



California Commission Teacher Credentialing

651 Bannon Street, Suite 600, Sacramento, CA 95811
Administrative Services Division – Fiscal and Business Services

DATE: July 24, 2026

Request for Interest (RFI) Number 26CTC010

PURPOSE

The California Commission on Teacher Credentialing (Commission and/or CTC) is providing the opportunity for interested agencies ("Respondents") to participate in discussions regarding working with the Commission to meet the project goals specified herein. Respondents with relevant expertise in performance assessment design, educator preparation, assessment administration, scoring, technology platforms, reporting, training, and/or statewide implementation are invited to participate in this Request for Interest (RFI).

This RFI is for information gathering and market research purposes only. It is not a solicitation, request for proposal, offer to contract, evaluation process, or commitment by the Commission to enter into an agreement with any respondent.

BACKGROUND

[California Education Code section 44320.2](#) requires educator preparation programs to include a teaching performance assessment aligned with the California Standards for the Teaching Profession and congruent with state content and performance standards for pupils adopted by the State Board of Education.

For credential areas subject to the teaching performance assessment requirement, candidates must take and pass a teaching performance assessment, in addition to meeting all other applicable program and credential requirements. As required in statute, the Commission has developed and maintains a Commission model teaching performance assessment that approved educator preparation programs may elect to use.

PROJECT CONTEXT

The Commission is exploring development of a new Commission Teaching Performance Assessment model that is embedded in educator preparation, organized around an instructional cycle, modular in design, adaptable across credential areas, capable of supporting both developmental feedback and formal readiness determinations, and supported by secure technology, calibrated scoring, useful reporting, candidate and program supports, and appropriate assessment integrity safeguards.



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The fully developed model is expected to be usable by programs preparing candidates for the following credential areas:

- Multiple Subject Teaching Credential
- Single Subject Teaching Credential
- PK-3 Early Childhood Education Specialist Instruction Credential
- Education Specialist Mild to Moderate Support Needs Credential
- Education Specialist Extensive Support Needs Credential
- Education Specialist Deaf and Hard of Hearing Credential
- Education Specialist Visual Impairments Credential
- Education Specialist Early Childhood Special Education Credential

REFERENCE

Respondents should review the following materials:

- Attachment 1. April 2026 Commission Agenda Item 3B, Design Specifications for a Commission Model Teaching Performance Assessment
- Commission-approved [Performance Assessment Design Standards](#), including added guidance related to the use of artificial intelligence

SUBMISSION OF RESPONSES

Please indicate your interest in speaking with CTC by responding to this request via email to alice.cho@ctc.ca.gov with “Commission Teaching Performance Assessment RFI” in the subject line no later than **Monday, August 31, 2026**, and include the following:

- Organization Name
- Primary contact name, title, email address, and phone number
- Description of relevant experience or qualifications
- Brief statement of why you are interested in working with CTC

CONTACT INFORMATION

Questions regarding this RFI or responses should be directed to:

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