
4A

Action

Professional Services Committee

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

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

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

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

Presenter: Phyllis Jacobson, Administrator, Professional Services Division

Strategic Plan Goal

I. Educator Quality

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

February 2015

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

Introduction

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

Background

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

Key revisions made to these standards were as follows:

- Standard 17 revisions clarified the conditions of local scoring consistent with the adopted design policies, consolidated requirements previously distributed across the three standards, and eliminated unnecessarily restrictive requirements to promote program level responsibility for implementation decisions. (addresses Design Policy 5)
- Standard 18 revisions clarified acceptable and non-acceptable candidate support activities. (addresses Design Policy 7)
- Standard 19 revisions removed 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)

Overview of the Draft Revised Teacher Preparation Program Standards 17-19

At the December 2014 Commission meeting, staff was directed to provide the opportunity for the Performance Assessment Task Group to review the draft Teacher Preparation Program Standards 17-19 and make any additional proposed edits. The group made edits only to Standard 17, and noted that the numbering might change in the future and other minor edits might be necessitated once the work is completed on the revised set of teacher preparation program standards.

- Proposed 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. The edits made by the Task Group were mostly non-substantive and were made primarily for clarification purposes. One substantive change was made to require program faculty to become knowledgeable about the TPA so that they could appropriately prepare and support candidates in the assessment.
- Standard 18 clarifies acceptable and non-acceptable candidate support activities.
- Standard 19 clarifies program responsibilities relative to scoring for programs using the local scoring option provided by the model sponsor.

The Task Group declined to specify in the standards how many retakes, if any, were to be allowed by the program and requests guidance from the Commission if the Commission feels this issue should be addressed in standards. Similarly, the Task Group did not address the topic of acceptable and unacceptable remediation practices and requests guidance from the Commission if the Commission feels this issue should be addressed in standards.

The proposed Draft Revised Teacher Preparation Program Standards 17-19 are provided below with track change edits. The adopted Teacher Preparation Program Standards 17-19 are provided in Appendix A on pages 6-7 of this agenda item.

Proposed Revised Preliminary Teacher Preparation Program Standards 17-19
(Draft Revised January 2015)

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

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

17(d) 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, for and/or accreditation purposes, but and for ~~also~~ for program improvement purposes.

17(e) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

17(f) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.

17(g) All programs have an appeal policy for candidates who have complaints about the program's implementation of the TPA process.

17 (hf) 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 Teaching Performance Expectations (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.

Staff Recommendation

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

Next Steps

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

Appendix A

Adopted TPA Implementation Standards

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

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

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

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

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

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

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

The program provides timely formative feedback information to candidates on their performance on the TPA. The teacher preparation program provides opportunities for

candidates who are not successful on the assessment to receive remedial assistance with respect to the TPEs, and to retake the task/activity up to the specified number of times established by the program. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential.

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

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

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

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

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

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

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