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Action

Professional Services Committee

Adoption of Proposed Design Policies for Commission-Approved Teaching Performance Assessments (TPAs)

Executive Summary: This item presents proposed revised design policies for Commission-approved teaching performance assessments. These design policies reflect ways to move implementation of the TPA system forward based on what has been learned in the past eight years of statewide TPA implementation, and to increase the reliability of scoring for all models and candidates.

Policy Question: Are the proposed design policies for California teaching performance assessments consistent with the Commission's priorities and expectations for performance assessments?

Recommended Action: That the Commission adopt the proposed design policies for California teaching performance assessments.

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Strategic Plan Goal:

I. Educator Quality

- ◆ Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

August 2014

Adoption of Proposed Design Policies for Commission-Approved Teaching Performance Assessments (TPAs)

Introduction

This item presents proposed revised design policies for Commission-approved teaching performance assessments for potential adoption by the Commission. These design policies reflect ways to move implementation of the TPA system forward based on what has been learned in the past eight years of statewide TPA implementation, and to increase the reliability of scoring for all models and candidates.

Background

California's Experience with Teaching Performance Assessments

California has over twelve years of experience implementing teaching performance assessments, more than any other state in the nation. The Teaching Performance Assessment, as specified in Education Code Section 44320.2, requires all Multiple and Single Subject credential candidates to demonstrate though actual performance with K-12 students in California public school classrooms that they have mastered the California Standards for the Teaching Profession (CSTP) at the level of a beginning teacher and are qualified to begin professional practice. The Commission has currently reviewed and approved three TPA models, including the PACT (Performance Assessment for California Teachers), the FAST (Fresno Assessment of Student Teachers), and the Commission's model, the CalTPA. A fourth TPA model, the edTPA, is on the August 2014 Commission agenda for review and potential approval. Although the TPA has been informally administered to candidates since the 2002-03 program year, this assessment became mandatory for all candidates as of July 2008. Both the Commission and program sponsors implementing the TPA have learned much about what works well in the current TPA system and what types of issues need to be addressed to improve statewide implementation for the future and to provide for scoring consistency and reliability for all programs and candidates.

Stakeholder Discussions about TPA Implementation in California

During the past eight years since mandatory implementation of the TPA, the Commission has heard multiple agenda items on the design and implementation of the TPA. Many of these items focused on areas where the TPA could and should be strengthened, including the need to provide greater consistency and reliability in scoring, the need for the assessment to provide valid and reliable data for use in the accreditation system, the need to realign TPA models to incorporate new K-12 student standards such as the Common Core State Standards and the Next Generation Science Standards, and the need to increase the consistency of implementation of the TPA across programs using each model. Over the past two years, in addition to presenting a series of agenda items to the Commission regarding TPA issues and possible ways forward to a new iteration of TPA models, staff has also been discussing the

possible framework for moving to a next generation of TPA implementation with multiple stakeholder groups.

In 2013-14, the Executive Director and professional staff met and discussed concepts relating to the design of the next generation of TPA models with stakeholders and model sponsors from all three of the currently-approved TPA models (PACT, FAST, and CalTPA).

In May 2013, staff met with assessment experts and some TPA implementers to consider several key issues, including but not limited to the following:

- The formative and summative nature of the TPA, and how this plays out across scoring and support provided to candidates within the assessment process (EC 44320.2 (e), (e)(1), (e)(2), and (e)(3))
- How programs provide candidates with opportunities to learn what is assessed on the TPA (EC 44320 (d)(8))
- How programs approach formative assessment
- Scoring consistency within a locally-scored, multiple TPA model system
- Appropriate support for candidates in the assessment process

The purpose of the meeting was to gain advice of assessment experts as well as practitioners regarding policies governing implementation of the Teaching Performance Assessment requirement in California. A full description of the meeting and a summary of the discussion is provided in the February 2014 agenda item relating to implementation of the TPA (<http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6D.pdf>).

In February 2014, the Commission discussed issues relating to the reliability and consistency of TPA scoring and reporting within programs, within models, and across the TPA system as a whole (<http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6D.pdf>). In the February agenda item the concept of a next generation of TPAs was raised, and several design considerations for this future iteration of the assessments were identified. Commissioners expressed general support for the need to strengthen the scoring reliability in TPAs and other aspects of TPAs, consistent with statute and current conditions in education. In May 2014 staff facilitated a TPA Stakeholder Meeting to gather input from the larger TPA community regarding TPA implementation issues, including feedback on potential design considerations for next generation TPAs. Stakeholders attending the forum also had the opportunity to look at a preliminary draft of what the Assessment Design Standards and Teacher Preparation Program Standards 16-19 might look like if revised to be consistent with these design policies.

Most recently, in June 2014, the Commission discussed several design considerations that might be incorporated within the next generation of TPAs (<http://www.ctc.ca.gov/commission/agendas/2014-06/2014-06-2C.pdf>) to address many of these issues. The next generation of TPA models was also included in the discussion at the June 2014 Commission meeting within the Accountability System agenda item (<http://www.ctc.ca.gov/commission/agendas/2014-06/2014-06-2E.pdf>).

These discussions with the Commission and with the field have now coalesced into an emerging consensus around a policy framework for moving the TPA statewide implementation system forward that is presented below in this agenda item for the Commission's review and potential adoption.

Rationale for the Proposed TPA Design Policies Framework

The TPA is mandated by statute to assess all candidates for the preliminary multiple and single subject credential in terms of their mastery of the California Standards for the Teaching Profession (CSTP), including but not limited to their ability to effectively teach all students in California's K-12 classrooms, and to help all students achieve the state's academic content standards. The TPA is consequential for candidates in that it also serves by statute as one basis for the recommendation for the credential. Current TPA models were developed several years ago, prior to some of the most significant recent curriculum reforms such as the Common Core State Standards and the Next Generation Science Standards.

As time has gone on since mandatory implementation of the TPA, and multiple models have been approved by the Commission, it has become evident that the issues of scoring consistency, implementation consistency, data reliability and usefulness with the accreditation system, and curriculum changes issues identified by Commissioners and stakeholders need to be addressed. Adopting and implementing an updated policy framework for improving the statewide implementation of TPA models that (a) are up to date; (b) are implemented similarly by programs within models; (c) provide valid and reliable candidate outcomes data, and (d) are consistently and reliably scored by qualified, trained assessors is critically important because this unique assessment:

- serves as a warrant that a candidate is ready to begin practice with K-12 students in California classrooms;
- provides individual candidate diagnostic for the candidate's own professional growth and development and as a basis for their individual induction plan;
- provides program feedback as to where candidates are successful in the program and where program improvement might be needed; and
- provides valid and reliable data useful within the accreditation system regarding program and candidate quality.

Proposed TPA Design Policies

The chart below identifies the proposed TPA design policies for moving statewide TPA implementation forward, and for addressing scoring consistency and reliability for all TPA models and candidates. These design policies represent the emerging consensus in the field, and are presented to the Commission for review and potential adoption. The chart includes the key concept addressed by each design policy, its significance within the TPA and/or the Accreditation System(s), and the design policy proposed for Commission adoption.

Topic	Significance within the TPA and/or Accountability System(s)	Proposed TPA Design and Implementation Policies 2016-17 and Beyond
Purpose and timing of the assessment	The TPA is intended to allow candidates to demonstrate that through preparation, including coursework and fieldwork, that they have mastered the <i>Teaching Performance Expectations</i> at the level of a beginning teacher qualified to begin professional practice. The timing of the assessment within the preparation program sequence should be established in order to assure that candidates have had sufficient preparation for the assessment.	The TPA model is designed as a capstone assessment to allow candidates to demonstrate that they have mastered the <i>Teaching Performance Expectations</i> at the level of a beginning teacher qualified to begin professional practice.
Incorporating the Common Core State and the Next Generation Science Standards within the assessment	California’s public schools are already teaching Common Core State Standards and Next Generation Science Standards in the general education curriculum. Teacher candidates should be knowledgeable about basing instruction and assessment in these standards, as applicable to the particular grade level(s) and content areas of the credential they are seeking. The TPA tasks should incorporate a focus on implementing the CCSS and NGSS within the assessment to assure that beginning teachers are effectively using these standards as the basis for classroom instruction and assessment.	All models must include candidate tasks and assessor training materials that incorporate California curriculum standards and frameworks in the relevant content fields, including the Common Core State Standards and the Next Generation Science Standards, as appropriate to the grade level and content area(s) assessed within the TPA.
Teaching of English learners	California’s K-12 standards require appropriate instruction to allow English learners to access the curriculum as well as to develop fluency in English. The teaching credential warrants that the holder is prepared to effectively instruct English learners in the general education classroom. This is an area of special interest in California and should also be a focus within the TPA.	All models must include a significant focus on addressing both the teaching of English learners and of students with special needs within the assessment. Scoring models and training must ensure that scorers are able to accurately score candidate responses relating to the instruction of English learners and students with special needs in the general education classroom.
Teaching of students with special needs	California’s K-12 standards require appropriate instruction to allow students with special needs who may be in regular education classrooms to access the curriculum. The teaching credential warrants that the holder is prepared to effectively instruct students with special needs in the general education classroom. This is an area of special interest in California and should also be a focus within the TPA.	

Topic	Significance within the TPA and/or Accountability System(s)	Proposed TPA Design and Implementation Policies 2016-17 and Beyond
Assessing the core content areas for multiple subject candidates	The Commission expects Multiple Subject (MS) candidates to understand and implement appropriate pedagogy for all core content areas. However, it would be excessive for multiple subject candidates to address all elementary core content areas within the TPA, given the extensive nature of the assessment tasks. Therefore, options for programs should be available as to how the four core content areas may be addressed (Literacy, Mathematics, History/Social Science, Science) in the TPA assessment system for the MS credential.	For Multiple Subject candidates, all models will include assessments of the core elementary content areas of Literacy and Mathematics. Programs must use program assessments for the remaining core content areas not scored as part of the TPA.
Scoring reliability and consistency; qualifications for scorers	A system of scorer training, calibration, and recalibration is an essential component of scoring reliability and validity. A system of review of scorer work, double scoring, and similar processes is another essential component of scoring reliability and validity. Candidates, programs, and the Commission require valid, reliable, consistent scoring in order for TPA data to be meaningful, comparable within models, and useful within the Accreditation system. Appropriate qualifications for scorers are necessary to having confidence in the corps of educators scoring the assessment and to allow for the accuracy of scorer judgments about the degree to which candidates exemplify mastery of the CSTP/TPEs.	All models will include centralized and/or local/regional moderated scoring processes to assure reliability and consistency of scoring. All models will specify and justify the qualifications for scorers of that model, including pedagogical expertise as well as demonstrated ability to score accurately and reliably. All models will explain and provide options for how local faculty may be included within the scoring process. All models will provide training and/or training materials to assist program faculty in becoming familiar with the assessment in order to help prepare candidates for the assessment so that candidates are equitably treated in the assessment, as required by the Assessment Design standards and by statute.
Model sponsor interaction with the Commission	The Commission needs to have a mechanism for ongoing interaction with model sponsors. The current Assessment Design standards do not address this issue. In addition, model sponsors	All model sponsors must comply with the Commission's revised Assessment Design Standards, which will specify (a) how model

Topic	Significance within the TPA and/or Accountability System(s)	Proposed TPA Design and Implementation Policies 2016-17 and Beyond
following initial approval	need to work with both programs and the Commission to provide data as specified and requested by the Commission for reporting and program outcomes purposes within the revised Accreditation System.	sponsors need to support programs using that model; (b) mechanisms and processes for ongoing interaction with the Commission on issues relating to TPA policy and implementation, and (c) the models' responsibility to provide data as specified and as requested by the Commission for reporting purposes and program outcomes purposes.
Candidate support within the assessment process	Statute specifies that candidates be treated equitably in the assessment. One of the ways to achieve equity is to assure that all candidates have access to information about and preparation for the TPA. The acceptable and unacceptable forms of candidate support should be the same across all programs and TPA models.	All models and programs will provide candidates with substantive opportunities to learn and practice the knowledge and skills that will be assessed on the TPA. Programs and model sponsors are expected to provide for the appropriate support of candidates as they develop their TPA materials for submission and scoring, consistent with the provisions of Program Implementation Standard 18.

Staff Recommendation

Adoption of these policies is intended to lead to substantial improvement of all TPAs used in California, consistent with the Commission's plan to streamline, update and improve guidance and support for teacher preparation. Staff recommends that the Commission adopt the following design policies to guide redesign and updating of Teaching Performance Assessments:

1. The TPA model is designed as a capstone assessment to allow candidates to demonstrate that they have mastered the *Teaching Performance Expectations* at the level of a beginning teacher qualified to begin professional practice.
2. All models must include candidate tasks, rubrics, and assessor training materials that incorporate California curriculum standards and frameworks in the relevant content fields, including the Common Core State Standards and the Next Generation Science Standards, as appropriate to the grade level and content area(s) assessed within the TPA.
3. All models must include a significant focus on addressing both the teaching of English learners and of students with special needs within the assessment. Scoring models and training must ensure that scorers are able to accurately score candidate responses relating to the instruction of English learners and students with special needs in the general education classroom.
4. For Multiple Subject candidates, all models will include assessments of the core elementary content areas of Literacy and Mathematics. Programs must use local program assessments for the remaining core content areas not scored as part of the TPA.
5. All models will include centralized and/or local/regional moderated scoring processes to assure reliability and consistency of scoring. All models will specify and justify the qualifications for scorers of that model, including pedagogical expertise as well as demonstrated ability to score accurately and reliably. All models will explain and provide options for how local faculty may be included within the scoring process. All models will provide training and/or training materials to assist program faculty in becoming familiar with the assessment in order to help prepare candidates for the assessment so that candidates are equitably treated in the assessment, as required by the Assessment Design standards and by statute.
6. All model sponsors must comply with the Commission's revised Assessment Design Standards, which will specify (a) how model sponsors need to support programs using that model; (b) mechanisms and processes for ongoing interaction with the Commission on issues relating to TPA policy and implementation, and (c) the models' responsibility to provide data as specified and as requested by the Commission for reporting purposes and program outcomes purposes.
7. All models and programs will provide candidates with substantive opportunities to learn and practice the knowledge and skills that will be assessed on the TPA. Programs and model sponsors are expected to provide for the appropriate support of candidates as

they develop their TPA materials for submission and scoring, consistent with the provisions of Program Implementation Standard 18.

Next Steps

If the Commission adopts the design policies as provided in this agenda item, staff would work with a TPA task force to revise the Commission's Assessment Quality Standards to align with these policies and alert teacher preparation programs and TPA model owners about these pending changes. Draft standards would be brought back to the Commission for information at the October 2014 meeting.