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Information

Professional Services Committee

Update on the Implementation of the Teaching Performance Assessment (TPA) Requirement

Executive Summary: This agenda item provides an update on the activities that have taken place since July 1, 2008 to implement the Teaching Performance Assessment (TPA) requirement.

Recommended Action: For information only

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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 and performance of professional educators and for the accreditation of credential programs

June 2009

Update on the Implementation of the Teaching Performance Assessment (TPA) Requirement

Introduction

This agenda item provides an update on the activities that have taken place to implement the Teaching Performance Assessment (TPA) requirement since the statewide implementation date of July 1, 2008. This report includes both a general overview of the implementation of the TPA requirement and individual updates on the three Commission-approved TPA models.

Background

Education Code §44320.2 requires the statewide implementation of a teaching performance assessment (TPA) for all multiple and single subject teacher candidates as of July 1, 2008. Prior to this time, several teaching performance assessment models had been developed and were being implemented on a voluntary basis by individual teacher preparation programs.

As of July 1, 2008, the Commission had approved two teaching performance assessment models in addition to the Commission's own model. Program sponsors may choose to implement any of the three approved TPA models. TPA implementation takes place at the local teacher preparation program level. Program sponsors must implement the selected model as that model was designed and validated by the model's developer. Programs are responsible for the orientation of candidates to the TPA; advice and assistance to candidates during the TPA process; identification and training of qualified assessors of candidate performance; assuring that candidate performance is assessed by trained and calibrated assessors in a manner that is fair and reliable; providing TPA performance data to candidates; maintaining candidate, assessor, and outcomes data; and using TPA-related data both for program improvement purposes and as one basis for the recommendation of a candidate for a credential.

Between the passage of SB 1209 in 2006 and the statewide implementation date of July 1, 2008, statewide infrastructure for the training of assessors, orientation and technical assistance for program sponsors, and further development as needed of each of the three Commission-approved models of teaching performance assessment have taken place. This agenda item reports on these efforts and activities.

Commission-Approved Teaching Performance Assessment Models

Each of the three Commission-approved TPA models are based on California's adopted *Teaching Performance Expectations* (see Appendix A). The three models are:

- **The California Teaching Performance Assessment (CalTPA)**

<http://www.ctc.ca.gov/educator-prep/TPA.html>

The California Teaching Performance Assessment (CalTPA) is the Commission-developed teaching performance assessment model. The CalTPA consists of four interrelated tasks that increase in complexity: *Subject-Specific Pedagogy*; *Designing Instruction*; *Assessing Learning*; and *Culminating Teaching Experience*. Each of the four tasks measures multiple TPEs within the single task; taken as a whole, the CalTPA measures each TPE several times. Candidates must

provide a 20 minute unedited video of their teaching with an actual class of K-12 students as part of the *Culminating Teaching Experience* task.

- **The Performance Assessment for California Teachers (PACT)**

<http://www.pacttpa.org>

The design of the PACT assessment focuses on two assessment strategies: (1) the formative assessment of prospective teachers through “Embedded Signature Assessments” (ESAs) that occur throughout the teacher preparation sequence, and (2) the formative and summative assessment of prospective teachers through the “Teaching Event” that takes place during student teaching. The PACT scoring system is based on a series of scoring rubrics for the Teaching Event that are specifically developed for each of the content areas, and the scoring system includes formal training, calibration, and recalibration of assessors.

The ESAs represent course-embedded assignments that are considered to measure key competencies. Within the PACT system, therefore, before candidates complete the Teaching Event, they have already received a great deal of ongoing support and formative feedback on the teaching competencies that are measured in the Teaching Event and, in some programs, on other dimensions of teaching as well. The Teaching Event is both a formative and summative instrument. It was designed for use in making a summative decision about recommending a candidate for a Preliminary California Teaching Credential as well as to be diagnostic to support candidate growth. The Teaching Event also requires candidates to provide videos of their performance with K-12 students.

- **The Fresno Assessment of Student Teachers (FAST)**

smacy@csufresno.edu

The Fresno Assessment of Student Teachers (FAST) is approved for use only by CSU Fresno, at the request of the university. The FAST system evaluates candidates based on four tasks. The *Comprehensive Lesson Plan Project* and *Site Visitation Project* are completed during candidates’ initial student teaching placements. Then, the *Teaching Sample Project* and the *Holistic Proficiency Project* are completed during final student teaching or internship.

Common Characteristics of All Three TPA Models

All three of the Commission-approved teaching performance assessment models share the following characteristics:

- Based on California’s *Teaching Performance Expectations* for beginning teachers
- Require candidates to perform specified tasks/activities performed by the candidates to demonstrate their ability to provide appropriate, effective instruction for all California K-12 public school students
- Include a focus on English learner students and students with special needs
- Use a rubric-based score of 1-4 (different models may require different minimum score levels)
- Require candidate orientation and practice in the TPA tasks/activities
- Embed tasks within the teacher preparation program sequence
- Provide assessor training, calibration and recalibration
- Scored by trained assessors who must maintain their calibration status
- Require double scoring to maintain scoring reliability

- Provide feedback to candidates
- Provide opportunities for candidates to retake a task if needed
- Provide candidate information useful for induction
- Provide information for program improvement

Teaching Performance Assessment Implementation Activities Since July 1, 2008

Part I: Statewide Implementation Oversight Activities

Statewide oversight of the implementation of the teaching performance assessment requirement has included the following major activities:

- **Establishment of a statewide TPA Implementation Task Force**

The Commission established this task force in 2007 to help address statewide issues relating to the implementation of the teaching performance assessment requirement. All of the Commission's key stakeholders as well as the developers of each of the three approved TPA models were represented on the Implementation Task Force, which met several times during 2007-08 and will continue to meet in 2009. Some of the key outcomes of the work of the Task Force were the development of TPA information materials for a variety of audiences (see below); identification of key data elements for future data collection regarding the implementation and outcomes of the TPA; and facilitation of the videotaping requirement for candidates during the performance assessment. The membership of the Task Force is provided in Appendix B.

- **Development and circulation of written information about the TPA to all stakeholders**

In response to the request of the TPA Implementation Task Force, Commission staff developed five informational flyers about the TPA and its implementation. One each was developed for candidates, teacher preparation program sponsors, school board members, parents, and policymakers. Appendix C provides the school board member flyer as an example; the remaining flyers are available at <http://www.ctc.ca.gov/educator-prep/TPA.html> and also at <http://www.pacttpa.org>.

- **Issuance of a joint communication from the Commission and the California Department of Education** clarifying the videotaping requirement for CalTPA and PACT candidates.

- **Development of a draft set of data elements for future data collection about the implementation and the outcomes of the TPA**

The TPA Implementation Task Force assisted in identifying some common data elements across all three models that could potentially serve as baseline data to be collected by all multiple and single subject programs for the initial implementation year.

- **Informational presentations on the TPA made to statewide audiences**

With the assistance of members of the TPA Implementation Task Force, Commission staff made presentations about the TPA at several statewide conferences during 2008. These included the annual conferences of the California School Boards Association, the Association of California School Administrators, and the Parent-Teacher Association.

Next Steps for Statewide Implementation Oversight

- **Establish a TPA Users Advisory Committee** comprised of (a) representatives from each of the three model developers; (b) representatives from each of the four stakeholder segments implementing the TPA (UC, CSU, Private and Independent Colleges and Universities, and K-12 Intern/Charter Schools); and (c) assessment/measurement experts in the area of performance assessment. This Committee's charge will be to help guide TPA research questions, identify TPA data elements to be collected by programs and procedures for reporting the data, developing reports as needed, and addressing other issues relevant to California's unique performance assessment requirement for licensure.
- **Continue to meet with the TPA Implementation Task Force.** The next meeting of the TPA Implementation Task Force is scheduled for June 2009.
- **Review and possibly revise the Commission's *Assessment Quality Standards*.** The two Assessment Quality Standards readopted in 2007 by the Commission were used to review and approve alternative TPA models submitted to the Commission in accordance with the provisions of EC §44320.2. This was the first time that these standards had actually been used. The developers of the alternative teaching performance assessment models provided feedback indicating that the standards could benefit from updating and streamlining to reduce redundancy and clarify certain elements within the standards.

Part II: Information Updates from the Commission's Three Approved Teaching Performance Assessment Models

A. The California TPA (CalTPA) Model

The CalTPA is used by the following program sponsors:

CSU

Bakersfield
East Bay
Cal State Teach
Fullerton
Long Beach
Los Angeles
Northridge
Pomona
San Bernardino
San Marcos
Stanislaus

District Intern Programs

Bay Area School of Enterprise (REACH)
Los Angeles Unified School District
Project Pipeline (Mt. Diablo Unified)
San Joaquin County Office of Education

Private/Independent

Alliant International University
Antioch University Los Angeles
Argosy University
Azusa Pacific University
Bethany University Santa Cruz
Biola University
California Baptist University
California Lutheran University
Chapman University
Claremont Graduate University
Concordia University
Dominican University
Fresno Pacific University
Hebrew Union College
Hope International University

Private/Independent (continued)

InterAmerican University

JFK University

La Sierra University

Loyola Marymount University

The Master's College

Mount St. Mary's College

National Hispanic University

National University

Occidental College

Pacific Oaks College

Pacific Union College

Patten University

Pepperdine University (Blended)

Pt. Loma Nazarene University

San Diego Christian College

Santa Clara University

Touro University

University of La Verne

University of Phoenix

University of Redlands

University of San Francisco

Vanguard University

Western Governors University

Westmont College

Whittier College

William Jessup

Key Activities to Develop and Implement the CalTPA on a Statewide Basis

As of the TPA implementation date of July 1, 2008, the CalTPA had been fully developed for multiple subject candidates and for four of the core single subject areas (English, Mathematics, History-Social Science, and Science). There were no standardized candidate or program implementation guidance or manuals, no standardized materials for assessor recalibration purposes, and many of the training cases used for initial assessor training and calibration purposes needed to be upgraded or replaced. Up until this time, many programs had been voluntarily implementing part or all of the CalTPA, but program sponsors had been free to implement the TPA as they saw fit, and to modify the various task versions for their own local use.

During 2007, staff identified several urgent priority needs in order to get the CalTPA model ready for statewide implementation:

- (a) standardize the version of the CalTPA to be implemented;
- (b) standardize the training and implementation processes for all CalTPA users;
- (c) fully develop the CalTPA model to address the remaining thirteen single subject areas; and
- (d) develop another multiple subjects *Subject-Specific Pedagogy* task version since the current version had been in continuous use since the CalTPA pilot phase in 2002.

Staff undertook the following steps and activities to address these needs during 2007-08:

- Through a contract with ETS, the original developer of the CalTPA, versions of the *Subject-Specific Pedagogy* task for the remaining single subjects (Art, Agriculture, Business, Health Science, Home Economics, Industrial and Technology Education, Languages Other Than English, Music, Physical Education, Specialized Science: Biology, Specialized Science: Chemistry, Specialized Science: Physics, and Specialized Science: Geosciences) plus a new multiple subjects version have been developed in collaboration with a wide range of California educators who are experts in each of the content areas. Teacher preparation programs were given an additional year before they were required to implement the TPA with candidates in any of the specified additional single subject areas. Development is expected to

be completed for full implementation in all subject areas plus the new multiple subjects task version as of July 1, 2009.

- During 2007, CalTPA staff conducted a series of well-attended technical assistance meetings across the state (in conjunction with technical assistance provided to program sponsors regarding implementation of the revised accreditation system) to explain the CalTPA model to actual and potential users, clarify the requirements and standardized procedures that programs would have to follow in order to implement the CalTPA model as it had been designed and validated, and address local implementation expectations and issues.
- During 2008, the first implementation year, staff has focused on developing and making available to program sponsors, candidates, and the public a wide range of training and informational materials where none had previously existed. These included but are not limited to:

- ***CalTPA Task Descriptions and Scoring Rubrics***

- ***Informational flyers about the TPA:***

- ***CalTPA Information for Program Sponsors***
- ***CalTPA Information for Candidates***
- ***CalTPA Information for School Board Members***
- ***CalTPA Information for Parents***
- ***CalTPA Information for Policy Makers***

- ***CalTPA Candidate Handbook***

This handbook provides an overview of the CalTPA process, an explanation of the four performance tasks, and guidance about the choices and decisions made as teacher candidates complete each of the four performance tasks. Each chapter related to an individual task providing more in-depth information about the CalTPA, including an overview of the task itself, the Teaching Performance Expectations (TPEs) measured by that task, and directions for completing the task. This handbook also includes a glossary of educational terms used in the CalTPA, a complete list of the Teaching Performance Expectations, and additional resources that teacher candidates use to form their task responses.

- ***CalTPA Implementation Manual***

This manual is part of a series of publications designed to assist program sponsors with implementing the California TPA model. The first section focuses on the history, development and validation process of the CalTPA model. The middle section provides descriptive information about the model and practical information for program sponsors regarding appropriate implementation of the CalTPA. The final section provides information about performance data collection, references, and contact information.

All of these materials are available on the Commission's website at: <http://www.ctc.ca.gov/educator-prep/TPA.html>.

- During 2008-09, CalTPA staff provided extensive orientation, training, and calibration for program sponsors and for assessors at locations across the state, as staff had also done during

2006-07. The tables below document the type and location of training as well as the numbers of participants for the 2008 and 2009 training years.

CalTPA Training Summary for 2008

CalTPA Task	Total Number of Trainings, North	Total Number of Trainings, South	Total Participants
Foundations/Orientation	1	3	83
Subject-Specific Pedagogy	1	3	99
Designing Instruction	1	3	95
Assessing Learning	1	4	89
Culminating Teaching Experience	1	4	51
Lead Assessor Training		1	18

CalTPA Training Summary for 2009

CalTPA Task	Total Number of Trainings, North	Total Number of Trainings, South	Total Participants As of 5/7/09*
Foundations/Orientation	3	3	24
Subject-Specific Pedagogy	2	2	9
Designing Instruction	2	2	9
Assessing Learning	2	2	13
Culminating Teaching Experience	2	4	35
Lead Assessor Training	1	1	

* There are 18 remaining trainings to be conducted between May and December 2009; enrollment figures for these sessions are not included in the total.

Overview of the CalTPA Training Model

The CalTPA Management System is divided into two key areas of responsibility:

- CalTPA Tasks, Training Materials and Assessor Training for program level and lead assessors are sponsored, developed and maintained by the Commission.
- Local programs are responsible for embedding the CalTPA in their program, for scoring candidate tasks, record keeping and local program assessor training if programs are using their own trained Lead Assessor.

CalTPA training covers the following topics and activities:

- **Foundations/Orientation Training**

The initial training activity in the sequence is participating in the one-day Foundations/Orientation Training, which provides an introduction to the CalTPA model and each of its components. The Foundations/Orientation Training is also open to any interested individual who wants to become more familiar with the CalTPA model. Successful completion of the Foundations/Orientation Training is required before an assessor can move on to task-specific training.

- **Task-Specific Training**

Task-specific program assessor training is offered for each of the four tasks, *Subject-Specific Pedagogy, Designing Instruction, Assessing Learning, and Culminating Teaching Experience*. Each two-day task-specific training is devoted to an in-depth exploration of the specific task, its rubric and scoring process. Participants practice scoring Benchmark Cases, and then must calibrate on Independent Scoring Cases. Each assessor must successfully complete task-specific training in the task for which he/she will be assessing candidate CalTPA responses.

- **Lead Assessor Training**

Program sponsors implementing the CalTPA are encouraged to identify a Lead Assessor for their program. Only programs may designate an individual to be a Lead Assessor. The Lead Assessor's role is to assure the continuing quality of assessor scoring of candidate CalTPA responses, verify and assist in maintaining assessor calibration status, and serve as a resource to the program's CalTPA Coordinator, especially if the Coordinator is not a trained assessor. Lead Assessors may also conduct local program-level assessor training. Lead Assessors must maintain their calibration status on a continuous basis, and must be sponsored by a teacher preparation program in order to serve as a Lead Assessor.

Lead Assessors must have successfully completed assessor training for all four CalTPA tasks, must also have completed the additional Lead Assessor training conducted by Commission staff.

- **Local Assessor Training**

The CalTPA assessor training system was designed as a trainer of trainer model. Once Lead Assessors are trained by Commission Staff, each program may hold local program assessor trainings which include Foundations Day/Orientation and task specific training on all four tasks. In order to maintain a pool of locally calibrated assessors, these local trainings are held on an as needed basis and are the responsibility of each program to implement in accordance with the CalTPA model requirements.

- During 2008, accreditation staff reviewed responses from all multiple and single subject preparation program sponsors to Teacher Preparation Program Standards 19-21, which address local program implementation of the teaching performance assessment requirement.
- Staff conducted a special training for all CalTPA Coordinators on March 25, 2009 in conjunction with the annual CTE Conference. The *CalTPA Implementation Manual* was introduced and small group discussions were held to discuss program level implementation issues. Fifty-two of the fifty-seven programs using the CalTPA model were in attendance.
- Staff participated in a regular series of biannual CalTPA Network meetings. During the pilot phase of CalTPA development, a voluntary, program-sponsored CalTPA Network was developed by various universities in California who were implementing the CalTPA. At these meetings, CalTPA coordinators share and discuss various implementation issues and concerns. Commission staff attend meetings, respond to program implementation concerns and give input on the latest developments about the CalTPA. The most recent CalTPA

Network meeting was the March 25, 2009 CalTPA Coordinators meeting sponsored by the Commission, as described above.

- On July 1, 2008, staff developed and implemented a secure on-line assessor recalibration website to allow assessors to fulfill their annual recalibration requirement and/or to update their recalibration status if they had not scored in six months. To keep the material on the recalibration website updated and refreshed during the year, staff continually collect candidate double-scored tasks which have received the same score level from two assessors independently to be posted on the website every six months to replace tasks which have been in continuous use during any given six-month period. Recalibration tasks and scores were refreshed on January 1, 2009, and are due to be refreshed again on July 1, 2009.
- Staff maintain the latest version of candidate, training, implementation and other CalTPA materials on the Commission's website so that candidates, programs, and the public always have access to the most current materials and information.

Next Steps for the CalTPA Model

- Formalize continuing assistance and measurement guidance from ETS to:
 - Provide psychometric support for the CalTPA model's ongoing validity and reliability, as well as for data identification, collection, and analysis for the CalTPA model and its outcomes
 - Advise in addressing technical issues as needed
 - Assist with developing new sets of Benchmark and Independent score cases for ongoing training purposes as needed
 - Assist with the content of future CalTPA publications
- Add a progressive video component to the secure online recalibration site.
- Create a Ning (CalTPA Coordinators Networking Site) wherein CalTPA coordinators can converse with each other and receive CalTPA news from staff).
- Survey programs using the CalTPA model to identify future support needs.
- Develop a CalTPA Steering Committee of CalTPA users to provide future support and guidance for program implementation issues relating specifically to the CalTPA.

B. Performance Assessment of California Teachers (PACT)

The following information was provided by PACT regarding the implementation of the PACT model during 2008-2009.

The PACT consortium consists of 32 member institutions: all 8 UCs, 12 CSUs, 10 private institutions, and two intern programs. Development and monitoring of the PACT assessment system is done by a small team at Stanford University. The following institutions are members of the consortium:

UC
UC-Berkeley
UC-Davis
UC-Irvine
UC (continued)

UCLA
UC-Riverside
UC-San Diego
UC-Santa Barbara
UC-Santa Cruz HSS Planning

CSU

Cal Poly-San Luis Obispo
CSU-Chico
CSU-Channel Islands
CSU-Dominguez Hills
CSU-Monterey Bay
CSU Northridge
Humboldt State
Sacramento State
San Diego State
San Francisco State
San Jose State
Sonoma State

District Intern

San Diego City Schools Intern Program
High Tech High

Private/Independent

Antioch University Santa Barbara
Holy Names University
Mills College
Notre Dame de Namur University
Pepperdine University
Stanford University
St. Mary's College of California
University of the Pacific
University of San Diego
University of Southern California

The component of the PACT assessment system approved to meet the TPA requirement is the Teaching Event, a portfolio of records of practice centered around a sequence of 3-5 lessons. The Teaching Event has five tasks:

- 1) A description of their teaching context, including information about students and any required curriculum, instruction, or assessments to identify any constraints on teacher decision-making,
- 2) A **planning** overview and rationale for a 3-5 lesson learning segment with a central focus, with lesson plans and instructional materials (handouts, overheads, assignments). The lesson plans follow the preparation program's preferred format, but include learning objectives, related state standards, instructional tasks and strategies, and assessment of student learning during and after the lesson.
- 3) One or two short (10-15 minute) video clips of **instruction** from these lessons accompanied by commentary describing the instruction in these excerpts. The video clips portray teacher-student interaction during designated teaching/learning tasks.
- 4) An analysis of the whole class, including illustrative samples of student work, from one **assessment** given during the learning segment, a deeper analysis of two students including one English learner, together with next steps in instruction planned on the basis of the assessment analysis. This includes a copy of the assessment instrument and three student work samples chosen to illustrate the analysis, including one sample from an English learner.
- 5) Written **reflections** on instruction and student learning. These include both daily reflections on student learning and resulting adaptations in planned instruction and a reflection commentary using research/theory to reflect on student learning and describing changes that would be made if the candidate could reteach the learning segment to the same students.
- 6) In addition, evidence of a focus on *academic language* is collected within the records of evidence listed above.

To demonstrate command of subject-specific pedagogy, Multiple Subject candidates complete a Teaching Event in literacy or mathematics and one Teaching Event task (Planning, Instruction or

Assessment) in the three remaining core content areas. These Teaching Event tasks are typically embedded in coursework.

The Teaching Event is scored by a set of analytic rubrics on five dimensions of teaching: **Planning, Instruction, Assessment, Reflection, and Academic Language (PIARL)**. Two to three rubrics per dimension provide educative feedback to candidates to guide efforts to improve their performance.

Trainings of Trainers

To train scorers, PACT relies on a Training of Trainers model attended by local trainers, who deliver the training at their home institutions. PACT is beginning to see regional collaborations to train scorers. Trainers and scorers have expertise related to the credential areas they score. Trainers conduct a two-day scorer training and calibrate scorers. Reliability across institutions is monitored through rescoring a sample of Teaching Events from each institution by external scorers through an audit process.

This year, PACT offered Training of Trainers at four sites and trained the following numbers of trainers:

San Francisco State (January 29-30): 17 trainers
University of San Diego (February 11-12): 17 trainers
CSU-Dominguez Hills (February 23-24): 16 trainers
Sacramento State University (February 23-24): 16 trainers

This adds to the 280 trainers previously trained. Programs are working toward either having 1-2 trainers at their institutions or entering into collaborations with nearby programs to share trainers and/or provide additional scorers for double scoring in credential areas supervised by a single faculty member.

Key Challenges and/or Implementation Issues

Certainly, one of the key challenges is to implement an ambitious assessment program in the face of budget reductions and an unpredictable fiscal future. Nevertheless, PACT programs are moving forward with recruiting scorers and embedding the Teaching Event and Teaching Event Tasks into coursework and student teaching. PACT is also moving to electronic meetings via WebEx to facilitate on-going communication and support.

PACT is finding that across the consortium, the lowest candidate scores across credential areas are in the areas of assessment and academic language. Informal conversations with CalTPA institutions suggest that this is not unique to PACT. Many of the PACT user programs are conducting professional development for faculty and supervisors in these areas and are strengthening their curriculum in those areas. Program administrators report that faculty/supervisors have expressed an eagerness to increase their knowledge and abilities in these areas, especially academic language. PACT is collaborating on identifying helpful resources for both faculty/supervisors and candidates, and also sponsoring workshops offered by institutions with stronger candidate performances at the annual Implementation Conference.

Effects on Institutions/Programs to Date

Eleven programs have been implementing PACT for six years now, and two more have been implementing it for five years. As the original authors of the legislation intended, all institutions have reported using the candidate scores as evidence of the effectiveness of their program. Cap Peck and Morva McDonald of the University of Washington are conducting a study of effective uses of assessment data for program improvement among PACT institutions. A growing number of programs set aside time for all faculty to examine the score patterns and to discuss program improvements in a targeted area. Programs have reported some modification of coursework and assignments to better fit what is measured in the Teaching Event. They have also aimed at increasing program cohesion by strengthening ties between coursework and supervision so that knowledge and skills learned in coursework are reinforced in supervision. Some programs are embarking upon focused professional development for faculty and/or supervisors, particularly in the area of academic language. There has been movement in some institutions to conduct similar analyses of candidate performance on the Embedded Signature Assessments as well.

PACT has emphasized using the TPA requirement as a tool for program improvement going beyond compliance. The PACT institutions are developing as a community of learners that share practice and resources beyond the pre-existing networks among the UCs and the CSU programs. Structures that encourage this are our annual Implementation Conference, the annual Program Director meetings (now on line), networks among trainers that arise from the Training of Trainers. Some programs are developing regional collaborations to share scorers and do regional training of scorers. In PACT's ongoing technical assistance to programs, Kendyll Stansbury also connects programs by referring them to program directors who have developed solutions to the problems programs are trying to solve.

Other Information of Interest to the Commission

NCATE has long had an accreditation option for outcomes-based accreditation on its books, but it has never been used. It has reviewed PACT and found that its subject-specific nature fits with the NCATE discipline-specific standards. As part of developing this option, NCATE has invited PACT institutions to propose what such a process might look like and try it out. Drs. Darling-Hammond, Pecheone, and Stansbury plan to convene a policy group to look at a policy framework to support this option. PACT has found the increased focus on outcomes in the California credentialing process to be a useful foundation for an initial starting point and is working closely with Commission staff to develop a proposed NCATE pilot. The basic design is for a program to demonstrate satisfactory candidate outcomes during the first years of an accreditation cycle, and then to move into pursuing an area of inquiry to inform and refine program improvements. Two institutions, the University of San Diego and the University of the Pacific, are developing proposals for areas of inquiry specific to their institutions to try out the process. If the Committee on Accreditation approves the concept, PACT plans to work closely with the committee and the two institutions to see how an outcomes-based accreditation process might be able to 1) reduce the amount of documentation of inputs and 2) shift the work and money invested in accreditation to a process that is both useful to accreditation review teams and more useful to faculty and the institution being accredited. A problem yet to be solved is how to extend this effort beyond teacher education to other education credential programs offered by the same institution, as they generally lack assessments with proven validity and reliability as the TPA assessments in teacher credential programs.

The PACT developers are also collaborating with AACTE and the Council of Chief State School Officers on a planning grant to develop a nationally available Teaching Performance Assessment modeled after PACT. Ten states with 2-4 IHEs per state have expressed interest in participating. The Ford Foundation, which funded the planning grant, has expressed interest in reviewing a proposal for a three-year pilot to develop such an assessment and also working with other foundations to fund a multi-state pilot.

C. Fresno Assessment of Student Teachers (FAST)

The following information was provided by CSU Fresno regarding the implementation of the FAST model during 2008-09.

California State University, Fresno has been fully implementing FAST since its approval by the Commission in June, 2008. FAST will recommend preliminary credentials for approximately 130 Single Subject Program candidates in May who began their two-semester credential preparation program after July 1, 2008, and are in full compliance with TPA-related requirements. This May FAST will not be reporting any Multiple Subject Program candidates as being in full compliance with TPE-related requirements because the twelve-month Multiple Subject Program cohort began their teacher preparation training just prior to the July 1, 2008 implementation date whereas the traditional three-semester Multiple Subject cohorts who entered after July 1, 2008 will not graduate until December, 2009.

Table 1 below reflects the number of FAST tasks completed and scored (including those we anticipate being completed this spring, 2009) in the 2008-09 academic year by teacher candidates in the Single Subject and Multiple Subject Programs who began their teacher preparation program *after* July 1, 2008. (Listed in parentheses is the number of additional FAST tasks completed and scored in 2008-09 by candidates who entered the program *before* July 1, 2008).

Table 1. Completion of FAST Tasks, 2008-09

Task	Single Subject	Multiple Subject
Comprehensive Lesson Plan Project	216	168 + (26)
Site Visitation Project	216	103 + (120)
Holistic Proficiency Project	130 + (100)	(208)
Teaching Sample Project	130 + (100)	(208)

Although data analysis will be done during summer 2009, preliminary inspection of the fall 2008 data indicate a 97% pass rate overall on initial student responses with 100% pass rate following intervention and re-test of the task. Also of note is the fact that the FAST policy relating to accommodations for students with disabilities was successfully implemented for eight students requiring such services this year, while the Appeal Policy has yet to be implemented in that no student thus far has appealed any score.

In this first year of official implementation of Commission-approved assessments, scoring rubrics, policies, and procedures, Fresno State has trained and certified as calibrated ninety-nine scorers from the ranks of faculty and supervisors from across the university, from administrators in the Kremen School of Education and Human Development, and from local BTSA program directors and support providers. Specifically, forty-five administrators, faculty and supervisors

from the Kremen School of Education and Human Development, thirty-one scorers from subject area departments and colleges, and twenty-three BTSA partners have been certified to score at least one task, with the majority certified to score more than one of the four FAST tasks.

Data generated by FAST related tasks prior to 2008-09 indicated candidates' knowledge and skills related to working with English learners and students with special needs to be two areas of relative programmatic weakness. As a result, program improvement activities have been implemented over the past two years. This year programmatic interventions have included course-alike planning of opportunities to highlight these two subgroups of high need, and presentations to faculty groups by colleagues with related expertise. FAST continues to focus on improving instruction in these two target areas, but staff are anxious to analyze FAST and other data for 2008-09 for signs of programmatic improvement.

There are certainly logistical issues that provide day-to-day challenges in this first year of implementation, but FAST seems to be meeting the needs it was designed for, that is, providing data with regard to candidate's mastery of the Teacher Performance Expectations and the program's effectiveness in empowering candidates with the necessary knowledge and skills.

APPENDIX A

The Teaching Performance Expectations

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of

research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Teaching Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and

monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

Teaching Agriculture in a Single Subject Assignment

Candidates for a Single subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standard for students in Agriculture (Grades 7-12). They understand how to deliver a four year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management, and agricultural systems management. Explanations, demonstrations, class and laboratory activities serve to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Candidates encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers. Candidates teach students to provide ethical care and handling of live animals. They demonstrate sensitivity to students' cultural and ethical backgrounds in designing agriculture instruction.

Single Subject candidates will structure and sequence agricultural instruction to support and enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students in grades 7-12. Additionally, Single Subject candidates guide, monitor and encourage students during hands-on laboratory investigations, experiments and practicum. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching Art in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Art (Grades 7-12). They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards. They balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms.

Candidates for a Single Subject Credential in Art model and encourage student creativity, flexibility, and persistence in solving artistic problems. They provide secure environments that allow students to take risks and approach aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.

Additionally, Art Single Subject Candidates help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques. They establish and monitor procedures for the safe care, use, and storage of art equipment and materials. Candidates understand and are able to teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world. They emphasize the contributions of art to culture, society, and the economy, especially in California. Teacher candidates guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist's intent, purpose, and technical proficiency. Where appropriate, they connect and apply what is learned in the visual arts to other subject areas. Candidates understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.

Teaching Business in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Business demonstrate the ability to teach the state-adopted career technical education (CTE) model curriculum standards in business (Grades 7-12) for student mastery. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Candidates enable students to solve real-world business problems that include methods of decision making applied to legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis. They prepare students to apply key marketing principles and concepts including but not limited to, customer service, selling, promotion, and distribution in both domestic and international markets. Candidates teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and then ethical use of information technology in business situations.

Candidates instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies. Candidates assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills.

Candidates assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations. They utilize a variety of authentic, performance-based assessment strategies to assess students' skills and abilities.

Teaching Health Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Health Science (Grades 7-12).

Candidates demonstrate a fundamental understanding of professional, legal, scientific, behavioral and philosophical principles of health education and the role of the school health educator within a Coordinated School Health Program (CSHP). They demonstrate problem-solving and critical-thinking skills that develop confidence in the decision making process and promote healthy behaviors. Candidates recognize differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health related data about social and cultural environments. They differentiate between health education practices that are grounded in scientific research and those that are not research-based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions. Candidates use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and prevention strategies to health-related issues. Candidates demonstrate effective communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California's diverse youth to adopt a healthy lifestyle. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression.

Teaching Home Economics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted career and technology standards for students in home economics (Grades 7-12). They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities, appropriately selected for the eight content areas of CFS. In the HERO program, candidates work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. They plan and supervise student work including group assignments, laboratory work, and on-the-job-training. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative thinking and critical thinking skills. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program.

Teaching Industrial and Technology Education in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Industrial and Technology Education (ITE) demonstrate the ability to teach the state-adopted academic content standards for students in Technology Education, traditional Industrial Arts, and all forms of Computer Education (Grades 7-12). They provide students with an understanding of the nature of technology and of its core technological concepts. They prepare students to understand and use the design process as a problem-solving model. They design and provide to students, problems, exercises, and projects that require the application of core academic knowledge, including (but not limited to) the fields of science, mathematics, economics, social science, and data analysis. Candidates teach students how to work and behave in a safe manner, and they model safety in the laboratory. They will prepare students to use all types of tools safely, correctly, and effectively.

Additionally, Industrial and Technology Education Single Subject candidates prepare students to understand the connections and interactions between technology and all aspects of society. The students will gain a heightened awareness of cultural, social, economic, and environmental concerns related to and impacted by technology. Candidates will provide connections between industry and students to facilitate real-world understandings of industry, provide external experiences, establish internships, and reinforce for students the critical role of lifelong learning as well as provide a foundation for making ITE-related career choices.

Teaching Language Other Than English in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Languages Other Than English demonstrate the ability to teach the state-adopted academic content standards as outlined in the Foreign Language Framework for California Public Schools. First, and most important, they demonstrate a high proficiency in the language that allows them to conduct their classes in the target language. In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four languages skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced. Candidates demonstrate knowledge of the nature of language, basic linguistics and a thorough understanding of the structural rules and practical use of the target language. Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and enhancement of the language and cultures of heritage and native speakers. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they have the knowledge of using technology to support and enhance their instruction.

Teaching Music in a Single Subject Assignment

Candidates for the Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Music (Grades 7-12). They model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences), and can teach students to read and notate music, understand the techniques of orchestration and have facility in transposition. Candidates model expressive and skillful performance on a primary instrument or voice and are

proficient in keyboard skills. They use effective conducting techniques and teach students to sight sing, sight read, improvise, compose and arrange music. Candidates use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods, and identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

Candidates instruct students in voice, keyboard, woodwinds, brass, strings, guitar and percussion. They use a variety of instrumental, choral and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.

Candidates enable students to understand aesthetic valuing in music and teach them to respond to, analyze and critique performances and works of music, including their own. They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. They inform students of career and lifelong learning opportunities available in the field of music, media and entertainment industries. Candidates use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms and rubrics.

Teaching Physical Education in a Single Subject Assignment

Candidates for the Single Subject Teaching Credential in Physical Education demonstrate the ability to teach the state-adopted academic content standards for students in physical education (Grades K-12). They enable students to develop the skills and knowledge they need to become active for life. Candidates balance the focus of instruction between information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles. Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers. Candidates also demonstrate sensitivity to students' cultural and ethnic backgrounds and include activities of global interest in the curriculum. Candidates understand how to motivate students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, candidates create class environments that ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities.

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most

commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.¹

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they

¹ TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs.

support signs of students' individuality while being sensitive to what being "different" means for high school students.

TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.² They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

² Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

<p style="text-align: center;">E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p>

TPE 10: Instructional Time

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

Appendix B

The TPA Implementation Task Force

Organization	Representative
Association of California School Administrators	Tom Addington Central Union Elementary School District
Association of Independent California Colleges and Universities (AICCU)	Caryl Hodges University of San Francisco
California County Superintendents Educational Services Association (CCSESA)	Merry McCalley Kern County Superintendent of Schools
California Department of Education (CDE)	Sarah Solari
California Federation of Teachers (CFT)	Susan Westbrook
California School Boards Association	Kathy Kinley
California State University (CSU)	Victoria Costa CSU Fullerton
Fresno Assessment of Student Teachers (FAST)	Susan Macy CSU Fresno
Los Angeles Unified School District (LAUSD)	Mary H. Lewis
Performance Assessment for California Teachers (PACT)	Kendyll Stansbury Stanford University
University of California (UC)	Eloise Metcalfe UCLA
BTSA-Induction Programs	Cancy McArn Sacramento City Unified School District

Appendix C
Sample TPA Informational Flyer

TEACHING PERFORMANCE ASSESSMENT IN CALIFORNIA

Information for School Board Members

What is the Teaching Performance Assessment (TPA)?

California's students deserve well-prepared and effective teachers. New legislation effective July 1, 2008 (SB 1209, Chap. 517, Stats. 2006) requires all elementary and secondary teacher candidates to pass an assessment of their teaching performance with K-12 students. A candidate who passes this assessment has shown that he or she is prepared to help students succeed.

Important Information for School Board Members About the TPA

As part of the performance assessment, candidates will be required to submit for scoring samples of student work, tests or other assessments, and a classroom video. These types of evidence are important so assessors can judge if the candidate is well-prepared and effective with K-12 students. As part of this process:

- Parents of students in your district may be asked for permission to use their child's work sample, tests or other assessments, and/or for their child to be in the classroom video.
- All student work samples, tests or other assessments submitted will be anonymous and no identifying information will appear.
- School district policies with respect to obtaining parent permission will be followed.

Through the TPA process, parents, students, School Board members and the community can be assured that only qualified candidates are recommended for a California teaching credential.

What Does the TPA Measure?

Teacher candidates must show that they have the knowledge, skills, and abilities required of a beginning teacher in California public schools, as described in California's thirteen Teaching Performance

"The TPAs will make me a better teacher because I really reflected on what I was doing. Watching myself teach on the video, I could see everything I needed to change about how I approached the class. I learned A LOT!"
High School Teacher



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

Expectations (TPEs) for beginning teachers. The TPEs can be found at <http://www.ctc.ca.gov/educator-prep/TPA-files/TPE-short-form.pdf>.

How does the TPA Measure California's Teaching Performance Expectations?

The TPA requires candidates to demonstrate knowledge about the students in the class, the students' academic achievement levels, and their specific learning needs. The teacher candidate uses this information to:

- plan lessons based on California standards and adapt lessons for English learners and other students with identified learning challenges
- teach the standards-based lessons to the K-12 students
- plan and administer student assessments based on the lessons
- reflect on the effectiveness of their own instruction
- examine student work and assessment results as evidence of the effectiveness of their instruction

Candidates then use all of this information for the next planning and instructional cycle in order to help students succeed.

How is the TPA Scored?

The TPA is scored from a low of 1 to a high of 4. The scoring rubric describes what the candidate's performance would look like at each score level.

TPA Assessors

Trained and calibrated assessors who score candidate performance on each of the TPA tasks are typically education professionals such as university faculty, K-12 teachers, administrators, supervisors, mentors, and support providers, as well as retired

faculty, teachers, and others. Each teacher preparation program sponsor identifies its own assessors and ensures that the assessors have the necessary background and training to assess candidate performance accurately and fairly.

How Do Teacher Candidates Learn About the TPA?

The teaching performance assessment takes place within each teacher preparation program. The program informs candidates about the TPA requirement, the tasks of the TPA, and the Teaching Performance Expectations. Candidates have opportunities to practice the TPA before submitting responses for scoring, and they receive feedback about their performance. Candidates can retake the TPA, if necessary.



How Are TPA Results Used?

- As part of the recommendation of a candidate for a credential
- As an indication of the effectiveness of the teacher preparation program
- By the candidate to evaluate his or her progress and needs
- As evidence of a candidate's development for use in a beginning teacher induction program

For More Information

Information about the TPA is available on the Web at <http://www.ctc.ca.gov/educator-prep/TPA.html>.

California Teaching Performance Assessment
1900 Capitol Avenue
Sacramento, CA 95811



"While completing the TPA, I was challenged by the rigor of the tasks but after all tasks were completed I felt confident and proud of my accomplishment. This was an authentic and meaningful assessment."
Elementary School Teacher

