

COMMISSION ON TEACHER CREDENTIALING

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Professional Services Division
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**OFFICE OF THE EXECUTIVE DIRECTOR**

(916) 445-0184

03-0005

DATE: February 27, 2003

TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing

FROM: Dr. Sam W. Swofford
Executive Director

SUBJECT: Implementation of the Teaching Performance Assessment (TPA), pursuant to SB 2042

Senate Bill 2042 (Chapter 548, Statutes of 1998) requires all candidates for a preliminary Multiple Subject and Single Subject Teaching Credential to pass an assessment of teaching performance in order to earn a teaching credential. In accordance with this provision of SB 2042, the California Commission on Teacher Credentialing (CCTC), in cooperation with Educational Testing Service (ETS), designed the California Teaching Performance Assessment (CA TPA). The CA TPA measures the attributes of the Teaching Performance Expectations (TPEs) that describe the knowledge and abilities required of beginning California teachers that were adopted by the Commission in September 2001. The CA TPA is a prototype that will be available for voluntary use by the summer of 2003 by any sponsor of a teacher preparation program.

This correspondence provides important information regarding implementation of the TPA within Professional Teacher Preparation Programs in 2003-2004. It also includes a description of the California Teaching Performance Assessment (CA TPA) and includes the following attachments for reference:

1. Teaching Performance Expectations (TPEs)
2. Assessment Quality Standards
3. Teaching Performance Assessment Implementation Plan 2003-2004

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Assessment Quality Standards

In September 2002, the CCTC adopted Assessment Quality Standards to govern the development and implementation of teaching performance assessments pursuant to SB 2042. Sponsors are allowed by statute to use an assessment developed by the CCTC or develop their own assessment for CCTC approval under these standards. Program sponsors seeking to develop their own TPA must meet standards 19 and 20 prior to using their assessment as a basis for recommending a candidate for a teaching credential. All program sponsors approved under the CCTC's new SB 2042 standards must implement an approved teaching performance assessment in 2003-04 and must fully meet Assessment Quality Standards 21, 22, and 23 by December 2004. To assist program sponsors in getting ready to implement a teaching performance assessment, the CCTC adopted an implementation plan in November 2002, which is described in the following section.

A. Implementation of the TPA within Professional Teacher Preparation Programs

Each sponsor of teacher preparation programs leading to the Multiple or Single Subject teaching credential must submit a plan to the CCTC by June 1, 2003 describing how they will implement a teaching performance assessment in 2003-2004. This plan should not be confused with a comprehensive response to the Assessment Quality Standards, which must be submitted by September 15, 2004. A TPA implementation plan document is attached to this correspondence and will be sent electronically to Deans/Directors of all Commission-approved Teacher Preparation programs. Commission staff will review implementation plans and provide feedback to the program sponsor. Commission staff must sign off on the TPA implementation plan before the program sponsor can administer the TPA. Each plan submitted by June 1, 2003 must be reviewed, revised, and approved by August 5, 2003. Each candidate for a multiple and single subject credential enrolled in an SB 2042 accredited teacher education program, must take and pass an approved TPA in order to be recommended for a teaching credential beginning in 2003-04.

Programs designing their own teaching performance assessment system must submit responses to Assessment Quality Standards 19 and 20 by June 1, 2003 in order to operate the alternative assessment in 2003-2004. A CCTC review requires a full technical report that addresses all elements of standards 19 and 20, and the instrument(s) and accompanying assessment system products, including an assessor training process. A technical review team will be convened in June 2003 to review all locally developed TPAs. Final approval by the Commission will be required for a local assessment to be used by a program sponsor. If a local assessment system does not meet the elements of Standards 19 and 20, the program sponsor will be expected to implement the state's CA TPA prototype.

B. Teacher Preparation Program Responses to the Assessment Quality Standards

Teacher Preparation Programs will be required to respond to the Assessment Quality Standards 21-23 by September 15, 2004. During the period of June 2003 to September 2004, programs will have the opportunity to try out their TPA implementation plans and make appropriate adjustments to local implementation processes and/or procedures. Program sponsors can then use the information and feedback gained from this process to help inform the program's September 2004 responses to the Assessment Quality Standards. These responses (from CA TPA implementers and local TPA implementers) will be read by teams of qualified peer reviewers during September-November 2004.

C. Procedure for Teaching Performance Assessment Implementation Response

A format for the development and submission of an implementation plan for the CA TPA and local TPAs is available on the Commission's website (www.ctc.ca.gov) and is attached to this coded correspondence. The TPA implementation plan must be submitted no later than **June 1, 2003** to:

Professional Services Division
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814-4213
Attention: Chris Gramith

A program implementing the CA TPA developed by the state must submit two paper copies (*please do not use three-ring binders*) of the TPA implementation plan and an electronic file (emailed to Msuckow@ctc.ca.gov).

A program submitting a locally developed TPA system for review must submit four paper copies of all materials and an electronic file (emailed to Msuckow@ctc.ca.gov). In addition, two paper copies (*please do not use three-ring binders*) of the TPA implementation plan and an electronic file (emailed to Msuckow@ctc.ca.gov) must be submitted. Implementation plans will be reviewed separately from the TPA system review.

Each submission must include a transmittal cover letter **signed by the dean or director of teacher education**, and must include the following information:

1. Date
2. Name of institution
3. Name, mailing address, telephone number, fax number, and email address of the contact person at the institution
4. Name of the program(s) (i.e., Multiple Subject and Single Subject)

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D. TPA Technical Assistance

A series of technical assistance workshops are being offered by the CCTC to support the implementation of the TPA. The following workshops are planned for 2003.

CA TPA Coordinator Workshop, CCTC

March 18

March 19

CA TPA Technical Assistance Workshop: Round III

"Read Around" of draft CA TPA implementation plans, CCTC

April 9

April 10

April 16

April 17

CA TPA Benchmark Study, Educational Testing Service, Inc., Concord Office

April 28-May 2 (by invitation only, costs covered by CCTC)

CA TPA Lead Assessor Training, Educational Testing Service, Inc., Concord Office (north) and Costa Mesa (south)

June 3-6 and June 9-13 (by invitation only, each institution will be offered one or more seats, costs covered by the CCTC)

Additional workshops and Lead Assessor trainings will be held at a cost recovery basis during 2003-2004 by the CCTC.

E. Description of the California Teaching Performance Assessment

The California Teaching Performance Assessment (CA TPA) is an assessment of a candidate's ability to demonstrate competency of the Teaching Performance Expectations. The CA TPA is designed for candidates seeking the Multiple Subject Teaching Credential and for candidates seeking a Single Subject Teaching Credential in any specific subject area(s). The CA TPA provides a series of four performance tasks that candidates complete during their professional preparation program. The results of the candidates' performance during the various tasks of the CA TPA can help provide formative assessment information to candidates for improving the quality of their teaching, and assists candidates to focus on those aspects of teaching in which they may need further development or support. The CA TPA is intended to be embedded within the teacher preparation program, and for programs that have chosen to use this model, must be successfully completed as one of the requirements for earning a California preliminary teaching credential.

The CA TPA includes four tasks, which collectively measure the attributes of the Teaching Performance Expectations (TPEs). TPEs describe what all California beginning teachers need to know and be able to do to qualify for the Preliminary Multiple or Single Subject Teaching

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Credential. Each task measures aspects of a number of TPEs, and many TPEs are measured in more than one task.

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

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

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

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

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

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

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

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

Task 3: Classroom Assessment of Academic Learning Goals

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

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

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

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

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

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

F. Information Resource for the California Teaching Performance Assessment

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

Attachment 1: California Teaching Performance Expectations (TPEs)

Attachment 1: California Teaching Performance Expectations (TPEs)

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

- TPE 1 Specific Pedagogical Skills for Subject Matter Instruction
 - a. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
 - b. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

B. ASSESSING STUDENT LEARNING

- TPE 2 Monitoring Student Learning During Instruction
- TPE 3 Interpretation and Use of Assessments

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

- TPE 4 Making Content Accessible
- TPE 5 Student Engagement
- TPE 6 Developmentally Appropriate Teaching Practices
 - a. Developmentally Appropriate Practices in Grades K-3
 - b. Developmentally Appropriate Practices in Grades 4-8
 - c. Developmentally Appropriate Practices in Grades 9-12
- TPE 7 Teaching English Learners

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

- TPE 8 Learning about Students
- TPE 9 Instructional Planning

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- TPE 10 Instructional Time
- TPE 11 Social Environment

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

- TPE 12 Professional, Legal, and Ethical Obligations
- TPE 13 Professional Growth

Attachment 2: California Teaching Performance Assessment Quality Standards

**Adopted by the California Commission on Teacher Credentialing on
September 5, 2002**

Attachment 2: California Teaching Performance Assessment Quality Standards

Program Standard 19: Assessment Designed for Validity and Fairness

(Standard 19 Applies to Programs that Request Approval of Alternative Assessments)

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

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

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

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

teachers. The sponsor periodically re-considers the reasonableness of the scoring scales and established passing standard.

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

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

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

- 20(a) In relation to the key aspects of the major domains of the TPEs, the pedagogical assessment tasks and the associated directions to candidates are designed to yield enough evidence for an overall judgment of each candidate's pedagogical qualifications for a preliminary teaching credential. The program sponsor will document sufficiency of candidate performance evidence through thorough field-testing of pedagogical tasks, scoring scales, and directions to candidates.
- 20(b) Pedagogical assessment tasks and scoring scales are extensively field-tested in practice before being used operationally in the Teaching Performance Assessment. The sponsor of the program evaluates the field-test results thoroughly and documents the field-test design, participation, methods, results and interpretation.
- 20(c) The Teaching Performance Assessment system includes a comprehensive program to train assessors who will score candidate responses to the pedagogical assessment tasks. An assessor training pilot program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the TPEs, the pedagogical assessment tasks and the multi-level scoring scales. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy in relation to the scoring scales associated with the task. When new pedagogical tasks and scoring scales are incorporated into the assessment, the sponsor provides additional training to the assessors, as needed.

- 20(d) In conjunction with the provisions of Standard 22, the sponsor plans and implements periodic evaluations of the assessor training program, which include systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the training as needed.
- 20(e) The program sponsor requests approval of a detailed plan for the scoring of selected assessment tasks by two trained assessors for the purpose of evaluating the reliability of scorers during field-testing and operational implementation of the assessment. The subsequent assignment of one or two assessors to each assessment task is based on a cautious interpretation of the ongoing evaluation findings.
- 20(f) The sponsor carefully plans successive implementations of the assessment to ensure consistency in elements that contribute to the reliability of scores and the accurate determination of each candidate's passing status, including consistency in the difficulty of pedagogical assessment tasks, levels of teaching proficiency that are reflected in the multi-level scoring scales, and the overall level of performance required by the Commission's recommended passing standard on the assessment.
- 20(g) The sponsor ensures equivalent scoring across successive implementations of the assessment and between the Commission's prototype and local assessments by: using marker performances to facilitate the training of first-time assessors and the further training of continuing assessors; monitoring and recalibrating local scoring through third-party reviews of scores that have been assigned to candidate responses; and periodically studying proficiency levels reflected in the adopted passing standard.
- 20(h) The sponsor investigates and documents the consistency of scores among and across assessors and across successive implementations of the assessment, with particular focus on the reliability of scores at and near the adopted passing standard. To ensure that the overall construct being assessed is cohesive, the sponsor demonstrates that scores on each pedagogical task are sufficiently correlated with overall scores on the remaining tasks in the assessment. The sponsor demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment.
- 20(i) The sponsor's assessment design includes an appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program.

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

The sponsor of the professional teacher preparation program implements the Teaching Performance Assessment according to the assessment design. In the program, candidate responses to pedagogical assessment tasks are scored in a manner that ensures strong

consistency of scoring among assessors, particularly in relation to the established passing standard. The program sponsor periodically monitors the implementation, scoring and results of the assessment to ensure equitable treatment of candidates. Prior to initial assessment, each candidate receives the Teaching Performance Expectations and clear, accurate information about the nature of the assessment and the pedagogical tasks.

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

- 21(a) The sponsor of the program implements the assessment as designed, administers the pedagogical assessment tasks, uses the scoring scales, secures the scoring services of trained assessors, and oversees the TPE-based scoring of candidate performances to ensure assessment accuracy and equitable treatment of candidates.
- 21(b) The sponsor plans and implements successive implementations of the assessment to ensure consistency in assessment procedures that contribute to the reliability of scores and the accurate determination of each candidate's passing status.
- 21(c) The sponsor annually reviews and documents the distribution of scores across implementations and among assessors in an ongoing effort to investigate the reliability of scores at and near the established passing standard. The sponsor accumulates evidence that the assessment procedures, taken as a whole, maximize the accurate classification of each candidate's overall performance.
- 21(d) The sponsor takes steps to ensure the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales. The sponsor monitors scoring practices to ensure that scorers are focusing on teaching performance and to minimize the effect of candidate factors that are not clearly related to pedagogical competence, which may include (depending on the circumstances) factors such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect student learning.
- 21(e) The program sponsor periodically compiles and examines information regarding the effects of the assessment on groups of candidates in the program. The sponsor monitors and, as needed, promptly adjusts assessment practices and procedures in order to maximize the fairness of the assessment for candidates.
- 21(f) The sponsor implements administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities. The sponsor reviews these procedures periodically to determine their appropriateness, adequacy and effects.

- 21(g) The sponsor distributes to each candidate the full text of the Teaching Performance Expectations and clear, accurate information about the assessment purpose and use, including standardized directions related to the pedagogical assessment tasks. In alternate years (or more frequently), the sponsor reviews the descriptive information about the assessment that is provided to candidates. The sponsor revises the information to ensure that each candidate's own performance is based on clear understanding of the assessment and its requirements. In the program, advisors are available for consultations so candidates can fully understand the pedagogical assessment tasks and directions. Over time, the sponsor is consistent in the availability of assessment information, directions and consultations provided to candidates in the program.
- 21(h) To guard the fairness of the assessment for candidates, the sponsor ensures that each assessed performance is entirely the candidate's own performance. The sponsor periodically reviews the distributed information and assessment-related consultation practices in the program. The sponsor revises these, as needed, to ensure that each candidate's performance is a fair and accurate representation of the candidate's capacity to perform pedagogical tasks independently.
- 21(i) As specified in the assessment design, the program sponsor makes an appeal process and re-scoring procedure available to candidates who do not pass the assessment. The sponsor closely monitors and thoroughly documents the handling of each appeal and re-scoring to maintain the fairness of the assessment for all candidates.
- 21(j) The program sponsor scores pedagogical assessment tasks by two trained assessors during pilot and field tests for the purpose of evaluating the reliability of single-scorers during operational implementation of the assessment. Periodically, the sponsor uses double scoring, and the analysis of that process, to confirm the reliability of TPA scores.

Program Standard 22: Assessor Qualifications and Training

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

Required Elements for Standard 22: Assessor Qualifications and Training

- 22(a) The program sponsor establishes specific, clear criteria for selecting qualified assessors from two categories: classroom teachers and other experts in pedagogy. Criteria for selecting teacher assessors include preparation, experience and performance criteria, and ensure that each teacher assessor is a certificated teacher in California. Criteria for selecting other expert assessors ensure that each individual assessor possesses advanced professional education, experience and expertise in pedagogy.
- 22(b) Prospective assessors satisfactorily complete a comprehensive approved assessor training program in which lead assessment trainers provide explanations, exercises and feedback to achieve assessor consistency and accuracy in scoring evidence of candidates' responses to pedagogical assessment tasks. In the Training Program, Assessment Trainers conduct task-based scoring trials and evaluate and certify each assessor's scoring accuracy in relation to the TPE-based scoring scales.
- 22(c) Consistent with the scoring plan provided by the Commission or approved by the Commission in accordance with Standard 20, the program sponsor assigns qualified assessors to assess candidates' responses to the pedagogical assessment tasks in the Teaching Performance Assessment.
- 22(d) To ensure accuracy and reliability in assessment scores, each assessor's scores of candidates' responses to pedagogical assessment tasks are reviewed in a monitoring and calibration process during the Training Program and annually thereafter.
- 22(e) The program sponsor adopts and implements criteria for the retention and non-retention of assessors during and after their participation in the Training Program. Accuracy of assessment judgments and timeliness and completeness of score documentation are the primary criteria for retention and non-retention of assessors in the Teaching Performance Assessment.

Program Standard 23: Assessment Implementation, Resources and Reporting

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

the program. The sponsor documents the implementation, scoring and reporting of the assessment in accordance with state accreditation procedures.

Required Elements for Standard 23: Assessment Implementation, Resources and Reporting

- 23(a) All aspects of assessment implementation, scoring and reporting are appropriate for the primary intended purpose and use of the Teaching Performance Assessment: to determine each candidate's pedagogical qualifications for a preliminary teaching credential. The program sponsor refers to the Commission all requests for alternative or additional uses of the Commission-developed assessment.
- 23(b) During each academic term, the program sponsor allocates sufficient fiscal, personnel and technical resources to support consistency in all aspects of ongoing implementation of the Teaching Performance Assessment.
- 23(c) The program sponsor assumes responsibility for competent administrative coordination of the Teaching Performance Assessment. The sponsor clearly states responsibilities for assessment planning and coordination, assigns these duties to qualified personnel, and monitors assessment coordination each academic term.
- 23(d) The program sponsor protects the privacy of individual candidates. Access to assessment results is available only to the candidate and to organizational officers who clearly need the information because of their responsibilities in the program, and to CCTC accreditation teams. Prior to participating in the assessment, each candidate is apprised of the intended disposition of assessment findings. Release of assessment findings and/or results to other persons effectively requires prior voluntary consent by the candidate.
- 23(e) The sponsor's assessment reports to candidates are timely and informative. When a candidate passes the assessment, the candidate's report includes information that contributes to the development of an Individual Induction Plan for use by the beginning teacher in a Professional Induction Program. A candidate who does not pass the assessment receives a detailed performance report from the program sponsor.
- 23(f) Individual assessment reports to candidates include descriptive information that highlights performance strengths and weaknesses in relation to the Teaching Performance Expectations and the standards for passing the assessment. Reports may also emphasize relationships among TPEs, and may describe the candidate's teaching practice holistically.

- 23(g) Internal and external reviews of the teacher preparation program include analyses and interpretations of the aggregated results of the assessment. During reviews, program managers and other participants reflect systematically on the aggregated assessment implications and, in conjunction with valid information from other sources, decide on program improvements as needed.
- 23(h) Pursuant to procedural guidelines established by the Commission, the program sponsor organizes and maintains comprehensive documentation of assessment procedures and instructions to candidates; candidate responses to pedagogical assessment tasks; scorer qualifications, assignments and findings; candidate reports; and uses of and administrative access to candidate results.

**Attachment 3: Teaching Performance Assessment Implementation Plan
2003-2004**

Electronic file due to CCTC on June 1, 2003

Attachment 3: Teaching Performance Assessment Implementation Plan 2003-2004
Electronic file due to CCTC on June 1, 2003

Institution/Program: _____
Author of Plan: _____
Title: _____ Email: _____ Phone: _____
TPA Coordinator: _____
Title: _____ Email: _____ Phone: _____
Dean of Education/Program Director: _____

TPA Implementation Questions

Approximate number of candidates who will take the TPA in your program in 2003-04: _____
Number of enrollment windows for candidates per academic year: _____

1. Describe the program's TPA implementation design. Provide a calendar of TPA meetings, events and trainings. Provide a copy of your program's organization chart that delineates who is responsible for the TPA implementation and their respective duties.
2. Explain how the program plans to embed performance tasks in the curriculum.
3. Describe how your proposed SB2042 teacher preparation program (Program Standard 1) supports your proposed TPA implementation process.
4. Describe the program's plan for providing accurate and timely information to faculty, candidates, and TPA assessors about the 2003-04 proposed TPA implementation.
5. Describe how the program plans to produce or offer the guidebook, tasks, scoring rubrics and TPEs to candidates, faculty, and assessors.
6. Describe how the program proposes to prepare faculty to administer the TPA.
7. Describe how the program proposes to prepare candidates to register for and complete the TPA.
8. Describe how the program proposes to use TPA candidate data results during 2003-04.
9. Describe how the program proposes to protect the privacy of individual candidates.
10. Describe your plan for providing the necessary resources for implementation.
11. Describe how you will insure that equipment is available as necessary to assessors for scoring.
12. Explain how you will evaluate the viability of the 2003-04 implementation plan.

TPA Assessor Training and Scoring

Number of TPA Lead Assessors (state trained and certified): _____

Number of Faculty TPA Assessors: _____

Number of Classroom Teacher TPA Assessors: _____

Number of TPA assessor trainings to be offered in 2003-04: _____

Approximate ratio of TPA assessors to candidates: _____

1. Describe the program's proposed TPA assessor training plan and provide a calendar of expected training dates to be offered in 2003-04.
2. How will the program recruit assessors?
3. Describe proposed criteria for selecting TPA assessors.
4. Explain how you will re-train, re-calibrate or if necessary, dismiss assessors from the scoring process if they do not reach or maintain scoring accuracy.
5. Explain how the program plans to reproduce training materials for assessors.
6. How will the program assign assessors to candidates? How does the program plan to define and explain the relationship between assessors and candidates, to candidates?
7. Describe the program's proposed scoring process and explain how this fits into the overall TPA system implementation.
8. Describe the program's plan for assuring consistent and accurate scoring within and across academic years.
9. How do you plan to assist assessors to re-calibrate during 2003-04? How often will you require assessors to re-calibrate?
10. Describe how the program proposes to double-score a percentage of TPA tasks to provide reliability data.
11. How will you collect, review, and process TPA task scores? How long will you retain TPA results?

TPA Candidates

Approximate number of MS candidates: _____

Approximate number of SS candidates: _____

1. What accommodations do you offer students and how will these requests be addressed in the program's TPA implementation?
2. Describe how the program will offer guidance and counseling to candidates about the TPA and its purpose and use.
3. Describe how the program plans to ensure individual performance for each candidate on TPA task responses.
4. Describe how the program will assist candidates in securing appropriate data and image release forms from districts, schools, and students.
5. Explain how candidates may appeal TPA scores.
6. Describe how candidates can retake the TPA if they don't meet the passing standard.
7. Describe how the program will provide TPA score reports to candidates.
8. Explain how candidates will receive additional instructional support based on TPA results.
9. Describe how the program will ensure that the TPA is fair and equitable to all candidates.

TPA Data storage, analysis, and reporting

1. Explain how the program will store TPA scores and data and how you will analyze the data across implementations by subgroups.
2. Explain how the program will analyze score data across assessors during implementations.
3. Explain how you will monitor scoring processes for accuracy and reliability during an implementation and across implementations.
4. Describe how the institution will collect and report data in preparation for future accreditation review processes, about TPA implementation, accuracy of assessors, and pass rates of candidates.
5. Describe how the program will document actions taken based on the TPA data analysis findings.