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# 4A

## Action

### *Educator Preparation Committee*

#### **Potential Adoption of Revised Standards for Program Implementation of Commission-Approved Teaching Performance Assessments**

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**Executive Summary:** This item presents for potential adoption by the Commission the revised standards for program implementation of Commission-approved Teaching Performance Assessments (TPAs) in California. These standards have been revised in response to Commission, stakeholder, and Performance Assessment Task Group feedback.

**Policy Question:** Are the proposed draft standards consistent with the policies for California teaching performance assessments adopted by the Commission?

**Recommended Action:** That the Commission determine if it wishes to adopt the revised Teacher Preparation Program Standards 17-19, with the potential addition of any modifications that may be made by the Commission as a result of discussion at the April 2015 meeting.

**Presenter:** Phyllis Jacobson, Administrator, Professional Services Division

#### **Strategic Plan Goal**

##### ***I. Educator Quality***

- c) Ensure that credential processing and assignment monitoring activities accurately, effectively, and efficiently identify educators who have met high and rigorous certification standards and who are appropriately assigned.

April 2015

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# Potential Adoption of Revised Standards for Program Implementation of Commission-Approved Teaching Performance Assessments

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## Introduction

This item presents draft revised standards for program implementation of Commission-approved Teaching Performance Assessments for potential adoption by the Commission. In accordance with Commission direction, these standards have been reviewed and revised by the Performance Assessment Task Group during its meetings of January and March 2015.

## Background

At the October 2014 Commission meeting, draft revised standards for the design of teaching performance assessments as well as for Teacher Preparation Program Standards 17-19 were initially presented for review and discussion. Standard 17 addresses program implementation responsibilities for administration and scoring; Standard 18 addresses program responsibilities for candidate preparation and support; and Standard 19 addresses assessor qualifications, training, and scoring reliability.

Key revisions made to these standards following the October Commission meeting were as follows:

- Standard 17 revisions clarified the conditions of local scoring consistent with the adopted design policies, consolidated requirements previously distributed across the three standards, and eliminated unnecessarily restrictive requirements to promote program level responsibility for implementation decisions. (addresses Design Policy 5)
- Standard 18 revisions clarified acceptable and non-acceptable candidate support activities. (addresses Design Policy 7)
- Standard 19 revisions assigned the determination of assessor qualifications as well as assessor training and scoring reliability responsibilities to the model sponsor. Standard 19 revisions also clarified program responsibilities relative to scoring for programs using the local scoring option provided by the model sponsor. (addresses Design Policy 5)

During March 2015 Commission staff shared the proposed standards revisions at several stakeholder meetings. In early March, Mary Sandy, Executive Director, and Teri Clark, Director of the Professional Services Division, met with program implementers of the PACT TPA model to share information about the Accreditation Update work. At this meeting, the draft standards were discussed and the groups' feedback was obtained. The week prior to the March Performance Assessment Task Group meeting, Phyllis Jacobson, Administrator, and Wayne Bacer and Mike Taylor, Consultants, spent a day at CSU San Bernardino with over 70 program

implementers of the CalTPA and the edTPA, sharing information about the Accreditation Update work and focusing on discussing the proposed draft TPA program implementation standards.

### **Overview of Revisions Made to Teacher Preparation Program Standards 17-19 by the Performance Assessment Task Group in March 2015**

At the December 2014 Commission meeting, staff was directed to provide the opportunity for the Performance Assessment Task Group to review the draft Teacher Preparation Program Standards 17-19 and make any additional proposed edits. At the March 2015 meeting, feedback from the meetings held earlier in the month with stakeholders was shared with the Task Group. The group then made edits consistent with the Commission's adopted Assessment Design Standards and principles, and further clarified the model sponsor responsibilities relating to assessor training, calibration, recalibration, and scoring processes, as had been suggested by stakeholder feedback.

The Task Group also noted that the format and/or the numbering of these standards might change in the future and other minor edits might be necessitated once the work is completed on the revised set of teacher preparation program standards and *Teaching Performance Expectations* (TPEs).

- In proposed Standard 17, one substantive change was made by the Task Group to require program faculty and appropriate other individuals associated with the program and with preparing candidates to become knowledgeable about the TPA so that they could appropriately prepare and support candidates in the assessment. Another change made by the Task Group was to consolidate information about the candidate appeal process and responsibility for that process.
- In proposed Standard 18, the Task Group included formative activities provided by the program for candidates in preparation for taking the TPA.
- In proposed Standard 19, further edits were made to organize and clarify the relative responsibilities of programs and the model sponsor relative to scoring, including the local assessor scoring option provided by the model sponsor.

The proposed Draft Revised Teacher Preparation Program Standards 17-19 are provided below. The adopted Teacher Preparation Program Standards 17-19 are provided in Appendix A.

### ***Proposed Revised Preliminary Teacher Preparation Program Standards 17-19*** **(Draft Revised April 2015)**

#### **Standard 17: Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes**

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The

program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

**Required Elements for Standard 17: TPA Program Administration Processes**

- 17(a) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model’s implementation requirements.
- 17(b) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to video his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a video policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.
- 17(c) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program’s candidates.
- 17(d) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregated results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.
- 17(e) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.
- 17(f) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program’s possession.
- 17(g) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.

**Standard 18: Implementation of the Teaching Performance Assessment:  
Candidate Preparation and Support**

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare

for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

18(a) The program implements as indicated below the following support activities for candidates:

These activities constitute **required** forms of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:

- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment) Providing specific critique of candidate responses that suggests alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.
- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

18(b) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to

candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).

- 18(c) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

**Standard 19: Implementation of the Teaching Performance Assessment:  
Assessor Qualifications, Training, and Scoring Reliability**

19(a) The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option, and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA. The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

**Staff Recommendation**

Staff recommends that the Commission adopt the revised Teacher Preparation Program Standards 17-19, with the potential addition of any modifications that may be made by the Commission as a result of discussion at the April 2015 meeting and the understanding that these standards may need renumbering or other changes based on the completed revision of the full set of teacher preparation standards currently underway.

**Next Steps**

If the Commission adopts the standards presented in the agenda item, staff would inform the field. Technical assistance for preliminary teacher preparation programs to implement revised Teacher Preparation Program Standards 17-19 would begin after the TPA models have been revised and re-approved by the Commission when it would be clear which models have been revised and resubmitted and what the local scoring options for these models would be.

## **Appendix A**

### **Adopted TPA Implementation Standards**

#### **Standard 17: Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes**

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration, scoring, and data reporting processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program adopts a passing score standard and provides a rationale for establishing that passing standard.

The program maintains both program level and candidate level TPA data, including but not limited to individual and aggregated results of candidate performance, assessor calibration status, and assessor performance over time. The program documents the use of these data not only for Commission reporting and/or accreditation purposes, but also for program improvement. The program assures that candidates understand the appropriate use of their performance data as well as privacy considerations relating to candidate data.

The program establishes and consistently uses appropriate measures to ensure the security of all TPA materials, including all print, online, video candidate, and assessor materials. The program also consistently uses appropriate measures and maintains documentation to assure the privacy of the candidate, the K-12 students, the school site and school district, and other adults involved in the TPA process.

#### **Standard 18: Implementation of the Teaching Performance Assessment: Candidate Preparation and Support**

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program, the passing score standard adopted by the program, and the opportunities available within the program to prepare for completing the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA that are submitted for scoring must represent the candidate's own unaided work.

The program assures that candidates understand and follow the appropriate policies and procedures to protect the privacy and confidentiality of the K-12 students, teachers, school sites, school districts, adults, and others who are involved in any of the components of the TPA tasks/activities.

The program provides timely formative feedback information to candidates on their performance on the TPA. The teacher preparation program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance with respect to the TPEs, and to retake the task/activity up to the specified number of times established by the program. The

program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential.

The program provides formative assessment information and performance assessment results to candidates who successfully complete the TPA in a manner that is usable by the induction program as one basis for the individual induction plan.

**Standard 19: Implementation of the Teaching Performance:  
Assessor Qualifications, Training, and Scoring Reliability**

The teacher preparation program establishes selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to pedagogical expertise in the content areas assessed within the TPA.

The program provides assessor training and/or facilitates assessor access to training in the specific TPA model(s) used by the program. The program selects assessors who meet the established selection criteria and uses only assessors who successfully complete the required TPA model assessor training sequence and who have demonstrated initial calibration to score candidate TPA responses.

The program periodically reviews the performance of assessors to assure consistency, accuracy, and fairness to candidates within the TPA process, and provides recalibration opportunities for assessors whose performance indicates they are not providing accurate, consistent, and/or fair scores for candidate responses.

The program complies with the assessor recalibration policies and activities specific to each approved TPA model, including but not limited to at least annual recalibration for all assessors, and uses and retains only TPA assessors who consistently maintain their status as qualified, calibrated, program-sponsored assessors. The program monitors score reliability through a double-scoring process applied to at least 15% of TPA candidate responses.

The program establishes and maintains policies and procedures to assure the privacy of assessors as well as of information about assessor scoring reliability. In addition, the program maintains the security of assessor training materials and protocols in the event that the program uses its own assessors (such as, for example, a designated Lead Assessor) to provide local assessor training.