Mentor Handbook for Supporting TPA Completion

2022-2023



Individualized One-on-One Support
Meeting them right where they are

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Handbook for Supporting TPA Completion

Overview

Dear Mentors,

This handbook is specifically designed to help mentors support the completion of CalTPA Inquiry Cycles 1 or 2[1], by completing, with their candidate, an alternate TPA Individual Learning Plan. There will be times when the TPA takes up your whole meeting because a TPA event is being planned on a deadline or just about to happen and you want to capture your candidate's thinking for them. At other times, you'll just check to see if everything is on schedule and conduct the usual business of a weekly meeting.

The TPA is a large commitment, so your candidate may decide to defer the TPA to next year to concentrate on another line of inquiry. Their preliminary credential gives them five years to complete the TPA, but we are hoping they will complete during the two years of induction. If your candidate decides to defer the TPA, return to the SAUSD ILP process.

Another option that lifts the considerable burden of documentation and submission during a single semester is to complete all required steps and gather all required evidence for the TPA and complete the official reflection and submission during the summer or winter break.. For that option, you would still use this handbook, and the TPA ILP.

Your candidate is responsible for knowing the details and requirements of the TPA. You don't need to be an expert on the TPA to provide excellent mentoring. The first section of this handbook, *Acceptable Mentor Support*, spells out how to provide non-judgmental guidance and support; and the *Mentor Roles and Tools* section points you to approved support materials. As always, let us know how we can help you. This is our first time through this with our first-year teachers, and we can learn from our work and make improvements for next year or until we have successfully supported all of our new teachers with this and other credential requirements.

[1] Or completion of a full Plan-Teach and Assess-Reflect-Apply Cycle of the EdTPA

Acceptable Mentor Support

If you have hosted student teachers in the past, you might recall how to support the TPA process within allowable boundaries. Below is a summary of those guidelines from the *CalTPA Faculty Policies and Resources* website under *Acceptable Support*. Please make yourself familiar with them and review them as necessary.

Do not:



- 🖐 Offer any content or answer in response to a CalTPA prompt or task (e.g., selecting their focus students, analyzing student work, determining next steps for instruction)
- 🖐 Edit a candidate's response prior to submission
- 🖐 Conjecture what is deemed to be sufficient evidence
- 🖐 Offer a critique of draft responses or answers to prompts
- 🖐 Tell a candidate which video clip(s) should be selected or annotated
- 🖐 Use submissions from other performance assessments to approximate CalTPA performance standards or 'benchmarks'
- 🖐 Post any responses, written or video, to any publicly available websites or social media.

We encourage you to:



- ❑ Establish a schedule together for completion of the TPA and then track your progress.
- ❑ Conduct check-ins every week to discuss timelines and deliverables.
- ❑ When you co-plan an instructional segment, or teach with common assessments, tools or lessons--ensure that the evidence submitted for the TPA and the reasoning about the lessons represents the original work of the candidate.
- ❑ Share any effective practice or tool to support instruction. Candidates can freely include curriculum materials from you or other sources in any aspect of the TPA (with citations) and they will write their own rationale and the results of their implementation. In other words, all forms of sharing are still appropriate during the TPA.
- ❑ Encourage candidates to self-assess their instructional cycle against the TPA rubrics without providing direct edits to responses or specific answers to TPA prompts.

- ❑ Provide specific assistance to address areas in which a candidate has demonstrated a need or desire for improvement
- ❑ Refer candidates to the TPA Glossary and discuss definitions and clarifications of key terms

Making the decision

The TPA process is divided into tasks from registration to the final uploading of documents. The middle column of the table below, adapted from the Candidate Checklist: CalTPA Assessment Process, shows the amount and flow of work involved in the CalTPA; but the EdTPA is similar. Once you get the sense of what is involved in the TPA, your candidate will choose one of three options:

1) Sign up for a TPA test window and proceed to submit all documentation.
2) Complete all steps of the TPA and collect all required evidence, and plan for a summer submission window.
3) Defer the TPA to next year and complete the SAUSD ILP.

If you decide to go ahead with the TPA, refer to the SAUSD School Calendar for important deadlines and modified days, then complete your own TPA Planning Tool to lay out the schedule you will follow and paste your completed TPA Planning tool link into Slide 2 of the TPA ILP.

TPA Cycle of Inquiry	TPA Task: Amount and flow of work	Schedule each item and refer to this schedule every week to stay on track or adjust.
Plan	Register and pay for the appropriate CalTPA Cycle at the California Credentialing Assessments Website	(This is the sole responsibility of the candidate. You may choose to complete the TPA without signing up for the exam.)
	Obtain and read cycle assessment materials	Week of:
	Develop required lessons and assessment tools	Week of:
Teach and Assess	Teach students and collect evidence (save copies of all returned work)	Week of:
	Videotape required lesson segments	Week of:
	Review student evidence against your own rubrics	Week of:
Reflect and Apply	Review your reflection and commentary against TPA rubrics and revise	Week of:
	Select and annotate video clips	Week of:
	Review all materials before submission	Week of: (This is the sole responsibility of the candidate)

	Upload and submit all documentation	Week of: (This is the sole responsibility of the candidate)

This handbook applies to options 1 and 2.

Mentor Roles and Tools

Below are some supportive mentoring roles with corresponding pages from the Assessment Overview for the CalTPA.

Mentoring Idea	Purpose	Tools
Keep records	To stay on schedule and record key moments in the TPA process.	TPA ILP – A shared tool mostly for the Candidate. Mentor/Candidate complete slides
Debrief on TPA Tasks	To plan for or review a TPA lesson (or any lesson) against the TPA guidelines, Cycle 1 or Cycle 2	Use the Step 1: Plan from the Evidence Table, p. 8 of Assessment Overview Use **Rubric Essential Questions** on pages 13-14 of the Assessment Overview
Debrief after the videotaped lesson for the TPA **Or** **After any lesson**	To select clips or identify interesting segments for analysis and reflect on what they notice.	Use *Step 2: Teach and Assess* from the Evidence Table[2], p. 8 of Assessment Overview Use **Rubric Essential Questions** for *Step 2: Teach and Assess,* p. 13 for Cycle 1, p. 14 for Cycle 2 Also after a lesson, Use *Step 3: Reflect* and *Step 4: Apply* rubric questions from pages 13-14. Assessment Overview
Scan the Glossary of Terms	To learn the concepts and language behind the TPA	Scan the Glossary of Terms to raise your awareness of TPA terms
Videotape technical support	To get a high quality video tape for annotation	The candidate is responsible for knowing what technology to use, but you can help by filming. CalTPA: Online learning for Pearson ePortfolio Users

[2] By Evidence Table, they mean a list of TPA tasks and the required evidence for each stage of the cycle.

Contacts and Links

If you have questions	Contact
About the handbook, the TPA, or induction	Dawn Aguila, dawn.aguila@sausd.us

Resources & Links from the Commission on Teacher Credentialing

CalTPA Resources	Once you register for the CalTPA, your registration is valid for 12 months.
CalTPA Home Page	How to sign up for and prepare for the TPA
CalTPA Preparation Materials	Administrative details for navigating exam logistics
CalTPA Assessment Materials	Overview of the exam itself, the tasks, a glossary, rubrics, and a checklist
CalTPA Assessment Materials (downloads) by Content Area	Use this code to "unlock" the zip files: C@ltpa22
Candidate Checklist: CalTPA Assessment Process	Step by step, everything from registration to final submission
CalTPA Program Guide	additional supports and insights into the foundational concepts of the CalTPA
Capturing and Preparing Your Videos for Upload into the ePortfolio System	What formats to use; everything video
Live virtual contact or video	
Performance Assessment Office Hours	Every Wednesday, 4:15-5:00pm on Zoom
CalTPA Youtube Channel	Videos and support resources/webinars on the CalTPA
General Education CalTPA - Email Contact	caltpa@ctc.ca.gov
EdTPA Resources	For EdTPA test takers the best resource is the handbook that is provided upon registration for the exam. It contains all necessary materials including rubrics. Once you register, your registration is valid for 18 months.
EdTPA Teacher Performance - Email Contact	TPA@ctc.ca.gov
Making Good Choices: Candidate Support Resource	A detailed set of guidelines for completing the EdTPA to be accompanied by the handbook you receive when you register
Online learning for Pearson ePortfolio Users	A hub of supportive tools and tips for the technological submission requirements of the TPA
Teachers who Support Ed TPA Candidates	A resource for Mentors supporting Candidates who are taking the Ed TPA
Live Virtual Contact	
EdTPA Retake: A webinar for unaffiliated teacher candidates Register in Advance	January 18, 2022, 4-7 pm

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