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Action

Professional Services Committee

Proposed Development and Implementation Plan for the Subject-Specific Pedagogy Focused Task of the California Teaching Performance Assessment (CA TPA)

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

Recommended Action: That the Commission approve the following: (a) soliciting an expert content panel for each of the single subject content areas, plus a multiple subject content expert panel to review/redevelop additional multiple subject scenarios and related activities for the subject-specific pedagogy task; and (b) issuing an RFP for an examinations contractor qualified in performance assessment to work with the expert content panels to develop/redevelop the subject-specific pedagogy task for use within the CA TPA.

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Strategic Plan Goal: 1

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

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

April 2007

Proposed Development and Implementation Plan for the Subject-Specific Pedagogy Focused Task of the California Teaching Performance Assessment (CA TPA)

Introduction

At its meeting of November-December 2006, the Commission took action to reinstate the Assessment Quality Standards for multiple and single subject professional teacher preparation programs and to approve the initial implementation plan for the teaching performance assessment requirement pursuant to SB 1209 (Chap. 517, Stats. 2006). At the February 2007 Commission meeting a further update was provided concerning the plan for providing technical assistance to program sponsors and about upcoming training opportunities. At the March 2007 Commission meeting further discussion was held on Task One of the California Teaching Performance Assessment (CA TPA) model. This agenda item provides a suggested timeline and process for proceeding with the development and implementation of the subject-specific pedagogy task (Task One) of the CA TPA.

Background

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

Review of the Tasks of the CA TPA

Below is the description of each of the four tasks as developed for the CA TPA.

- The *Subject-Specific Pedagogy* task asks the candidates to use information provided within the prompt about particular students to identify appropriate subject-specific instruction and assessment plans, and to adapt this information for these students. This task is completed using written scenarios provided to the candidate that describe fictional students in hypothetical classrooms.

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

Discussion of Potential Task One Options

At the Commission meeting of March 2007 a discussion was held concerning specifically Task One of the CA TPA model (*Subject-Specific Pedagogy*), as there was a diversity of professional opinion within the TPA users community about the future of this task within the CA TPA system. Three potential options were presented for consideration:

- Option 1 – Removing Task One as a Scored Task from the CA TPA, and embedding the concepts and useful candidate orientation and preparation materials from Task One within the assessor training.
- Option 2 – Retaining Task One within the CA TPA but fully developing the task to include all of the single subject content areas plus additional multiple subject scenarios.
- Option 3 – Retaining a Task One within the CA TPA but redeveloping this task from scratch to be similar to the more generic nature of the other three tasks and not use static scenarios of hypothetical students.

The discussion during the Commission meeting expressed the Commissioners' preference for retaining a task within the CA TPA that focused specifically on subject-specific pedagogy. Because of the Commission's interest in promoting a subject-specific pedagogy task that directly addresses Teaching Performance Expectation 1, the entirety of TPE 1 is reprinted as Attachment A for reference.

In order to further clarify the development and implementation process for the subject-specific pedagogy task, staff and Executive Director Janssen held further discussion with individuals from the higher education segments (the CSU, the UC, and the private and independent institutions). Since the current Task One applies only to multiple subjects and the four core single subject areas of English, Math, Science and History-Social Science, the task will need to be built out to address the additional single subject areas of Art, Agriculture, Business, Home Economics, Health Science, Industrial and Technology Education, Languages Other than English (including American Sign Language), Music, and Physical Education.

The uniqueness of each of these nine single subject content areas will likely require some modification and further development of the task activities. For example, many of these single subject content areas do not have state-adopted textbooks or K-12 student academic content standards, but do have frameworks. Since the original format of Task One requires candidates to refer to texts and teacher guides in order to carry out certain of the activities, this task will need to be adapted to the situation of candidates in subject areas that do not have these materials. To do this work, the Commission's regular process for examinations development would be followed. This process involves having an expert panel of stakeholders work with a qualified assessment contractor, in alignment with the K-12 student academic content standards and/or frameworks. A full explanation of the Commission's examinations development process is available at <http://www.ctc.ca.gov/commission/agendas/2006-05/2006-05-3D.pdf>.

Recommended Action

Staff recommends, in order to proceed expeditiously with the work of developing/redeveloping the subject-specific pedagogy task to meet the needs of the single subject content areas as well as developing additional multiple subject scenarios and related activities, that the following actions be taken: (a) solicit an expert content panel for each of the single subject content areas identified above, plus a multiple subject content expert panel to review/redevelop additional multiple subject scenarios and related activities for this task; and (b) issue an RFP for an examinations contractor qualified in performance assessment to work with the expert content panels to develop/redevelop the subject-specific pedagogy task for use within the CA TPA. The examinations contractor will also, as part of this work, be responsible for the initial validation of the newly-developed task/related activities within the CA TPA model.

Timeline

The timeline for the work described above is extremely tight, given the required TPA statewide implementation date of July 2008. Staff proposes the following development and implementation timeline:

DATE	ACTIVITY
April 2007	Commission approves issuance of RFP for subject-specific pedagogy task development
April-June 2007	Review of panel applications and appointment of content expert panels (multiple and single subjects)
June 2007	Commission approves selection of assessment contractor
August-September 2007	Panels conduct and complete their work
September-December 2007	Field and pilot testing of the new task/activities
January 2008	Review of field and pilot test data; modifications made as needed
January-February 2008	Validity work completed on new task(s) and the TPA
January-March 2008	Benchmark cases and Independent Scoring Cases identified for all new/revised tasks; revised subject-specific pedagogy task training development completed
March 2008-June 2008	Training provided in the subject-specific pedagogy task

Future Direction

As part of the discussion with the higher education segments, it was suggested that the following additional work relating to the CA TPA could be conducted in the future, as follows:

- Consider a similar study of each of the other three CA TPA tasks in the future to determine if revisions/adaptations are needed or appropriate.
- Consider a formal validation study to determine if all four CA TPA tasks are necessary in order to have a valid and reliable assessment that fairly measures the TPEs expected of beginning teachers, or if the assessment might be streamlined.

ATTACHMENT A

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

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 (Grades 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 (Grades 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 (Grades 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 (Grades 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.