PROGRAM SPONSOR ALERT

Date: August 12, 2010   Number: 10-17

Subject: Accreditation Processes Related to the Implementation of the Teaching Performance Assessment (TPA)

Summary

The Committee on Accreditation (COA) and the Teaching Performance Assessment Users Advisory Committee (UAC), a statewide oversight group representing the three Commission-approved TPA models, met several times recently to discuss how the accreditation system provides oversight to TPA implementation for Multiple and Single Subject teacher preparation programs. On August 4, 2010 the Committee on Accreditation approved several refinements to the accreditation system with respect to the TPA and MS/SS preparation programs. The refinements impact all major activities of the accreditation system.

1. Biennial Reports: Assessor data will be submitted
2. Program Assessment: Review process for Standards 17-19
3. Site Visits: Resources are being developed for use at the site visit

This Program Sponsor Alert describes the refinements.

Background

The Teaching Performance Assessment (TPA) has been a requirement for all Preliminary Multiple and Single Subject candidates admitted to a teacher preparation program on or after 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 scale. In addition, each model has requirements and processes that distinguish it from the other two models.

Three standards apply to how a program implements its chosen TPA-model that are reviewed during the accreditation activities. Specifically, the accreditation process is charged with providing

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oversight of the TPA implementation process. The standards that apply to the implementation of the TPA are contained in Category E: Standards 17-19 below.

> 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.

Changes to the Biennial Report Data Requirement for Multiple and Single Subject Programs
The UAC and the COA discussed at length the role that assessor information plays in understanding whether a program is meeting the implementation standards for the teaching performance assessment. Program Standard 19 states:

> *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 COA and UAC agreed that information related to assessor training and calibration is critical contextual information for understanding how the teaching performance assessment is being implemented in each MS and SS program.

To that end, the COA approved revisions to the biennial report requirements that will capture information about assessors, such as training and (re)calibration, in the implementation of the TPA. The additional information now required to be submitted in the biennial reports for Multiple and Single Subject programs is the following:

1) Number of Assessors: The total number of assessors the program uses and the number of assessors who scored in the years for which the biennial report data is being submitted.

2) Assessor Initial Training and Recalibration: The number of assessors who successfully completed initial training and the number who recalibrated for the applicable biennial report years.

3) Data on Reliability Related to Double Scoring (% of score agreement).

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4) Modifications made to assessor selection, training, recalibration. This information may be included in Section A, Part I or in Section A, Part IV.

For those submitting in Fall 2010, this additional information is voluntary, but highly encouraged. This information may be included in aggregated data (preferable) or in narrative form. Those institutions submitting reports in August 2010 may submit an addendum with this information any time prior to December 15, 2010. The UAC and COA will review the types of information submitted this Fall and may provide additional guidance to the multiple and single subject programs as to best practices in submitting assessor data in future Biennial Reports.

Biennial reports due in Fall 2011 must include the data identified in 1-3 above, as well as information on 4 above, for Multiple and Single Subject teacher preparation programs.

The Biennial Report Template has been revised and is available on the website: http://www.ctc.ca.gov/educator-prep/program-accred-biennial-reports.html.

Changes in the Program Assessment Review of Standards 17-19
Each sponsor's implementation of program standards is reviewed via an in-depth document review during Program Assessment. Training all BIR members to understand the highly technical implementation requirements for each of the TPA models and of Standards 17-19 poses a significant challenge for the Commission. However, review of the program responses to these standards requires that reviewers have a deep understanding of the three approved TPA models. Therefore, the UAC suggested and the COA agreed on a modification to the review process during Program Assessment of these three TPA-focused standards.

Rather than expecting every program assessment reviewer to review all standard responses, including Standards 17-19, submitted by Multiple or Single Subject programs, a subset of BIR reviewers with particular expertise in the TPA will review the responses to Standards 17-19. Other BIR team members will focus their review of the responses to Standards 1-16. This will ensure a fair and rigorous process for the review of Standards 17-19 regardless of TPA model. It will also allow those with expertise in the variations of delivery of particular models to accurately assess whether the TPA is being implemented in accordance with the model as required by Standard 17. The *Preliminary Findings of Program Assessment* reviewers will still be confirmed through interviews and the review of other evidence by BIR members at the site visit.

To ensure that Program Assessment readers provide consistent reviews across models, institutions, and credential pathways, the TPA Users Group and the COA developed a list of guiding questions (Appendix A). These questions are not intended to replace the TPA related standards, but rather to guide Program Assessment readers to ask critical, but uniform questions of each program's response that help determine whether a program is meeting Commission adopted standards. Institutions preparing responses may also find these questions helpful as they prepare program assessment documents, but the institution's response needs to meet the language of the adopted standards.

Changes to the Site Visit Review of Standards 17-19
No substantive changes to the manner in which the site visit team reviews Standards 17-19 will take place at this time. However, the UAC suggested and the COA approved the development of additional resources to assist site visit teams in their review of Standards 17-19, including the last column of the table in Appendix A that identifies the individuals most likely to have the information necessary for reviewing the implementation of Standards 17-19 (See Appendix A). In addition, a brief synopsis of each of the three approved models for the TPA will be provided to site visit team members.

The UAC and the COA will continue to monitor the process through which TPA implementation is reviewed in the Commission's accreditation activities.

References

COA Agenda Items

- June 2010 http://www.ctc.ca.gov/educator-prep/coa-agendas/2010-06/2010-06-item-16.pdf

- Insert for June 2010 http://www.ctc.ca.gov/educator-prep/coa-agendas/2010-06/2010-06-item-16-insert.pdf

- August 2010 http://www.ctc.ca.gov/educator-prep/coa-agendas/2010-08/2010-08-item-17.pdf

Contact Information

For additional information on this topic, contact BiennialReports@ctc.ca.gov.

Appendix A

Standards 17-19
Considerations for Program Assessment and Site Visit

Adopted Standard	Program Assessment Considerations	Site Visit Considerations*
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.	1. Does the response clearly indicate that the TPA is implemented according to the Commission-approved model selected by the program? – *Hold answering this question until all other aspects of the TPA related standards have been reviewed.*
	2. Does the response clearly indicate who is responsible for the implementation of the TPA including?
	  a. Administration
	  b. Scoring
	  c. Data reporting
		Administrators (program)
		Assessment Coordinators
		Credential Analyst
		Data Analyst
		Faculty
		Lead Assessors
		Program Coordinator
		Staff
		TPA Coordinator

The program adopts a passing score standard and provides a rationale for establishing that passing standard.	3. Does the response clearly state the passing score standard adopted and the rationale for the passing score?	Administrators (program) Assessment Coordinators Faculty Program Coordinator TPA Coordinator

Site visit team must interview the individual(s) responsible for the implementation of the TPA. Possible/Likely interview subjects for each component of the standards are indicated in this document

Adopted Standard	Program Assessment Considerations	Site Visit Considerations*
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.	4. Does the response clearly indicate how the program collects and maintains program level and candidate level data? a) Individual candidate performance results b) Aggregated candidate performance results c) Assessor calibration status d) Assessor performance over time	Administrators (program) Assessment Coordinators Credential Analyst Data Analyst Program Coordinator Staff TPA Coordinator
The program documents the use of these data not only for Commission reporting and/or accreditation purposes, but also for program improvement.	5. Does the response clearly indicate how the data are being used to reflect on the program and used for program improvement?	Administrators (program) Assessment Coordinators Data Analyst Faculty Program Coordinator TPA Coordinator University Supervisors
The program assures that candidates understand the appropriate use of their performance data as well as privacy considerations relating to candidate data. 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. 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.	6. Does the response clearly indicate processes and policies relevant to the following: a) Informing candidates about appropriate use of data b) Protecting candidate privacy c) Protecting the privacy of K-12 students, school site, and school district, and other adults involved in the TPA process. d) how candidates are informed of the appropriate uses of their performance data and the privacy of candidates and candidate data? e) Does the process clearly describe the process to ensure the security of all TPA materials?	Administrators (program) Assessment Coordinator Candidates Credential Analyst Data Analyst District Based Supervisors Faculty Graduates Lead Assessors Program Coordinator TPA Coordinator University Based Field Supervisors

Site visit team must interview the individual(s) responsible for the implementation of the TPA. Possible/Likely interview subjects for each component of the standards are indicated in this document

Adopted Standard	Program Assessment Considerations	Site Visit Considerations*
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.
	1. Does the response clearly indicate how the program communicates its particular implementation strategy and requirements to the candidates including?
	
	   a) passing score standard
	
	   b) opportunities within the program to prepare for completing the TPA tasks/activities
	
	   c) that work scored is unaided candidate work
	
	   d) appropriate policies and procedures to protect privacy and confidentiality of the K-12 students, teachers, school sites, school districts, adults, and others who are involved in any components of the TPA.
		Administrators (program, and employers)
		Assessment Coordinators
		Candidates
		District Based Supervisors
		Faculty
		Graduates
		Lead Assessors
		Program Coordinator
		TPA Coordinator
		University Based Field Supervisors

Adopted Standard	Program Assessment Considerations	Site Visit Considerations*
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.	2. Does the response clearly indicate how the program provides: a) timely formative feedback to candidates? b) remedial assistance on any element of the TPA? c) How many times a candidate may retake the TPA or a portion of the TPA?	Assessment Coordinators Candidates District Based Supervisors Faculty Graduates Program Coordinator TPA Coaches/Remediation TPA Coordinator University Based Field Supervisors
The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential.	3. Does the response clearly indicate a documentation process that ensures that only those candidates who have passed the TPA are recommended for a preliminary teaching credential? (Also Common Standard 9)	Credential Analyst Data Analyst Program Coordinator TPA Coordinator
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.	4. Does the response clearly describe how the program provides formative assessment and performance information to candidates that are usable by the induction program?	Administrators (program and employers) Assessment Coordinators Candidates District Based Supervisors Faculty Graduates Induction Personnel Program Coordinator TPA Coordinator University Based Field Supervisors
* *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.*		

Adopted Standard	Program Assessment Considerations	Site Visit Considerations*
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.	1. Does the response clearly indicate the selection criteria for TPA assessors and that they document that assessors meet the selection criteria? 2. Does the response clearly indicate how the program provides the assessor training process? 3. Does the response clearly indicate how the program documents successful completion of assessor training for all assessors?	Administrators (program) Assessment Coordinators Assessors Lead Assessors Program Coordinator TPA Coordinator

Adopted Standard	Program Assessment Considerations	Site Visit Considerations*
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.	4. Does the response clearly describe the programs recalibration policies and processes including: a) how the program periodically reviews assessor performance, b) identify assessors who are in need of recalibration, and the program provides those additional training opportunities? and c) Annual recalibration for all assessors	Administrators (program) Assessment Coordinators Assessors Lead Assessors Program Coordinator TPA Coordinator
The program monitors score reliability through a double-scoring process applied to at least 15% of TPA candidate responses.	5. Does the response clearly indicate how the program monitors score reliability and a double-scoring process applied to at least 15% of candidate responses?	Administrators (program) Assessment Coordinators Assessor Lead Assessors Program Coordinator TPA Coordinator
The program establishes and maintains policies and procedures to assure the privacy of assessors as well as of information about assessor scoring reliability.	6. Does the response clearly describe the policies and procedures to assure the privacy of assessors?	Administrators (program) Assessment Coordinators Assessors Lead Assessors Program Coordinator TPA Coordinator

Site visit team must interview the individual(s) responsible for the implementation of the TPA. Possible/Likely interview subjects for each component of the standards are indicated in this document

Adopted Standard	Program Assessment Considerations	Site Visit Considerations*
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.	7. If applicable, does the response clearly describe how the program maintains the privacy of assessor materials?	Administrators (program) Assessment Coordinators Assessors Lead Assessors Program Coordinator TPA Coordinator