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Action

Professional Services Committee

Plan for Redevelopment of the Subject Specific Pedagogy Task of the CA TPA

Executive Summary: This agenda item presents a proposed development and implementation plan for the subject-specific pedagogy focused task of the CA TPA.

Recommended Action: That the Commission approve contracting with Educational Testing Service (ETS) via a Non-Competitive Bid process to work with expert panels within the examinations development process previously approved by the Commission to review, redevelop and revalidate the subject-specific pedagogy task for use within the CA TPA, and also take additional actions as specified to phase in the implementation of the subject-specific pedagogy task.

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators.

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Sustain high quality standards for the performance of credential candidates.

August 2007

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Introduction

At its meeting of November-December 2006, the Commission took action to reinstate the Assessment Quality Standards for multiple and single subject professional teacher preparation programs and to approve the initial implementation plan for the teaching performance assessment requirement pursuant to SB 1209 (Chap. 517, Stats. 2006). At the February 2007 Commission meeting a further update was provided concerning the plan for providing technical assistance to program sponsors and about upcoming training opportunities. At the March 2007 Commission meeting further discussion was held on issues raised by the field concerning Task One of the California Teaching Performance Assessment (CA TPA) model. At its April 2007 meeting the Commission indicated that it wanted the CA TPA model to include a task that focused primarily on subject-specific pedagogy (*Teaching Performance Expectation 1*) in addition to the coverage of that TPE within the other three CA TPA tasks, and approved the issuance of a Request for Proposals (RFP) to secure a contractor to assist in revising and revalidating this task. No bids were received in response to this RFP. This agenda item provides a suggested timeline and process for proceeding with the development and implementation of a subject-specific pedagogy focused task for the CA TPA, given that there were no respondents to the RFP.

Background

Senate Bill 2042 (Chap. 548, Stats. 1998) required all candidates seeking a preliminary Multiple and Single Subject Teaching Credential to pass an assessment of teaching performance in order to earn a teaching credential. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and ability with respect to California's adopted *Standards for the Teaching Profession (CSTP)*, as these are exemplified in the *Teaching Performance Expectations (TPEs)*. Implementation of the TPA requirement of SB 2042 was delayed by the Commission in 2003 in response to requests received from the Legislature and others during the state's fiscal crisis at that time. SB 1209, however, mandated the implementation of the teaching performance assessment requirement for all multiple and single subject professional teacher preparation programs as of July 1, 2008.

Review of the Tasks of the CA TPA

Below is the description of each of the four tasks of the CA TPA.

- The *Subject-Specific Pedagogy* task asks the candidates to use information provided about particular students to identify appropriate subject-specific instruction and assessment plans, and to adapt this information for these students. This task focuses on candidates' ability to relate subject matter skills and knowledge in accordance with both

the K-12 student academic content standards and specific instructional approaches appropriate to the particular content area.

- The *Designing Instruction* task requires the candidate to make appropriate connections between what the teacher knows about the students in the class and his/her instructional planning for those students. This written task contains a five-step set of prompts that focuses the candidate on first identifying and then applying the connections between the students' characteristics and learning needs and the teacher's instructional planning and adaptations for those specific students. This task is done based on actual K-12 students in classrooms in which the student teacher is present as part of fieldwork and/or student teaching experiences.
- The *Assessing Learning* task requires candidates to demonstrate their ability to design standards-based, appropriate student assessment activities in the context of a small group of students using a specific standards-based lesson of the candidate's choice. In addition, candidates demonstrate their ability to conduct assessment activities appropriately to assess student learning and to diagnose student instructional needs based on the results of the assessment(s). This task is done based on actual K-12 students in classrooms in which the student teacher or intern is present as part of fieldwork and/or student teaching experiences.
- *The Culminating Teaching Experience* task is the culminating activity of the set of three TPA tasks. In this task, the candidate designs a standards-based lesson for a class of students and teaches that lesson to actual K-12 students within the classroom setting, while making appropriate use of class time and instructional resources, meeting the differing needs of individual students within the class, managing instruction and interactions with and between students, and assessing student learning. Following the lesson, the candidate demonstrates the ability to analyze the strengths and weaknesses of the lesson. To ensure equity to all candidates in the scoring of the *Culminating Teaching* task, a video of the lesson is collected and reviewed as evidence during the scoring process.

The Subject-Specific Pedagogy Focused Task

The CA TPA model originally developed during 2000-2002 contained four tasks, one of which was known as "Task One," or the "Subject-Specific Pedagogy" focused task. Task One was intended at that time to serve as an introductory task to orient candidates to the expectations of their performance across all four of the CA TPA tasks. Task One addressed not only subject-specific pedagogy, but also included a designing learning activity, an assessing learning activity, and adaptations for specific focus students. Task One was intended to be implemented during the beginning of the candidate's experiences in the teacher preparation program. Because of the intended timing of the use of this task within the CA TPA, Task One was built in a manner that did not require candidates to perform the activities of the task with actual K-12 students. Task One was also not fully developed, in that it only applied to multiple subject candidates and to single subject candidates in the four core areas of English, Mathematics, History-Social Science, and Science.

Subsequent to the development and pilot testing of the original version of Task One, local teacher preparation programs that had been piloting the CA TPA since 2003 raised questions about the focus, purpose, and utility of Task One within the CA TPA system, and also about the lack of appropriate focus and activities within the task for candidates in the remaining single subject content areas. A survey of programs piloting the CA TPA showed a varied pattern of usage of this task, ranging from programs implementing the task as is to programs either implementing the task but not as the first task given to candidates or not implementing the task at all. A subsequent validity study of this task in relation to the other three tasks of the CA TPA showed that TPE 1 (i.e., Subject-Specific Pedagogy) was addressed within the remaining three validated tasks; however, the degree to which subject specific pedagogy was addressed within the other three tasks was not sufficient in the Commission's view. The Commission determined that the CA TPA model should have four tasks, one of which should focus more directly on subject-specific pedagogy (TPE 1).

Securing a Contractor for the Revision, Redevelopment and Revalidation of the Subject-Specific Pedagogy Task of the CA TPA

Following the Commission meeting of April 2007, an RFP was issued in order to secure a contractor for revising, redeveloping, and revalidating the subject-specific pedagogy task of the CA TPA. The RFP included a description of the process approved by the Commission of drawing upon the expertise of experienced CA TPA user network members, and others as well as using the expertise of multiple and single subject content experts. The time frame, however, for revising, redeveloping and revalidating the subject-specific pedagogy task was extremely tight in order for this task to be ready for training assessors prior to implementation as well as for program-level implementation as of July 1, 2008.

No bids were received in response to this RFP. As the Educational Testing Service (ETS) has the necessary expertise and prior background with the CA TPA to be able to accomplish the purposes of the RFP within a reasonable time frame, and has previously served as a contractor for the development of the CA TPA, staff recommends that a Non-Competitive Bid process be implemented to secure ETS as the contractor for revising, redeveloping, and revalidating the subject-specific pedagogy task using the expert panel process previously outlined. The scope of work and the timeline for the work of the contractor is provided below.

Implementation Considerations for a Revised Subject-Specific Pedagogy Task

Because of the complex nature of examinations development and validation work, the process would not be able to be completed, and assessors would not be able to be trained to score the revised subject-specific pedagogy task, until sometime during the 2008-09 school year. SB 1209 requires all approved teacher preparation programs to implement an assessment of teaching performance starting July 1, 2008. The three validated tasks of the CA TPA are ready to be implemented on the July 1, 2008 timeline to meet the statutory requirement. Each of the three tasks has been validated, and together the three tasks provide both formative and summative assessment of candidates as prescribed by statute while addressing all of the TPEs, albeit not focusing in the Commission's view sufficiently on the area of subject-specific pedagogy.

Staff proposes, therefore, that the teacher preparation programs using the Commission's model implement the three tasks of the CA TPA (*Designing Instruction, Assessing Learning,* and

Culminating Teaching Experience) with all candidates beginning July 1, 2008. During 2008-09, work will be completed on the redesigned and revalidated *Subject-Specific Pedagogy* focused task of the CA TPA in time for assessor training on this task to take place during Spring 2009 and for this task to be reintegrated into the CA TPA for use with all candidates starting in July 2009. For the 2008-09 school year only, staff recommends that the passing score standard be set at a total of 9 across the three tasks, with no individual task score being lower than a “2.” Staff also proposes that those local teacher preparation programs that have been using the current Task One with candidates may continue to do so during 2008-09 until the revised task is available. For these programs, the present Commission-approved passing score standard of a total of 12 with no individual task score being lower than a “2” would still apply.

Draft Scope of Work and Timeline

Task	Date
Draft TPE 1 statements developed for all remaining single subject content areas (<i>work done by CTC, not the contractor</i>)	August 2007
Draft TPE 1 statements reviewed by content experts and finalized (<i>work done by CTC, not the contractor</i>)	September 2007
First task development panel meeting (CA TPA experts)	October 2007
Expanded task development panel meeting (CA TPA experts plus content experts for multiple and for single subjects)	November 2007
Refinement of material into tryout test form; recruit tryout task-takers (i.e., teacher candidates)	December – January 2008
Tryout test period	February 2008
Meet with small expert panel to examine tryout responses and revise task as needed	March 2008
Conduct content validation study	March 2008
In the meantime, recruit field-test teacher candidate pool	January – March 2008
Administer field test	Late April–mid-June 2008
Score field tests in CA	July 2008
Analyze data from pilot testing including inter-rater reliability	August 2008
Finalize scoring materials for training and implementation (Benchmark and Independent Scoring Cases)	August - September 2008
Deliver content and scoring validation results	September 2008
Provide assessor training in the revised task	Spring 2009

This timeline is optimistic, and can be revised as needed to extend the activities through December 2008 while still providing sufficient time to conduct assessor training in Spring 2009 and for programs to plan for implementation.

Cost Considerations

The cost of this Non-Competitive Bid process would be a total of \$270,000 over a two-year fiscal time frame (2007-2008 and 2008-2009). The cost in the initial year would be \$175,000 and the second year cost would be \$95,000. Funding for this activity would come from TDAA (408) account funds earmarked for validity studies.

Summary of Recommended Actions

Staff recommends that in order to proceed expeditiously with the work of reviewing, revising and revalidating a subject-specific pedagogy task to meet the needs of the single subject content areas as well as developing additional multiple subject contexts and activities, that the following actions be taken:

- a) approve contracting with Educational Testing Service (ETS) via a Non-Competitive Bid process to work with expert panels within the examinations development process previously approved by the Commission to review, redevelop and revalidate the subject-specific pedagogy task for use within the CA TPA;
- b) establish that only for the 2008-09 school year local teacher preparation programs will use the three CA TPA tasks of *Designing Instruction, Assessing Learning, and Culminating Teaching Experience*, with a passing score standard of 9 across the three tasks with no individual task score lower than “2”; and that programs that have been using the current Task One may continue to do so, and if so, will continue to apply the Commission-adopted passing score standard of 12 across the three tasks with no individual task score lower than “2;” and
- c) approve the reintegration of the subject-specific pedagogy task with the CA TPA as of July 1, 2009 and require all programs using the CA TPA model to implement the four tasks with all candidates as of July 1, 2009.