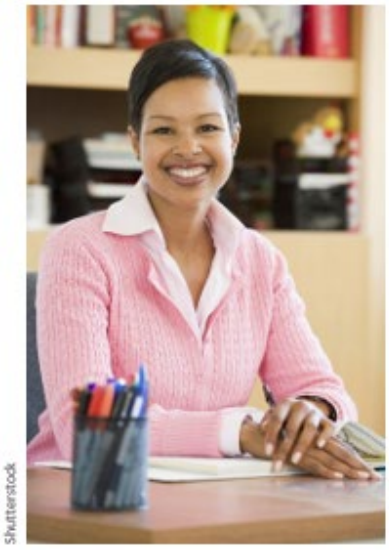
PK-3 Early Childhood Education CalTPA
California Teaching Performance Assessment



PK–3 Early Childhood Education Performance Assessment Overview

Overview of PK–3 Early Childhood Education Cycles and Rubrics

Version 01

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Acknowledgments

California has been an innovator in the development and use of teaching performance assessments since 2003. The California Teaching Performance Assessment (CalTPA) has been revised and updated with the assistance of a 21-member design team; the Evaluation Systems group of Pearson; the Stanford Center for Assessment, Learning, and Equity (SCALE); and the California State University Center for Teacher Quality. The revised CalTPA draws from and is informed by California's rich experience with different performance-based assessment models, including the original California Teaching Performance Assessment (CalTPA), the redeveloped CalTPA (2016), the Education Specialist CalTPAs, as well as the California Administrator Performance Assessment (CalAPA), the Performance Assessment for California Teachers (PACT), and edTPA®. Participants in each of these other systems contributed to the redesigned CalTPA. The Commission on Teacher Credentialing acknowledges the contributions of these assessment systems and the educators who have developed, administered, and scored them.

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Introduction

For 20 years, the Commission on Teacher Credentialing (CTC) has applied performance assessment as one of multiple measures to inform candidate preparedness. This work began in 1998 with the passage of Senate Bill 2042 (Chapter 548) and later with the passage of Senate Bill 1209 (Chapter 517 in 2006), requiring all Preliminary Multiple Subject and Single Subject Credential candidates attending California teacher preparation programs to pass a teaching performance assessment (TPA). In response, the CTC developed a state model TPA, called the California Teaching Performance Assessment (CalTPA), based on the CTC's Assessment Design Standards and the California Teaching Performance Expectations (TPEs). As the CTC moved to strengthen and streamline its accreditation system, update preparation standards to align with the California content standards for students, and improve performance assessment, it was necessary to conduct a deeper review of the TPEs to ensure that, as a whole, they reflected the field's evolving set of expectations for teacher and student knowledge and ability.

At its June 2016 meeting, the CTC adopted new TPEs that are aligned with the California Standards for the Teaching Profession (CSTP), and this action launched the redevelopment of the CalTPA. In doing so, the CTC has engaged a 21-member design team of practitioners and teacher educators, including representation from the full range of teacher preparation programs, teacher induction programs, and the geographic regions of California. Along with assessment development experts from the CTC and the Evaluation Systems group of Pearson, the team has developed a new teaching performance assessment system that reflects the needs of California's students and public schools at the dawn of the 21st century.

The CalTPA has been purposefully structured to address key elements of the TPEs, including

- development of children's knowledge, skills, abilities, and academic language through play-based learning experiences that support early learning and growth;
- application of developmentally appropriate, asset-based practices that connect content-specific pedagogy to the diverse learning needs of children;
- leveraging of children's assets (cultural and/or linguistic) and/or interests;
- approaches to classroom management and engagement of children that support social-emotional development; and
- effective instruction of all children in the general education classroom, including English learners, all underserved education groups or groups that need to be served differently, and children with disabilities.

The CalTPA PK–3 Early Childhood Education (PK–3 ECE) is aligned to the PK–3 Early Childhood Education Specialist Instruction Credential Teaching Performance Expectations (TPEs), and includes two cycles with a focus on math and literacy instruction and assessment:

- **Math Cycle: Learning About Children and Planning a Math Activity**
- **Literacy Cycle: Assessment-Driven Literacy Instruction**

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Each cycle reflects four iterative steps commonly used in teaching: (1) plan, (2) teach and assess, (3) reflect, and (4) apply. This pedagogical cycle provides an overarching conceptual framework of progressively interrelated cognitive steps to help guide and refine the candidate's thinking and encourage active decision-making throughout each cycle of planning, teaching, and assessing learning.

The redeveloped CalTPA is intended to provide both a formal assessment of candidate ability and a framework of performance-based guidance to inform candidate preparation and continued professional growth through induction. Analytic feedback provided at the completion of each cycle will facilitate data-driven collaboration and reflection by the candidate in preparing for the subsequent assessment cycle. Performance data will be shared with institutions to assist them in making program improvements and will guide induction programs as they work with new teachers to individualize learning plans. The CalTPA is designed to be embedded within the field placement of a teacher preparation program so that the candidate may draw on authentic evidence of teaching ability and learning experienced during clinical practice.

The two cycles were developed to build on each other, but may be completed independently and in any order deemed appropriate by a preparation program.

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Evidence Tables

The tables on the following pages provide a summary of the expectations of candidates completing the CalTPA PK–3 ECE, including what actions should be taken and what evidence should be submitted by pedagogical step.

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Math Cycle: Learning About Children and Planning a Math Activity

Cycle Step	What You Need to Do	Evidence to Be Submitted

Step 1: Plan	• With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your children.
	  ○ Select 3 focus children (FC1, FC2, FC3).
	• Develop one play-based, UDL-focused math activity that leverages children's assets (cultural and/or linguistic) and/or interests that includes two goals:
	  ○ One math content and practice learning goal, and
	  ○ One math academic language development (ALD) learning goal
	• Provide an explanation of the specific adaptations for the 3 focus children and a rationale.
	• Provide key instructional resources and/or materials related to the math activity plan.
		• **Part A:** Written Narrative: Contextual Information (up to 7 pages)
		• **Part B:** Math Activity Plan (use optional template or locally provided format) (up to 10 pages)
		• **Part C:** Written Narrative: Math Activity Adaptation(s) for Focus Children (up to 7 pages)
		• **Part D:** Math Activity Resources and/or Materials (up to 7 pages)

Step 2: Teach and Assess	• Teach and video record the entire math activity. • Select 1 to 3 video clips. • Provide commentary (what you are doing and why) for each video clip.	• **Part E:** Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) • **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	• Reflect on the effectiveness of the math activity. What did the children learn? What did you learn about planning and teaching a math activity?	• **Part G:** Written Narrative: Reflection on What You Learned (up to 7 pages)
Step 4: Apply	• Based on what you learned by completing Steps 1, 2, and 3, describe what you will do in future activities to advance math learning and math ALD for these children, including FC1, FC2, and FC3.	• **Part H:** Narrative: Application of What You Learned (written, up to 4 pages; **OR** up to 6 minutes of verbal or ASL response)

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Literacy Cycle: Assessment-Driven Literacy Instruction

Step	What You Need to Do	Evidence to Be Submitted

Step 1: Plan	• With guidance and support from your cooperating teacher and/or supervising faculty, gather and review recent, available literacy assessments and other contextual information about the children.
	  ○ Select one focus child (FC).
	• Describe three to five literacy activities, including corresponding assessments, that include the selected foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework. Each activity must include
	  ○ one ELA/Literacy learning goal **and**
	  ○ one ELD learning goal.
		• **Part A:** Written Narrative: Contextual Information (up to 4 pages)
		• **Part B:** Activity Plan Template (up to 5 pages per activity)
		• **Part C:** Written Narrative: Description of Assessments (up to 5 pages)
		• **Part D:** Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria

Step 2: Teach and Assess	• Teach and video record all activities and assessments. • Select 1 to 4 video clips. • Provide commentary (what you are doing and why) for each video clip.	• **Part E:** Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) • **Part F:** Commentary (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	• After engaging children in the summative assessment, determine the children's progress toward meeting the ELA/Literacy and ELD learning goals. • Analyze the children's results and provide the children with specific, actionable feedback on the assessment. • Reflect on the children's progress and the effectiveness of your literacy instruction. • Submit the FC's summative assessment response; the scored rubric or performance criteria; and specific, actionable feedback.	• **Part G:** Focus Child's Summative Assessment Response and Scored Rubric or Performance Criteria • **Part H:** Focus Child's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file) • **Part I:** Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)
Step 4: Apply	• Plan a re-teaching or an extension activity to support the FC's literacy development. • Video record the follow-up activity. • Provide commentary (what you are doing and why) for the video clip.	• **Part J:** Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) • **Part K:** 1 Video Clip (up to 5 minutes) of Follow-Up Activity • **Part L:** Commentary (written up to 2 pages; **OR** up to 5 minutes of verbal or ASL commentary)

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Rubric Essential Questions

For each cycle, rubrics are aligned to the specified steps of the cycle (plan, teach and assess, reflect, and apply). Each rubric is framed by an essential question that outlines the knowledge, skills, and abilities assessed within the rubric. The tables below list the essential questions for the CalTPA PK–3 ECE rubrics contained in each cycle. Refer to the rubrics in each cycle guide for performance level descriptors and alignment to the TPEs.

Math Cycle: Learning About Children and Planning a Math Activity

Step 1: Plan	
Rubric 1.1	How does the candidate apply findings from recent math information to plan one play-based, UDL-focused math activity that leverages children's assets **and** monitor their progress in a safe, positive environment?
Rubric 1.2	How does the candidate apply recent information to plan adaptation(s) to support the language development of FC1 based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
Rubric 1.3	How does the candidate apply recent information to plan adaptation(s) to support the math learning of FC2 based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
Rubric 1.4	How does the candidate apply recent information to adapt the environment to support FC3's well-being **and/or** behavior based on their assets (cultural **and/or** linguistic) **and/or** interests, **and** learning need(s)?
Step 2: Teach and Assess	
Rubric 1.5	How does the candidate create **and** sustain a safe, positive learning environment **and** apply UDL-focused strategy(ies) that support their children in making progress toward meeting the math content **and** practice **and** math ALD learning goals?
Rubric 1.6	How does the candidate engage children in play-based learning **and** observe, monitor, **and** respond to children intentionally to support children in making progress toward the math content **and** practice **and** math ALD learning goals?
Step 3: Reflect	
Rubric 1.7	How does the candidate reflect on the effectiveness of their play-based, UDL-focused math activity that leverages children's assets in a safe, positive environment (referring to evidence from Steps 1 **and/or** 2)?
Step 4: Apply	
Rubric 1.8	How does the candidate apply what they have learned to determine future steps for math content **and** practice **and** math ALD instruction (referring to evidence from Steps 1, 2, **and/or** 3)?

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Literacy Cycle: Assessment-Driven Literacy Instruction

Step 1: Plan	
Rubric 2.1	How does the candidate's planning leverage children's assets, include assessments, align activities to create a progression of learning, **and** address developmentally appropriate ELA/Literacy **and** ELD goals?
Rubric 2.2	How does the candidate apply findings from recent literacy assessments to plan for: • the selected foundational reading skill(s) using a direct, systematic, **and** explicit approach to support the children's literacy **and** language development? • the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the children's literacy **and** language development?
Step 2: Teach and Assess	
Rubric 2.3	How does the candidate provide instruction in the selected foundational reading skill(s) using a direct **and** explicit approach to actively engage children **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.4	How does the candidate provide instruction in the selected additional theme(s) from the ELA/ELD Framework **and** use integrated ELD to actively engage children **and** support their progress toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.5	How does the candidate use assessment(s) to monitor the children's learning **and** adjust instruction to support the children in progressing toward meeting the ELA/Literacy **and** ELD goals?
Rubric 2.6	How does the candidate use assessment results to provide specific, actionable feedback to the children related to literacy about what they did well **and/or** their misconceptions/gaps in knowledge to support the children's literacy **and** language development?
Step 3: Reflect	
Rubric 2.7	How does the candidate identify the children's understandings, gaps in knowledge, **and/or** misconceptions; provide specific, actionable feedback; **and** determine what was effective **and** what instructional changes they would make if they taught the activity plan again?
Step 4: Apply	
Rubric 2.8	How does the candidate apply the analysis of the FC's assessment results (formative **and** summative) to plan, provide an explanation for, **and** teach a follow-up activity (referring to evidence from Steps 1, 2, **and/or** 3)?

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