
3B

Information/Action

Professional Services Committee

Draft Revised Standards for the Design and Implementation of Commission-Approved Teaching Performance Assessments (TPAs)

Executive Summary: This item presents proposed draft revised standards for the design and implementation of Commission-approved TPAs. These standards have been revised in accordance with TPA design policies adopted by the Commission at the August 2014 meeting.

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

Recommended Action: That the Commission direct staff to move forward with a field review of the proposed draft standards for the design and implementation of Commission-approved teaching performance assessments.

Presenter: Phyllis Jacobson, Administrator, Professional Services Division

Strategic Plan Goal

I. Educator Quality

- ◆ Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

October 2014

Draft Revised Standards for the Design and Implementation of Commission-Approved Teaching Performance Assessments (TPAs)

Introduction

This item presents draft revised standards for the design and implementation of Commission-approved TPAs. These standards have been revised in accordance with TPA design policies adopted by the Commission at the August 2014 meeting. The sets of standards addressed in this agenda item are (a) the Assessment Design Standards that apply to the design, development and validation of Teaching Performance Assessment models proposed for use in California, including a set of new standards delineating the responsibility of TPA model sponsors once a TPA is approved by the Commission for use in California; and (b) Teacher Preparation Program Standards pertaining to program responsibility for implementing the chosen TPA model(s).

Background

The Teaching Performance Assessment Requirement

Education Code section 44320.2 specifies that “Commencing July 1, 2008, for a program of professional preparation to satisfy the requirements of paragraph (3) of subdivision (b) of Section 44259, the program shall include a teaching performance assessment that is aligned with the California Standards for the Teaching Profession and that is congruent with state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605. In implementing this requirement, institutions or agencies may do the following:

- (1) Voluntarily develop an assessment for approval by the commission. Approval of any locally developed performance assessment shall be based on assessment quality standards adopted by the commission, which shall encourage the use of alternative assessment methods including portfolios of teaching artifacts and practices.”

In implementing this provision of the Education Code, the Commission has adopted a set of Assessment Quality Standards and has to date reviewed and approved three teaching performance assessments in addition to the Commission’s own model (FAST, PACT, and edTPA).

The Commission’s Assessment Design Standards were last reviewed and updated in 2006.

Teaching Performance Assessment Design Policies

Based on California’s extensive history and experience with designing and implementing TPAs, staff raised several issues for Commission discussion at previous Commission meetings concerning the need to update both the Assessment Design Standards and the policies governing the development of future TPAs. At the August 2014 meeting, the Commission

adopted new policies to govern the future design and implementation of teaching performance assessments in California (<http://www.ctc.ca.gov/commission/agendas/2014-06/2014-06-2C.pdf>). These policies are as follows:

TPA Design Policies as Adopted by the Commission, August 2014

1. The TPA model is designed to allow candidates to demonstrate that they have mastered the *Teaching Performance Expectations* at the level of a beginning teacher qualified to begin professional practice.
2. All models must include candidate tasks, rubrics, and assessor training materials that incorporate California curriculum standards and frameworks in the relevant content fields, including the Common Core State Standards and the Next Generation Science Standards, as appropriate to the grade level and content area(s) assessed within the TPA.
3. All models must include a significant focus on addressing both the teaching of English learners and of students with special needs within the assessment. Scoring models and training must ensure that scorers are able to accurately score candidate responses relating to the instruction of English learners and students with special needs in the general education classroom.
4. For Multiple Subject candidates, all models will include assessments of the core elementary content areas of at least Literacy and Mathematics. Programs must also use local program assessments for history/social science and science if not already included as part of the TPA.
5. All models will include a moderated scoring process to assure reliability and consistency of scoring and will include a local scoring option for each model. All models will specify and justify the qualifications for scorers of that model, including appropriate pedagogical expertise as well as demonstrated ability to score accurately and reliably. All models will explain and provide options for how local faculty may be included within the scoring process. All models will provide training and/or training materials to assist program faculty in becoming familiar with the assessment in order to help prepare candidates for the assessment so that candidates are equitably treated in the assessment, as required by the Assessment Design standards and by statute.
6. All model sponsors must comply with the Commission's revised Assessment Design Standards, which will specify (a) how model sponsors need to support programs using that model; (b) mechanisms and processes for ongoing interaction with the Commission on issues relating to TPA policy and implementation, and (c) the models' responsibility to provide data as specified and as requested by the Commission for reporting purposes and program outcomes purposes.
7. All models and programs will provide candidates with substantive opportunities to learn and practice the knowledge and skills that will be assessed on the TPA. Programs and model sponsors are expected to provide for the appropriate support of candidates as they develop their TPA materials for submission and scoring, consistent with the provisions of Program Implementation Standard 18.

Overview of the Draft Revised Standards and the Revision Process

At the August 2014 Commission meeting, staff indicated that if the Commission adopted the design policies as provided in the agenda item, staff would work with a TPA task group to revise and update the Assessment Design Standards to align with these policies and bring back draft revised standards to the Commission for information at the October 2014 meeting.

The Commission's Assessment Design Standards are based on the Joint National *Standards for Educational and Psychological Testing* from the American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education. These standards serve two primary purposes: (1) to specify the psychometric properties and requirements pertaining to the design, development, and validation of a teaching performance assessment that measures the *Teaching Performance Expectations*, and (2) to define the teacher preparation program's role and responsibility in implementing the teaching performance assessment as designed by the model sponsor and approved by the Commission. These standards need updating in order to reduce redundancy, clarify the key psychometric properties and requirements for teaching performance assessments, and more clearly delineate model sponsor responsibilities to programs and to the Commission as well as preparation program implementation responsibilities.

In accordance with Commission direction, staff worked with a small group of TPA experts to draft potential revisions of the Assessment Design Standards and Teacher Preparation Program Standards 17-19. The work group had representation from users of three of the four Commission-approved TPA models (one individual representing FAST was invited but unable at the last moment to participate due to illness).

The work group of TPA experts is indicated below:

Name	Affiliation	TPA Model
Amy Reising	High Tech High School	PACT, CalTPA
Caryl Hodges	Notre Dame de Namur Univ.	CalTPA, PACT
Mick Verdi	CSU San Bernardino	CalTPA
Tine Sloan	UC Santa Barbara	PACT, edTPA
Jean Behrend*	CSU Fresno	FAST

*Unable to attend

At the meeting, the TPA experts discussed each of the Commission's current TPA Assessment Design standards (Appendix A) and the proposed draft revisions presented below in light of the relevant Commission-adopted design policies. The group reached consensus regarding the proposed edits as presented in this agenda item so that the draft standards could move forward for information at the October Commission meeting and subsequently benefit from input from a wide range of stakeholders via a field review.

Some of the key changes made by the proposed edits are outlined below. Where a key change was made to reflect the Design Policies, the specific policy addressed is indicated in parentheses. Some changes represent revisions to one or more standards based on what has

been learned through implementation of the prior standards and the fact that there are now national TPA models in use within California (revision) and some represent new standards to address the design policies (new):

- To refocus the entity to whom the standards pertain from the preparation program sponsor (current standards) to the TPA model sponsor (draft revised standards), since developers of TPA models are typically entities other than program sponsors. For example, SCALE is a TPA **model** sponsor; California State University East Bay is a **teacher preparation program** sponsor. (revision)
- To clearly specify that TPA models need to address the effective teaching of English learners and students with special needs in the general education classroom. (new) (addresses Design Policy 3)
- To eliminate unnecessary and/or redundant psychometric requirements within the assessment development and validation processes. (revision) To assure that model sponsors continue to update their models following Commission approval as necessary and/or in response to Commission requirements or direction. (new) (addresses Design Policy 6)
- To address standard setting for California candidates for models that are national in scope. (new)
- To require model sponsors to provide candidate and program outcomes and related data and reports as specified by the Commission. (new) (addresses Design Policy 6)
- To clarify requirements and qualifications for scorers (new) and for the training, calibration and recalibration of scorers. (new) (addresses Design Policy 5)
- To provide requirements for scoring options (national and/or local) consistent with the adopted design policies in order to provide reliable and consistent scoring within models and for all candidates. (new) (addresses Design Policy 5)
- To require model owners to provide appropriate and ongoing implementation assistance to programs using that model. (new) (addresses Design Policy 6)
- To eliminate standards which are no longer consistent with the adopted design policies and/or no longer relevant to current operational policies for the TPA. (revision)

The prior two Assessment Design Standards were also reorganized into three standards. The two existing standards were revised and a third standard was added, as follows:

- Part A: Standard 1: Assessment Designed for Validity and Fairness (revision)
Standard 2: Assessment Designed for Reliability and Fairness (revision)
- Part B: Standard 3: Model Sponsor Support Responsibilities (new)

A final update proposed by staff with respect to revising the standards is to change the title of these standards to the “Teaching Performance Assessment (TPA) Quality Standards,” as this title is both more descriptive of the type of standards and consistent with how these standards are referred to in the Education Code.

Proposed Draft Revised TPA Assessment Quality Standards
California Teaching Performance Assessment Quality Standards
(Draft Revised 2014)

A. Assessment Design Standards

Assessment Design Standard 1: Assessment Designed for Validity and Fairness

The sponsor* of a teaching performance assessment seeking approval for use in California (model sponsor) designs a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks and multi-level scoring scales are linked to and assess California's Teaching Performance Expectations (TPEs). The model sponsor clearly describes the uses for which the assessment has been validated (i.e., to serve as a determination of a candidate's status with respect to mastery of the TPEs and to provide an indication of preparation program quality and effectiveness), anticipates its potential misuses, and identifies appropriate uses consistent with the assessment's validation process. The model sponsor maximizes the fairness of the assessment design for all groups of candidates in the program. A passing standard is recommended by the model sponsor based on a standard setting study where educators have made a professional judgment about an appropriate performance standard for beginning teachers to meet prior to licensure.

** Note: the "model sponsor" refers to the entity that represents the assessment and is responsible to programs using that model and to the Commission. Model sponsors may be a state agency, individual institutions, a consortium of institutions and/or partners, a private entity, and/or combinations of these.*

Required Elements for Assessment Design Standard 1: Assessment Designed for Validity and Fairness

- 1(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 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 performance assessment documents the relationships between TPEs, tasks and scales.
- 1(b) To assess the candidate's ability to effectively teach the content area(s) authorized by the credential, the TPA model sponsor must include within the design of the TPA tasks and scoring scales that focus on content-specific pedagogy.
- 1(c) To assess the candidate's ability to effectively teach all students, the model sponsor must include within the design of the TPA candidate tasks a focus on addressing the teaching of English learners and students with special needs in the general education classroom. In addition, for Multiple Subject candidates, the model sponsor must include assessments of the core content areas of at least Literacy and Mathematics. Programs must use local

program assessments for History/Social Science and Science if not already included as part of the TPA.

- 1(d) To preserve the validity and fairness of the assessment over time, the model 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 model 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 model sponsor records the basis and results of each analysis, and modifies the tasks and scales as needed.
- 1(e) Consistent with the language of the TPEs, the model sponsor defines scoring scales so different candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different content-specific pedagogical practices that support implementation of the K-12 content standards and curriculum frameworks. The model 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.
- 1(f) The model 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.
- 1(g) The model sponsor provides a clear statement acknowledging the intended uses of the assessment. The statement demonstrates the model sponsor's clear understanding of the implications of the assessment for candidates, preparation programs, the public schools, and K-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the pedagogical competence of candidates for Preliminary Teaching Credentials in California and as information useful for determining program quality and effectiveness.
- 1(h) The model 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.
- 1(i) The model 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 model sponsor investigates the potential sources of differential performance and seeks to eliminate construct-irrelevant sources of variance.

- 1(j) In designing assessment administration procedures, the model sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities.
- 1(k) In the course of determining a passing standard, the model sponsor secures and reflects on the considered judgments of teachers, supervisors of teachers, 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 model sponsor periodically reviews the reasonableness of the scoring scales and established passing standard, when and as directed by the Commission.

Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

The sponsor of the performance assessment 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 a valid basis to judge the candidate's general pedagogical competence for a Preliminary Teaching Credential. The model sponsor carefully monitors assessment development to ensure consistency with this stated purpose of the assessment. The Teaching Performance Assessment includes a comprehensive program to train, calibrate and maintain assessor calibration over time. The model 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 Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

- 2(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 valid evidence for an overall judgment of each candidate's pedagogical qualifications for a Preliminary Teaching Credential as one part of the requirements for the credential.
- 2(b) Pedagogical assessment tasks and scoring scales are extensively field tested in practice before being used operationally in the Teaching Performance Assessment. The model sponsor evaluates the field test results thoroughly and documents the field test design, participation, methods, results and interpretation.
- 2(c) The Teaching Performance Assessment system includes a comprehensive program to select and train assessors who will score candidate responses to the pedagogical assessment tasks. An assessor training 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 and calibration in relation to the scoring scales associated with the task. The model sponsor establishes selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to appropriate pedagogical expertise in the content areas assessed within the TPA. The model sponsor selects assessors who meet the established selection criteria and uses only assessors who successfully calibrate during the required TPA model assessor training sequence. When new pedagogical tasks and scoring scales are incorporated into the assessment, the model sponsor provides additional training to the assessors, as needed. Further, the TPA model sponsor must provide materials appropriate for use by programs in helping faculty become familiar with the design of the TPA model, the candidate tasks and the scoring rubrics so that faculty can effectively assist candidates to prepare for the assessment.

- 2(d) In conjunction with the provisions of Teacher Preparation Program Standard 19, the model 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.
- 2(e) The model sponsor provides a detailed plan for establishing and maintaining scorer accuracy and interrater reliability during field testing and operational administration of the assessment. The model sponsor provides a consistent scoring process for all programs using that model, including programs using a local scoring option provided by the model sponsor. The scoring process conducted by the model sponsor to assure the reliability and validity of candidate outcomes on the assessment may include, for example, regular auditing, selective back reading, and double scoring of candidate responses near the cut score by the qualified, calibrated scorers trained by the model sponsor. All models will include a consistently-applied scoring process to assure reliability and validity of scoring, and all models will include a local scoring option in which the assessors of candidate responses are program faculty and/or other individuals identified by the program who are trained and calibrated by the model sponsor, and whose scoring work is facilitated and reviewed by the model sponsor. The model 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. The model sponsor must provide an annual audit process that documents that local scoring outcomes are consistent and reliable within the model for candidates across the range of programs using local scoring, and informs the Commission where inconsistencies in local scoring outcomes are identified.
- 2(f) The model 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, if the program is not doing local scoring. If the program is implementing a local scoring option, the program must provide an appeal process for candidates who do not pass the assessment.

2(g) The model sponsor provides results on the TPA to the individual candidate based on performance relative at minimum to the first five domains of the TPEs and/or the specific scoring rubrics that are aligned to the TPEs. The model sponsor provides results to programs based on both individual and aggregate data relating to candidate performance relative to the rubrics and/or the first five domains of the TPEs. The model sponsor follows the timelines agreed upon with each program using the model to provide scoring data at the candidate and program levels. The model sponsor also follows the timelines established with programs using a local scoring option for providing scoring results. The model sponsor provides program level aggregate results to the Commission, in a manner and format specified by the Commission, as one means of assessing program quality. It is expected that these results will be used within the Commission's ongoing accreditation system.

Assessment Design Standard 3: TPA Model Sponsor Support Responsibilities

The sponsor of the performance assessment provides technical support to teacher preparation programs using that model concerning fidelity of implementation of the model as designed. The model sponsor is responsible for conducting and/or moderating scoring for all programs, as applicable, within a national scorer approach and/or the local scoring option. The model sponsor has ongoing responsibilities to interact with the Commission, to provide candidate and program outcomes data as requested and specified by the Commission, and to maintain the currency of the model over time.

Required Elements for Assessment Design Standard 3: TPA Model Sponsor Support Responsibilities

- 3(a) The model sponsor provides technical assistance to programs implementing the model concerning fidelity of implementation of the model as designed. Clear implementation procedures and candidate materials such as a candidate handbook are provided by the model sponsor to programs using the model.
- 3(b) The model sponsor conducting scoring for programs is responsible for providing TPA outcomes data at the candidate and program level to the Commission, as specified by the Commission. The model sponsor supervising/moderating local program scoring may oversee data collection and reporting, or, if the local program chooses to maintain and report its own data, must help the local program collect these data as specified by the Commission.
- 3(c) The model sponsor is responsible for submitting an annual report to the Commission describing, among other data points, the programs served by the model, the number of candidate submissions scored, the date(s) when the results of the scoring were provided to the preparation programs, and other operational details as specified by the Commission.
- 3(d) The model sponsor is responsible for maintaining the currency of the TPA model, including making appropriate changes to the assessment and/or to the scoring rubrics and

associated program, candidate, and scoring materials, within two years of notification, as directed by the Commission when necessitated by changes in K-12 standards and/or in teacher preparation standards.

Draft Revised Teacher Preparation Program Standards 17-19

In addition to the revisions to the current Assessment Design Standards, the TPA expert group also looked at proposed draft revisions to the current Teacher Preparation Program Standards 17-19 pertaining to program responsibilities for implementation of the TPA.

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 proposed revisions to these standards are as follows:

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

Preliminary Teacher Preparation Program Standards 17-19 (Draft Revised 2014)

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. If the program participates in the local scoring approach offered by the model sponsor, the program coordinates with the model sponsor to maintain appropriate records of scorer calibration, recalibration, and scoring record. The program encourages faculty to become scorers. The program provides opportunities for faculty to become knowledgeable about the TPA and the TPA process 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) If the TPA model requires a video, 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 approach offered by the model sponsor, the program coordinates with the model sponsor to identify local assessors and assure that the assessors used by the program maintain assessor calibration and recalibration status. The program maintains 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.
- 17(d) 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(e) 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 (f) The program using a local scoring process provides and implements an appeal policy for candidates who do not pass the TPA.
- 17(g) All programs have an appeal policy for candidates who have complaints about the program's implementation of 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 for the assessment, 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 submitted for scoring represent the candidate's own work.

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)

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
- Providing specific critique of candidate responses that suggests alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate TPA responses (written responses or video entries) on public access social media websites.

18(b) The program provides timely formative feedback information to candidates on their performance on the TPA and relative to their mastery of the domains of the TPEs.

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

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

The teacher preparation program choosing to implement a local scoring option follows the established selection criteria for that model to select 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. For a program using centralized scoring conducted by the model sponsor using a national or other than local scoring pool, the model sponsor is responsible for the selection, training, and scoring reliability of assessors.

Next Steps

Staff requests that the Commission review the proposed draft standards and, if appropriate, direct staff to conduct a field review of these standards, including any additional revisions made by the Commission. If the Commission so directs, staff will conduct a field review and bring the draft revised standards back to the Commission for action in February 2015.

Appendix A
Adopted TPA Assessment Design Standards and Teacher Preparation Program
Standards 17-19

California Teaching Performance Assessment Design Standards,
as Adopted by the Commission in December 2006

Assessment Design Standard 1: Assessment Designed for Validity and Fairness

(Assessment Design Standard 1 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). 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 Assessment Design Standard 1: Assessment Designed for Validity and Fairness

1(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.

1(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.

1(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.

1(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.

1(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.

1(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.

1(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) overrepresentation 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.

1(h) In designing assessment administration procedures, the sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities.

1(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 reconsiders the reasonableness of the scoring scales and established passing standard.

Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

(Assessment Design Standard 2 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 Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

2(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.

2(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.

2 (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.

2(d) In conjunction with the provisions of Teacher Preparation Program Standard 19, 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.

2(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.

2(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 multilevel scoring scales, and the overall level of performance required by the Commission's recommended passing standard on the assessment.

2(g) The sponsor ensures equivalent scoring across successive administrations of the assessment and between the Commission's model 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.

2(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.

2(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.

**Teacher Preparation Program 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.

Teacher Preparation Program 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.

Teacher Preparation Program Standard 19: Implementation of the Teaching Performance Assessment:

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.