

**California  
Commission on Teacher Credentialing**

**Meeting of  
April 2-3, 2003**

**AGENDA ITEM NUMBER:** PERF - 2

**COMMITTEE:** Performance Standards Committee

**TITLE:** Update on Development and Implementation of California's Teaching Performance Assessment

**Action**

**Information**

**Report**

**Strategic Plan Goal(s):**

**Goal 1: Promote educational excellence in California schools**

- Develop candidate and program standards that guide our local communities in the education of their children

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# Update on Development and Implementation of California's Teaching Performance Assessment

## Professional Services Division

April 2-3, 2003

### Executive Summary

At its meeting in September 2002, the Commission adopted Assessment Quality Standards to guide the development and implementation of the teaching performance assessments (TPA) pursuant to SB 2042 (Alpert, Mazzoni 1998). In November 2002, the Commission adopted an implementation plan for these standards. This report provides an update on the status of the state's prototype teaching performance assessment and recommends a suspension of the Assessment Quality Standards, and postponement of the TPA implementation plan until state funding is available.

### Fiscal Impact Summary

The base budget of the Professional Services Division, supplemented by the resources of the Title II Teacher Quality Enhancement State Grant, has been used to date to support technical assistance efforts and the development of the state's prototype teaching performance assessment.

### Policy Issues To Be Decided

Two policy issues are presented in this report: (a) Should the Commission suspend the Assessment Quality Standards? (b) Should the Commission postpone the implementation plan for all teaching performance assessments?

### Recommendation

Staff recommend that the Commission suspend the Assessment Quality Standards and postpone the implementation plan for all teaching performance assessments until state funding is available.



# **Update on Development and Implementation of California's Teaching Performance Assessment**

## **Professional Services Division**

**April 2-3, 2003**

### **Background Information**

In September 2002, the California Commission on Teacher Credentialing adopted Assessment Quality Standards (Appendix A) to guide the development and implementation of teaching performance assessments (TPA) pursuant to SB 2042 (Alpert/Mazzoni, 1998). In November 2002, the Commission followed up by adopting an implementation plan for these standards that addressed timelines and requirements that would enable all sponsors of teacher preparation programs to implement the TPA requirements of SB 2042 beginning in 2003-04. Recently the Commission received a letter from Secretary for Education Kerry Mazzoni and Senator Dede Alpert requesting that the standards be postponed and timelines revised due to budget cuts in every aspect of education.

Based on this request and based on the severe challenges presented by the State's current budget situation, staff recommends that the Commission re-evaluate the current TPA implementation schedule. The implementation plan adopted by the Commission in November 2002 required that all sponsors of teacher preparation programs that have been accredited under the new SB 2042 standards (a) assess all of their multiple and single subject credential candidates on an approved teaching performance assessment in 2003-04; (b) submit a plan by June 1, 2003 to the Commission describing how the program sponsor would implement this requirement in 2003-04, and (c) prepare a full response to the Assessment Quality Standards for accreditation purposes in September 2004. Staff now recommends that the Commission suspend the adopted Assessment Quality Standards and postpone implementation of the TPA requirement. Staff propose to continue work on the California Teaching Performance Assessment, a prototype that has been under development for the last several years. This model will be completed during the summer of 2003 and available to sponsors of teacher preparation programs for voluntary use beginning in 2003-04. Commission staff will continue to provide support through technical assistance workshops and other professional development offerings to assist program sponsors who decide to implement the California TPA in 2003-04.

If the Commission acts to suspend the Assessment Quality Standards, all institutions offering teacher preparation programs will be required to meet the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs that were adopted by the Commission in September 2001. These standards included an interim standard on assessment (Standard 19) that will remain in effect until the Assessment Quality Standards are reinstated.

### **Program Standard 19: Assessment of Candidate Performance**

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative assessment processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs.

### **Program Elements for Standard 19: Assessment of Candidate Performance**

19(a) By design, candidates will be assessed through the use of both formative and summative assessments embedded throughout the program. Candidates will be informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the TPEs.

19(b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the TPEs as they apply to the subjects of the credential. At least one supervising teacher and one institutional supervisor summatively assess candidate performance in relation to the TPEs using documented procedures or instruments that are clear, fair, and effective.

19(c) One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.

## **Teaching Performance Expectations**

Standard 19, and all of the other Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, require program sponsors to prepare and assess candidates according to a set of Teaching Performance Expectations (TPEs). The Commission's Teaching Performance Expectations (TPEs) were developed through a job analysis and confirmatory validity study. If the Commission acts to suspend the Assessment Quality Standards, then program sponsors will be required, through current program standard 19 (above), to assess candidates formatively and summatively on the following 13 Teaching Performance Expectations.

## **Teaching Performance Expectations**

### **A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

*TPE 1 Specific Pedagogical Skills for Subject Matter Instruction*

- a. *Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments*
- b. *Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments*

- B. ASSESSING STUDENT LEARNING**
  - TPE 2 Monitoring Student Learning During Instruction*
  - TPE 3 Interpretation and Use of Assessments*
  
- C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**
  - TPE 4 Making Content Accessible*
  - TPE 5 Student Engagement*
  - TPE 6 Developmentally Appropriate Teaching Practices*
    - a. *Developmentally Appropriate Practices in Grades K-3*
    - b. *Developmentally Appropriate Practices in Grades 4-8*
    - c. *Developmentally Appropriate Practices in Grades 9-12*
  - TPE 7 Teaching English Learners*
  
- D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**
  - TPE 8 Learning about Students*
  - TPE 9 Instructional Planning*
  
- E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**
  - TPE 10 Instructional Time*
  - TPE 11 Social Environment*
  
- F. DEVELOPING AS A PROFESSIONAL EDUCATOR**
  - TPE 12 Professional, Legal, and Ethical Obligations*
  - TPE 13 Professional Growth*

### **Update on the TPA Field Testing Process, 2002-2003**

The field testing process for the Commission's TPA prototype is proceeding on schedule, as presented in the prior agenda item at the September 5, 2002, Commission meeting. Each Teacher Preparation program sponsor has identified a staff member to be the liaison for the initial TPA Network that has been working with the field testing process for the TPA prototype and attending TPA technical assistance workshops. A total of 150 multiple subject teacher candidates and 250 single subject teacher candidates are participating in the field testing. Completed tasks submitted to date include:

- Task 1: 327 Candidates
- Task 2: 344 Candidates
- Task 3: 41 Candidates
- Task 4: 40 Candidates

Tasks 3 and 4 are due by April 15 to Educational Testing Service. At this time 30 candidates have completed all four tasks and have submitted them to the contractor, ETS, to be scored.

Benchmarking for Tasks 1-4 responses will take place in April 2003, with centralized scoring of these responses scheduled for June 2003. Forty-one (41) individuals have agreed to attend the benchmarking study in April. A standard setting study is scheduled for late June 2003. The California Teaching Performance Assessment (CTPA), the state's prototype, will be completed and ready for distribution in early August. A final technical report will be completed by late August 2003. The CCTC staff will provide ongoing technical assistance to programs that want to implement the CTPA in 2003-2004. An overview of the California TPA is included in Appendix B.



**Appendix A**

**California Teaching Performance Assessment  
Quality Standards**



# California Teaching Performance Assessment Quality Standards

## **Program Standard 19: Assessment Designed for Validity and Fairness** **(Standard 19 Applies to Programs that Request Approval of Alternative Assessments)**

The sponsor of the professional teacher preparation program requests approval of a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks and multi-level scoring scales are linked to the Teaching Performance Expectations (TPEs) in Appendix A. The program sponsor clearly states the intended uses of the assessment, anticipates its potential misuses, and ensures that local uses are consistent with the statement of intent. The sponsor maximizes the fairness of assessment design for all groups of candidates in the program, and ensures that the established passing standard on the TPA is equivalent to or more rigorous than the recommended state passing standard.

### **Required Elements for Standard 19: Assessment Designed for Validity and Fairness**

- 19(a) The Teaching Performance Assessment includes complex pedagogical assessment tasks to prompt aspects of candidate performance that measure the TPEs. Each task is substantively related to two or more major domains of the TPEs. For use in judging candidate-generated responses to each pedagogical task, the assessment also includes multi-level scoring scales that are clearly related to the same TPEs that the task measures. Each task and its associated scales measure two or more TPEs. Collectively, the tasks and scales in the assessment address key aspects of the six major domains of the TPEs. The sponsor of the professional teacher preparation program documents the relationships between TPEs, tasks and scales.
- 19(b) To preserve the validity and fairness of the assessment over time, the sponsor may need to develop and field-test new pedagogical assessment tasks and multi-level scoring scales to replace or strengthen prior ones. Initially and periodically, the sponsor analyzes the assessment tasks and scoring scales to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs, and serves as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California's K-12 public schools. The sponsor records the basis and results of each analysis, and modifies the tasks and scales as needed.
- 19(c) Consistent with the language of the TPEs, the sponsor defines scoring scales so different candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different pedagogical practices that support implementation of the K-12 content standards and curriculum frameworks. The sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales.
- 19(d) The sponsor develops scoring scales and assessor training procedures that focus primarily on teaching performance and that minimize the effects of candidate factors that are not clearly related to pedagogical competence, which may include (depending on the

circumstances) factors such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect student learning.

- 19(e) The sponsor publishes a clear statement of the intended uses of the assessment. The statement demonstrates the sponsor's clear understanding of the high-stakes implications of the assessment for candidates, the public schools, and K-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. Before releasing information about the assessment design to another organization, the sponsor informs the organization that the assessment is valid only for determining the pedagogical competence of candidates for initial teaching credentials in California. All elements of assessment design and development are consistent with the intended use of the assessment for determining the pedagogical competence of candidates for Preliminary Teaching Credentials in California.
- 19(f) The sponsor completes content review and editing procedures to ensure that pedagogical assessment tasks and directions to candidates are culturally and linguistically sensitive, fair and appropriate for candidates from diverse backgrounds. The sponsor ensures that groups of candidates interpret the pedagogical tasks and the assessment directions as intended by the designers, and that assessment results are consistently reliable for each major group of candidates.
- 19(g) The sponsor completes basic psychometric analyses to identify pedagogical assessment tasks and/or scoring scales that show differential effects in relation to candidates' race, ethnicity, language, gender or disability. When group pass-rate differences are found, the sponsor investigates to determine whether the differences are attributable to (a) inadequate representation of the TPEs in the pedagogical tasks and/or scoring scales, or (b) over-representation of irrelevant skills, knowledge or abilities in the tasks/scales. The sponsor acts promptly to maximize the fairness of the assessment for all groups of candidates and documents the analysis process, findings, and action taken.
- 19(h) In designing assessment administration procedures, the sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities.
- 19(i) In the course of developing or adopting a passing standard that is demonstrably equivalent to or more rigorous than the State recommended standard, the sponsor secures and reflects on the considered judgments of teachers, the supervisors of teachers, the support providers of new teachers, and other preparers of teachers regarding necessary and acceptable levels of proficiency on the part of entry-level teachers. The sponsor periodically re-considers the reasonableness of the scoring scales and established passing standard.

**Program Standard 20: Assessment Designed for Reliability and Fairness**  
**(Standard 20 Applies to Programs that Request Approval of Alternative Assessments)**

The sponsor of the professional teacher preparation program requests approval of an assessment that will yield, in relation to the key aspects of the major domains of the TPEs, enough collective evidence of each candidate's pedagogical performance to serve as an adequate basis to judge the candidate's general pedagogical competence for a Preliminary Teaching Credential. The sponsor carefully monitors assessment development to ensure consistency with the stated purpose of the assessment. The Teaching Performance Assessment includes a comprehensive program to train and re-train assessors. The sponsor periodically evaluates assessment design to ensure equitable treatment of candidates. The assessment design and its implementation contribute to local and statewide consistency in the assessment of teaching competence.

**Required Elements for Standard 20: Assessment Designed for Reliability and Fairness**

- 20(a) In relation to the key aspects of the major domains of the TPEs, the pedagogical assessment tasks and the associated directions to candidates are designed to yield enough evidence for an overall judgment of each candidate's pedagogical qualifications for a Preliminary Teaching Credential. The program sponsor will document sufficiency of candidate performance evidence through thorough field-testing of pedagogical tasks, scoring scales, and directions to candidates.
- 20(b) Pedagogical assessment tasks and scoring scales are extensively field-tested in practice before being used operationally in the Teaching Performance Assessment. The sponsor of the program evaluates the field-test results thoroughly and documents the field-test design, participation, methods, results and interpretation.
- 20(c) The Teaching Performance Assessment system includes a comprehensive program to train assessors who will score candidate responses to the pedagogical assessment tasks. An assessor training pilot program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the TPEs, the pedagogical assessment tasks and the multi-level scoring scales. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy in relation to the scoring scales associated with the task. When new pedagogical tasks and scoring scales are incorporated into the assessment, the sponsor provides additional training to the assessors, as needed.
- 20(d) In conjunction with the provisions of Standard 22, the sponsor plans and implements periodic evaluations of the assessor training program, which include systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the training as needed.
- 20(e) The program sponsor requests approval of a detailed plan for the scoring of selected assessment tasks by two trained assessors for the purpose of evaluating the reliability of scorers during field-testing and operational administration of the assessment. The

subsequent assignment of one or two assessors to each assessment task is based on a cautious interpretation of the ongoing evaluation findings.

- 20(f) The sponsor carefully plans successive administrations of the assessment to ensure consistency in elements that contribute to the reliability of scores and the accurate determination of each candidate's passing status, including consistency in the difficulty of pedagogical assessment tasks, levels of teaching proficiency that are reflected in the multi-level scoring scales, and the overall level of performance required by the Commission's recommended passing standard on the assessment.
- 20(g) The sponsor ensures equivalent scoring across successive administrations of the assessment and between the Commission's prototype and local assessments by: using marker performances to facilitate the training of first-time assessors and the further training of continuing assessors; monitoring and recalibrating local scoring through third-party reviews of scores that have been assigned to candidate responses; and periodically studying proficiency levels reflected in the adopted passing standard.
- 20(h) The sponsor investigates and documents the consistency of scores among and across assessors and across successive administrations of the assessment, with particular focus on the reliability of scores at and near the adopted passing standard. To ensure that the overall construct being assessed is cohesive, the sponsor demonstrates that scores on each pedagogical task are sufficiently correlated with overall scores on the remaining tasks in the assessment. The sponsor demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment.
- 20(i) The sponsor's assessment design includes an appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program.

### **Program Standard 21: Assessment Administered for Validity, Accuracy and Fairness**

The sponsor of the professional teacher preparation program implements the Teaching Performance Assessment according to the assessment design. In the program, candidate responses to pedagogical assessment tasks are scored in a manner that ensures strong consistency of scoring among assessors, particularly in relation to the established passing standard. The program sponsor periodically monitors the administration, scoring and results of the assessment to ensure equitable treatment of candidates. Prior to initial assessment, each candidate receives the *Teaching Performance Expectations* and clear, accurate information about the nature of the assessment and the pedagogical tasks.

## **Required Elements for Standard 21: Assessment Administered for Validity, Accuracy and Fairness**

- 21(a) The sponsor of the program implements the assessment as designed, administers the pedagogical assessment tasks, uses the scoring scales, secures the scoring services of trained assessors, and oversees the TPE-based scoring of candidate performances to ensure assessment accuracy and equitable treatment of candidates.
- 21(b) The sponsor plans and implements successive administrations of the assessment to ensure consistency in assessment procedures that contribute to the reliability of scores and the accurate determination of each candidate's passing status.
- 21(c) The sponsor annually reviews and documents the distribution of scores across administrations and among assessors in an ongoing effort to investigate the reliability of scores at and near the established passing standard. The sponsor accumulates evidence that the assessment procedures, taken as a whole, maximize the accurate classification of each candidate's overall performance.
- 21(d) The sponsor takes steps to ensure the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales. The sponsor monitors scoring practices to ensure that scorers are focusing on teaching performance and to minimize the effect of candidate factors that are not clearly related to pedagogical competence, which may include (depending on the circumstances) factors such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect student learning.
- 21(e) The program sponsor periodically compiles and examines information regarding the effects of the assessment on groups of candidates in the program. The sponsor monitors and, as needed, promptly adjusts assessment practices and procedures in order to maximize the fairness of the assessment for candidates.
- 21(f) The sponsor implements administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities. The sponsor reviews these procedures periodically to determine their appropriateness, adequacy and effects.
- 21(g) The sponsor distributes to each candidate the full text of the *Teaching Performance Expectations* and clear, accurate information about the assessment purpose and use, including standardized directions related to the pedagogical assessment tasks. In alternate years (or more frequently), the sponsor reviews the descriptive information about the assessment that is provided to candidates. The sponsor revises the information to ensure that each candidate's own performance is based on clear understanding of the assessment and its requirements. In the program, advisors are available for consultations so candidates can fully understand the pedagogical assessment tasks and directions. Over time, the sponsor is consistent in the availability of assessment information, directions and consultations provided to candidates in the program.

- 21(h) To guard the fairness of the assessment for candidates, the sponsor ensures that each assessed performance is entirely the candidate's own performance. The sponsor periodically reviews the distributed information and assessment-related consultation practices in the program. The sponsor revises these, as needed, to ensure that each candidate's performance is a fair and accurate representation of the candidate's capacity to perform pedagogical tasks independently.
- 21(i) As specified in the assessment design, the program sponsor makes an appeal process and re-scoring procedure available to candidates who do not pass the assessment. The sponsor closely monitors and thoroughly documents the handling of each appeal and re-scoring to maintain the fairness of the assessment for all candidates.
- 21(j) The program sponsor scores pedagogical assessment tasks by two trained assessors during pilot and field tests for the purpose of evaluating the reliability of single-scorers during operational administration of the assessment. Periodically, the sponsor uses double scoring, and the analysis of that process, to confirm the reliability of TPA scores.

### **Program Standard 22: Assessor Qualifications and Training**

To foster fairness and consistency in assessing candidate competence in the professional teacher preparation program, qualified assessors accurately assess each candidate's responses to the pedagogical assessment tasks in relation to the *Teaching Performance Expectations* and the multi-level scoring scales. The program sponsor establishes assessor selection criteria that ensure substantial pedagogical expertise on the part of each assessor. The sponsor selects and relies on assessors who meet the established criteria. Each prospective assessor completes a rigorous, comprehensive assessor training program. The program sponsor determines each assessor's continuing service as an assessor in the program primarily based on the assessor's scoring accuracy and documentation. Each continuing assessor is re-calibrated annually.

### **Required Elements for Standard 22: Assessor Qualifications and Training**

- 22(a) The program sponsor establishes specific, clear criteria for selecting qualified assessors from two categories: classroom teachers and other experts in pedagogy. Criteria for selecting teacher assessors include preparation, experience and performance criteria, and ensure that each teacher assessor is a certificated teacher in California. Criteria for selecting other expert assessors ensure that each individual assessor possesses advanced professional education, experience and expertise in pedagogy.
- 22(b) Prospective assessors satisfactorily complete a comprehensive approved assessor training program in which lead Assessment Trainers provide explanations, exercises and feedback to achieve assessor consistency and accuracy in scoring evidence of candidates' responses to pedagogical assessment tasks. In the Training Program, Assessment Trainers conduct task-based scoring trials and evaluate and certify each assessor's scoring accuracy in relation to the TPE-based scoring scales.
- 22(c) Consistent with the scoring plan provided by the Commission or approved by the Commission in accordance with Standard 20, the program sponsor assigns qualified



assessors to assess candidates' responses to the pedagogical assessment tasks in the Teaching Performance Assessment.

- 22(d) To ensure accuracy and reliability in assessment scores, each assessor's scores of candidates' responses to pedagogical assessment tasks are reviewed in a monitoring and calibration process during the Training Program and annually thereafter.
- 22(e) The program sponsor adopts and implements criteria for the retention and non-retention of assessors during and after their participation in the Training Program. Accuracy of assessment judgments and timeliness and completeness of score documentation are the primary criteria for retention and non-retention of assessors in the Teaching Performance Assessment.

### **Program Standard 23: Assessment Administration, Resources and Reporting**

In the professional teacher preparation program, the Teaching Performance Assessment is administered and reported in ways that are consistent with its stated purpose and design. To ensure accuracy in administration of the assessment, the program sponsor annually commits sufficient resources, expertise and effort to its planning, coordination and implementation. Following assessment, candidates receive performance information that is clear and detailed enough to (a) serve as a useful basis for their Individual Induction Plans developed within an approved Induction Programs, or (b) guide them in study and practice as they prepare for re-assessment, as needed. While protecting candidate privacy, the sponsor uses individual results of the assessment as one basis for recommending candidates for Preliminary Teaching Credentials. The sponsor uses aggregated assessment results in appropriate ways to improve the program. The sponsor documents the administration, scoring and reporting of the assessment in accordance with state accreditation procedures.

### **Required Elements for Standard 23: Assessment Administration, Resources and Reporting**

- 23(a) All aspects of assessment administration, scoring and reporting are appropriate for the primary intended purpose and use of the Teaching Performance Assessment: to determine each candidate's pedagogical qualifications for a Preliminary Teaching Credential. The program sponsor refers to the Commission all requests for alternative or additional uses of the Commission-developed assessment.
- 23(b) During each academic term, the program sponsor allocates sufficient fiscal, personnel and technical resources to support consistency in all aspects of ongoing administration of the Teaching Performance Assessment.
- 23(c) The program sponsor assumes responsibility for competent administrative coordination of the Teaching Performance Assessment. The sponsor clearly states responsibilities for assessment planning and coordination, assigns these duties to qualified personnel, and monitors assessment coordination each academic term.

- 23(d) The program sponsor protects the privacy of individual candidates. Access to assessment results is available only to the candidate and to organizational officers who clearly need the information because of their responsibilities in the program, and to CCTC accreditation teams. Prior to participating in the assessment, each candidate is apprised of the intended disposition of assessment findings. Release of assessment findings and/or results to other persons effectively requires prior voluntary consent by the candidate.
- 23(e) The sponsor's assessment reports to candidates are timely and informative. When a candidate passes the assessment, the candidate's report includes information that contributes to the development of an Individual Induction Plan for use by the beginning teacher in a Professional Induction Program. A candidate who does not pass the assessment receives a detailed performance report from the program sponsor.
- 23(f) Individual assessment reports to candidates include descriptive information that highlights performance strengths and weaknesses in relation to the *Teaching Performance Expectations* and the standards for passing the assessment. Reports may also emphasize relationships among TPEs, and may describe the candidate's teaching practice holistically.
- 23(g) Internal and external reviews of the teacher preparation program include analyses and interpretations of the aggregated results of the assessment. During reviews, program managers and other participants reflect systematically on the aggregated assessment implications and, in conjunction with valid information from other sources, decide on program improvements as needed.
- 23(h) Pursuant to procedural guidelines established by the Commission, the program sponsor organizes and maintains comprehensive documentation of assessment procedures and instructions to candidates; candidate responses to pedagogical assessment tasks; scorer qualifications, assignments and findings; candidate reports; and uses of and administrative access to candidate results.

**Appendix B**

**California Teaching Performance Assessment  
Tasks**



## California Teaching Performance Assessment Tasks

The CA TPA includes four tasks that collectively measure attributes of the Teaching Performance Expectations (TPEs). TPEs describe what all California beginning teachers need to know and be able to do to qualify for the Preliminary Multiple or Single Subject Teaching Credential. Each task measures aspects of a number of TPEs, and many TPEs are measured in more than one task.

All tasks are designed so that candidates can practice them repeatedly, and all tasks will be released prior to the actual assessment so that candidates can consider appropriate, accurate, and complete responses. Task One may be completed without candidates basing their responses on the needs of actual K-12 students they may be currently teaching, while Tasks Two through Four require interaction with actual K-12 California students. All tasks require written responses to given prompts, and Task Four requires a videotaped teaching experience.

Below is a description of the four tasks, including the TPEs measured by each task.

### *Task 1: Principles of Content-Specific and Developmentally Appropriate and Pedagogy*

Within this task, the candidate will respond to four distinct scenarios that cover developmentally appropriate pedagogy, assessment practices, adaptation of content-specific pedagogy for English learners, and adaptation of content-specific pedagogy for students with special needs, respectively. Each scenario is based on specific components in the candidate's subject matter content area. For example, Multiple Subject candidates will address English/Language Arts in the first scenario, Mathematics in the second, Science in the third, and History/Social Science in the fourth. This written task is not dependent upon working with actual K-12 students. The following TPEs are measured in this task:

- Making subject matter comprehensible to students (TPE 1)
- Assessing student learning (TPE 3)
- Engaging and supporting students in learning (TPE 4, 6, 7)

### *Task 2: Connecting Instructional Planning to Student Characteristics for Academic Learning*

Task Two connects learning about student characteristics to instructional planning. This written task contains a five-step set of prompts that focuses the candidate on the connections between students' characteristics and learning needs and instructional planning and adaptations. The following TPEs are measured in this task:

- Making subject matter comprehensible to students (TPE 1)
- Engaging and supporting students in learning (TPE 4, 6, 7)
- Planning instruction and designing learning experiences for students (TPE 8, 9)
- Developing as a professional educator (TPE 13)

### *Task 3: Classroom Assessment of Academic Learning Goals*

Task Three gives candidates the opportunity to demonstrate their ability to design standards-based, developmentally appropriate student assessment activities in the context of a small group of students using a specific lesson of their choice. In addition, candidates demonstrate their ability to assess student learning and to diagnose student needs. The following TPEs are measured in this task.

- Assessing student learning (TPE 3)
- Engaging and supporting students in learning (TPE 6, 7)

- Planning instruction and designing learning experiences for students (TPE 8, 9)
- Developing as a professional educator (TPE 13)

*Task 4: Academic Lesson Design, Implementation, and Reflection after Instruction*

This task asks the candidates to design a standards-based lesson for a class of students, implement that lesson making appropriate use of class time and instructional resources, meet the differing needs of individuals within the class, manage instruction and student interaction, assess student learning, and analyze the strengths and weaknesses of the lesson. A videotape of the lesson is collected and reviewed. The following TPEs are measured in this task.

- Making subject matter comprehensible to students (TPE 1)
- Assessing student learning (TPE 2, 3)
- Engaging and supporting students in learning (TPE 4, 5, 6, 7)
- Planning instruction and designing learning experiences for students (TPE 8, 9)
- Creating and maintaining effective environments for student learning (TPE 10, 11)
- Developing as a professional educator (TPE 13)

The Teaching Performance Assessment Resource Book for Candidates and Instructors

Materials and information necessary for candidates to complete the TPA can be found in the TPA Resource Book. Detailed information and directions are given to assist candidates in responding appropriately to each step for every task. Assessment support materials include task specific scoring rubrics and sample candidate responses for each level of the rubric.