TPA Stakeholder Forum

Friday, May 16, 2014
10:00 am - 2:30 pm

10:00 Welcome and Set the Context for the Day
- Objectives of the Stakeholder Forum
- Review of Recent Agenda Items and Commission policy direction relative to the TPA

10:30-2:00 Discussion of TPA Current Status and Stakeholder Suggestions for Commission Consideration (45 minute lunch break included during this time frame)

A – Increasing Scoring Consistency and Reliability (*Whole Group)*
1. What are the benefits and drawbacks of these potential solutions?
2. Who should be responsible for standing behind the scoring of the TPA? Why?
3. What suggestions do you have for the Commission concerning increasing the consistency and reliability of TPA scoring?

B – Responsibilities of Model Owners *(Whole Group)*
4. What type(s) of support should model developers be providing to user programs?
5. Should support services to user programs by model developers be addressed in Commission standards?
6. What should the ongoing relationship be between models owners and the Commission?

C - Program Standards Requirements vs. What Is Assessed on the TPA *(Whole Group)*
7. What is the appropriate balance in the Commission's standards and accreditation system between program inputs and candidate performance measures?
8. What should be assessed only within the preparation program and what should be assessed only on the TPA in order to reduce assessment redundancy for candidates and programs?

C1. Addressing All Learners within the Assessment *(Small Group Discussion)*
9. To what extent, and how, should a Commission-approved TPA model include a focus on teaching English learner students in the general education classroom?
10. To what extent, and how, should a Commission-approved TPA model include a focus on teaching Special Education students and/or students with other special needs in the general education classroom?

OR

C2. Addressing Core Content Areas for Multiple Subject Candidates *(Small Group Discussion)*
11. What content areas should be addressed in all TPA models used for Multiple Subject credential candidates?
12. How much variation in approach (scope and method of assessment) can be accommodated while maintaining equitable assessment conditions for candidates?

D: Who Should Score the TPA, and Faculty Involvement in the TPA Process *(Whole Group Discussion)*

13. Should the Commission require that all TPA scorers must be California educators, regardless of TPA model (i.e., both state and national models)? Why? Should the Commission allow some percentage of scoring to be done nationally? Why?

14. How can faculty engagement in working with TPA data be maintained? Should faculty engagement with TPA data be addressed in Commission standards?

E - Moving to "TPA 2.0" *(Small Group Discussions)*

a) Should the Commission have a policy for all models regarding how many times a candidate may retake the assessment if the candidate is unsuccessful?

b) Should the Commission have a policy for all models regarding whether a candidate who passes the assessment may retake the assessment for the sole purpose of obtaining a higher score?

c) Should the Commission require that the model owners provide a clear statement of the appropriate/inappropriate use of the TPA itself and of candidate results on the assessment?

d) Should the Commission require model owners to relook at and address redundancy within the assessment in what candidates are required to produce across tasks/activities?

e) Should the Commission require model owners to conduct an equating study to demonstrate that their model is equivalent to the Commission's model?

f) Should the Commission require all models to demonstrate how they address the Common Core State Standards and the Next Generation Science Standards within the assessment?

g) Should the Commission specify the period of validity of TPA scores are being permanent, similar to CBEST scores?

h) Candidates holding a valid California teaching credential who add another content area are required to complete a 3-unit pedagogy course in that content area. Should they be required to also complete a TPA in that content area?

i) Should the Commission require some type of balance in the design of an approved TPA model concerning how a candidate must demonstrate knowledge, skills, and abilities in terms of writing, video, student work analysis, and the like, or should model owners be able to structure the assessment as they see fit?

Concluding Activity and Final Debrief: Small Group Work
Taking into account the range of the day's discussions, please talk in small groups about what changes you think would be needed to Program Standards 17, 18, and 19, concerning program responsibilities for implementing the TPA in order to move the TPA forward to TPA 2.0.

2:30 Adjourn