

**Item 16**  
**Agenda Insert**  
**TPA and Accreditation Activities**

**Overview**

This agenda insert reports on the results of the June 15, 2010 work group meeting as it relates to the TPA and accreditation activities. It contains revised questions that would be used during program assessment and reports on other recommendations of the work group.

**Recommendation**

The recommendations for action are contained in the agenda item 16. This infolder item contains no additional recommendations that need action at this time, with the exception of a slight altering of the wording for #3 (page 3 of the agenda item) related to the data that would be requested in the biennial report. All other recommendations in this infolder are for Committee discussion purposes only at this time.

**Background**

The work group met on June 15, 2010 to continue the discussion about the best manner in which to review those standards related to the implementation of the teaching performance assessment. The following summarizes the discussions of the work group.

**Questions that were Developed at the May Work Group Meeting**

At its May 2010 meeting, the Committee on Accreditation asked the workgroup to review the proposed questions that were recently developed by the workgroup. (These questions are included as Appendix B in the agenda item). The questions were originally designed to assist institutions in responding to the standards related to the implementation of the teaching performance assessment. During the COA discussion, several members voiced concern about the questions. In particular, there was concern that the questions did not address the quality aspects of the standards and appeared to be more compliance focused instead of quality focused. Further, questions were raised about whether these additional questions added clarity for institution attempting to respond to the standards or another level of confusion. The Committee then asked the workgroup to continue to discuss these questions and to determine whether they were appropriate or if adjustments/alternatives were required.

As a result of the COA discussion, the Administrator of Accreditation posed the following questions to the work group:

- Review the questions/statements that were developed at the last meeting. Do they address all the info in the standards? If yes, does this subgroup want to recommend to the COA that interested institutions MAY use the question/prompts to develop their program narrative for standards 17-19? And therefore, reviewers would use the questions, with consultation to the standards as needed, for review of the narrative.
- If the question/prompts are not 'equivalent' to the standards,

- a. do the question/prompts need some editing or additional language? Or
- b. would the questions/prompts be useful to the specialized BIR members who will review all responses to Standards 17-19? Should staff provide these to the readers for use in PA reading for 10-11?

In the June 15, 2010 meeting of the work group, the group reconsidered the entire approach to the questions. In considering the comments of members of the COA, they determined that a separate set of questions for the institutions to write to, whether in addition to the standard or in lieu of the standard, does, in fact, complicate rather than assist institutions in addressing the TPA related standards. Instead, they argued, what was needed was a list of questions that program assessors and, to some extent, site visit team members could use to assist them in reviewing responses to the standards. A list of questions that a smaller group of TPA experts could keep in mind as they reviewed program documents could be very beneficial and help keep reviews more consistent across TPA model and types of institutions.

To that end, the work group discussed the original list of questions and edited it from the perspective of a reviewer and what a reviewer should consider as it worked through program documents. This new list of questions is included in Appendix A to this infolder item. The questions for program assessment reviewers may be found in the middle column.

While these questions would be available to institutions to consider as they write their program document, institutions are not the intended audience, but rather they are intended primarily for program assessment reviewers. Institutions would continue to be required to write to the standards.

### **Site Visit Teams**

Unlike the program assessment process, there is no assurance that all site visit teams will have “experts” in one of the models of the teaching performance assessment. There will certainly be individuals who are familiar with the teaching performance assessment and most typically, in how it is implemented at their particular institution. As such, concern exists that team members be adequately prepared and have resources available that will allow them to make informed judgments about whether an institution is aligned with the TPA related standards. The questions that the Administrator of Accreditation posed to the work group prior to the meeting as it relates to the site visit team were the following:

- Discuss the accreditation site visit with respect to the TPA. Are all the question/prompts equally important and should the PA readers identify any that should be asked based on the PA activity? Or are some questions more important and should be bolded or highlighted for site visit team members?
- If there are important questions for site visit team members to ask, are the questions more appropriate for certain stakeholder groups? Should the questions have a code for which stakeholders should be asked the question, i.e. candidate, assessor, faculty, program coordinator, supervisor?

The work group discussed various strategies to better equip site visit team members to review the TPA related standards. With the understanding that, pending COA action, the in depth review of the TPA related standards would be conducted by a subgroup of experts in the various models, some agreement was reached on the following:

1) **Whether to revise the list of questions for site visit team members.**

The work group agreed that, because the in depth review of an institution's response to the standards would be done by a subgroup of experts during program assessment who would identify what specifically needed to be reviewed at the site visit, there was not a need to devise specific questions for the site visit team outside of that directed by the program assessment reviewers. Several of the work group members added that they did not want to "prescribe" what kinds of questions should be asked at the site visit.

However, the work group members felt that they could help the site visit team by identifying who at a review might likely have information that could be shared with the review team about specific aspects of the standards. For instance, it is highly unlikely a candidate or program completer would know what the institution's rationale was for the adoption of its passing score standard. Therefore, there would be little need for the reviewer to ask candidates or program completers any questions related to this aspect of the standard. To that end, the work group determined that there was a need for the following:

*a) Identify which constituency group would most likely be able to inform the site reviewer of the specific aspects of the standards. This work is reflected in the right hand column in Appendix A.*

2) **Development of Resources for Site Review Team.**

*a) Adjust the program assessment feedback sheet to ensure direction from the program assessment team to the site visit team is included. This is simply a matter of reformatting the existing document template in order to ensure that specific direction on each aspect of the standards can be given to the site visit team by the program assessors.*

*b) Develop additional resources for use by the site visit review team. Because it is unlikely that the site visit team will always contain expertise in the particular model used at the institution under review, it was agreed that additional resources could be developed to assist site reviewers in better understanding the required aspects of the three models as well as equip them to understand where there may be possible allowable variability in the implementation of the models.*

To that end, it was suggested that several resource documents would be developed. Pulling from the teaching performance assessment handbooks for each model, a member of the Users Advisory Committee would put together a short (1-2 page document for each model) about the critical components of that model (whether the tasks need to be in sequential order, frequency of required recalibration, whether a video component is required, etc.). In addition, the UAC could put together another short document (1-2 pages) that identifies critical difference in the three models. Having these documents available to assist the review team members would not only inform those members, but

would minimize the bias or misconceptions some have about TPA implementation based on their own experiences implementing the assessment.

Because the UAC does not meet again until November 2010, this work will attempt to be done prior to the next meeting of the UAC. It is anticipated that most of the work can be done electronically while the “differences” piece could be done via teleconference, web conference, or ½ day in person meeting with one representative from each of the three models.

### **Biennial Report Process**

Although not specifically on the agenda for the work group for the June meeting, the group revisited the discussion about the need to request additional information regarding assessors in the biennial report process. The work group members revisited the question of whether the data collected regarding assessors will yield any useful information. In the end, the work group did in fact confirm the recommendation to move forward with requesting information about assessors in the biennial report. They emphasized that this information should be a pilot or optional for those submitting in 2010 and that information about what was submitted by institutions be discussed with the UAC. The workgroup suggested modified language for the biennial report request to clarify “Data related to Inter-Rater Reliability” to more clearly be stated as “Data on Reliability Related to Double Scoring (% of score agreement)” The work group believes that this information would more clearly communicate the data that would be most useful.

### **Recommendations and Next Steps**

In sum, the work group recommends:

1. Change the wording of the biennial report data requested, listed as #3 on Page 3 of the Agenda Item to read, “Data on Reliability Related to Double Scoring (% of score agreement).” (Action Item)
2. Consider the changes in the focus and audience for questions (from those that were originally intended for institutions to those that are now geared to assist program assessment reviewers) for each component of the TPA related standards.
3. Consider providing assistance to site visit team members by:
  - a. Considering the list developed by the work group that identifies the most likely individuals to interview regarding each major component of the TPA related standards.
  - b. Consider the adjustment of the program assessment feedback sheet to allow program assessment reviewers to provide direction to site visit teams on TPA related standards.
  - c. Consider the development of a truncated resource document (1-2 pages) on the essential components of each TPA model, including where variations are acceptable.
  - d. Consider the development of a document that identifies the critical differences in models.

Depending on the COA discussion, the Commission staff will continue to work with the COA, Users Advisory Committee, and the work group to determine the most effective manner in which to ensure the review of the standards related to the teaching performance assessment.

**Appendix A**  
**Standards 17-19**  
**Considerations for Program Assessment and Site Visit**

<b>Adopted Standard</b>	<b>Program Assessment Considerations</b>	<b>Site Visit Considerations</b> <i>Site visit team must interview the individual(s) responsible for the implementation of the TPA. Possible/Likely interview subjects for each component of the standards are indicated below:</i>
<b>Standard 17: Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes</b>		
<p>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.</p>	<ol style="list-style-type: none"> <li>1. Does the response clearly indicate that the TPA is implemented according to the Commission-approved model selected by the program? – <i>Hold answering this question until all other aspects of the TPA related standards have been reviewed.</i></li> <li>2. Does the response clearly indicate who is responsible for the implementation of the TPA including?               <ol style="list-style-type: none"> <li>a. Administration</li> <li>b. Scoring</li> <li>c. Data reporting</li> </ol> </li> </ol>	<p>Administrators (IHE)            Assessment Coordinators            Credential Analyst            Data Analyst            Faculty            Lead Assessors            Program Coordinator            Staff            TPA Coordinator</p>
<p>The program adopts a passing score standard and provides a rationale for establishing that passing standard.</p>	<ol style="list-style-type: none"> <li>3. Does the response clearly state the passing score standard adopted and the rationale for the passing score?</li> </ol>	<p>Administrators (IHE)            Assessment Coordinators            Faculty            Program Coordinator            TPA Coordinator</p>

<b>Adopted Standard</b>	<b>Program Assessment Considerations</b>	<b>Site Visit Considerations</b> <i>Site visit team must interview the individual(s) responsible for the implementation of the TPA. Possible/Likely interview subjects for each component of the standards are indicated below:</i>
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.	4. Does the response clearly indicate how the program collects and maintains program level and candidate level data?  a) Individual candidate performance results b) Aggregated candidate performance results c) Assessor calibration status d) Assessor performance over time	Administrators (IHE) Assessment Coordinators Credential Analyst Data Analyst Program Coordinator Staff TPA Coordinator
The program documents the use of these data not only for Commission reporting and/or accreditation purposes, but also for program improvement.	5. Does the response clearly indicate how the data are being used to reflect on the program and used for program improvement?	Administrators (IHE) Assessment Coordinators Data Analyst Faculty Program Coordinator TPA Coordinator University Supervisors

<b>Adopted Standard</b>	<b>Program Assessment Considerations</b>	<b>Site Visit Considerations</b> <i>Site visit team must interview the individual(s) responsible for the implementation of the TPA. Possible/Likely interview subjects for each component of the standards are indicated below:</i>
<p>The program assures that candidates understand the appropriate use of their performance data as well as privacy considerations relating to candidate data.</p> <p>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.</p> <p>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.</p>	<p>6. Does the response clearly indicate processes and policies relevant to the following:</p> <ul style="list-style-type: none"> <li>a) Informing candidates about appropriate use of data</li> <li>b) Protecting candidate privacy</li> <li>c) Protecting the privacy of K-12 students, school site, and school district, and other adults involved in the TPA process.</li> <li>d) how candidates are informed of the appropriate uses of their performance data and the privacy of candidates and candidate data?</li> <li>e) Does the process clearly describe the process to ensure the security of all TPA materials?</li> </ul>	<p>Administrators (IHE) Assessment Coordinator Candidates Credential Analyst Data Analyst District Based Supervisors Faculty Graduates Lead Assessors Program Coordinator TPA Coordinator University Based Field Supervisors</p>

Adopted Standard	Program Assessment Considerations	Site Visit Considerations <i>Site visit team must interview the individual(s) responsible for the implementation of the TPA. Possible/Likely interview subjects for each component of the standards are indicated below:</i>
<b>Standard 18: Implementation of the Teaching Performance Assessment: Candidate Preparation and Support</b>		
<p>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.</p> <p>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.</p> <p>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.</p>	<p>1. Does the response clearly indicate how the program communicates its particular implementation strategy and requirements to the candidates including?</p> <ul style="list-style-type: none"> <li>a) passing score standard</li> <li>b) opportunities within the program to prepare for completing the TPA tasks/activities</li> <li>c) that work scored is unaided candidate work</li> <li>d) appropriate policies and procedures to protect privacy and confidentiality of the K-12 students, teachers, school sites, school districts, adults, and others who are involved in any components of the TPA.</li> </ul>	<p>Administrators (IHE, K-12)  Assessment Coordinators  Candidates  District Based Supervisors  Faculty  Graduates  Lead Assessors  Program Coordinator  TPA Coordinator  University Based Field Supervisors</p>

<b>Adopted Standard</b>	<b>Program Assessment Considerations</b>	<b>Site Visit Considerations</b> <i>Site visit team must interview the individual(s) responsible for the implementation of the TPA. Possible/Likely interview subjects for each component of the standards are indicated below:</i>
<p>The program provides timely formative feedback information to candidates on their performance on the TPA.</p> <p>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.</p>	<p>2. Does the response clearly indicate how the program provides:</p> <p>a) timely formative feedback to candidates?</p> <p>b) remedial assistance on any element of the TPA?</p> <p>c) How many times a candidate may retake the TPA or a portion of the TPA?</p>	<p>Assessment Coordinators</p> <p>Candidates</p> <p>District Based Supervisors</p> <p>Faculty</p> <p>Graduates</p> <p>Program Coordinator</p> <p>TPA Coaches/Remediation</p> <p>TPA Coordinator</p> <p>University Based Field Supervisors</p>
<p>The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential.</p>	<p>4. Does the response clearly indicate a documentation process that ensures that only those candidates who have passed the TPA are recommended for a preliminary teaching credential? (Also Common Standard 9)</p>	<p>Credential Analyst</p> <p>Data Analyst</p> <p>Program Coordinator</p> <p>TPA Coordinator</p>
<p>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.</p>	<p>5. Does the response clearly describe how the program provides formative assessment and performance information to candidates that are usable by the induction program?</p>	<p>Administrators (IHE, K-12)</p> <p>Assessment Coordinators</p> <p>Candidates</p> <p>District Based Supervisors</p> <p>Faculty</p> <p>Graduates</p> <p>Induction Personnel</p>

<b>Adopted Standard</b>	<b>Program Assessment Considerations</b>	<b>Site Visit Considerations</b> <i>Site visit team must interview the individual(s) responsible for the implementation of the TPA. Possible/Likely interview subjects for each component of the standards are indicated below:</i>
		Program Coordinator TPA Coordinator University Based Field Supervisors
<p>* <i>unaided candidate work—original candidate work which does not include input from other candidates, faculty, or any others. “Unaided candidate work” is work that has not been pre-scored by an instructor.</i></p>		

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

<p>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.</p> <p>The program provides assessor training and/or facilitates assessor access to training in the specific TPA model(s) used by the program.</p> <p>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.</p>	<ol style="list-style-type: none"> <li>1. Does the response clearly indicate the selection criteria for TPA assessors and that they document that assessors meet the selection criteria?</li> <li>2. Does the response clearly indicate how the program provides the assessor training process?</li> <li>3. Does the response clearly indicate how the program documents successful completion of assessor training for all assessors?</li> </ol>	<p>Administrators (IHE)  Assessment Coordinators  Assessors  Lead Assessors  Program Coordinator  TPA Coordinator</p>
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<p>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.</p> <p>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.</p>	<p>4. Does the response clearly describe the programs recalibration policies and processes including:</p> <ul style="list-style-type: none"> <li>a) how the program periodically reviews assessor performance,</li> <li>b) identify assessors who are in need of recalibration, and the program provides those additional training opportunities? and</li> <li>c) Annual recalibration for all assessors</li> </ul>	<p>Administrators (IHE)  Assessment Coordinators  Assessors  Lead Assessors  Program Coordinator  TPA Coordinator</p>
<p>The program monitors score reliability through a double-scoring process applied to at least 15% of TPA candidate responses.</p>	<p>5. Does the response clearly indicate how the program monitors score reliability and a double-scoring process applied to at least 15%?</p>	<p>Administrators (IHE)  Assessment Coordinators  Assessor  Lead Assessors  Program Coordinator  TPA Coordinator</p>

<p>The program establishes and maintains policies and procedures to assure the privacy of assessors as well as of information about assessor scoring reliability.</p>	<p>6. Does the response clearly describe the policies and procedures to assure the privacy of assessors?</p>	<p>Administrators (IHE)  Assessment Coordinators  Assessors  Lead Assessors  Program Coordinator  TPA Coordinator</p>
<p>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.</p>	<p>7. If applicable, does the response clearly describe how the program maintains the privacy of assessor materials?</p>	<p>Administrators (IHE)  Assessment Coordinators  Assessors  Lead Assessors  Program Coordinator  TPA Coordinator</p>