

## UAC and COA Discussion of TPA and Accreditation

### Small group met on May 18

#### UAC

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To Consider:

- Consistency of review in Biennial Report, Program Assessment and site visits—
- Possibly a set of questions for the site visit—Common questions across all models for the site visit
- When composing the site visit team—consider expertise with the specific TPA model.
- What about Program Assessment—how can the BIR/COA know and evaluate what the program is doing?
- On the site visit, need to confirm/verify the info in Standards 17-19
  - Ask questions of TPA coordinator, faculty, staff, assessors, students...

### Biennial Report

Group discussed the following:

- What information would be helpful to have in the Biennial Report?
- What information belongs in Program Assessment?
- What information would be needed for a site visit?

Possibly require Assessor data for the Biennial Report—Pilot this for BRs due in Fall 2010

- Assessor
- Calibration/recalibration
- Inter-rater reliability or score agreement data

Assessor Data—All models

# assessors, total (employees and non-employees) and those who scored in the identified year  
Role of assessors employed by the program—tenured faculty, adjunct, field supervisors  
# of assessors paid by the program (i.e. district-employed supervisors)  
# of non-employee (borrowed) assessors, where from...  
Ratio of assessors to candidates—overall or task by task

Calibration data—All models

# assessors initially calibrated in the identified year  
# or % of individuals recalibrated in the identified year, # or % online and face-to-face

*CalTPA*

# of assessors initially trained  
# of assessors calibrated each task, total and scored in the identified year  
6 months recalibration requirement

*PACT*

# of assessors initially trained  
# of assessors recalibrated for each content area, total and scored in the identified year

Inter-rater reliability—to what degree do the rescores agree exactly

CalTPA by task, score agreement by task  
PACT by content area, score agreement by task

Use of Analyzed Data

Did you make any changes to assessor training or recalibration policies practices?

**Program Assessment Questions**—respond to all in lieu of Standards 17-19?

**Possible Questions for the Accreditation Site Visit**—team members select among the questions

A small group of BIR members with expertise in CalTPA, PACT and/or FAST will review all institution's program narratives for Standards 17-19 or the response to the *TPA Technical Implementation Report*.

CTC Staff needs to define where the flexibility is in the model— Program Assessment readers need access to the adopted handbooks

- CalTPA Implementation Manual
- PACT Handbook
- FAST

### ***TPA Technical Implementation Report Questions***

#### **Standards 17:**

1. Who is responsible for the implementation of the TPA including?
  - a. Administration/institutional support
  - b. Training Assessors
  - c. Informing faculty, staff, supervisors, advisors and district-employed supervisors
  - d. Scoring
  - e. Data reporting
2. What is the passing score for the TPA? Provide rationale for the program's passing score
3. How are program and candidate level data collected, organized and maintained?—Biennial Report
4. How are the data being used to reflect on your program and describe how the data has been used for program improvement?
5. Describe the process to protect the privacy of candidates and candidate data.
6. Describe the process to protect the privacy of the K-12 students, school sites, districts, and other adults.
7. Describe the process to ensure the security of TPA materials—including print, online, video, training, and assessor materials.

#### **Standard 18:**

1. Describe how candidates receive clear and accurate information about the TPA, including the passing score.
2. Describe the opportunities candidates have to prepare for completing the TPA.

3. Describe how students receive support for the TPA and how the program ensures that the work that is scored is unaided\* candidate work.
4. Describe the process to supporting students who have not passed a part of the TPA
5. Describe how the program ensures that each candidate follows both the program and site placement's privacy and confidentiality policies.
6. Describe how the program provides formative feedback to candidates.
7. Describe how the program provides remedial assistance on any element of the TPA. How many times may a candidate retake the TPA or a portion of the TPA?
8. Describe how the program provides formative assessment and performance information to candidates that are usable by the induction program.

\* unaided candidate work—original candidate work which does not include input from other candidates, faculty, or any others. “Unaided candidate work” is work that has not been pre-scored by an instructor.

**Standard 19:**

1. Describe the selection criteria for assessors. (attach job description or selection criteria)
2. Describe assessor training and the initial calibration process.
3. Describe the assessor recalibration policies and process.
4. Describe how the program periodically reviews assessor performance.
5. Describe how assessors who are not providing accurate, consistent and/or fair scoring are identified and recalibrated.
6. Describe how the program monitors score reliability and a double-scoring process of at least 15%. Describe how the program selects the tasks that are double-scored.
7. Describe the policies and procedures to assure the privacy of assessors.

Possible Guidance for Site Visit team members for MS and SS programs

- \* Must talk to TPA Coordinator
- \* Must review the privacy practices—candidate and K-12
- \* Must interview assessors: training, re-calibration, and feedback on own scoring
- \* Must interview students and program completers about TPA

**Alignment between adopted Standards 17-19 and  
proposed TPA Technical Implementation Report Prompts**

Adopted Standard	Technical Implementation Report Prompt
<b>Standard 17: Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes</b>	
<p>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.</p>	8. Who is responsible for the implementation of the TPA including?
	a. Administration/institutional support
	b. Training Assessors
	c. Informing faculty, staff, supervisors, advisors and district-employed supervisors
	d. Scoring
e. Data reporting	
<p>The program adopts a passing score standard and provides a rationale for establishing that passing standard.</p>	9. What is the passing score for the TPA? Provide rationale for the program’s passing score
<p>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.</p>	10. How is program and candidate level data collected, organized and maintained?— <i>Data submitted in Biennial Reports</i>
<p>The program documents the use of these data not only for Commission reporting and/or accreditation purposes, but also for program improvement.</p>	11. How are the data being used to reflect on your program and describe how the data has been used for program improvement?
<p>The program assures that candidates understand the appropriate use of their performance data as well as privacy considerations relating to candidate data.</p>	12. Describe the process to protect the privacy of candidates and candidate data.
<p>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.</p>	13. Describe the process to protect the privacy of the K-12 students, school sites, districts, and other adults.
<p>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.</p>	14. Describe the process to ensure the security of TPA materials—including print, online, video, training, and assessor materials.

Adopted Standard	Technical Implementation Report Prompt
<b>Standard 18: Implementation of the Teaching Performance Assessment: Candidate Preparation and Support</b>	
<p>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.</p>	<p>9. Describe how candidates receive clear and accurate information about the TPA, including the passing score.</p>
	<p>10. Describe the opportunities candidates have to prepare for completing the TPA.</p>
<p>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.</p>	<p>11. Describe how students receive support for the TPA and how the program ensures that the work that is scored is unaided* candidate work.</p>
<p>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.</p>	<p>12. Describe the process to supporting students who have not passed a part of the TPA</p>
	<p>13. Describe how the program ensures that each candidate follows both the program and site placement’s privacy and confidentiality policies.</p>
<p>The program provides timely formative feedback information to candidates on their performance on the TPA.</p>	<p>14. Describe how the program provides formative feedback to candidates.</p>
<p>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.</p>	<p>15. Describe how the program provides remedial assistance on any element of the TPA. How many times may a candidate retake the TPA or a portion of the TPA?</p>
<p>The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential.</p>	<p>Addressed by Common Standard 9</p>
<p>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.</p>	<p>16. Describe how the program provides formative assessment and performance information to candidates that are usable by the induction program.</p>
<p>* unaided candidate work—original candidate work which does not include input from other candidates,</p>	

Adopted Standard	Technical Implementation Report Prompt
faculty, or any others. "Unaided candidate work" is work that has not been pre-scored by an instructor.	
<b>Standard 19: Implementation of the Teaching Performance: Assessor Qualifications, Training, and Scoring Reliability</b>	
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.	8. Describe the selection criteria for assessors. (attach job description or selection criteria)
The program provides assessor training and/or facilitates assessor access to training in the specific TPA model(s) used by the program.	9. Describe assessor training and the initial calibration process.
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.	10. Describe how the program periodically reviews assessor performance.
	11. Describe how assessors who are not providing accurate, consistent and/or fair scoring are identified and recalibrated.
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.	12. Describe the assessor recalibration policies and process.
The program monitors score reliability through a double-scoring process applied to at least 15% of TPA candidate responses.	13. Describe how the program monitors score reliability and a double-scoring process of at least 15%. Describe how the program selects the tasks that are double-scored.
The program establishes and maintains policies and procedures to assure the privacy of assessors as well as of information about assessor scoring reliability.	14. Describe the policies and procedures to assure the privacy of assessors.

<b>Adopted Standard</b>	<b>Technical Implementation Report Prompt</b>
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.	Addressed in Standard 17, Prompt 7