnel support candidates as they complete the TPA during their two semesters of clinical placements and earn their preliminary credential.

For all who use this TPA Handbook, we invite your input and suggestions for how we can improve the information presented.

For all who use this TPA Handbook, if you have questions, please feel free to contact our TPA Team. We would be happy to answer your questions.

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CalTPA: Introduction and FAQs

What are the Teacher Performance Assessments or TPA?

Teacher Performance Assessments (TPAs) are the rigorous evaluations of Multiple Subject (MS) and Single Subject (SS) teacher candidates as required in the 1998 law, known as Senate Bill 2042 (SB 2042). This law was enacted in California to maintain multiple pathways to a teaching credential, but ensure that regardless of the pathway (e.g., student teaching, district internships, and university internships) candidates meet a uniform set of standards. Among other provisions, it established a requirement for all California candidates for a preliminary teaching credential to pass a state-approved teaching performance assessment with demonstrated validity and reliability to supplement training, course assignments and supervisor evaluations. How TPAs are addressed across universities is among the provisions of the passed Senate Bill 1209 (SB 1209) on July 1, 2008 that called for a more standardized approach to assessments. Over the next four years, a job analysis of teaching by the California Commission on Teaching Credentialing (CTC) was conducted and a set of standards for prospective teachers, called Teaching Performance Expectations or TPEs, was developed. Assessment Design Standards for the Teaching Performance Assessments or TPAs were also developed. In 2018, the CTC adopted revisions to the Education Specialist credential, later requiring passage of TPA for teacher candidates enrolling after July 1, 2022.

What is the CalTPA and why is NDNU using this TPA model?

CalTPA was one of three original TPA models that commenced after July 2008 (the other two TPA models were PACT and Fresno Assessment of Student Teachers or FAST). It originally was created in partnership with CTC and Education Testing Services and centered on four separate tasks that candidates complete successfully. Since June 2016, the CalTPA has undergone revisions for Multiple, Single Subject, and World Language teacher candidates: Pilot test (Spring 2017), field test (2017-2018), and implementation (July 1, 2018). Furthermore, CalTPA is a new model for teacher candidates in Mild Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) with field test (2021-22) and implementation (July 2, 2022). In the CalTPA model, the candidate must successfully complete two cycles: Cycle 1 with its focus on "Learning About Students and Planning Instruction", and Cycle 2 with its focus on "Assessment-Driven Instruction." Both cycles follow cyclical steps of plan, teach and assess, reflect, and apply, as reflected in specific tasks that candidates will need to demonstrate and document as part of their portfolio submissions.

At NDNU, our MS and SS programs aligned with the SB 2042 requirements. NDNU participated in the Performance Assessment of California Teachers (PACT) in 2007, which was originated by Stanford. Due to the implementation of the Common Core Standards in 2013, revisions were made to the TPEs (adopted in June 2016) and TPAs (adopted in July 2018). As a result, PACT ended its operations as it was no longer aligned with the revised TPEs. During this time NDNU explored various TPA models and participated in a pilot study on the revised CalTPA. After

further investigation and consultation with the CalTPA design team, NDNU formally implemented the revised CalTPA as its TPA model in Fall 2018.

Who is required to submit both Cycles 1 and 2 CalTPA portfolios?

Currently all candidates who begin their first semester of student teaching in the Multiple or Single Subject Credential Programs will be given an orientation to both student teaching and the required TPA as part of the state requirement. For all MS and SS credential students, CalTPA Cycle 1 will be required for submission by the end of the first semester student teaching seminar. Cycle 2 will be required for submission by the end of the second semester student teaching seminar or at the agreed timeframe if the credential student did not pass Cycle 1. As of January 1, 2023, all candidates who begin their first semester of student teaching in the Education Specialist Credential Program will be included in orientation and be required to complete the TPA as part of the state requirement, with Cycle 1 at the end of first semester student teaching and Cycle 2 at the end of second semester student teaching.

What is required for all CalTPA submissions?

Candidates are required to submit all written templates as designated by CalTPA. Pearson will provide blank templates for students to use for written submission in the candidate's Pearson online platform account. For more information and samples of what the written templates will be used for, go to this [samples](#) link or go to the [CalTPA-Pearson Preparation Materials](#) site.

In addition to written templates, candidates also need to provide their student samples (Cycle 2) and video clips of their teaching (Cycles 1 and 2). Candidates should secure signed consent from their students' parents and school officials, and to keep the signed consent for recordkeeping. Please see "NDNU Consent Forms" in this handbook for more information. Candidates must abide by the confidentiality policy as outlined by the CTC when recording and using teaching video clips; any non-compliance of confidentiality may result in removal or withholding of the preliminary credential.

How are the CalTPA Cycles 1 and 2 submitted and scored?

Either the TPA Coordinator(s) and/or NDNU faculty will assist our teacher candidates to register onto the Pearson online platform found on this link: [CalTPA-Pearson Registration](#) site. All open accounts on the online platform are valid for 12 months.

Candidates upload onto the online platform all supporting documents, including narrative responses on templates (MS Word or PDF), student samples, and video clips for each Cycle final submission. Once officially submitted, the candidate's CalTPA portfolio will be assessed by scorers who have been calibrated and trained with the CCTC and Pearson. The identity of the portfolio will be maintained with confidentiality although the video portion may visually reveal the identity of the candidate. The identity of the scorer will remain anonymous, and several CalTPA submissions undergo a double scoring regardless or not if the first scoring is

an initial pass.

What fees do I have to pay for CalTPA?

The implementation of any TPA model and overall costs of managing the TPA includes providing program staff to address credentialing issues of compliance and assessments, address training gaps in these roles; preparation program documents to meet the state standards, and additional support beyond that covered by tuition the CalTPA Support classes. At the time NDNU candidates enroll in each of their 2 student/intern teaching courses they also pay a \$250 TPA Fee linked to each course. Each semester \$150 of this fee is paid by NDNU to Pearson to cover the cost of scoring the TPA: once for Cycle 1 and once for Cycle 2. The remainder of the fee is used to cover the cost of TPA compliance and remediation support by faculty not covered by the tuition (currently \$425 for .5 units) for each CalTPA Support course in which candidates enroll during their student/intern teaching placement.

A TPA Support faculty member will meet candidates who do not pass a CalTPA Cycle to provide a one-time complimentary remediation meeting at no cost. This meeting will provide valuable feedback and guidance. If the candidate requires further support, they can then enroll in the CalTPA Support Course (EDU 4560 or 4561) and pay the corresponding tuition fee.

How will candidates know the scores received on each CalTPA Cycle?

Score reporting to candidates includes releasing the rubric scores. The candidates will receive a summary of their rubric scores on their Pearson online platform account. The scores for CalTPA will be recorded as attaining the *Adopted Passing Standard*. Effective February 2024, CTC implemented a *Secondary Passing Standard* that allows teacher candidates to fulfill TPA requirement with lower passing score as long as the following conditions are met: [excerpt from [PSA 24-02](#), pages 2-3]

1. The candidate is currently enrolled in the program.
2. The candidate has met all other current credential requirements, including passing the Reading Instruction Competence Assessment (RICA) for Multiple Subject and Education Specialist candidates.
3. The candidate scored within -1.0 SEM of the adopted passing standard for the appropriate, currently approved versions of the CalTPA or edTPA (see next page).
4. The program has documented evidence from other sources that, together with the TPA results, the candidate has demonstrated competency in all domains of the Teaching Performance Expectations (TPE) for the credential sought. Note: Acceptable evidence may include observations of teaching, information gathered and documented from cooperating/mentor teachers, completed coursework assignments, other embedded formative and summative program level assessments for which the candidate has met the local passing expectation, and/or components of the TPA the candidate completed successfully (rubric score of 3 or above).

Any Cycle 1 or 2 submission that does not reach the ***Secondary Passing Standard*** will result in the candidate going through the remediation process explained in “Remediation Policy” which begins on page 10 of this handbook.

Teaching Performance Assessment (TPA)	Adopted TPA Passing Standard	Secondary Passing Standard (-1.0 SEM applied to TPA Passing Standard) with TPE Evidence
Cal TPA Multiple and Single Subject Cycle 1	19 with no more than one score of 1 allowed	16 with no more than one score of 1 allowed
Cal TPA Multiple and Single Subject Cycle 2	21 with no more than one score of 1 allowed	18 with no more than one score of 1 allowed
Cal TPA Mild to Moderate Support Needs Cycle 1	17 with no more than one score of 1 allowed	15 with no more than one score of 1 allowed
Cal TPA Mild to Moderate Support Needs Cycle 2	19 with no more than one score of 1 allowed	17 with no more than one score of 1 allowed
Cal TPA Extensive Support Needs Cycle 1	15	12
Cal TPA Extensive Support Needs Cycle 2	17	15

Where can I go online or who can I contact to access more information about CalTPA?

- Official information about CalTPA: <http://www.ctcexams.nesinc.com>
- Access this [link](#) for 2024-2025 CalTPA Assessment Materials
- Feel free the appropriate NDNU faculty listed on page 3 of this handbook.

NDNU Consent Forms for CalTPA Videorecording

The following pages are consent forms for CalTPA videorecording in the following languages: English, Chinese, and Spanish. For more consent form templates, go to this link folder: [CalTPA Consent Forms](#)

Dear Parents(s)/Guardian(s)/Caretaker(s),

As part of my teaching credential program at Notre Dame de Namur University, the California Commission on Teacher Credentialing requires me to complete the California Teaching Performance Assessment (CalTPA) administered by Pearson Evaluation Systems. I am required to videotape my teaching of your daughter's/son's class. The videotapes and written analysis will be kept by me and by Notre Dame de Namur University. All information collected will be strictly confidential. The videos will be review by Education Systems assessors and staff and may also be shared with other teacher educators and other teacher candidates to help them improve their teaching. The focus of the video is the teacher and her/his teaching, not the students in the class. However, at times, students may appear on the video and we would like your permission for your daughter/son to take part in the filming as one of the students in this class. Neither your child's name nor the name of the school will be used in any reports or presentations of the video. Your decision about whether or not to allow your child to participate will not affect her/his academic standing or grades. The University requires us to inform you that we foresee no risks to your child from participating.

In order for your daughter/son to take part in this videotaping project, I need your permission. If you would like more information about this work, I will gladly provide you with the contact information for the CalTPA website and/or the NDNU TPA Director

Thank you for your consideration of this request. I hope you and your child will agree to participate in this project. Please return the Consent form by [insert day, date]. Again, please contact me if you have any questions.

Sincerely,

[Insert your name] NDNU Teacher Credential Candidate

CalTPA Consent Form

Child's Name: _____

Parent/Guardian/Caretaker: _____

Relationship: _____

My child may participate in the NDNU CalTPA videotaping project Check one:

_____ Yes _____ No

Parent/Guardian/Caregiver Signature _____

School and Contact Information _____

Classroom Teacher _____

Grade/Subject _____

亲爱的父母/监护人/看护人

作为在 Norte Dame de Namur 大学工作的一部分，我需要录製我在您女儿/儿子班上的教学。此教学视频将由我和 Norte Dame de Namur 大学共同保存。这个视频也可能与其他教师，教育工作者和教师候选人共享，藉以协助他们增进教学。这个视频主要是针对我的教学，而不是课堂上的学生。然而，有时学生很可能也会出现在视频中，因此，我们希望您能允许您的女儿/儿子作为本课程的学生之一能参与视频製作。您孩子的姓名和学校名称

，都不会用於视频的任何报告或演示文稿中。无论您允许您的孩子参加与否，皆不会影响她/他的学业成绩或表现。Norte Dame de Namur 大学要求我们知会您，我们可以预见您孩

子的参与不会有任何危险。

为了让您的女儿/儿子参与这个视频专案，我需要您的许可。如果您想了解更多与此专案相关的讯息，我十分乐意提供您本大学CalTPA负责人的联系方式。

非常感谢您考虑此请求。我衷心希望您和您的孩子同意参与这个专案。如果您有任何问题或疑虑，欢迎随时与我联系。

此致

NDNU教师候选人

同意书：

我的孩子可以参加NDNU视频录像专案。选一项打勾：可以 _____ 不可以 _____

小孩的名字：

家长/监护人/看护人： _____

_____ 关系:

家长/监护人/看护人签名: _____

_____ 学校:

教室老师: _____

年级/科目: _____

学校电话号码: _____

Estimados Padres de Familia/Tutores/Cuidadores,

Como parte de mi trabajo para la universidad de Notre Dame de Namur, es requerido grabar mi enseñanza de la clase de su hijo/hijo. Las grabaciones permanecieran conmigo y con la Universidad de Notre Dame de Namur. Estos videos también pueden ser compartidos con otros profesores educadores y otros profesores candidatos para ayudarles a mejorar su enseñanza . El enfoque del video es el Profesor y su enseñanza, no los estudiantes en la clase. Sin embargo, a veces, estudiantes pueden aparecer en el video y nos gustaría su permiso para que su hijo/hija participe en el rodaje como uno de los estudiantes en la clase. Ni el nombre de su hijo/hija o el nombre de la Universidad se utilizará en el reporte o la presentation del video. Una forma esta adjunto para indicar si su hijo/hija no está dispuesto aparecer en el video. Su decisión sobre si desea o no permitir a su hijo/hija a participar no afectará su nivel academic o grado. La Universidad requiere que informemos que no prevemos ningún riesgo de participar a su hijo/hija.

Si no tenemos noticias de usted nosotros asumiremos que ha dado su permiso para que su hijo/hija participe en el rodaje. Si usted desea obtener más información sobre este trabajo, por favor no dude en contactar a Kelly Delaney, director del CalTPA.

Gracias por su consideración de esta petición. Esperamos que usted y su niño acuerden de participar en este proyecto. Una vez mas, por favor contáctenos si usted tiene alguna pregunta o inquietud.

Sinceramente,

Candidato de Credenciales de Maestro de NDNU

Forma de consentimiento:

Mi niño incluido en el vídeo de esta clase. Escoger uno: ☐ sí ☐ no

Nombre del niño: _____ Nombre _____ del

Padre/Tutor: _____ Relación : _____

Padre/Firma del Tutor: _____

Escuela: _____

Maestro/Maestra:

Grado/Asignatura:

Escuela – número de teléfono: _____

NDNU CalTPA Remediation Policy

CTC Strategies for Supporting Candidates Who Do Not Meet the Passing Standard

Candidates who do not meet the secondary passing standard on one or both cycles may seek remedial support from their preparation programs (and/or induction programs if they are preliminary credential teachers with TPA requirements). These candidates have the opportunity to retake the appropriate cycle(s) in accordance with the CalTPA Retake Policy. The maximum number of resubmissions needs to be determined by each teacher preparation program.

Remediation Process for Currently Enrolled NDNU Students and Alumni

TPA Coordinator or CalTPA Support Instructor may offer a one-time courtesy remediation meeting with teacher candidates who do not pass either Cycle of CalTPA. This meeting aims to:

- Review and discuss low-scoring rubrics
- Brainstorm tips and ideas for improvement in the next submission

If additional support is needed beyond this meeting, teacher candidates are recommended to enroll in the CalTPA support course (EDU 4560 for Cycle 1, or EDU 4561 for Cycle 2) during the next available semester; see section “CalTPA Support Class” at the bottom of this page for more information.

If the candidate selects to appeal the non-passing scores, they may request a score verification directly from Pearson. Please go to this site for more details: [Requesting a Score Verification](#). Important: Please be aware that the cost of appealing a CalTPA score (currently \$100) is the sole responsibility of the candidate. The candidate must pay this fee directly to Pearson. The university is not responsible for covering this cost.

CalTPA Support Class

The focus of this class is on meeting as a small cohort and/or 1:1 coaching for candidates who need to successfully pass CalTPA as part of their credential requirements. Candidates will meet online with their instructor to receive a detailed overview of the four steps and corresponding assessment tasks and scoring rubrics, explanation and practice of the appropriate use of materials. Furthermore, candidates will review their specific Cycle drafts, review instructor and cohort feedback in order for opportunities to revise their document for (re)submission. CALTPA courses are linked with credential specific Student/Intern Teaching seminars so that candidates in their first semester of student/intern teaching will be in a CalTPA support class focused on Cycle 1 in their credential area. Candidates in their second semester of student/intern teaching will be in a CalTPA support class focused on Cycle 2 in their credential area. CalTPA support classes are scheduled to be on the same night and back-to-back with student/intern teaching seminars providing candidates the opportunity to bring discussions and content from seminars related to their teaching practice in their placements into the

development of their TPA response.

NDNU also provides CalTPA courses focused on remediation for NDNU candidates who have completed all their credential requirements except CalTPA as well as teachers or individuals who did not complete their credential work at NDNU but still require passage of the CalTPA in order to qualify for a California teaching credential. Individuals needing to enroll in these courses must be admitted to NDNU as non-degree seeking students. These courses are also met as small cohorts and/or 1:1 in the evening to provide coaching for these.

The table below provides the course numbers for the Student/Intern teaching Seminar and the matching CalTPA Support class in which candidates need to enroll.

Student/Intern Teaching Seminar	CalTPA Support Class
EDU 4270 Student/Intern Teaching I ES	EDU 4260 CalTPA SPED Support Cycle 1
EDU 4271 Student/Intern Teaching II ES	EDU 4261 CalTPA SPED Support Cycle 2
EDU 4350 Student/Intern Teaching I MS	EDU 4360 CalTPA MS Support Cycle 1
EDU 4351 Student/Intern Teaching II MS	EDU 4361 CalTPA MS Support Cycle 2
EDU 4450 Student/Intern Teaching I SS	EDU 4460 CalTPA SS Support Cycle 1
EDU 4451 Student/Intern Teaching II SS	EDU 4461 CalTPA SS Support Cycle 2
Remediation for alums and teachers who didn't complete their credential work at NDNU but require passage of TPA for a California Credential	EDU 4560 CalTPA Remedial 1 (Cycle 1)
	EDU 4561 CalTPA Remedial 2 (Cycle 2)

