TPA and Accreditation
May 18, 2010

Overview

This report discusses the topic of the implementation of the Teaching Performance Assessment and its relationship to the Accreditation process. This topic was introduced at the April 2010 COA meeting, at which time staff asked whether the COA would be interested in appointing two individuals to work with the TPA Users Advisory Committee. The purpose of this collaborative effort would be to identify and refine information provided to and processes that could be used to assist accreditation teams review the standards applicable to implementation of the Teaching Performance Assessment. In addition, this subgroup could help both accreditation and examination staff more clearly delineate the respective responsibilities of the accreditation system and those of the sponsors of the particular TPA model relative to overseeing various aspects of implementation of the TPA. This work group will be meeting for the first time during the afternoon prior to the May COA meeting and therefore an oral update to this item will be provided at the COA meeting by staff and members on the work group.

Staff Recommendation

This item is for information only.

Background

The Teaching Performance Assessment has been a requirement for all Multiple and Single Subject candidates since July 1, 2008. There currently are three Commission-approved models: The CalTPA, Performance Assessment for California Teachers (PACT), and Fresno Assessment of Student Teachers (FAST). All three models have some commonalities such as specific tasks that candidates must accomplish, an extensive assessor training system, and rubric scoring based on a four-point scoring scale. In addition, each model has its own unique requirements and processes that distinguish it from the other two models.

The issues related to the implementation of the TPA are highly technical in nature and complex. Yet there is an expectation embodied in the adopted program standards for the Multiple and Single Subject program standards that accreditation provides some oversight of the TPA implementation process. Standard 17 states that "The TPA is implemented according to the requirements of the Commission-approved model selected by the program." There are four standards that apply to the implementation of the assessment and these standards are reviewed during the accreditation cycle. In particular, these standards are reviewed via an in-depth document review during program assessment and then subsequently the findings of program assessment are confirmed by interviews and other evidence at the site visit.

Staff has indicated to COA and to the TPA Users Group, which is a statewide oversight group comprised of representatives from each of the three models, that it believes there is a need to focus a more in-depth discussion on those standards related to the implementation of the TPA to ensure that the accreditation system and its reviewers are well equipped with both the tools and the expertise to understand or account for the deeply technical nature of the implementation of such complex assessment instruments. In addition, staff indicated that there is a need to further

discuss and identify those issues that should be "outside" the accreditation system in that they should appropriately fall within the responsibility of the model developers.

The standards that apply to the implementation of the TPA are Category E: Standards 16-20. The full text of these four standards is included in Appendix A. These standards include the following topics:
- Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations
- Standard 17: Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes
- Standard 18: Implementation of the Teaching Performance Assessment: Candidate Preparation and Support
- Standard 19: Implementation of the Teaching Performance: Assessor Qualifications, Training, and Scoring Reliability

Scope of Work for the Joint COA/TPA Users Advisory Committee Subgroup
The COA appointed two individuals to serve on the work group to study this topic: Pia Wong, CSU Sacramento, and Anne Jones, UC Riverside. In addition, representing the TPA Users Group are Caryl Hodges, University of San Francisco, and Nancy Farnan, San Diego State University. The work group will review the language of the four applicable standards referenced above. It is anticipated that the discussion will address the following topics:

- What are the expectations of and implications for the accreditation system around each of the sentences within these four standards?
- What are the expectations of and implications for the model developers around each of the sentences within these four standards, and more generally, do the standard relate to TPA implementation issues that should be within the purview of the model developer rather than the COA?
- How do we ensure consistency in the reviews across the entire system?
- Given that the TPA standards are four of 18 program standards for Multiple and Single Subject credential programs, what are the important or critical implementation features that the accreditation system should be looking for to ensure quality?
- What kinds of tools, mechanisms, or process might we develop or put into place to assist reviewers in reviewing those standards related to the TPA and to ensure that the critical indicators of quality implementation are evident?

In preliminary discussions among staff and with the TPA Users Advisory Committee and the COA, a few ideas were generated around the various accreditation components. These ideas will serve to begin the discussion with the work group. They include the following:

Biennial Reports:
- Should the Biennial Report be refined such that institutions provide information related to the reliability of assessor performance? There have been some suggestion that assessor data is key to understanding the reliability of the candidate

assessment data generated by the TPA and therefore should be included along with aggregated candidate assessment data.

Program Assessment
- Should all BIR members be eligible to review these four standards, or might we consider a subgroup of specially trained reviewers (a subgroup of BIR or a different group) to conduct the program assessment process for some or all of these four standards?
- Should we develop a "technical report" format that would substitute for the narrative responses to certain TPA-related standards to ensure that the key pieces of information are included in the reports from the institutions?
- Should guidelines for reviewing the TPA standards be developed to ensure consistency across reviews?

Site Visit:
- Should we develop guidelines or key questions to ask during a site visit to assist those reviewers less knowledgeable about technicalities of TPA implementation?
- Should the BIR training be enhanced to include TPA implementation issues?
- Should we expect BIR members and/or accreditation team staff to be knowledgeable about all three approved TPA models?

An update on the ideas generated by the work group and the subsequent discussion of the TPA Users Advisory Committee will be provided at the COA meeting. After discussion, staff will plan next steps to reflect the COA comments, plan another meeting of the work group if necessary, and develop an agenda item for a future COA meeting.

Appendix A
Standards Applicable to the Teaching Performance Assessment
Multiple and Single Subject Credential Programs

Category E: Teaching Performance Expectations and the Teaching Performance Assessment

Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations

The planned curriculum of coursework and fieldwork embeds multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE).

As each candidate progresses through the program of sequenced coursework and supervised fieldwork, clearly defined pedagogical assignments within the program are increasingly complex and challenging. The candidate is appropriately coached and assisted so he/she can satisfactorily complete these assignments. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA).

Qualified supervisors formatively assess each candidate's pedagogical performance in relation to the TPEs and provide complete, accurate formative and timely performance feedback regarding the candidate's progress toward meeting the TPEs.

Intern Program Delivery Model:
Each internship program includes a preservice component that provides candidates with the opportunity to develop the requisite knowledge and skills prior to entering the classroom as the teacher of record. The preservice component is delivered in a sustained, intensive and classroom-focused manner, and the content of the preservice component includes introductory preparation relative to the TPEs and connects to the remaining preparation that is completed while the intern is serving as the teacher of record.

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.