

Meredith Fellows Implementation Conference

California Commission on Teacher Credentialing



General Interest	Page #
1.1 Keynote and Follow-Up with Keynote Speaker Susan Kemper Patrick	1
1.2 Innovations for Performance Assessment Candidates	1
2.1 From Structure to Implementation: Introducing the Refreshed CSTP	1
4.1 Performance Assessment in Accreditation	1
Literacy	
2.3 Literacy Profile in the New Literacy TPA	2
5.4 Embedding the Literacy Performance Assessment Through Two Different Pathways	3
6.4 Results of the Literacy Performance Assessment (LPA) Pilot	4
ECECalTPA	
4.2 Introduction to CalTPA	4
5.2 CalTPA and Your Program: Real Applications	5
GenEdTPA only	
4.3 Unpacking the PK-3 Math Cycle	5
EdSpCalTPA only	
2.2 A Prep Course for the Ed Specialist CalTPA	6
GenEdTPA And EdSpCalTPA	
Keynote and Follow-Up with Keynote Speakers Amy Reising and Heather Kennedy	6
1.3 From Seminars to Integration: Streamlining CalTPA Support	7
3.1 Must Dos, May Dos, and Do Not Dos: Embedding the TPA into Coursework and Clinical Practice	7
3.2 Strategies for Co-Teaching to Support Inclusive Practices	8
3.3 Taking on the TPA—from Program Review to Passing Results	8
5.1 Getting to Know Your Students: Cultural and Linguistic Resources and Funds of Knowledge	9
5.3 ResultsAnalyzer™ for CalTPA programs	9
6.1 Asset-Based Instruction and Funds of Knowledge: Supporting Candidates in Creating Equitable Learning Environments	10
6.3 Building Personal Connections to Support Success for our Multiple Subject Candidates	10
edTPA	
1.4 Using "POP" Preconference, Observation and Post Conference in clinical practice to prepare for the edTPA	11
3.4 edTPA Literacy TPE Updates	12
4.4 Proven Approach to Improving edTPA Outcomes	12
5.1 Getting to Know Your Students: Cultural and Linguistic Resources and Funds of Knowledge	13
CalAPA	
1.6 Cycle 2: COP-The LA-PASC Secret Sauce	13
2.5 CalAPA Leadership Cycle 3: Writing Annotation and Rationale Statements to Impact Leadership Development	14
2.6 Cycle 1 tips and tools for continuous improvement	15
3.5 Supporting PASC Candidates	15
3.6 Elevating CalAPA Cycle 1 Scores: Strategies for Achieving Excellence	15
4.5 Preview-Review Lessons for your CALAPA Candidates	16
4.6 CalAPA Cycle 2: Fostering Candidate Success in Year	17
5.6 Incorporating Early Learning into Leadership Preparation	17
6.5 Ensuring CalAPA Cycle 3 Success with Targeted Support Strategies & Resources	18
6.6 ResultsAnalyzer™ for CalAPA programs	18

GENERAL INTEREST

Title	1.2 Innovations for Performance Assessment Candidates
Presenters	Reginald T.W. Nichols, Evaluation Systems Julie Holmes, Consultant, Commission on Teacher Credentialing
Summary of the Session	Join us for an exclusive preview of a potential concept and dialogue: Several ideas will be explored for making the candidate experience of the performance assessment guide better including potentially moving the CalTPA assessment guides and templates to an online platform that integrates with major Learning Management Systems (LMS). We welcome your input and feedback to help shape and refine innovative online ideas.
Activities	Demo of Open edX, Feedback via Mentimeter, and Breakout Rooms for discussion in groups of 4-5
Materials	https://drive.google.com/drive/u/0/folders/1HfsAyS1ZjME0S76AY_Y79zOxqAs_L4Ji
Contact Information	Reginald T.W. Nichols reginald.nichols@pearson.com Julie Holmes julie.holmes@ctc.ca.gov

Title	2.1 From Structure to Implementation: Introducing the Refreshed CSTP
Presenters	Patrick McKee, Foothill Consortium Induction Program CSTP Workgroup Member
Summary	Participants gained a foundational understanding of the Refreshed CSTP, including an overview of the refreshed structure as well as implementation requirements. This interactive workshop also provided time to examine key similarities and differences between the 2009 CSTP and the Refreshed CSTP.
Activities Used	Chat, Breakout Rooms, Polls
Materials:	https://drive.google.com/drive/u/0/folders/1ZRHMaZhSjeeR_53ISNEemls1-CNmvJeg
Resources	Refreshed CSTP Implementation Guide
Research Cited	"The Why" -- Legislation related to CSTP and the process used to refresh the CSTP
Contact Information	Patrick McKee pmckee@glendora.k12.ca.us

Title	4.1 Performance Assessment in Accreditation
Presenters	Cheryl Hickey, Administrator, Commission on Teacher Credentialing Jack Shuler, Consultant, Commission on Teacher Credentialing

Summary	Prospective teachers and administrators must learn and demonstrate a level of knowledge, skills, and abilities as part of their preliminary preparation. The performance expectations adopted by the Commission define the knowledge, skills, and abilities and the Commission's adopted program standards require programs to provide candidates with opportunities to learn, practice, and demonstrate the performance expectations. Commission-approved performance assessments are the tools used to measure candidate competence on the performance expectations. This session will discuss what the standards require of programs in implementing performance assessments, the ways in which accreditation activities measure programs' abilities to implement them, and what they tell reviewers and the Commission about program quality.
Activities	Discussion Round robin questions
Materials	https://drive.google.com/drive/u/0/folders/1Fmkrqd0j70IK4heL2v5FHbkdCw2p0tx
Resources	Various Program standards, Accreditation Handbook
Research	Accreditation data analysis
Contact Information	Cheryl Hickey chickey@ctc.ca.gov Jack Shuler jshuler@ctc.ca.gov

LITERACY

Title	2.3 Literacy Profile in the New Literacy TPA
Presenters	Annie Song, Cal Poly Pomona Amy K Conley, Cal Poly Humboldt
Summary	Educator preparation programs can help support candidates frame the idea of literacy profiles. Home languages, multiple literacy measures, and assessment cycles are important concepts for candidates to consider when building their literacy profiles. This session will discuss current and projected literacy profiles, instructional ideas for preparation to create literacy profiles, and implementation of literacy profiles in coursework.
Activities	Compare and contrast current and projected literacy profiles, Step-by-step of how to write a literacy profile, discuss implementation ideas.
Materials	https://drive.google.com/drive/u/0/folders/1okyaGZ6ekY2CjgtLJw4Xrl1pKMBE0Ggs

Resources	Share the 2023/2024 literacy draft of Contextual Information, Directions on how to write a literacy profile
Research	Case studies of focus students and sample data
Contact Information	Annie Song emailmeannielee@gmail.com Amy K Conley amyk@humboldt.edu

Title	5.4 Embedding the Literacy Performance Assessment Through Two Different Pathways
Presenters	Sylvia Kane, Vanguard University Allan Hallis, Riverside County Office of Education
Summary	In this session, the presenters will provide participants with resources and strategies to demonstrate how they embedded the Literacy Performance Assessment (LPA) pilot into two disparate credential programs with two different pathways – a Traditional and ITEP program in a university setting, and an Intern pathway through a County Office of Education. Presenters shared resources created and other resources they found valuable.
Materials	https://drive.google.com/drive/u/0/folders/1sS4iHx-huSZWQmw58sKi2w1r6IT9xRd
Activities	Interactive lecture, breakout rooms, brainstorming sessions, and whole group discussions.
Resources	<ul style="list-style-type: none"> • CA ELA/ELD Framework, https://www.cde.ca.gov/ci/rl/cf/ (Specifically Foundational Skills, Circles of Implementation/ Crosscutting Themes) • CA Dyslexia Guidelines, https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf • CalTPA Program Guide – CalTPA as an Embedded Performance Assessment • CalTPA Roadmaps • Resource Guide on Preparing Teachers for Effective Literacy Instruction, https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/resource-guide-on-preparing-teachers-for-effective-literacy-instruction-final.pdf?sfvrsn=915d22b1_13 • CA TPE Domain 7 - Effective Literacy Instruction for All Students • Literacy Performance Assessment Guide • CA TPE Updated Map • LPA Pilot Acceptable Supports • LPA Pilot Backwards Planning Guide • LPA Pilot Course Syllabus

Research	Patrick, S. K. (2024) How preparation predicts teaching performance assessment results in California. Learning Policy Institute. https://doi.org/10.54300/544.849
Contact Information	Sylvia Kane sylvia.kane@vanguard.edu Allan Hallis Allan.hallis@rcoe.us

Title	6.4 Results of the Literacy Performance Assessment (LPA) Pilot
Presenters	Ms. Heather Kennedy, CTC; Ms. Amy Reising, CTC
Summary	Join us for a follow-up session from this morning to continue the discussion on the Literacy Performance Assessment pilot study. Information will be shared about next steps in the development process. Staff will review anticipated changes from the current operational version for Cycle 2 of the CalTPA, discuss TPEs measured in the pilot LPA, and provide strategies for how to embed the LPA within program coursework and clinical practice.
Content	In the session following the review of the quantitative and qualitative data from the Literacy Performance Assessment (LPA) pilot study, revisions for the LPA field test were reviewed that were informed by the data collected from the LPA surveys and focus groups with candidates, program coordinators, cooperating teachers, and assessors. A draft step-by-step overview was provided for each of the steps (Plan, Teach and Assess, Reflect, Apply), along with the evidence candidates will submit.
Materials:	https://drive.google.com/drive/u/0/folders/15Jn3va0bfm5LIPjANTjizNYMi2CA91jz
Contact Information	Heather Kennedy- Literacy@ctc.ca.gov Amy Reising AReising@ctc.ca.gov

ECE CALFTPA

Breakout Session Title	4.2 Introduction to CalFTPA
Presenters	Bronwyn Kennedy, Consultant, Commission on Teacher Credentialing Renee Marshall, Administrator, Commission on Teacher Credentialing Debra Keeler, Consultant, Commission on Teacher Credentialing
Summary	The California Formative Teaching Performance Assessment (CalFTPA) is an optional assessment tailored for early childhood students pursuing an ECE Teacher level permit. This session is specifically designed for current Early Childhood Education Faculty.

	Join us for a collaborative session to delve deeper into the CalFTPA and discover how your program can get involved.
Materials:	https://drive.google.com/drive/u/0/folders/1H_PGqEHI8-Hg8DimK-p8yg6ctM5WW_jl
Contact Information	Bronwyn Kennedy bronwyn.kennedy@ctc.ca.gov Renee Marshall Renee_marshall@ctc.ca.gov Debra Keeler Debra.keeler@ctc.ca.gov

Title	5.2 CalFTPA and Your Program: Real Applications
Presenters	Bronwyn Kennedy, Consultant, Commission on Teacher Credentialing Renee Marshall, Administrator, Commission on Teacher Credentialing Debra Keeler, Consultant, Commission on Teacher Credentialing
Summary	Join CTC staff and programs that are applying the CalFTPA in their programs. Bring questions and join in a robust conversation on the CalFTPA can be implemented in your current structure. (31 words)
Materials	https://drive.google.com/drive/u/0/folders/1gr-8GZdZmmez8NghKRRFoxhk1NiQHEv6
Contact Information	Bronwyn Kennedy bronwyn.kennedy@ctc.ca.gov Renee Marshall Renee_marshall@ctc.ca.gov Debra Keeler Debra.keeler@ctc.ca.gov

GenEdCalTPA ONLY

Title	4.3 Unpacking the PK-3 Math Cycle
Presenters	Julie Holmes, Consultant, Commission on Teacher Credentialing Zoltan Sarda, Consultant, Commission on Teacher Credentialing
Summary	Join us as we explore the PK-3 Math Cycle. In this session, CTC staff will break down the key features of the math cycle with a focus on designing an asset-based, UDL-focused, play-oriented math activity that integrates math and ELD standards while addressing the unique needs of three focus children. We'll also discuss methods for future learning to ensure that all children continue to progress toward their math goals. This session is ideal for educators looking to enhance their early math instruction with a focus on equity and play.
Materials	https://drive.google.com/drive/u/0/folders/1o2XLUP8uyU0yR29DdHnBMBdZ_DdzgFGR
Contact Information	Julie Holmes Julie.Holmes@ctc.ca.gov Zoltan Sarda Zoltan.sarda@ctc.ca.gov

EdSp CalTPA ONLY

Title	2.2 A Prep Course for the Ed Specialist CalTPA
Presenters	Clare Larkins, California State University Los Angeles
Summary	In this session, attendees will learn how our department at CSULA put together our prep course for students taking the Ed Specialist CalTPA. I will cover the design and format of the course, online resources, assignments, and activities that we use to prepare students for passing the CalTPA.
Content	https://drive.google.com/drive/u/0/folders/1zqJAQaetb3j_Vr6fRA9r35bIBqdXrcyG
Activities	discussion and lecture
Resources	I will share documents I have created, videos we link to, assignments we use, lectures and discussions, etc.
Research	I will share the publications of CTC, mainly their how-to literature and YouTube videos, but this is some research referred within
Contact Information	Clare Larkins Clarkin2@calstatela.edu

GenEd CalTPA and EdSpCalTPA

Title	Keynote Address: On the Horizon of California's Teacher Credentialing, and Follow up Session: Overview of the Literacy Performance Assessment
Presenters	Amy Reising, Deputy Director, Commission on Teacher Credentialing Heather Kennedy, Consultant, Commission on Teacher Credentialing
Summary	Please join us for an overview of the draft Literacy Performance Assessment (LPA) pilot assessment. Staff will review anticipated changes for the LPA field test, discuss TPEs measured in the LPA, and share the draft evidence table and Essential Questions.
Content	The follow-up session on the LPA pilot study reviewed the changes for the upcoming LPA field test, which will occur in Spring 2025. Participants were provided with a step-by-step overview of the LPA Field Test Evidence Table and Essential Questions for each of the four steps in the LPA- Plan, Teach and Assess, Reflect, and Apply. The Draft TPE Matrix was provided for Multiple Subject and Educational

	Specialist- Mild to Moderate Support Needs and Extensive Support Needs. Finally, next steps were shared with the field to prepare for the field test.
Materials	https://drive.google.com/drive/u/0/folders/1NqeRBI6r630ZMPRS_Q6Agh7u1e9ZdsBY
Activities	Lecture Discussion, Q and A
Contact Information	Amy Reising AReising@ctc.ca.gov Heather Kennedy Literacy@ctc.ca.gov

Title	1.3 From Seminars to Integration: Streamlining CalTPA Support
Presenters	Allison Smith, University of Massachusetts Global
Summary	This session explores how a teacher preparation program transformed its support system for CalTPA. We will explore the journey of moving from separate CalTPA seminars to a fully integrated program design for single and multiple subject candidates. Participants will gain insights into the specific steps taken, the benefits observed (both for candidates and the program), and the challenges encountered along the way. This presentation offers valuable insight for educator preparation programs seeking to optimize their own CalTPA preparation strategies and program design.
Materials	https://drive.google.com/drive/u/0/folders/1jPBolmG8mCmNkhUGNMT24HE9ATJ-uuAK
Activities	Polls, Q&A/dialogue time, Zoom chat activities
Resources	Presentation slides
Contact Information	Allison Smith Allison.smith@umassglobal.edu

Title	3.1 Must Dos, May Dos, and Do Not Dos: Embedding the TPA into Coursework and Clinical Practice
Presenters	Marissa Luna Lopez, Consultant, Commission on Teacher Credentialing
Summary	In this session, we will discuss how to build observation protocols and lesson plans that integrate Foundational Skills with Meaning Making, Language Development, Effective Expression, or Content Knowledge. This session will support Multiple Subject as well as Education Specialist: MMSN and ESN programs.
Materials	https://drive.google.com/drive/u/0/folders/1EhkXGdJQG06I5mDVf7HdLaPCU4m1Eo55

Activities	Breakout rooms, chat feature
Resources	Resource Guide on Preparing Teachers for Effective Literacy Instruction document, Literacy TPEs, Observation Protocols for MS/MMSN/ESN programs.
Contact Information	Marissa Luna-Lopez marissa.luna-lopez@ctc.ca.gov

Title	3.2 Strategies for Co-Teaching to Support Inclusive Practices
Presenters	Belinda Karge, Concordia University, Irvine Matthew Rhoads, Career Network of North San Diego County, SDSU; Concordia University, Irvine.
Summary	<p>When two or more professionals work collaboratively to deliver instruction to a heterogeneous group of students co-teaching occurs. Generally co-teaching consists of the general educator and other licensed professional, including but not limited to learning support teacher, instructional coach, special education teachers, psychologist, speech and language specialist, English Language specialist, or language specialist. Ideas for developing and sustaining co-teaching partnerships as well as scheduling samples will be shared. Come watch video, view data to support co-teaching, and hear what teachers around the world have collaboratively ventured into to support all students and help their school be viewed as more inclusive. A fun example of how to use AI to co-plan will be demonstrated as well as several interactive instructional strategies to use while co-teaching.</p> <p>Goals:</p> <ul style="list-style-type: none"> • Learn several co-teaching strategies • View video of co-teaching • Be provided with the historical perspective and why co-teaching is seen as an effective practice by professionals in the field of education and psychology • View examples of schedules and implementation plans • Hear examples of schools in US and Internationally who have used co-teaching
Materials	https://drive.google.com/drive/u/0/folders/1BjTvbhWx8ZmSkLRbmZRnWfvEUfEl2len
Contact Information	Belinda Karge Belinda.Karge@cui.edu Matthew Rhoads mrhoads@powayusd.com

Title	3.3 Taking on the TPA—from Program Review to Passing Results
Presenters	Devin Beasley, California State University, Dominguez Hills

Summary	A review of the approach that dramatically improved the passing rates of CalTPA for CSUDH. The review includes practices and approaches to align program curriculum to CalTPA concepts, professional development topics for instructors, curriculum strategies, and support options to assist candidates in completing their CalTPA.
Materials	https://drive.google.com/drive/u/0/folders/1d9hK6Y1DfT6Oq2vLb5XrHCL3LR1zSRxN
Activities	Primarily informative with Q&A
Resources	Data and strategies
Research	Internal program data
Contact Information	Devin Beasley dbeasley@csudh.edu

Title	5.1 Getting to Know Your Students: Cultural and Linguistic Resources and Funds of Knowledge
Presenters	Marissa Luna-Lopez, Consultant, Commission on Teacher Credentialing
Summary	In this session we will focus on supporting candidates as they work to understand the cultural and linguistic funds of knowledge of the students they teach. We will discuss going beyond surface culture and discuss how programs can support candidates as they leverage this knowledge to support students in their classrooms.
Materials	https://drive.google.com/drive/u/0/folders/1pOYbCPDOO2IOVXi4Fjzyar1_fQMKpR1r
Activities	Breakout Room, chat feature
Resources	slide deck, assignments, templates
Research	Culturally Responsive Teaching
Contact Information	Marissa Luna-Lopez marissa.luna-lopez@ctc.ca.gov

Title	5.3 CalTPA ResultsAnalyzer™ Data Reports: Candidate Success, Program Effectiveness and Accreditation Needs
Presenters	Laurie Thornley, Evaluation Systems of Pearson Reginald T.W. Nichols, Evaluation Systems of Pearson
Summary	ResultsAnalyzer™ is a powerful reporting tool, designed to provide accessible data to the CTC and educator preparation programs. Educators involved with GenEdCalTPA and EdSpecialist CalTPA are invited to join this live demonstration to learn about key features and uses of this free web-based reporting tool, including accessing assessment level data, customizing data reports, and viewing, downloading, and printing reports.

Materials	https://drive.google.com/drive/u/0/folders/1_LzOWe2ry01N_dFiY3i8h4b0MezfZfk
Activities	Demonstration of an online data system
Resources	ResultsAnalyzer EdReports
Contact Information	Laurie Thornley Laurie.thornley@pearson.com Reginald T.W. Nichols Reginald.nichols@pearson.com

Title	6.1 Asset-Based Instruction and Funds of Knowledge: Supporting Candidates in Creating Equitable Learning Environments
Presenters	Marissa Luna-Lopez, Consultant, Commission on Teacher Credentialing Zoltan Sarda, Consultant, Commission on Teacher Credentialing
Summary	In this session, we will discuss asset-based instruction and funds of knowledge and how faculty can support candidates in leveraging student assets to support their needs. We will also look at some sample submissions so faculty can further support candidates as they build the foundation for their CalTPA submission.
Materials	https://drive.google.com/drive/u/0/folders/1XdkqUyBtQ3Kv-Xd4d20mukb5k9gAa5PY
Contact Information	Marissa Luna-Lopez marissa.luna-lopez@ctc.ca.gov Zoltan Sarda Zoltan.sarda@ctc.ca.gov

Title	6.3 Building Personal Connections to Support CalTPA Success for our MS Credential Candidates
Presenters	Lori-Curci-Reed, California State University, Long Beach Cecelia Smalls Griswold, California State University, Long Beach
Summary	This interactive session is intended for faculty who support multiple subject credential candidates during student teaching clinical practice while preparing them to complete and submit both cycles of the California Teacher Performance Assessment (CalTPA) based on allowable guidance and through infusion of culturally responsive and sustaining pedagogies and coaching for success. The conversations will include strategies in how to develop personal and professional connections, guiding candidates through the ebb and flow of the student teaching experience while focused on opportunities for reflective development of the required assessments.
Materials	https://drive.google.com/drive/u/0/folders/1XEV-pMur_OI22Yxa6Gwm5h5nmgGqUIOR
Activities	During the session we will incorporate and interactive sharing of information incorporating group chat and modeling of asset-based perspectives and approaches.

Resources	<ul style="list-style-type: none"> • Schedule of classes with built in timeframe for candidate grade level support, individual support, and submission requirements of both cycles • Candidate individual support hours • Assigned grade level support hours • Teacher candidate surveys
Research	<ul style="list-style-type: none"> • Prior to course implementation statistics • Post course implementation statistics and comparative analysis
Contact Information	Lori-Curci-Reed lori.curcireed@csulb.edu Cecelia Smalls Griswold cecelia.griswold@csulb.edu

EdTPA

Title	1.4 Using "POP" Preconference, Observation and Post Conference in clinical practice to prepare for the edTPA
Presenters	Joy(ce) Montgomery, Touro University Brenda Mitchell, Touro University
Materials:	In this session, we will demonstrate our yearlong clinical practice preparation based on the USPREP model for teacher candidate preparation, which includes “POP cycles”, Preconference, Observation and Post Conference to prepare teacher candidates for the edTPA. In Clinical 1, Teacher Candidates, many of whom are on PIP's, STSP's, Intern Credential or Student Teacher are provided instructions through seminar course work with a focus on edTPA Handbook and Making Good Choices. For field work, Teacher Candidates have an opportunity to practice the edTPA Task components while working alongside their Clinical Coach. Teacher Candidates complete a Context for Learning and Task 1 a part of the Pre-Conference session with their Clinical Coach. Teacher candidates record themselves teaching a lesson on GoReact and complete a Task 2 commentary of the lesson. As part of the Post Conference with the Clinical Coach, Teacher Candidates complete a Task 3 commentary and receive feedback for areas of Reinforcement and Refinement from their Clinical Coach. In Clinical 2, Teacher Candidates must be either a Student Teacher or have an Internship Credential. During the second semester of Clinical, Teacher Candidates schedule dates and times for their actual edTPA capstone assessment.
Materials	https://drive.google.com/drive/u/0/folders/1HGU4tK1xqUv1fTkrJVO5kILwLyneg3mP
Activities Used	We will provide visual graphs of the POP cycle to demonstrate the connection with USPREP model and edTPA.

Resources	Information regarding the USPREP model
Research	USPREP model is an evidence-based practice of teacher preparation.
Contact Information	Joy(ce) Montgomery jmontgom@touro.edu Brenda Mitchell bmitchel@touro.edu

Title	3.4 edTPA Literacy TPE Updates
Presenters	Lori Kroeger, Evaluation Systems of Pearson
Summary	In the session, Pearson staff will provide an update on the updated handbooks for the Multiple Subjects and Education Specialist Credentials. These handbooks have been revised to address the Literacy TPEs as required by SB 488. A preview of the assessment materials will be shared along with information about participating in the field test.
Materials	https://drive.google.com/drive/u/0/folders/1SS43BCvLuH98Wqlflmka6bBghbJLvcOI
Contact Information	Lori Kroeger lori.kroeger@pearson.com

Title	4.4 Proven Approach to Improving edTPA Outcomes
Presenters	Dr. Jaime Januse, University of Phoenix Dr. Tammy Woody University of Phoenix
Summary	This session addresses a common concern in educator preparation programs: supporting candidates in achieving strong edTPA results. We'll explore how a simple intervention at expectations, and final edTPA scores. The results were clear: candidates who scored well on the quiz also performed well on the edTPA. This session dives into the expectations, and final edTPA scores. The results were clear: candidates who scored well on the quiz also performed well on the edTPA. This session dives into the positive impact of retrieval practice and interleaving on learning. By strategically incorporating these principles through a low-stakes quiz, we empowered candidates to retain key information and apply it effectively. Join us to learn how this research-driven approach, now implemented in all our elementary and secondary seminar courses, has helped our educator preparation program foster greater edTPA success for our future educators!
Materials	https://drive.google.com/drive/u/0/folders/1bpCF8uRwWgr81fEbOlpaDSejhkdM-U2
Activities	Polls, discussion, open-ended questions

Resources	The edTPA Overview Quiz developed by UOP that is referenced in this study.
Research	This research study found that candidates who did well on the overview quiz were more likely to also do well on the edTPA assessment, and UOP has implemented this quiz in all elementary and secondary seminar courses. The gains established in this study illustrated how retrieval and interleaving were essential parts of the learning process and how the use of assessment can actually increase learning. By teacher candidates using those strategies, the data analysis showed that it was correlated to increased edTPA outcomes.
Contact Information	Dr. Jaime Januse, jianuse@email.phoenix.edu Dr. Tammy Woody tammy.woody@email.phoenix.edu

Title	5.1 Getting to Know Your Students: Cultural and Linguistic Resources and Funds of Knowledge
Presenter	Marissa Luna-Lopez, Consultant, Commission on Teacher Credentialing
Summary	In this session we will focus on supporting candidates as they work to understand the cultural and linguistic funds of knowledge of the students they teach. We will discuss going beyond surface culture and discuss how programs can support candidates as they leverage this knowledge to support students in their classrooms.
Materials	https://drive.google.com/drive/u/0/folders/1pOYbCPDOO2lOVXi4Fjzyarl_fQMKpR1r
Activities	Breakout Room, chat feature
Resources	slide deck, assignments, templates
Research	Culturally Responsive Teaching
Contact Information	Marissa Luna-Lopez, marissa.luna-lopez@ctc.ca.gov

CalAPA

Title	1.6 Cycle 2: COP-The LAPASC Secret Sauce
Presenters	Delia Estrada, Los Angeles Unified School District Daniel Kim, Los Angeles Unified School District
Summary	Candidates will be introduced to a variety of tools and approaches which help candidates navigate the challenges of Cycle 2. The presentation will cover how the program designs help candidates master of the facilitation required by this cycle. Also included are

	specific tools which help clarify the practice approach to leading community of practice. The objective will be to share resources and perspectives of leading this work for candidates.
Materials	https://drive.google.com/drive/u/0/folders/12Lao9eRaWoBsKGwcs7L4fBx6LEyWJ2zg
Activities	The presentation will include breakout groups, whole group discussion, jam board and other online tools.
Resources	Locally authored support tools
Research	Research highlights will Elena Aguilar, Adaptive Schools, Learning to Improve and Adult Learning Theory
Contact Information	Delia Estrada Delia.estrada@lausd.net Daniel Kim daniel.kim@lausd.net

Title	2.5 CalAPA Leadership Cycle 3: Writing Annotation and Rationale Statements to Impact Leadership Development
Presenters	Diana Walsh-Reuss, Riverside County Office of Education Melissa Meetze-Hall, Redlands University
Summary	Demonstrating leadership skills is enhanced by candidates' use of empirical evidence. Although video enables repeated strategic observations, the critical factor distinguishing mere assignment completion from a meaningful learning experience is the use of rationale statements and annotations connected to specific video moments.
Materials	https://drive.google.com/drive/u/0/folders/1g5n3-hqOYoQFOHqbVGdk3RH4cAYBDvK1
Activities	Participants will examine and analyze existing annotation rationale statements and practice strengthening example statements to include newly developed understandings.
Resources	Statewide data, new Version 7 Cal APA Performance Assessment Guide. Examples of strong Annotation and Rationale Statements
Research	<ul style="list-style-type: none"> • Borko, Jacobs, Eiteljorg & Pittman (2008). Video as tool. • Sherin & Van Es (2009). Effects of video club participation. • Tripp & Rich (2012). Using Video to analyze one's own teaching • Kleinknecht & Schneider (2013). What do teachers think and feel when analyzing video. • Kleinknecht & Gröschner (2016). Fostering preservice teachers' noticing. • Meetze-Hall, M. (2018). Educating Educative Mentors
Contact Information	Diana Walsh-Reuss drdianawr@gmail.com Melissa Meetze-Hall melhalltemecula@gmail.com

Title	2.6 Cycle 1 Tips and Tools for Continuous Improvement
Presenters	Catherine Webb, Concordia University Irvine Annick Draghi, Adjunct Concordia University, Irvine
Summary	This session will focus in on how the instructors at Concordia University Irvine use data to inform their instruction. The CalAPA Coordinator and one Adjunct will share best practices to highlight strengths and areas for growth for Cycle 1.
Materials	https://drive.google.com/drive/u/0/folders/15ni6SlgiFi7luQT6yIdKyGyFs0McrDxA
Activities	Peer review, Data dive, Checklists
Resources	Peer review, Data dive, Checklists
Research	Candidate data and best practices used
Contact Information	Catherine Webb catherine.webb@cui.edu Annick Draghi adraghi@csudh.edu

Title	3.5 Supporting PASC Candidates
Presenters	Tish Nilsen, National University Dina Pacis, National University Donna Elder, National University
Summary	This session will discuss the supports used in the PASC program at National University to help candidates with the CalAPA Cycles and understanding the credentialing process. The CalAPA Support Site and the format of the monthly credentialing and support meetings will be discussed/shared.
Materials	https://drive.google.com/drive/u/0/folders/1fdc-8jw5XH74T7BNQrR8NCIsi7jCEiQv
Activities	Roundtable discussions
Resources	Cal APA Support Site overview/presentation; overview of meetings with CalAPA Fieldwork Instructors
Contact Information	Tish Nilsen ptrayornilsen@nu.edu Dina Pacis dpacis@nu.edu Donna Elder delder@nu.edu

Title	3.6 Elevating CalAPA Cycle 1 Scores: Strategies for Achieving Excellence
Presenters	Lori Kall, Pt. Loma Nazarene University Dr. Scott Meier, Pt. Loma Nazarene University Kim Lilienthal, Placer County Office of Education Xiomara Mateo-Gaxiola, University of Southern California

Summary	This breakout session will feature insights from three leading educator preparation programs—Placer COE, PLNU, and USC—whose candidates have achieved top mean average scores on the CalAPA Leadership Cycle 1 this year. Despite declining scores across the state, these programs have consistently guided their candidates to achieve scores at or above the 24-point mark, indicating an average rubric score of 3 or higher, with many candidates reaching scores of 4 or 5.
Materials	https://drive.google.com/drive/u/0/folders/1juza1rLHV_0a21mAHfZJD_XROtGH496n
Activities	This session aims to share effective strategies and practices that have enabled our candidates to exceed the minimum rubric expectations. By doing so, we aim to inspire and equip other PASC programs with actionable approaches to help their candidates aim higher in the CalAPA.
Resources	CalAPA cycle support documents and strategies
Research	CalAPA Cycle 1 passing data for each university
Contact Information	Lori Kall lkall@pointloma.edu Dr. Scott Meier smeier@pointloma.edu Kim Lilienthal klilienthal@placercoe.org Xiomara Mateo-Gaxiola xmateo@rossier.usc.edu

Title	4.5 Preview-Review Lessons for your CALAPA Candidates
Presenters	Carmen Beck, California State University Riverside Susan Jindra, California State University Riverside Sue Kaiser, California State University Riverside
Summary	The presenters will share how to engage candidates in a deep analysis of the guide before you start the course. Many times, students have a hard time reading and breaking down the guide. Presenters will share a new strategy they utilized to help students "break the guide's code."
Materials:	https://drive.google.com/drive/u/0/folders/1FmAeYf2rVxwy0dJMGBBb6f7X5nH5SmWp
Activities	Q & A, Use the chat to provide input, Jamboard or other interactive platforms.
Resources	Actual submission to review
Research	Metacognitive skills
Contact Information	Carmen Beck cbeck@csusb.edu Susan Jindra (ELT) sjindra@csusb.edu Sue Kaiser (ELT) Sue.Kaiser@csusb.edu

Title	4.6 CalAPA Cycle 2: Fostering Candidate Success in Version 7
Presenters	Kitty Fortner, California State University, Dominguez Hills Susan Belenardo, University of California, Irvine Jack Bagwell, California State University, Northridge
Summary	As we enter the seventh year of CalAPA implementation, the changes to CalAPA cycle 2 include changes to the Assessment Guide, the templates and the rubrics. These changes mark a shift in the way candidates need to plan for the implementation, monitoring and video evidence of the collaboratively agreed-upon strategy. This session is a guided conversation about year 7 materials for CalAPA Cycle 2 submissions. Each participant will have opportunities to share successes and challenges on a JamBoard and the facilitators will lead an interactive discussion around what was placed on the JamBoard. Facilitators also will share from their knowledge tips to support successful completion of CalAPA Cycle 2.
Content	https://drive.google.com/drive/u/0/folders/12cb8Sk1vrgbHC4udGMDUzFHjXakZ0Zzw
Activities	Jamboard, group discussions
Resources	CAIAPA Cycle 2 Assessor Guide CalAPA Cycle 2 Rubrics
Contact Information	Kitty Fortner kfortner@csudh.edu Susan Belenardo sbelenardo@pacbell.net Jack Bagwell jack.bagwell@csun.edu

Title	5.6 Incorporating Early Learning into Leadership Preparation
Presenters	Christopher Thomas, 21CSLA/University of California, Berkeley Nancy Parachini, 21CSLA/University of California Los Angeles
Summary	In this interactive presentation, participants will be provided the opportunity to engage in key research and practices being embedded into courses focused on supporting P-3 equity focused instructional leadership. The free courses available to all current administrative services candidates through California Department of Education grant funding will be highlighted. Candidates' perspectives on pressing issues (e.g. incorporating purposeful play) in the field will be provided along with candidate reflections on the courses. The presentation will also provide time for other leaders/programs to share their own practices so that we can gain a greater understanding of practices happening across California to support our school leaders. The 2025-2026 school year, when all children who are 4 years old by September will be eligible to enroll in

	Transitional Kindergarten programs, is quickly approaching, and this presentation will provide relevant resources.
Content	https://drive.google.com/drive/u/0/folders/1jveg3R1-AWrs7luF7kfcb3Jh_BfgLLSs
Activities	This presentation will utilize breakout rooms for discussion and sharing of practice. Videos/images and connectors will be used to encourage active participation by participants.
Resources	21 CSLA Materials for Administrative Candidates to earn their Certificate in PK-3 Leadership
Research	Relevant research and essential state-level documents related to PK-3 leadership
Contact Information	Christopher Thomas cnthomas@berkeley.edu Nancy Parachini nparachi@g.ucla.edu

Title	6.5 Ensuring CalAPA Cycle 3 Success with Targeted Support Strategies & Resources
Presenters	Linda Igoe, Madera County Superintendent of Schools Office Elsy Villafranca, Santa Barbara County Education Office
Summary	If your goal is to ensure your candidates have the support and the resources they need to successfully complete CalAPA Leadership Cycle 3, Supporting Teacher Growth, this session is for you! Three of the top programs in California, holding the top three mean average scores for this leadership cycle will share both their strategies for supporting candidates throughout the cycle and specific resources that you will be able to download and use in your programs immediately.
Materials	https://drive.google.com/drive/u/0/folders/1DHjnx9oAf8FseP6XfpsbsiShHAjjIx
Activities	Participant Instant Poll for Challenges faced during Cycle 3; Question and Answer Panel
Resources	Sample Pre- and Post-observation Meeting Agendas; Observation Notes Template with Guides
Contact Information	Linda Igoe ligoe@mcsos.org Elsy Villafranca evillafranca@sbceo.org

Title	6.6 CalAPA ResultsAnalyzer™ Data Reports: Candidate Success, Program Effectiveness and Accreditation Needs
Presenters	Laurie Thornley, Evaluation Systems of Pearson Reginald T.W. Nichols Evaluation Systems of Pearson

Summary	ResultsAnalyzer™ is a powerful reporting tool, designed to provide accessible data to the CTC and educator preparation programs. Educators involved with the CalAPA are invited to join this live demonstration to learn about key features and uses of this free web-based reporting tool, including accessing assessment level data, customizing data reports, and viewing, downloading, and printing reports.
Materials	https://drive.google.com/drive/u/0/folders/1U3xfiyavOAQLokaRy6_nvKBKxtiGPI6o
Activities	Demonstration of online data systems for program
Resources	ResultsAnalyzer, EdReports
Research	Evaluation Systems ongoing data regarding passage rates, condition codes, retakes
Contact Information	Laurie Thornley Laurie.thornley@pearson.com Reginald T.W. Nichols Reginald.nichols@pearson.com