



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

CalTPA: Frequently Asked Questions

Updated October 15, 2018

General Questions About the CalTPA	
How much does the CalTPA cost?	The cost is \$150 per cycle, for a total of \$300. When registering, you will pay for one cycle at a time.
Where do I register for the CalTPA?	Registration is open now, and it's at the following link: http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html
Where can I learn about proper language to use to describe the class as a whole (e.g., social-emotional development, cultural linguistic resources & funds of knowledge) ?	These terms are defined in the Assessment Guide. In addition, you should be getting information about these ideas in your courses.
What length is the TPA written portion supposed to be?	There are page limits for various portions of the CalTPA. Consult the Assessment Guide for additional information.
I understood that the due date for the CalTPA was November fifteenth, not the thirteenth?	The due date for all programs except the Concurrent program is Nov. 13th, which is set by the programs. The Concurrent program due date is Nov. 27.
Do you have a sample filled out form of "Getting to know your students" ? Just want to see an example of how it is properly filled out for all sections of the form.	There will be sample complete forms in the future, but we are not sure when those will be posted.
Do we have an individual advisor for this process?	You do have a point person, but we won't necessarily be meeting with each individual student. But if you do have questions, you can contact: Wendy Heredia (Multiple Subject & Concurrent Programs) Suzi Van Steenberg (Single Subject, Middle Level & ICP Programs)

How long is the Math lesson for the multiple subject program?	There is no mandatory minimum time. However, you will be choosing 3 clips of up to 5 minutes each for Cycle 1 alone. So we recommend taping a lesson that is at least 30 minutes long to ensure that you have enough to choose from. Your lesson needs to have a beginning, middle and end, which you can read about in Step 2: Teach & Assess.
Do I need to be in a program to complete the TPA process?	Not necessarily, but you should reach out to us. Each student's situation is a bit different, so if you've completed a program but have not yet passed a TPA you should get in touch.
What happens if you don't pass the first cycle?	You will retake it. You'll have to pay the \$150 fee to retake a cycle, so do your best to submit quality work the first time out.
Can our cooperating teacher look at our work before we submit? Even though professors cannot help in that way.	Your cooperating teacher can look over your work, but they cannot tell you what needs to change or how to score a certain rubric score.
Do we need to specifically outline the groups?	There is a portion of the Lesson Plan template that does ask about your grouping strategy, so you should describe that.
Can we type in our submissions/work on the templates before, and then submit on the November date?	Yes! You can and should start filling in the templates ahead of time. Those are the documents you will submit when you are ready.

Questions Regarding Specific Programs	
When will we receive due dates and information for ICP students that have clinical practice in the spring?	Submission dates for the spring have yet to be determined.
Since being in the ICP Program, do we submit our Cycle 1 at 8 weeks and then Cycle 2 at the second to last week?	The timeline for the ICP program is a bit different. Suzi is working with students who start clinical practice next Spring. Wendy is working with the few of you who are in clinical practice now.
For the multiple subject TPA is it an option to do literacy for the first session? Or is it math only?	For the MS and Concurrent programs, you must do math first. For the Middle Level program, you'll do the subject that makes the most sense for your placement. We recommend doing math first, if at all possible. The TPA coordinators can help you make that decision.

For students who are doing the Bilingual Authorization, do we need to do our videos and lessons in Spanish?	You may choose to do instruction in Spanish. This would be your decision. You are not required to teach in Spanish unless in World Languages, Spanish. You will want to work with your CT and your bilingual authorization professor, Dr. Hernandez, for advice on this decision. But the bilingual authorization itself is a separate process from the TPA, so you don't have to teach in Spanish for the TPA to get your bilingual authorization.
If you're teaching Spanish, how are ELD standards relevant?	For the World Languages assessment, you do not need to include ELD standards, but you do need to address Academic Language. See your Assessment Guides for more information.

Questions about Choosing the Focus Students	
If the district does not do GATE designation and there are no students with IEPs/504s, how would you about that?	According to the Assessment Guide, "Choose a student taught in the general education classroom (i.e., not pulled out for instruction during the lesson for the content you will teach) who the district has identified as having a disability with an IEP or a 504 plan or a student identified for GATE who will be participating in the lesson. If there are no identified students in your classroom, select a student who has recently been referred for specialized support or who requires additional learning support in the general education setting."
I'm a World Languages student. How do I choose my Focus Student 1?	According to the Assessment Guide, "Choose a student with a different language learning need (e.g., heritage language learner, bilingual/multilingual student)."
In some of my Cooperating Teacher's classes, she has a Co-teacher who is there for some of the students. When there are activities and tests, the Co-teacher helps the students with IEPs, and, at times, takes them out to a different room. My concern is how do I meet the requirements for the CalTPA, if I don't really get to work with these students?	You will want to work with your CT to design a lesson where all 3 of your focus students are present. We recommend starting a conversation soon about what that might look like.
I am one of the few who doesn't have an ELD student in my classroom. How should I proceed?	Please work with your CT and your university supervisor on determining how best to address this concern. The CP placement coordinator has been notified of these cases and will be following up to address this with the CT.

How do I choose the third focus student?	The Assessment Guide has a lot of great information about choosing the third focus student. Review that, and then consult with your CT.
Would a student whose parent is deployed be acceptable for focus student 3?	Yes that could definitely work.
What modifications will be made for those without all three focus students?	The Assessment Guide has information about how to choose the 3 focus students. Review that, and then check in with your CT, your University Supervisor and your program faculty for additional guidance.
What length is the TPA written portion supposed to be?	Each section has different page limits. Review your Assessment Guide for more details.
My teacher has confirmed that we have no English Learners in my clinical practice classroom. How do I satisfy the CalTPA requirement of having an EL focus student if there aren't any in my class?	According to the Assessment Guide, "If you have only redesignated English learners in your class, you may select one of them or select a student who needs support for his or her language development."
If a student is an English Learner and has an IEP, can we refer to them as both FS1 and FS2?	No. You must have a different student for each category, for a total of 3 students.
What if I am teaching Kindergarten or TK, and my students haven't yet been given IEPs?	According to the Assessment Guide, "When selecting Focus Student 2 in transitional kindergarten or primary grade classrooms where students have yet to be identified as having a special learning need, select a student who has been identified for support through the Multi-Tiered System of Supports (MTSS) process, who has recently been referred for evaluation, or who is struggling in the content area that is the focus of the lesson."
For the second focus student, can that student just be a Special Ed student or must the student have an IEP, 504, or GATE designation?	According to the Assessment Guide, "Choose a student taught in the general education classroom (i.e., not pulled out for instruction during the lesson for the content you will teach) who the district has identified as having a disability with an IEP or a 504 plan or a student identified for GATE who will be participating in the lesson. If there are no identified students in your classroom, select a student who has recently been referred for specialized support or who requires additional learning support in the general education setting."
Can the FS1 english learner be a student who is bilingual and needs additional language assistance but not specifically identified as an ELL?	Yes, if you don't have any designated EL students, this student would work for FS1.

Questions About Video Recording	
Are there some "wrong" ways to video tape?	There are some wrong ways: If you can't hear anything, or if the video is shaky and low quality, then you might have an issue. See our Video Tips flyer for more details.
Do I need permission slips to video record my classes?	You are responsible for verifying that the students in your class have granted permission to be video recorded. To do this, check with your site's administration to see if there is a record of students' parents who have opted out of the video/media release policy. If there is not, you must get permission slips signed. You will retain possession of those permission slips in case anyone from CalTPA requests them.
Also, I was under the impression that the CALTPA did not want us to cut and snip clips. Please clarify.	You may not edit the clips you submit. But you will be selecting clips from the larger video recording to submit.
Is our CT allowed to be in the video assisting with set-up of activity, HW check, passing out supplies? Sometimes we modify an activity for my FS2 and the aid assists with modifications/ questions the student has. Should I ask them to allow me to help the student one-on-one during the video lesson?	Yes, it is perfectly ok of other adults appear in the video. In fact, you can highlight that support in your written submissions, since aides and support teachers are there to help students.
If our classes are 55 minutes will that work, and are we allowed to film a lesson that directly connects or builds off a previous day that wasn't filmed?	Yes, and yes.
When will the sample permission slips to record students, be available? I have been told my cooperating teacher that we need to start sending them home.	They are posted on our website.
What kinds of physical video cameras are allowed to record our classes? (iPhone, GoPro, handheld, etc.). Do they have to be official CSUSM video cameras checked out from the media center?	Here is a link to some guidelines on equipment, file sizes, etc. http://www.ctcexams.nesinc.com/Content/Docs/RecommendedVideoFormatsandSettings.pdf You may use a variety of video cameras. A smart phone often works well.
Do we need to keep students faces blurred in our videos even if them or their parents did not request this?	No, you do not need to blur students' faces. If students do not have permission to appear in videos, seat them out of range of the video camera.
Does anyone review the videos that we record prior to submitting?	No, no one reviews your video or other materials prior to submission.

<p>When teaching a lesson for the video for a math lesson, should I be teaching the whole class through instruction or can I teach a small group through math rotations?</p>	<p>You may do whole class or small group instruction, or a combination of both. Be sure to explain your choices in your written materials.</p>
<p>What kind of video equipment and software necessary for the TPA submission?</p>	<p>Here is a link to some guidelines on equipment, file sizes, etc. We have also posted other video editing resources on our website.</p> <p>http://www.ctcexams.nesinc.com/Content/Docs/RecommendedVideoFormatsandSettings.pdf</p>
<p>Will we need special equipment to upload during CalTPA, will we be accommodated and do we need more than an android phone to film, and will there be accommodation? Will there be a class that instructs any skills with computer in order to take the CalTPA?</p>	<p>Here is a link to some guidelines on equipment, file sizes, etc.</p> <p>http://www.ctcexams.nesinc.com/Content/Docs/RecommendedVideoFormatsandSettings.pdf</p> <p>We have also posted other resources on our website.</p> <p>We will have some drop-in workshops in November to assist with preparing your videos.</p>
<p>Where can we get filming equipment?</p>	<p>You can check out filming equipment from the Media Center (library). Identify yourself as a student in the teacher credential program, and bring your ID.</p>
<p>Even though students can be recorded should we still let the parents know that the students will be recorded?</p>	<p>It is always a good idea to communicate with parents. But you are not required to notify them unless you are required by district policy to request their permission.</p>
<p>When we will be receiving the rubrics for the video taping?</p>	<p>For Cycle 1, the rubrics for the video portion are 1.5 and 1.6, both of which are in the Assessment Guide.</p>
<p>What do we do if one or more of our focus students is absent the day we are filming?</p>	<p>It is not required that the focus students appear in the video. The purpose of the video is to demonstrate specific teaching skills as outlined in rubrics 1.5 and 1.6. The purpose of learning about your focus students is to demonstrate your ability to plan lessons that address their needs. These skills are closely related, but they are assessed separately on the CalTPA.</p>
<p>If we are doing our lesson in a small group format, how many students do we need at a minimum in the group?</p>	<p>There is no minimum or maximum number of students that need to appear in the video. Be sure to explain your grouping strategy in your lesson plan rationale, however.</p>

<p>What resources do we have to help with editing videos?</p>	<p>We have posted a number of support documents on our website. In addition, we will have two Drop-In support workshops on Nov 3 and 10. At those workshops we will have support for editing videos.</p>
<p>Will the CSUSM computer labs have the software needed to edit the videos?</p>	<p>Yes, CSUSM Media Library has video editing software. Follow this link to find out what they have:</p> <p>https://biblio.csusm.edu/external/media-library/media-library-computer-system-information</p>