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# 3D

## Information

### *Educator Preparation Committee*

### **Study Session on the Role and Function of Performance Assessment in Educator Preparation and Credentialing**

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## **AGENDA INSERT**

**Executive Summary:** The session will bring two invited panels of experts and practitioners to the table to discuss the history, current research, and use of performance assessments in the field of education and how these types of complex measures support programs and candidates to reflect on emerging practice and prepare educators to begin professional practice.

**Recommended Action:** For information only

**Presenters:** Mary Vixie Sandy, Executive Director, Amy Reising, Chief Deputy Director, and Invited Panels: Linda Darling Hammond, President, State Board of Education; Charles Peck, Professor, University of Washington; and TPA and CalAPA Candidates, Faculty, and Program Coordinators

### **Strategic Plan Goal**

#### ***II. Educator Quality***

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

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## Study Session on the Role and Function of Performance Assessment in Educator Preparation and Credentialing

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This study session will focus on the underlying theory of action of performance assessment in California. The first panel will include two distinguished researchers, Dr. Linda Darling Hammond, President, State Board of Education and Dr. Charles Peck, Professor, University of Washington. These presenters will provide the history of performance assessment, issues pertaining to establishing validity and reliability of performance assessments, what candidates and programs gain and are challenged by when engaging in performance assessment, and what the research provides in understanding the potential benefits and challenges in supporting educator and program development as well as the tensions experienced.

Following the first panel, a panel of seven educator practitioners will discuss what they have gained and the tensions they have faced while implementing teacher and leader performance assessments. Candidates will speak to their first-hand experiences and share what they learned from these educative assessments and what they struggled with. They will speak to how, in their current employment, they apply what they learned. Program level faculty and administrators will speak to their experiences and the promise and challenges of performance assessment outcomes as they work to develop their programs to best serve candidates in preliminary educator programs.

Panel Presenters are listed below:

Assessment	Name	Title
CalTPA	Terrelle Sales, Ph.D.	Assistant Professor of Teacher Education, Pepperdine
CalTPA Candidate	Janel Richardson	Digital Media Arts Teacher- Golden Valley High School, William S. Hart Union High School District  Single Subject from University of La Verne  CTE Credential from San Diego
Ed Sped	Jennifer Kritsch, Ph.D.	Associate Professor of Education  Director of Special Education, Point Loma Nazarene University

edTPA	Brian Lim, Ph.D.	Professor, CSU Sacramento, College of Education, Department of Teaching Credentials
FAST	Juliet Michelsen Wahleithner, Ph.D.	Associate Professor, Literacy Education Assistant Director, Teacher Education Kremen School of Education and Human Development  Director, San Joaquin Valley Writing Project  California State University, Fresno
CalAPA	Dr. L. Steven Winlock	Sacramento County Office of Education Executive Director, School of Education
CalAPA Candidate	Sumeet Singh	Math Teacher and Teacher Lead, Monterey Trail High School, Elk Grove USD

For additional reading:

[Darling Hammond, L. \(2010\). Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching. Center for American Progress.](#)

Parents, practitioners, and policymakers agree that the key to improving public education in America is placing highly skilled and effective teachers in all classrooms. Yet the nation still lacks a practical set of standards and assessments that can guarantee that teachers, particularly new teachers, are well prepared and ready to teach. This report discusses a promising approach to the question of how to measure teacher effectiveness. Specifically, it describes the ways in which assessments of teacher performance for licensing and certification can both reflect and predict teachers’ success with children so that they can not only inform personnel decisions, but also leverage improvements in preparation, mentoring, and professional development. It outlines progress in the field of teacher assessment development and discusses policies that could create much greater leverage on the quality of teacher preparation and teaching than has previously existed in the United States.

[Peck, C. A., Young, M. G., & Zhang, W. \(2021\). Using teaching performance assessments for program evaluation and improvement in teacher education. National Academy of Education](#)

[Committee on Evaluating and Improving Teacher Preparation Programs. National Academy of Education.](#)

In this paper we examine the uses of teaching performance assessments (TPAs) as resources for learning, program evaluation, and improvement in teacher education. In undertaking our review, we take note of our positionality as practitioners within the field of educator preparation. Our professional work as educators is carried out largely at the program level, inside the practical dilemmas of policy and practice that emerge as we attempt to use the TPA tools described in this paper. Our review is intended to be of value to policymakers, faculty, and academic leaders as they navigate the challenges and opportunities of using TPAs as resources for improving the work of teacher preparation.

[Peck, C.A., Singer-Gabella, M., Sloan, T., and Lin, S. \(2014\). Driving Blind: Why we need standardized performance assessment in teacher education. Journal of Curriculum and Instruction, Vol. 8 No. 1, pp 8-30.](#)

In this article we argue that standardized teaching performance assessments (TPAs) offer a uniquely valuable resource for learning and improvement of practice in teacher education. The affordances of TPAs as opportunities for learning are identified at four levels, including those for teacher candidates, individual faculty, organizational learning at the program level, and organizational networks that span program boundaries. We conclude that TPAs can provide motivation and direction for continuous program improvement efforts, contribute to the development of a common and concrete language of practice, and accelerate the professionalization of teaching.

Peck, C.A., Gallucci, C., and Sloan, T. (2010). Negotiating Implementation of High-Stakes Performance Assessment Policies in Teacher Education: From Compliance to Inquiry. *Journal of Teacher Education* XX(X), pp 1-13.

Teacher education programs in the United States face a variety of new accountability policies at both the federal and the state level. Many of these policies carry high-stakes implications for students and programs and involve some of the same challenges for implementation as they have in the P-12 arena. Serious dilemmas for teacher educators arise in these contexts, as compliance with prescriptive state mandates is often interpreted by faculty to signify a demoralizing loss of program autonomy and integrity, whereas noncompliance may result in loss of program accreditation. The authors describe how one teacher education program negotiated these dilemmas in a fashion responsive to local values and concerns while also meeting state requirements. Results are discussed in terms of tensions between (a) policy goals seeking alignment and coherence across institutions of higher education and (b) motivational conditions likely to engage faculty in the difficult work of programmatic renewal and change in teacher education.

[Performance Assessment: Fostering the learning of teachers and students. \(2017\). Voices in Urban Education. Annenberg Institute for School Reform, No. 46](#)

Against a backdrop of the opportunities provided by the Every Student Succeeds Act (ESSA) and the challenges for education posed by the new federal administration, this issue of VUE proposes performance assessment as a personalized and rigorous alternative to standardized testing. Performance assessment provides an opportunity for public schools and districts to better meet the needs of all students and to use more relevant, engaging curriculum and instruction that prepares students for complex problem-solving and collaboration.