



## Commission on Teacher Credentialing

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*Office of the Executive Director*

### MEMORANDUM

**DATE:** December 12, 2016

**TO:** Sponsors of Teaching Performance Assessments Approved for Use in California

**FROM:** Mary Vixie Sandy, Ed.D.  
Executive Director

**SUBJECT:** Process and Timeline for Aligning TPA Models to Revised Standards and Performance Expectations

The Commission on Teacher Credentialing adopted revised [Teaching Performance Assessment Design Standards](#) (ADS) in December 2015 and revised [California Teaching Performance Expectations \(TPEs\)](#) in June 2016 following a comprehensive validity study. The June 2016 [Commission agenda item](#) includes detailed information about the validity study and revisions made to the TPEs. Sponsors of currently-approved Teaching Performance Assessment (TPA) models must demonstrate alignment with the Commission's updated TPA Design Standards and TPEs by June 2018 in order to be approved for the continued use of these models in 2018-19.

This memorandum sets forth a process and timeline for TPA Model Sponsors to align currently approved TPA models with the updated Assessment Design Standards and TPEs. The process requires Model Sponsors to:

1. Review their approved TPA model in light of the revised Assessment Design Standards and indicate whether and to what extent the model will need to be updated.
2. Provide a timeline for bringing currently approved models into alignment with the revised Design Standards and TPEs. In the event that a model will undergo significant changes in order to align with the revised standards and TPEs, validity evidence must be prepared and submitted to the Commission for review by a technical advisory team prior to the model being approved by the Commission for continued use in 2018-19.
3. Provide a description of the model including where and how it will assess the revised TPEs for the 2018-19 year when standards-aligned models must be in place.

#### **Addressing the Revised Assessment Design Standards**

A transition planning document with the revised TPA Design Standards is attached to this memorandum for use by program sponsors. The document is set up to support model sponsors to review each element of the Design Standards and determine whether major, minor, or no

changes are required in order to address the revised standard. The transition planning document also asks Model Sponsors to provide a timeline for any redevelopment activity that will be necessary to bring the model into alignment.

Key changes in the TPA Design Standards that are expected to impact some if not all currently approved TPAs include:

- An expectation that all TPAs will produce valid and reliable outcomes for candidates and for programs, and for use by the Commission;
- An expectation that model sponsors will continue to support programs in implementing a local scoring process that produces valid and reliable outcomes;
- A requirement that candidates receive their scores within three weeks of submitting their assessment for scoring;
- An expectation that both tasks and rubrics have a subject-specific focus as well as a focus on teaching English learners, students with disabilities placed in the general education classroom, and students from other traditionally underserved education groups;
- A requirement that the multiple subjects form of all TPAs assess both literacy and mathematics;
- An expectation that TPA scores provided to candidates and programs relate to the TPE domains and/or specific scoring rubrics; and
- Expectations for reporting annually to the Commission on the programs served by the model sponsor, and candidate performance in the aggregate by program and institution.

### **Addressing the Revised Teaching Performance Expectations**

As required by the TPA Design Standards, Model Sponsors must ensure that their TPA models assess the revised TPEs. In analyzing current models against the new design standards, particularly standards 1(a), 1(b) and 1(c), Model Sponsors will need to indicate where in the TPA tasks and rubrics the TPEs are assessed and scored. Model Sponsors are expected to provide a description of the design and structure of the model TPA with any modifications made to address the revised TPEs and Design Standards. Key revisions in the TPEs that may impact some, if not all, currently approved TPAs include (partial list):

- Increased emphasis on candidate ability to work effectively with special needs students in the general education classroom, including implementing approaches such as Universal Design principles, Multi-Tiered System of Supports, and co-teaching;
- Use of technologies to enhance instruction;
- Integration of visual and performing arts within and across content areas to support teaching and learning;
- Use of classroom management strategies that support social and emotional learning;
- Close alignment with the California Standards for the Teaching Profession (CSTP); and
- Development of K-12 students' critical, creative, and analytic thinking required for students to be college and career ready.



## Equating TPA Models

The Commission will be launching an equating study beginning in 2017-18 that will examine all approved TPA models after they are updated to determine how to equate scores across models.

### Timelines

By March 15, 2017: Model sponsors complete and submit to the Commission a Transition Plan and Timeline identifying anticipated changes to the approved TPA model, supporting material, and administration procedures. A follow up call with Commission staff will be scheduled to discuss the transition plan.

By March 1, 2018: Model sponsors provide a description of their updated TPA system, including an explanation of assessment tasks and rubrics, demonstrating where and how the revised TPEs are assessed. Any changes in the way the model sponsor addresses and implements the TPA Design Standards must also be described and documented by this date.

By May 31, 2018: If major changes will be made to the TPA system, the model sponsor must provide validity data prior to being reapproved by the Commission for ongoing use in California. As called for in the TPA Design Standards, the validity data must include the results of field testing, a standard setting study, and a proposed recommended passing standard. In order to be reviewed and approved by the Commission for continued use in 2018-19, a final report on redesign and validation efforts must be submitted to the Commission by May 31, 2018.

Fall 2018: Currently approved TPA models are no longer approved. Only TPAs that meet the revised Assessment Design Standards and assess the revised TPEs will be approved by the Commission for continued operation.

### Contact Information

All required materials and any questions regarding the process and timeline for bringing currently approved TPA models into alignment with the TPA Design Standards and revised TPEs may be directed to Amy Reising, Director of Performance Assessment Development, at [areising@ctc.ca.gov](mailto:areising@ctc.ca.gov).





**Transition Plan for Sponsors of Teaching Performance Assessment Models to  
Align TPA Models with the Revised Assessment Design Standards and  
Teaching Performance Expectations**

(Word version available [here](#))

**1. Describe who will be involved in reviewing the revised Teaching Performance Assessment (TPA) Design Standards and analyzing the currently approved TPA Model to identify what will need to be modified.** *Include names and title/roles of the team that will be involved in this process.*

TPA Transition Team Member	Title/Role

**2. Identification of Key TPA features (tasks, rubrics, scoring procedures, etc.) that will need to be modified to ensure that the model will meet the revised Assessment Design Standards** *The team described in question 1 of this transition plan should review all assessment design standards to identify needed changes in the TPA model. The Commission is not asking that those changes be outlined in this document, however the team should identify a timeline for implementing the needed changes. Please check (x) the appropriate boxes and determine the implementation dates. All changes in the TPA model need to be fully implemented by June 2018 in order for the TPA model to be approved by the Commission for continued operation in 2018-19.*

**Major Revisions:** *Revisions that require significant changes to or restructuring of the TPA system. TPA model may need to undergo field testing and standard setting prior to CTC approval and implementation.*

**Minor Revisions:** *Revisions that include some limited restructuring of the TPA system, editing language or adjusting materials and/or processes. TPA model may not require additional field testing and standard setting.*

**No Changes:** *This is already a component of the existing TPA system. No changes would need to be made to processes, structure, materials, or training of personnel.*

Assessment Design Standard 1: Assessment Designed for Validity and Fairness	TPA Model Will Need			Brief Summary of Changes	Anticipated Date of Completion (month/year)
	Major Revisions	Minor Revisions	No changes		
The sponsor* of a teaching performance assessment seeking approval for use in California (model sponsor) designs a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks and multi-level scoring scales are linked to and assess California’s Teaching Performance Expectations (TPEs). The model sponsor clearly describes the uses for which the assessment has been validated (i.e., to serve as a determination of a candidate’s status with respect to the TPEs and to provide an indication of preparation program quality and effectiveness), anticipates its potential misuses, and identifies appropriate uses consistent with the assessment’s validation process. The model sponsor maximizes the fairness of the assessment design for all groups of candidates in the program. A passing standard is recommended by the model sponsor based on a standard setting study where educators have made a professional judgment about an appropriate performance standard for beginning teachers to meet prior to licensure.					



Assessment Design Standard 1: Assessment Designed for Validity and Fairness	TPA Model Will Need			Brief Summary of Changes	Anticipated Date of Completion (month/year)
	Major Revisions	Minor Revisions	No changes		
1(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 rubrics that are clearly related to the TPEs that the task measures. Each task and its associated rubrics measure two or more TPEs. Collectively, the tasks and rubrics in the assessment address key aspects of the six major domains of the TPEs. The sponsor of the performance assessment documents the relationships between TPEs, tasks and rubrics.					
1(b) The TPA model sponsor must include a focus on content-specific pedagogy within the design of the TPA tasks and scoring scales to assess the candidate's ability to effectively teach the content area(s) authorized by the credential.					
1(c) Consistent with the language of the TPEs, the model sponsor defines scoring rubrics so candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different content-specific pedagogical practices that support implementation of the TK-12 content standards and curriculum frameworks. The model sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use a wide range of pedagogical practices that are educationally effective and builds scoring protocols to take these variations into account.					
1(d) The model sponsor must include within the design of the TPA candidate tasks a focus on addressing the teaching of English learners, all underserved education groups or groups that need to be served differently, and students with special needs in the general education classroom to adequately assess the candidate's ability to effectively teach all students.					
1(e) For Multiple Subject candidates, the model sponsor must include assessments of the core content areas of at least Literacy and Mathematics. Programs use local program performance assessments for History/Social Science and Science if not already included as part of the TPA.					



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1(f) The model sponsor must include a focus on classroom teaching performance within the TPA, including a video of the candidate’s classroom teaching performance with candidate commentary describing the lesson plan and rationale for teaching decisions shown and evidence of the effect of that teaching on student learning.					
1 (g) The TPA model sponsor must provide materials appropriate for use by programs in helping faculty become familiar with the design of the TPA model, the candidate tasks and the scoring rubrics so that faculty can effectively assist candidates to prepare for the assessment. The TPA model sponsor must also provide candidate materials to assist candidates in understanding the nature of the assessment, the specific assessment tasks, the scoring rubrics, submission processes and scoring processes.					
1(h) The model sponsor develops scoring rubrics 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 or any other bias that are not likely to affect job effectiveness and/or student learning.					
1(i) The model sponsor provides a clear statement acknowledging the intended uses of the assessment. The statement demonstrates the model sponsor’s clear understanding of the implications of the assessment for candidates, preparation programs, the public schools, and TK-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the pedagogical competence of candidates for Preliminary Teaching Credentials in California and as information useful for determining program quality and effectiveness.					
1(j) The model sponsor completes content review and editing procedures to ensure that pedagogical assessment tasks and directions to candidates are					



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culturally and linguistically sensitive, fair and appropriate for candidates from diverse backgrounds.					
1(k) The model sponsor completes initial and periodic basic psychometric analyses to identify pedagogical assessment tasks and/or scoring rubrics that show differential effects in relation to candidates’ race, ethnicity, language, gender or disability. When group pass-rate differences are found, the model sponsor investigates the potential sources of differential performance and seeks to eliminate construct-irrelevant sources of variance.					
1(l) In designing assessment administration procedures, the model sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities or learning needs.					
1(m) In the course of determining a passing standard, the model sponsor secures and reflects on the considered judgments of teachers, supervisors of teachers, 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 model sponsor periodically reviews the reasonableness of the scoring scales and established passing standard, when and as directed by the Commission.					
1(n) To preserve the validity and fairness of the assessment over time, the model sponsor may need to develop and field test new pedagogical assessment tasks and multi-level scoring rubrics to replace or strengthen prior ones. Initially and periodically, the model sponsor analyzes the assessment tasks and scoring rubrics to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs, and serve as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California’s TK-12 public schools. The model sponsor documents the basis and results of each analysis, and modifies the tasks and rubrics as needed.					





Assessment Design Standard 1: Assessment Designed for Validity and Fairness	TPA Model Will Need			Brief Summary of Changes	Anticipated Date of Completion (month/year)
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1(o) The model sponsor must make all TPA materials available to the Commission upon request for review and approval, including materials that are proprietary to the model sponsor. The Commission will maintain the confidentiality of all materials designated as proprietary by the model sponsor.					
1(p) Consistent with the language of the TPEs, the model sponsor defines scoring rubrics so candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different content-specific pedagogical practices that support implementation of the TK-12 content standards and curriculum frameworks. The model sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use a wide range of pedagogical practices that are educationally effective and builds scoring protocols to take these variations into account.					

Assessment Design Standard 2: Assessment Designed for Reliability and Fairness	TPA Model Will Need			Brief Summary of Changes	Anticipated Date of Completion (month/year)
	Major Revisions	Minor Revisions	No Changes		
The sponsor of the performance assessment 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 a valid basis to judge the candidate’s general pedagogical competence for a Preliminary Teaching Credential. The model sponsor carefully monitors assessment development to ensure consistency with this stated purpose of the assessment. The Teaching Performance Assessment includes a comprehensive program to train, calibrate and maintain assessor calibration over time. The model sponsor periodically evaluates the assessment system to ensure equitable treatment of candidates. The assessment system and its implementation contribute to local and statewide consistency in the assessment of teaching competence.					



Assessment Design Standard 2: Assessment Designed for Reliability and Fairness	TPA Model Will Need			Brief Summary of Changes	Anticipated Date of Completion (month/year)
	Major Revisions	Minor Revisions	No Changes		
2(a) In relation to the key aspects of the major domains of the TPEs, the pedagogical assessment tasks, rubrics, and the associated directions to candidates are designed to yield enough valid evidence for an overall judgment of each candidate’s pedagogical qualifications for a Preliminary Teaching Credential as one part of the requirements for the credential.					
2(b) Pedagogical assessment tasks and scoring rubrics are extensively field tested in practice before being used operationally in the Teaching Performance Assessment. The model sponsor evaluates the field test results thoroughly and documents the field test design, participation, methods, results and interpretation.					
2(c) The Teaching Performance Assessment system includes a comprehensive process to select and train assessors who score candidate responses to the pedagogical assessment tasks. An assessor training program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the TPEs, the pedagogical assessment tasks and the multi-level scoring rubrics. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy and calibration in relation to the scoring rubrics associated with the task. The model sponsor establishes selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to appropriate pedagogical expertise in the content areas assessed within the TPA. The model sponsor selects assessors who meet the established selection criteria and uses only assessors who successfully calibrate during the required TPA model assessor training sequence. When new pedagogical tasks and scoring rubrics are incorporated into the assessment, the model sponsor provides additional training to the assessors, as needed.					
2(d) In conjunction with the provisions of the applicable Teacher Preparation Program Standards relating to the Teaching Performance Assessment, the model 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					



Assessment Design Standard 2: Assessment Designed for Reliability and Fairness	TPA Model Will Need			Brief Summary of Changes	Anticipated Date of Completion (month/year)
	Major Revisions	Minor Revisions	No Changes		
training as needed.					
2(e) The model sponsor provides a consistent scoring process for all programs using that model, including programs using a local scoring option provided by the model sponsor. The scoring process conducted by the model sponsor to assure the reliability and validity of candidate outcomes on the assessment may include, for example, regular auditing, selective back reading, and double scoring of candidate responses near the cut score by the qualified, calibrated scorers trained by the model sponsor. All approved models must include a local scoring option in which the assessors of candidate responses are program faculty and/or other individuals identified by the program who meet the model sponsor’s assessor selection criteria. These local assessors are trained and calibrated by the model sponsor, and whose scoring work is facilitated and their scoring results are facilitated and reviewed by the model sponsor. The model sponsor provides a detailed plan for establishing and maintaining scorer accuracy and inter-rater reliability during field testing and operational administration of the assessment. The model 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. The model sponsor must provide an annual audit process that documents that local scoring outcomes are consistent and reliable within the model for candidates across the range of programs using local scoring, and informs the Commission where inconsistencies in local scoring outcomes are identified. If inconsistencies are identified, the sponsor must provide a plan to the CTC for how it will address and resolve the scoring inconsistencies both for the current scoring results and for future scoring of the TPA.					
2(f) The model sponsor’s assessment design includes a clear and easy to implement 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, if the program is using centralized scoring provided by the model sponsor. If the program is implementing a local scoring option, the program must provide an appeal process as described above for candidates who do not pass the assessment.					



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Model sponsors must document that all candidate appeals granted a second scoring are scored by a new assessor unfamiliar with the candidate or the candidate’s response.					
2(g) The model sponsor conducting scoring for the program provides results on the TPA to the individual candidate based on performance relative to TPE domains and/or to the specific scoring rubrics within a maximum of three weeks following candidate submission of completed TPA responses. The model sponsor provides results to programs based on both individual and aggregated data relating to candidate performance relative to the rubrics and/or domains of the TPEs. The model sponsor also follows the timelines established with programs using a local scoring option for providing scoring results.					
2(h) The model sponsor provides program level aggregate results to the Commission, in a manner, format and time frame specified by the Commission, as one means of assessing program quality. It is expected that these results will be used within the Commission’s ongoing accreditation system.					

Assessment Design Standard 3: TPA Model Sponsor Support Responsibilities	TPA Model Will Need			Brief Summary of Changes	Anticipated Date of Completion (month/year)
	Major Revisions	Minor Revisions	No Changes		
The sponsor of the performance assessment provides technical support to teacher preparation programs using that model concerning fidelity of implementation of the model as designed. The model sponsor is responsible for conducting and/or moderating scoring for all programs, as applicable, within a national scorer approach and/or the local scoring option. The model sponsor has ongoing responsibilities to interact with the Commission, to provide candidate and program outcomes data as requested and specified by the Commission, and to maintain the currency of the model over time.					



Assessment Design Standard 3: TPA Model Sponsor Support Responsibilities	TPA Model Will Need			Brief Summary of Changes	Anticipated Date of Completion (month/year)
	Major Revisions	Minor Revisions	No Changes		
3(a) The model sponsor provides technical assistance to programs implementing the model to support fidelity of implementation of the model as designed. Clear implementation procedures and materials such as a candidate and a program handbook are provided by the model sponsor to programs using the model.					
3(b) A model sponsor conducting scoring for programs is responsible for providing TPA outcomes data at the candidate and program level to the program within three weeks and to the Commission, as specified by the Commission. The model sponsor supervising/moderating local program scoring oversees data collection, data review with programs, and reporting.					
3(c) The model sponsor is responsible for submitting at minimum an annual report to the Commission describing, among other data points, the programs served by the model, the number of candidate submissions scored, the date(s) when responses were received for scoring, the date(s) when the results of the scoring were provided to the preparation programs, the number of candidate appeals, first time passing rates, candidate completion passing rates, and other operational details as specified by the Commission.					
3(d) The model sponsor is responsible for maintaining the currency of the TPA model, including making appropriate changes to the assessment tasks and/or to the scoring rubrics and associated program, candidate, and scoring materials, as directed by the Commission when necessitated by changes in TK-12 standards and/or in teacher preparation standards.					
3(e) The model sponsor must define the retake policies for candidates who fail one or more parts of the TPA which preserve the reliability and validity of the assessment results. The retake policies must include whether the task(s) on which the candidate was not successful must be retaken in whole or in part, with appropriate guidance for programs and candidates about which task and/or task components must be resubmitted for scoring by a second assessor and what the resubmitted response must include.					



**3. Authorized Signatures**

A. Contact Information for the TPA Model Sponsor

Contact Name/Title \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

B. Authorized Signature for Transmittal of the Transition Plan

*I hereby signify my approval to transmit this transition plan to the California Commission on Teacher Credentialing.*

\_\_\_\_\_  
Authorized Representative of the TPA Model Sponsor

**The Transition Plan for updating TPA models must be submitted by March 1, 2017 to the Director of Performance Assessment Development, at [areising@ctc.ca.gov](mailto:areising@ctc.ca.gov).**

