PROGRAM SPONSOR ALERT

Date: 3/6/14	Number: 14-04

Subject: Revised Guidance on Appropriate Candidate Assistance within the TPA Process

Summary

This notice replaces the prior Program Sponsor Alert 13-02 concerning appropriate levels of support for candidates during the Teacher Performance Assessment (TPA) process.

Background

Candidates receive a variety of support during their coursework and fieldwork to help prepare for responding to the tasks of the TPA. For example, within their coursework and key program assignments and activities, candidates receive feedback from instructors and fellow candidates. Within the field experience component of the program, candidates receive feedback from master teachers/support providers and supervisors. A methodology class could include assignments related to lesson design, and an educational psychology class could include assignments related to student assessment: both activities could help support the candidate's thinking about appropriate TPA responses. Instructors typically also provide feedback to candidates relative to the TPEs addressed within the coursework and assignments. During field experiences, candidates are trying out what they have learned and they receive feedback on their performance from the supervisor and the master teacher. These activities and experiences provide opportunities for candidates to "practice the activities of the TPA" and to synthesize their learning relative to the TPEs. Preparation for the TPA offers many collegial opportunities for candidates to share and discuss their experiences as well as to share and discuss responses to practice activities.

Although many program activities and experiences provide acceptable forms of support for candidates within the TPA process, other activities are not acceptable within a statewide assessment process that is intended to determine whether each candidate individually demonstrates mastery of the TPEs and should be recommended for a credential. This PSA clarifies what are acceptable forms of support for candidates during the TPA process and what are unacceptable forms of support.

Acceptable Forms of Support for Candidates within the TPA Process
The following provides examples of **<u>acceptable</u>** types of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics and guiding discussions about them
- Providing support documents such as advice on making good choices about what to use within the assessment responses
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Explaining scoring rubrics, and using these rubrics on assignments other than the candidate responses submitted for scoring
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support during the Assessment
The following provides examples of **<u>unacceptable</u>** types of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission
- Providing specific critique of candidate responses that indicates areas to revise or alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate TPA responses (written responses or videotape entries) on public access social media website

In addition, some programs have chosen to connect candidate TPA responses to a course grade. In this case, care must be taken to ensure that the task response scored for the TPA is submitted and scored without benefit of prior specific feedback from the course instructor.

References
Standards for Educational and Psychological Testing, the American Educational Research Association, American Psychological Association, National Council on Measurement in Education (1999)

Contact Information
The Professional Services Division provides a full list of topic- and program- specific dedicated email addresses at: http://www.ctc.ca.gov/educator-prep/PSD-contact.html.