6B

Information

Professional Services Committee

Update on the Implementation of the Teaching Performance Assessment Requirement

Executive Summary: This agenda item presents an update on the implementation of the Teaching Performance Assessment.

Policy Question: This agenda item raises several issues for Commission review and direction. What are the Commission's priorities for additional agenda items addressing those issues?

Recommended Action: For information only

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

♦ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

Update on the Implementation of the Teaching Performance Assessment Requirement

Introduction
This agenda item presents background information on the history of the teaching performance assessment requirement in California, an overview of the three Commission-approved Teaching Performance Assessment (TPA) models, a summary of the implementation to date of the TPA, information on TPA data collection and reports on candidate outcomes on the assessment and an overview of current and future issues relating to the implementation of the teaching performance assessment. At the conclusion of this section of the agenda item nine policy issues are summarized for the Commission's prioritization and direction for future work.

Background
As of July 2008, California statute (Education Code §44320.2) requires all candidates for a preliminary Multiple and Single Subject Teaching Credential to pass an assessment of their teaching performance with K-12 public school students as part of the requirements for earning a preliminary teaching credential. Between 2003 and 2008, several teaching performance assessment models had been developed and were being implemented on a voluntary basis by individual teacher preparation programs.

Assessment of Teaching Performance
The assessment of teaching performance is designed to measure the candidate's knowledge, skills and abilities in relation to California's *Teaching Performance Expectations* (TPEs) (Appendix A). The TPEs define the set of knowledge, skills, and abilities California expects of beginning teachers, and are based on and aligned with the *California Standards for the Teaching Profession* (CSTP), which defines the set of knowledge, skills, and abilities California expects of experienced teachers.

Within a teaching performance assessment, candidates must demonstrate their ability to appropriately instruct all K-12 students in California's adopted student academic content standards, to reflect on that instruction, and to use student outcomes and other assessment information effectively for planning subsequent instruction. Building on the work in California, the American Association of Colleges of Teacher Education (AACTE) and Stanford University have formed a partnership to develop a national teaching performance assessment. The Teacher Performance Assessment Consortium (TPAC) is a 25-state initiative involving over 100 teacher preparation programs.

Models of the Teaching Performance Assessment
To date, the Commission has approved three TPA models: the California Teaching Performance Assessment (CalTPA), developed for the Commission by Educational Testing Service; the Fresno Assessment of Student Teachers (FAST), which is CSU Fresno's model, and the Performance Assessment for California Teachers (PACT), which is a model developed by a collaborative of private and public institutions including Stanford University, the University of

California, and individuals from the California State University. All three models evaluate beginning teacher competence in relation to California's TPEs.

Each of the three approved teaching performance assessment models requires a candidate to complete defined tasks relating to subject-specific pedagogy, designing and implementing instruction and student assessment, and includes a culminating teaching experience or event. When taken as a whole, teaching performance assessment tasks/activities measure the TPEs multiple times. Candidate performances are scored by trained assessors against one or more rubrics that describe levels of performance relative to each task/activity. Each model must also meet and maintain specified standards of assessment reliability, validity, and fairness to candidates (Teacher Preparation Program Standards 17-19). All candidates who began a Commission-approved multiple and single subject teacher preparation program on or after July 1, 2008 must satisfy the teaching performance assessment requirement prior to recommendation for a preliminary teaching credential.

TPA implementation takes place at the local teacher preparation program level. Program sponsors must implement the selected model as that model was designed and validated by the model's developer. Program sponsors may choose to implement either the CalTPA or the PACT. The use of FAST has been restricted, by request of the developer institution, for use by CSU Fresno only. Programs are responsible for:

- orientation of candidates to the TPA
- advice and assistance to candidates during the TPA process
- identification and training of qualified assessors of candidate performance
- assuring that candidate performance is assessed by trained and calibrated assessors in a manner that is fair and reliable
- providing TPA performance data to candidates
- maintaining candidate, assessor, and outcomes data
- using TPA-related data both for program improvement purposes and as one basis for the recommendation of a candidate for a credential

Additional information about each model follows.

The California Teaching Performance Assessment (CalTPA)
http://www.ctc.ca.gov/educator-prep/TPA.html

The California Teaching Performance Assessment (CalTPA) is the Commission-developed teaching performance assessment model. The development was assisted by the Commission's contractor, Educational Testing Service (ETS). The CalTPA consists of four interrelated tasks that increase in complexity: *Subject-Specific Pedagogy; Designing Instruction; Assessing Learning:* and *Culminating Teaching Experience.* Each of the four tasks measures multiple TPEs within the single task; taken as a whole, the CalTPA measures each TPE several times. Candidates must provide a 20 minute unedited video of their teaching with an actual class of K-12 students as part of the *Culminating Teaching Experience* task. In addition to the lesson plan and video clip, candidates provide significant textual response reflecting on the lesson.

Each CalTPA task measures the *Teaching Performance Expectations* in multiple ways. In the first task, *Subject-Specific Pedagogy*, the candidate responds to case studies where all of the

information needed for the candidate response is provided in a scenario. In the second task, *Designing Instruction*, candidates plan instruction but are not required to actually teach the planned lesson. The third and fourth tasks, *Assessing Learning* and *Culminating Teaching Experience*, require that the candidate be in a field experience setting where he or she is teaching actual K-12 students either as a student teacher or as an intern. Each task contains explicit prompts and/or questions to which the candidate responds. Within each task, the prompts are organized into steps to scaffold the responses. In each task the candidate is required to focus on the class as a whole as well as on two particular students, one an English learner, the other a student with special needs or, depending on the task, a student who presents a different instructional challenge.

The Fresno Assessment of Student Teachers (FAST)
http://www.ctc.ca.gov/educator-prep/TPA-files/FAST-flyer.pdf
The Fresno Assessment of Student Teachers (FAST) is only approved for use by CSU Fresno, at the request of the university. The FAST system evaluates candidates based on four tasks. The *Comprehensive Lesson Plan Project* and *Site Visitation Project* are completed during candidates' initial student teaching placements. Then, the *Teaching Sample Project* and the *Holistic Proficiency Project* are completed during final student teaching or internship. FAST uses classroom observations by the assessor rather than requiring candidates to submit a video of their classroom teaching.

The Performance Assessment for California Teachers (PACT)
http://www.pacttpa.org
The Performance Assessment for California Teachers (PACT) was developed by a consortium of institutions including Stanford University, the University of California, and the California State University. The design of the PACT assessment focuses on two assessment strategies: (1) the formative assessment of prospective teachers through "Embedded Signature Assessments" (ESAs) that occur throughout the teacher preparation sequence, and (2) the formative and summative assessment of prospective teachers through the "Teaching Event" that takes place during student teaching. The PACT scoring system is based on a series of scoring rubrics for the Teaching Event that are specifically developed for each of the content areas, and the scoring system includes formal training, calibration, and recalibration of assessors. The ESAs represent course-embedded assignments that are considered to measure key competencies. Within the PACT system, therefore, before candidates complete the Teaching Event, they have already received a great deal of ongoing support and formative feedback on the teaching competencies that are measured in the Teaching Event. The Teaching Event is both a formative and summative instrument. It was designed for use in making a summative decision about recommending a candidate for a Preliminary California Teaching Credential as well as to be diagnostic to support candidate growth and program improvement. The Teaching Event also requires candidates to provide videos of their performance with K-12 students and written analyses.

Common Characteristics of All Three TPA Models
All three of the Commission-approved teaching performance assessment models share the following characteristics:
- evaluate candidate competence in relation to California's *Teaching Performance Expectations*

- require candidates to perform specified tasks/activities to demonstrate their ability to provide appropriate, effective instruction for all California K-12 public school students
- include a focus on English learner students and students with special needs
- use a rubric-based score of 1-4 (different models may require different minimum score levels)
- require candidate orientation and practice in the TPA tasks/activities
- embed tasks within the teacher preparation program sequence
- provide assessor training, calibration and recalibration
- scored by trained assessors who must maintain their calibration status
- require double scoring of a minimum of 15% to maintain scoring reliability
- provide feedback to candidates
- provide opportunities for candidates to retake a task, if needed
- provide candidate information useful for induction
- provide information for program improvement

Key Differences among the Three TPA Models

Although all three models measure candidate performance against the TPEs, there are some key differences in the structure of each of the three models.

- The CalTPA and FAST models each ask candidates to complete four tasks. Each task is scored on a 4 point rubric. The tasks are completed across the preparation program and feedback from early tasks can be used in a formative manner.
- Although the three models each use a four point rubric, the rubrics differ in terms of how the TPEs are addressed, measured, and reported.
- The PACT model is scored as a compilation of eleven rubrics. The embedded signature assignments (ESAs) differ across programs. The teaching event is usually completed near the end of the preparation program. The PACT rubrics provide readily available diagnostic information to the program.
- The CalTPA and PACT models each require candidates to complete a video component. The FAST model does not require a candidate to submit a video of the individual teaching but the candidate is observed in person by a trained assessor.
- The method of deciding if an individual has passed the assessment varies across the models. The CalTPA and FAST models each utilize an overall passing score candidates need to meet. Passing status for the PACT models is based on decision rules based on performance on each of the 11 rubrics with no total or overall score given.
- The CalTPA score is a single score for each of the four tasks. The four scores are reviewed within a compensatory model to determine if a candidate has met the overall passing standard. The four tasks are designed to be completed across the span of the credential program.

Technical Assistance and Support for TPA Implementation

A. TPA Users Advisory Committee

The TPA Users Advisory Committee (UAC) was established by the Executive Director in 2009. Prior to that time, the TPA Implementation Task Force operated as a steering committee with broad stakeholder representation to help guide the initial statewide implementation of the TPA

and to inform the larger public such as school board members, parents, school administrators, and the general public about the TPA. Once the TPA was fully implemented, however, this committee was reconstituted as the TPA Users Advisory Committee, and the membership (Appendix B) was refocused to include representation of institutions implementing the TPA and measurement/assessment experts working with each of the three approved TPA models. The UAC discusses common issues relating to TPA implementation, including policy issues. The UAC is advisory in nature, both to the executive director and to the Commission. Information from UAC meetings is available at: http://www.ctc.ca.gov/educator-prep/TPA-UAC.html. The original charge to this group is provided in Appendix G.

The purpose of the TPA Users Advisory Committee is twofold: a) to help assure smooth statewide implementation of the TPA requirement inclusive of all models of the TPA being used; and b) to provide a forum for users' group representatives and Commission staff to collaborate with the field on issues vital to developing, understanding and using the TPA. Some of the issues taken up by this group have included:

- data reporting procedures; identifying, selecting, and developing TPA-related information questions
- selecting data elements and processes for data collection
- suggesting guidelines for maintaining examination and assessor validity and reliability and for monitoring model reliability
- reviewing cross-model TPA implementation issues including the double scoring requirement, appeals processes, and retake issues
- interfacing with K-12, including induction linkages

From time to time the group reports on its work, as well as on major issues, to inform the Commission and the general public on this unique licensure requirement.

B. CalTPA Steering Committee
The CalTPA Steering Committee was established to provide guidance and technical assistance to local program sponsors regarding the implementation of the state-developed model, and to make policy recommendations as appropriate relating to the model. The membership of the CalTPA Steering Committee (Appendix C) includes representatives from user institutions along with psychometricians. Meeting minutes are available from the CalTPA web page: http://www.ctc.ca.gov/educator-prep/TPA-California.html. The original charge to this group is provided in Appendix H.

Recent agenda items discussed by the CalTPA Steering Committee have included:
- Replacement of CalTPA Benchmark and Independent Score Cases
- Contact network for CalTPA Coordinators
- Next Steps for CalTPA
- TPA data collection
- Annual CalTPA Coordinators Conferences (March 2009, March 2010 and April 2011) Next Conference scheduled for May 2012
- CalTPA online support
- Updating permission form process for K-12 student work and videos

- Creating a system for collecting and disseminating double scored tasks for CalTPA Assessor recalibration
- Clarifying guidance and feedback to candidates who are not successful on a given task with respect to remediation
- Need for letter to IHEs and School districts to insure proper placement of Teacher Candidates in classrooms with indentified EL and Special need K-12 students.
- Need to continue with CTC sponsored assessor and lead assessor training in both northern and southern California
- Integration of the TPA into the Accreditation process

Updates from the Three Commission-Approved TPA Models

A. CalTPA
Since the most recent update to the Commission concerning TPA data collection (http://www.ctc.ca.gov/commission/agendas/2011-01/2011-01-2D.pdf) and concerning TPA implementation (http://www.ctc.ca.gov/commission/agendas/2009-12/2009-12-3C.pdf), the CalTPA Steering Committee and Commission staff have made the following improvements:
- A CalTPA Implementation Manual was developed
- The CalTPA Candidate Handbook was updated
- An Online initial and recalibration resource center was implemented
- CalTPA Recalibration tasks are replaced every 6 months
- All single subject Subject-Specific Pedagogy tasks were built out
- New initial calibration was held for Benchmark and Independent Scoring Cases (used for training assessors)
- New CalTPA Initial calibration training materials were developed
- Commission TPA and CalTPA website is continually updated
- UAC and CalTPA Steering Committee were established and meet quarterly

Local program costs for scoring remain an issue for programs. This issue is discussed more fully later in this agenda item.

B. FAST
CSU Fresno (FAST) provided the following update regarding recent activities:
- CTC recommendations integrated into FAST Manual 1.2 (written statement that student responses to the FAST tasks represent the student's own work)
- Electronic version of FAST Manual accessible to students via TaskStream, an electronic data management system
- Assessment tasks and rubrics updated
- Scorer training materials updated into modules
- Annual calibration tasks updated; one offered on-line, others to follow
- FAST data triangulated with Chancellor's Office data to provide more accurate information for program improvement

C. PACT
The PACT Consortium provided the following update regarding recent activities:

PACT Consortium
1. The Teacher Residency Program at University of San Francisco is completing PACT to meet certification requirements. The University of San Francisco joined the PACT consortium in 2010

Candidate handbook, and calibration materials updated
2. A handbook and rubrics were added in the following content area: Business
3. Minor updates have been made to candidate handbooks and rubrics for other credential areas
4. Changes that were made across all handbooks/rubrics include: Rubric 8 (Feedback) and Rubrics 11 and 12 (Academic Language)

Calibration
5. Calibration is done annually online for trainers

Online Training of Trainers
6. An online system was created and implemented for experienced scorers to become trainers

Implementation Conference
7. The Implementation conference has been held every year since 2008
8. In 2010 and 2011, the conference was held in Southern California at the University of San Diego

Local program scoring costs remains an issue for PACT as well as for CalTPA.

TPA and Accreditation
Accreditation is the Commission's avenue for assessing program implementation of its educator preparation standards. Since the TPA requirement is addressed within the Multiple and Single Subject program standards, the Commission's review of program implementation of the TPA occurs within the accreditation review process. Within that process, program documentation as well as onsite accreditation visits assure the Commission that programs are meeting the Commission's standards relating to the TPA by implementing the selected model in accordance with its design, including assuring the reliability of the assessment scoring by the program's trained assessors. However, understanding the complexities of the three distinct TPA models as well as the psychometric principles relating to assessor training and scoring validity requires accreditation staff with appropriate background and experience in the TPA. Therefore, in order to provide expert review of information submitted by program sponsors relating to the implementation of the TPA within the ongoing accreditation process, a cadre of TPA experts has been identified to assist the work of the accreditation unit in reviewing documents relating to TPA implementation. Appendix D provides the Program Sponsor Alert (10-17) containing details regarding this process and the relationship of TPA to accreditation.

Data Collection
Under the Education Code, the Commission has several responsibilities with respect to data collection and analysis relative to TPA results. Section 44320.2 requires the following with

respect to collection and analysis of candidate scores and background information for teaching performance assessments:

> 44320.2 (d) Subject to the availability of funds in the annual Budget Act, the commission shall perform all of the following duties with respect to the performance assessment:
>
> (7) Collect and analyze background information provided by candidates who participate in the performance assessment, and report and interpret the individual and aggregated results of the assessment.

This seemingly simple requirement is actually extraordinarily complex to implement, however, given that

> (a) there is an inherent difficulty in collecting and analyzing data within a system whose statutory data model reflects centralized administration and scoring (such as that done by a contractor, for example, similar to the Commission's other examination programs) but which is in practice locally administered and locally scored across a wide variety of programs, approaches, and contexts. This situation results in data submissions by programs for which the Commission has little to no control as to the quality of the data, the completeness and timeliness of the data, and the accuracy of the data.
>
> (b) there are three distinctly different TPA models, each with different scoring rubrics and different scoring approaches, and minimum score or other requirements identified for successful completion of the assessment.
>
> (c) because each TPA is locally administered and scored and each individual program sponsor is responsible for submitting its own TPA data, Commission staff must interact with each preparation program individually to assist with data collection processes, contacting the sponsor to determine when data will be provided and what to do about missing data, and to provide other data-related technical assistance as needed for purposes of the data collection and submission.

The TPA UAC spent considerable time discussing the TPA data requirement, from the point of view of both statutory requirements and programmatically-useful data analysis and reporting. The psychometricians on the UAC advised staff that there was no psychometrically valid way to combine these disparate data in any meaningful way. However, the UAC did try to define a minimum set of data points that might potentially be usable for statutory reporting purposes.

Based on those data points, Commission staff have made two efforts to collect statewide TPA data. In 2010, Commission staff developed and instituted a process for collecting candidate data related to the TPA directly from institutions. Institutions were asked to submit to the Commission scores and demographic information for all candidates who completed some portion of any of the three approved TPA models during the 2008-2009 academic year, which was the first full academic year following statewide implementation of the TPA requirement for teacher candidates.

The 2010 pilot year for TPA data collection was designed, in part, to identify issues in the process that might either compromise the quality of the data or that posed undue strain on those reporting the data. Some reporting issues did occur and staff analyzed them to improve the data

collection process for the following year. The data from the initial year of implementation was presented to the Commission in January 2011 (http://www.ctc.ca.gov/commission/agendas/2011-01/2011-01-2D.pdf). Issues encountered during the 2010 data collection pilot included the following:

- Data could only be aggregated at the model level, so no "statewide" results could be provided. Each of the three models has a different set of requirements for demonstrating mastery of the TPEs. There is no common total score that makes sense outside of the particular model each institution uses.
- Implementation differences, even within models, made aggregate information difficult to interpret. Model developers define a minimum set of requirements for implementation of each model, but individual institutions may set passing score requirements for candidates higher than the minimum requirements set by the model developers. Additionally, institutional differences in elements such as the timeframe for initial administration and re-take policies provide further complications in analyzing and interpreting the meaning of the data.
- It was difficult to make meaningful comparisons of the individual candidate scores, or even to interpret individual candidate data because of the differences in program models, contexts for the assessment, passing/successful completion requirements, and the number of times a given candidate may have taken/retaken the assessment or portions of the assessment. Therefore, individual scores do not have much value outside of the specific program or institutional context.

In early 2011, staff began a modified data collection process. Instead of collecting individual candidate scores, program sponsors were asked to provide pass/fail information for each candidate. This revised process created improvements in the following ways:

- Data could be aggregated across models to produce "statewide" results.
- Individual scores could be interpreted more appropriately at the program level before being reported to the Commission.

For the 2011 TPA data collection effort (2009-10 school year data)—Commission staff modified the data submission process significantly in order to simplify the data reporting task for institutions. The new process eliminated the need for programs to send candidate Social Security Numbers and individual scores to the Commission, a process that proved to be very challenging during the pilot year of data collection and which did not allow results to be aggregated across TPA models. Instead, programs were asked to complete pre-populated data templates with demographic information and TPA passing status for each enrolled candidate. Specifically, programs were asked to provide the following information for each candidate:

- program type (traditional, intern, or blended)
- credential type (MS, SS, dual)
- gender
- ethnicity/race
- native English speaker status (Y or N)
- highest degree held
- TPA passing status as one of four options:
  1. Candidate did not attempt every (or any) portion of the TPA during the academic year;

2. Candidate attempted all sections of the TPA and did not pass one or more portions;
3. Candidate passed all sections of the TPA but had to repeat one or more sections to pass; or
4. Candidate passed all sections of the TPA on the first attempt.

Results

Templates were submitted by 78 programs and included demographic information and passing status for 23,065 candidates from the 2009-10 academic year.

Tables 1 and 2 provide the numbers of candidates for whom TPA data was collected for the 2009-10 academic year and the breakdown of passing status according to demographic information.

Table 1
Numbers of Candidates by Demographic Variables: 2009-2010 Academic Year

Demographic Variable		Total	Percentage
Number of Candidates by TPA Model	All Candidates	23,065	100 %
	CalTPA	14,531	63.0 %
	FAST	775	3.4 %
	PACT	7,759	33.6 %
Program Type	Traditional	17,183	74.5 %
	Intern	2,346	10.2 %
	Blended	1,075	4.7 %
	No response	2,461	10.7 %
Credential Type	MS	11,403	49.4 %
	SS	10,650	46.2 %
	Dual	152	.01 %
	No response	18	.001 %
Gender	Female	15,660	67.9 %
	Male	5,665	24.6 %
	No response	1,739	7.5 %
Ethnicity/Race	American Indian or Alaska Native	96	.004 %
	Asian	1,250	5.4 %
	Black or African-American	722	3.1 %
	Hispanic/Latino of any race	4,050	17.6 %
	Native Hawaiian or Other Pacific Islander	132	.006 %
	White	9,549	41.4 %
	Two or more races	415	1.8 %
	No response	6,590	28.6 %
Native English Speaker	Yes	10,427	45.2 %
	No	1,470	6.4 %
	No response	11,098	48.1 %

Demographic Variable		Total	Percentage
Highest Degree Held	Associate	128	.006 %
	Bachelor	15,706	68.1 %
	Master	787	3.4 %
	Doctorate	41	.002 %
	Special, e.g. Juris Doctor	19	.001 %
	None	1,026	4.4 %
	No response	5,289	22.9 %

It is important to note, when considering the results presented in Table 2 below, that the native English status of over 11,000 of the total 23,065 candidates is not reported because this information was left blank in the data submitted. Similarly, the ethnicity of over 6, 000 of the total 23,065 candidates, and the highest degree held by 5,289 of the total 23,065 candidates are also unknown for the same reason.

Table 2
Statewide TPA Passing Status by Demographic Variable

		Number who attempted all sections of the TPA by the end of 2009-10	Candidate attempted all sections of the TPA but did not pass one or more sections. No additional attempts are pending.		Candidate passed all sections of the TPA, one or more sections had to be repeated to pass		Candidate passed all sections of the TPA on the first attempt	
TPA Model	All Candidates	11,036	215	**2%**	1,515	**14%**	9,306	**84%**
	CalTPA	5,894	138	**2%**	1,222	**21%**	4,534	**77%**
	FAST	626	0	**0%**	84	**13%**	542	**87%**
	PACT	4,516	77	**2%**	209	**5%**	4,230	**94%**
Program Type	Traditional	8,557	99	**1%**	1,155	**13%**	7,303	**85%**
	Intern	1,248	98	**8%**	258	**21%**	892	**71%**
	Blended	441	3	**1%**	55	**12%**	383	**87%**
	No response	790	15	**2%**	47	**6%**	728	**92%**
Creden-tial Type	MS	5,530	130	**2%**	720	**13%**	4,680	**85%**
	SS	5,011	85	**2%**	716	**14%**	4,210	**84%**
	Dual	93	0	**0%**	24	**26%**	69	**74%**
	No response	4	0	**0%**	0	**0%**	4	**100%**
Gender	F	8,118	147	**2%**	1,007	**12%**	6,964	**86%**
	M	2,840	64	**2%**	500	**18%**	2,276	**80%**
	No response	77	4	**5%**	8	**10%**	65	**84%**
Ethnicity	American Indian or	49	1	**2%**	10	**20%**	38	**78%**

		Number who attempted all sections of the TPA by the end of 2009-10	Candidate attempted all sections of the TPA but did not pass one or more sections. No additional attempts are pending.		Candidate passed all sections of the TPA, one or more sections had to be repeated to pass		Candidate passed all sections of the TPA on the first attempt	
/Race	Alaska Native							
	Asian	717	17	**2%**	83	**12%**	617	**86%**
	Black or African-American	282	11	**4%**	65	**23%**	206	**73%**
Ethnicity /Race *(continued)*	Hispanic/Latino of any race	1,959	50	**3%**	325	**17%**	1,584	**81%**
	Native Hawaiian or Other Pacific Islander	68	0	**0%**	8	**12%**	60	**88%**
	White	5,392	90	**2%**	725	**13%**	4,577	**85%**
	Two or more races	210	2	**1%**	32	**15%**	176	**84%**
	No response	2,227	42	**2%**	242	**11%**	1,943	**87%**
Native English Speaker	Yes	5,100	50	**1%**	670	**13%**	4,380	**86%**
	No	733	13	**2%**	142	**19%**	578	**79%**
	No response	5,158	144	**3%**	699	**14%**	4,315	**84%**
Highest Degree Held	Associate	58	0	**0%**	9	**16%**	49	**84%**
	Bachelor	7,906	158	**2%**	1,148	**15%**	6,600	**83%**
	Master	429	11	**3%**	55	**13%**	363	**85%**
	Doctorate	31	1	**3%**	4	**13%**	26	**84%**
	Special, e.g. Juris Doctor	14	0	**0%**	0	**0%**	14	**100%**
	None	226	3	**1%**	55	**24%**	168	**74%**
	No response	2,371	42	**2%**	244	**10%**	2,085	**88%**

As documented in Table 2 above, more than half of the candidates enrolled during the 2009-2010 academic year had not attempted all sections of the TPA by the end of that academic year. The percentages shown in Table 2 are the percent of candidates who attempted all sections of the TPA, not the percent of total enrolled candidates for each category.

As the table shows, most candidates who attempted all portions of the TPA passed on their first attempt (84%). However, it is not appropriate to directly compare the first time pass rates across all programs because of the differing conditions under which candidates may have taken the assessment. For example, in the CalTPA model, candidates take the different tasks at varying points in the program, starting from their early coursework, while in the PACT model candidates typically take the assessment later in the preparation sequence. Another factor affecting the

overall passing rates is that some local programs permit a higher number of retakes for candidates than do other programs, where candidates may be limited to one additional attempt. Some programs may also counsel candidates out of the teacher preparation career choice early in the program, depending in part on TPA results, while other programs where the TPA occurs later in the preparation sequence may not counsel students out prior to completion of the TPA.

Additional observations regarding the data include:
- Candidates identified as being enrolled in a traditional preparation program pass the TPA the first time they attempt it at a higher rate than candidates identified as being enrolled in an intern program. Candidates identified as being enrolled in a blended program have the highest first-time pass rate.
- Pass rates are very similar for both multiple-subject and single-subject candidates.
- Nearly three quarters of all candidates required to complete the TPA are female, and female candidates are passing TPA on their first attempt more often than male candidates.
- The fact that there are large numbers of candidates for whom no data was reported regarding ethnicity, native English speaker status, and highest degree held makes it difficult to draw any conclusions from the data in these fields.

Although the information received for 2009-10 was more complete than the previous year, there are still some concerns about the efficacy of the data collection process. For example, the process can be cumbersome for program staff who need to make a decision about into which category each candidate falls. Timelines can be confusing for program-level staff because the data being reported is for the prior program year. Also, regardless of the specific information requested of programs, the use of three separate models across the state combined with individual implementation in local programs using local scoring processes continues to make the data and associated candidate results difficult to interpret.

There may, however be alternatives for TPA data collection. One potential avenue could be to require data to be reported and analyzed by each institution as part of the accreditation process via biennial reports. This approach to data collection and reporting assumes that the information is most useful at the program level, but at the same time, because biennial reports are not provided each year by all institutions, this option could make an annual statewide report of all TPA candidate data less feasible.

TPA Current and Future Issues
As time and TPA implementation have evolved over the past ten years since the first statewide TPA model (the CalTPA) was initially developed, a number of issues have arisen. These issues are presented below for the Commission's discussion. Pending Commission direction, these items could be brought back for further information and/or action at future Commission meetings.

1. Common Core Standards Potential Impact on the TPA
As the Common Core standards are implemented, the *Teaching Performance Expectations* (TPEs) as well as the *California Standards for the Teaching Profession* (CSTP) on which the TPEs are based will need to be revalidated and then each of the TPA models will need to relook

at its scoring rubrics and tasks to assure continued alignment with both the CSTP and the adopted K-12 student academic content standards.

In addition, the current work of the Commission's Teacher Advisory Panel includes looking at concomitant changes across the Learning to Teach System needed to prepare multiple subject, single subject, and Education Specialist teachers to implement the Common Core standards in their classroom instruction. This work may include potential revisions to the *Teaching Performance Expectations* which currently form the basis for the scoring rubrics for all three of the approved TPA models. If the TPEs change, TPA model developers would also need to revise the scoring rubrics, training materials and protocols, and perhaps other materials and processes as well. This would likely represent a significant development and cost effort on the part of TPA model developers.

A corollary to the work on the TPEs related to the Common Core State Standards is the fact that the current approved TPA models for Multiple Subject teachers requires the candidate to be assessed in each of the four core content areas (English, mathematics, science and social science). The Common Core Standards address English Language Arts and mathematics at this time. Some of the programs implementing the TPA requirement have suggested that requiring each multiple subject candidate to be assessed in the four core content areas is excessive.

2. Multiple TPA Models
The Education Code allows for multiple TPA models to be developed by local programs and submitted to the Commission for review and approval. However, the use of multiple TPA models makes it virtually impossible to obtain and/or analyze a statewide set of candidate data outcomes for resulting from the mandated performance assessment. As indicated above, data from multiple models administered to candidates under variable conditions and for a variable number of permitted attempts using variable scoring rubrics are not going to provide a valid or useful statewide perspective on the effects of the performance assessment requirement. In addition, the use of multiple models that include model-specific assessor training, calibration, and recalibration increases the labor-intensity and the resulting program-level implementation costs (material and human) of each model.

One potential avenue for obtaining useful statewide data and reducing the overall cost impact of the assessment on programs might be to reduce the number of available TPA models to a single statewide model, whether this model were to be locally implemented and scored, or centrally or perhaps regionally scored. For this to occur, the developers of the current three models might be encouraged or facilitated to work together to develop a single model that incorporates the best features of each model into a single assessment design. Alternatively, the nationally available TPAC could be evaluated for this purpose. This is a significant policy issue for the Commission's consideration.

3. Review and Possible Updating of the TPA Design Standards (Standards 1 and 2)
The Commission's TPA Design Standards (Appendix E) address the technical standards and requirements for TPA models submitted by assessment developers for review and approval by the Commission. The Design Standards were adopted in 2001 and should be reviewed and updated if necessary. It had been envisioned that the TPA Technical Advisory Committee would

have also addressed the review and potential updating of the TPA Design Standards, but this work has been postponed since budget constraints resulted in the Committee not being reestablished.

Given the nature of the Committee's potential tasks relating to new TPA model submission review and design standards revisions, however, the Commission might want to consider reestablishing the TPA Technical Advisory Committee in the near future.

4. TPA Technical Advisory Committee
Staff and the UAC discussed the potential need to have a Technical Advisory Committee that would be comprised primarily of statisticians and assessment experts. An initial Technical Advisory Committee had been established at the time the FAST and PACT models were submitted to the Commission for review and approval, but the Committee disbanded once it had accomplished that task. The Committee has not been reconstituted in part because of current budget constraints.

The Technical Advisory Committee's responsibilities include advising the Commission concerning issues of scoring and data reliability and validity as well as reviewing any additional TPA models that might be submitted to the Commission for initial review and approval purposes, such as, for example, the national Teacher Performance Assessment Consortium (TPAC). The TPAC, a multi-state consortium, was formed to develop and pilot a national teacher performance assessment based on the PACT model. Appendix F provides information about TPAC from the American Association of Colleges of Teacher Education (AACTE) website. One or more California institutions may desire to use TPAC in the future and if that is the case, TPAC would need to be reviewed by the Commission's Technical Advisory Committee. If TPAC is found to meet the Commission's Assessment Design Standards, a recommendation would be presented to the Commission to approve TPAC for use in California.

5. Potential Updating of the CalTPA
The CalTPA was developed more than ten years ago, and has been in continuous mandated use by multiple and single subject teacher preparation programs choosing this TPA model since July 2008 although many programs voluntarily implemented the CalTPA as early as 2004. At the time of its initial development, the expectation was that the CalTPA would be a standardized, centrally scored assessment; however, as the context for TPA implementation evolved, legislative guidance was that the assessment should be embedded within each teacher preparation program and locally administered and scored. Since its initial development, the basic format and scoring rubrics of the CalTPA have not been reviewed or updated to reflect developments in the field such as the current focus on the importance of academic language and literacy across the curriculum. If the CalTPA were to be updated, the Commission would need to develop and issue an RFP for this work. This issue is also related to issue 5 above regarding whether the assessment should move from a program-embedded locally administered and scored approach to a more centralized scoring approach.

6. Potential Centralized Scoring for the TPA models
Legislative guidance provides for the TPA to be embedded in local teacher preparation programs. Thus, local program scoring was established rather than a centralized scoring process

that would serve the state as a whole. The local scoring process has many established benefits, as attested to by program instructors and administrators, including providing valuable and immediate feedback for program and instructional improvement purposes.

However, local scoring is a costly process for most, if not all, program sponsors. Some institutions, primarily private/independent institutions, charge students a fee that covers these costs. Some institutions pay assessors for their scoring services, while other institutions incorporate scoring into the faculty work load or make other arrangements to address their scoring needs. The cost of scoring remains a concern for members of the CalTPA Steering Committee as they relate concerns from programs using the CalTPA.

One option could be to move to a centralized or regional scoring model for the CalTPA and other approved models. The Commission could issue an RFP for a contractor to provide these services at a per-candidate cost. The per-candidate cost could be borne by the candidate, the program, or a combination. Currently-trained assessors, including faculty, field supervisors, induction support providers, master teachers and administrators, could serve as scorers through this process working with the contractor. By using trained scorers from local programs and by offering regional scoring sessions, a close link between scoring and feedback to local programs for improvement purposes will be retained. The Commission might want to consider the option of moving to a centralized or regional scoring model for the TPA.

7. Data Collection
Collection of data related to the TPA has been challenging for the programs implementing the TPA and for the Commission. The requested data elements have been restricted to selected demographic variables and for a number of the categories, the percentage of "No response" exceeds twenty percent of the 2009-10 candidates. As this agenda item states, the data cannot be aggregated across the approved models due to a number of factors.

Aggregated candidate and assessor data are also submitted by each approved multiple and single subject teacher preparation program in its Biennial Report. The Biennial Report data, because it is not a consistent data set, are not available for analysis across programs. The data are used in Program Assessment and by the accreditation site visit team as one indicator regarding the teacher preparation program.

8. TPA Legislative Requirements
The Education Code concerning the TPA requirement (EC §44320.2) specifies that, among other TPA-related responsibilities, the Commission must "initially and periodically analyze the validity of assessment content and the reliability of assessment scores that are established pursuant to this section," must "analyze possible sources of bias in the performance assessment and act promptly to eliminate any bias that is discovered," and must "collect and analyze background information provided by candidates who participate in the performance assessment, and report and interpret the individual and aggregated results of the assessment." The Commission must also adopt "assessment quality standards" so that sponsors who may, according to the Education Code, "voluntarily develop an assessment for approval by the commission" can base their assessment development on these standards. The Education Code also specifies that "the performance assessment results shall be reported so that they may serve

as one basis for a recommendation by the program sponsor that the commission award a teaching credential to a candidate who has successfully met the performance assessment standards." At the same time, however, the Education Code also requires that "each performance assessment…is consistently applied to candidates in similar preparation programs," that "to the maximum feasible extent, each performance assessment shall be ongoing and blended into the preparation program..," and that "the performance assessment shall be designed to produce formative assessment information during the preparation program for use by the candidate, instructors, and supervisors for the purpose of improving the teaching knowledge, skills, and ability of the candidate…"

There is an inherent and complex tension within the Education Code governing the TPA resulting from legislative requirements that (1) promote the development of multiple versions of an assessment that is to be locally-embedded, locally-administered, and locally-scored but that also has high stakes for candidates in that passing the assessment is one of the requirements for the recommendation for a credential, and (2) also require the assessment to provide both formative and summative outcomes information while (3) at the same time mandate each TPA assessment to demonstrate ongoing high levels of psychometric validity, scoring validity, fairness and equity for candidates as required by Commission standards, all of which are hallmarks of summative, standardized assessments that are typically centrally administered and scored under consistent conditions rather than local assessments administered and scored under non-standard conditions.

All of the TPA models have labored to meet these somewhat contradictory expectations of local design and implementation of the assessment yet high standards of validity and reliability for administration assessment and candidate outcomes by putting into place a complex system of local coordination and oversight over the assessment process, assessor training, assessor initial calibration and continuing recalibration over time, assessor assignment and monitoring, and a double-scoring process. As a result, the TPA has become a labor-intensive assessment which adds to the overall cost, both fiscal and in terms of personnel time and effort, of locally implementing the assessment. Without such systems in place, however, the TPA would not be meeting legislative requirements for a valid and reliable candidate assessment.

This issue is also related to Issues 2 (Multiple Models) and 6 (Centralized Scoring) above.

9. National TPA Models
As the national climate of teacher preparation has shifted recently toward a growing interest in performance-based measures of teacher candidates, states are looking for available options for performance assessments. Given the example of the successful development of TPAC, a national model usable by multiple states (Appendix F), questions have been posed about the possibility of developing a national version of the CalTPA which could be licensed for use in other states. A national version of the CalTPA could be developed as a resource to other states and educator preparation programs interested in teaching performance assessments.

Potentially a national contractor could be selected through a Request for Proposal (RFP) process to partner with the Commission to develop, market, and administer a national version of the CalTPA in other states. Such an endeavor would create an opportunity for teacher preparation programs outside of California to benefit from the years of experience California has assessing

teacher candidate performance in a meaningful way. Additionally, a fee-sharing scenario with a potential contractor-partner might eventually provide a revenue stream to fund ongoing research, implementation, and improvement efforts for CalTPA in California.

Another potential option could be for the Commission to license components of the CalTPA for national use by the Commission's current CalTPA contractor, ETS. ETS continues to provide psychometric guidance related to the CalTPA and has expressed interest in discussing the possibility of using portions of the CalTPA should the Commission not be interested in pursuing a national CalTPA development option for itself.

Staff seeks guidance from the Commission as to what avenues, if any, the Commission would like further investigated and potentially pursued regarding a national option for CalTPA. In addition, the Commission is prepared to work with the Technical Advisory Committee if the TPAC model requests approval as a Commission-approved California teaching performance model. This agenda item has raised a number of TPA-related policy issues ranging from data collection to structural issues in the way the TPA is designed and implemented. Since this agenda item provides only an introductory orientation to the TPA, its development and its implementation over time, staff requests the Commission provide direction as to priorities for future agenda items that would examine any or all of these issues in greater depth for the Commission to pursue.

Next Steps
Based on Commission discussion and direction, staff will develop and present future agenda items related to the teaching performance assessment for Commission review and potential action.

Appendix A
The California Teaching Performance Expectations

The full text of the TPEs is available on this web page: http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf

A. Making Subject Matter Comprehensible to Students

TPE 1:   Specific Pedagogical skills for Subject Matter Instruction

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments.
>   Teaching Reading-Language Arts in a Multiple Subject Assignment
>   Teaching Mathematics in a Multiple Subject Assignment
>   Teaching Science in a Multiple Subject Assignment
>   Teaching History-Social Science in a Multiple Subject Assignment

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (identify specific content area)

B. Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and use of Assessments

C. Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Teaching Practices
>   TPE 6A: Developmentally Appropriate Practices in Grades K-3
>   TPE 6B: Developmentally Appropriate Practices in Grades 4 – 8
>   TPE 6C: Developmentally Appropriate Practices in Grades 9 – 12

TPE 7: Teaching English Learners

D. Planning instruction and Designing Learning Experiences for Students

TPE 8: Learning About Students
TPE 9: Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time
TPE 11: Social Environment

F. Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations
TPE 13: Professional Growth

Appendix B

Membership of the Teaching Performance Assessment Users Advisory Committee (UAC)

Representing	Role	Name	Affiliation
AICCU	Segment of approved institutions sponsoring teacher preparation	Caryl Hodges	University of San Francisco
CSU		Sharon Russell	Cal State Teach
CCSESA		Lori Misaki	San Joaquin COE
UC		Barbara Goldman	UC Davis
CalTPA	Implementing the TPA	Mick Verdi	CSU San Bernardino
PACT		Nancy Farnan	San Diego State University
FAST		Susan Macy	CSU Fresno
CalTPA	Model Developer	Katie Pedley	Educational Testing Service
FAST		Jason Immekus	CSU Fresno
PACT		Nicole Merino	Stanford
COA	Accreditation	Anne Jones	UC Riverside
Staff Supporting the Users Advisory Committee			
CTC		Phyllis Jacobson	CTC Staff
CTC		Wayne Bacer	CTC Staff
CTC		Michael Taylor	CTC Staff
CTC		Phi Phi Lau	CTC Staff

Appendix C

Membership of the CalTPA Steering Committee

Name	Affiliation
Kathy Athey	Project Impact-San Joaquin COE
Billye Brown	Dominican University
Michael Cosenza	California Lutheran University
Nedra Crow	National University
Ilene Foster	Claremont Graduate University
Stacy Schmidt	CSU Bakersfield
Mick Verdi	CSU San Bernardino
Keith Walters	California Baptist University
Katie Pedley	ETS
Staff to the Steering Committee	
Phyllis Jacobson	Consultant, Professional Services Division
Wayne Bacer	Consultant, Professional Services Division
Mike Taylor	Consultant, Professional Services Division
Phi Phi Lau	Staff Services Analyst, Professional Services Division
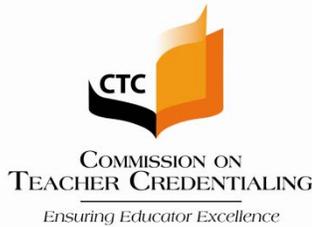
PROGRAM
SPONSOR ALERT

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 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).

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.

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

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

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*
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

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

Adopted Standard	Program Assessment Considerations	Site Visit Considerations*
Standard 19: Implementation of the Teaching Performance: Assessor Qualifications, Training, and Scoring Reliability		
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
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

Appendix E

Assessment Design Standard 1: Assessment Designed for Validity and Fairness
(Assessment Design Standard 1 Applies to Programs that
Request Approval of Alternative Assessments)

The sponsor of the professional teacher preparation program requests approval of a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks and multi-level scoring scales are linked to the Teaching Performance Expectations (TPEs). The program sponsor clearly states the intended uses of the assessment, anticipates its potential misuses, and ensures that local uses are consistent with the statement of intent. The sponsor maximizes the fairness of assessment design for all groups of candidates in the program, and ensures that the established passing standard on the TPA is equivalent to or more rigorous than the recommended state passing standard.

Required Elements for Assessment Design Standard 1: Assessment Designed for Validity and Fairness

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 scales that are clearly related to the same TPEs that the task measures. Each task and its associated scales measure two or more TPEs. Collectively, the tasks and scales in the assessment address key aspects of the six major domains of the TPEs. The sponsor of the professional teacher preparation program documents the relationships between TPEs, tasks and scales.

1(b) To preserve the validity and fairness of the assessment over time, the sponsor may need to develop and field-test new pedagogical assessment tasks and multi-level scoring scales to replace or strengthen prior ones. Initially and periodically, the sponsor analyzes the assessment tasks and scoring scales to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs, and serves as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California's K-12 public schools. The sponsor records the basis and results of each analysis, and modifies the tasks and scales as needed.

1(c) Consistent with the language of the TPEs, the sponsor defines scoring scales so different candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different pedagogical practices that support implementation of the K-12 content standards and curriculum frameworks. The sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales.

1(d) The sponsor develops scoring scales 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 that are not likely to affect student learning.

1(e) The sponsor publishes a clear statement of the intended uses of the assessment. The statement demonstrates the sponsor's clear understanding of the high-stakes implications of the assessment for candidates, the public schools, and K-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. Before releasing information about the assessment design to another organization, the sponsor informs the organization that the assessment is valid only for determining the pedagogical competence of candidates for initial teaching credentials in California. All elements of assessment design and development are consistent with the intended use of the assessment for determining the pedagogical competence of candidates for Preliminary Teaching Credentials in California.

1(f) The sponsor completes content review and editing procedures to ensure that pedagogical assessment tasks and directions to candidates are culturally and linguistically sensitive, fair and appropriate for candidates from diverse backgrounds. The sponsor ensures that groups of candidates interpret the pedagogical tasks and the assessment directions as intended by the designers, and that assessment results are consistently reliable for each major group of candidates.

1(g) The sponsor completes basic psychometric analyses to identify pedagogical assessment tasks and/or scoring scales that show differential effects in relation to candidates' race, ethnicity, language, gender or disability. When group pass-rate differences are found, the sponsor investigates to determine whether the differences are attributable to (a) inadequate representation of the TPEs in the pedagogical tasks and/or scoring scales, or (b) overrepresentation of irrelevant skills, knowledge or abilities in the tasks/scales. The sponsor acts promptly to maximize the fairness of the assessment for all groups of candidates and documents the analysis process, findings, and action taken.

1(h) In designing assessment administration procedures, the sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities.

1(i) In the course of developing or adopting a passing standard that is demonstrably equivalent to or more rigorous than the State recommended standard, the sponsor secures and reflects on the considered judgments of teachers, the supervisors of teachers, the 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 sponsor periodically reconsiders the reasonableness of the scoring scales and established passing standard.

Assessment Design Standard 2: Assessment Designed for Reliability and Fairness
(Assessment Design Standard 2 Applies to Programs that
Request Approval of Alternative Assessments)

The sponsor of the professional teacher preparation program 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 an adequate basis to judge the candidate's general pedagogical competence for a Preliminary Teaching Credential. The sponsor carefully monitors assessment development to ensure consistency with the stated purpose of the assessment. The Teaching Performance Assessment includes a comprehensive program to train and re-train assessors. The sponsor periodically evaluates assessment design to ensure equitable treatment of candidates. The assessment design and its implementation contribute to local and statewide consistency in the assessment of teaching competence.

Required Elements for Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

2(a)   In relation to the key aspects of the major domains of the TPEs, the pedagogical assessment tasks and the associated directions to candidates are designed to yield enough evidence for an overall judgment of each candidate's pedagogical qualifications for a Preliminary Teaching Credential. The program sponsor will document sufficiency of candidate performance evidence through thorough field-testing of pedagogical tasks, scoring scales, and directions to candidates.

2(b)   Pedagogical assessment tasks and scoring scales are extensively field-tested in practice before being used operationally in the Teaching Performance Assessment. The sponsor of the program 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 program to train assessors who will score candidate responses to the pedagogical assessment tasks. An assessor training pilot program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the TPEs, the pedagogical assessment tasks and the multi-level scoring scales. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy in relation to the scoring scales associated with the task. When new pedagogical tasks and scoring scales are incorporated into the assessment, the sponsor provides additional training to the assessors, as needed.

2(d)   In conjunction with the provisions of Teacher Preparation Program Standard 19, the 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 training as needed.

2(e)   The program sponsor requests approval of a detailed plan for the scoring of selected assessment tasks by two trained assessors for the purpose of evaluating the reliability of scorers during field-testing and operational administration of the assessment. The subsequent assignment of one or two assessors to each assessment task is based on a cautious interpretation of the ongoing evaluation findings.

2(f)   The sponsor carefully plans successive administrations of the assessment to ensure consistency in elements that contribute to the reliability of scores and the accurate determination of each candidate's passing status, including consistency in the difficulty of pedagogical assessment tasks, levels of teaching proficiency that are reflected in the multilevel scoring scales, and the overall level of performance required by the Commission's recommended passing standard on the assessment.

2(g)   The sponsor ensures equivalent scoring across successive administrations of the assessment and between the Commission's model and local assessments by: using marker performances to facilitate the training of first-time assessors and the further training of continuing assessors; monitoring and recalibrating local scoring through third party reviews of scores that have been assigned to candidate responses; and periodically studying proficiency levels reflected in the adopted passing standard.

2(h)   The sponsor investigates and documents the consistency of scores among and across assessors and across successive administrations of the assessment, with particular focus on the reliability of scores at and near the adopted passing standard. To ensure that the overall construct being assessed is cohesive, the sponsor demonstrates that scores on each pedagogical task are sufficiently correlated with overall scores on the remaining tasks in the assessment. The 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.

2(i)   The sponsor's assessment design includes an 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.

Appendix F

Update on TPAC

The following information regarding the development and current status of the national TPAC effort comes from the public AACTE (American Association of Colleges of Teacher Education) website:http://aacte.org/Programs/Teacher-Performance-Assessment-Consortium-TPAC/teacher-performance-assessment-consortium.html (November 2011)

One of the few areas of consensus among education policy makers, practitioners and the general public today is that improving teacher quality is one of the most direct and promising strategies for improving public education outcomes in the United States. However, existing federal, state, and local policies for defining and measuring teacher quality rely almost exclusively on classroom observations by principals that differentiate little among teachers and offer little useful feedback, on the one hand, or teachers' course-taking records plus paper-and-pencil tests of basic academic skills and disciplinary subject matter knowledge that are poor predictors of later effectiveness in the classroom, on the other. It has become clear that new strategies for evaluating teacher competence and effectiveness are needed.

The American Association of Colleges of Teacher Education (AACTE) and Stanford University have formed a partnership to develop the Teacher Performance Assessment (TPA), a 21-state initiative involving over 100 teacher preparation programs. The Teacher Performance Assessment will create a body of evidence of teaching competence, providing a vehicle for systematically examining the assessment data to improve teacher preparation programs, provide professional development to practicing teachers and inform decisions about tenure of individual teachers.

This instrument, based on the highly successful Performance Assessment for California Teachers (PACT), will be made available to states and teacher preparation programs that wish to improve the consistency with which teacher licensure and accreditation decisions are made, including the rapidly expanding number and variety of "alternative routes" to licensure. It will also be available for use by states and their school districts to evaluate and inform continuation-of -employment decisions about teachers already practicing in their classrooms.

The assessment system consists of two components: 1) Embedded Signature Assessments (ESAs) that vary across programs; and 2) a common portfolio assessment, and the Teaching Event. The ESAs are formative signature assignments embedded in coursework. The ESAs vary across programs, are mission driven and reflect program-specific teaching philosophies or goals that contribute to the unique character of program graduates. For example, embedded assessments may include child case studies, planning instructional units, analyses of student work, and observations of student teaching.

The Teacher Performance Assessment consists primarily of a series of Teaching Events, a multiple measure assessment system documenting teaching and learning in 3-5 day learning segments for one class of students. Teaching Events are subject-specific, with

separate forms for Multiple Subject (elementary) and Single Subject (secondary) credential areas. The specific records of practice (evidence) in the Teaching Event consist of artifacts of teaching (lesson plans, video clips of instruction, student work samples, teacher assignments, daily reflections) and reflective commentaries which explain the professional judgments underlying the teaching and learning artifacts.

Development of a nationally accessible teaching performance assessment will allow states, school districts and teacher preparation programs to share a common framework for defining, and measuring a set of core teaching skills that form a valid and robust vision of teacher competence. As states reference data generated from this tool to inform teacher licensure, recruitment and tenure, they will establish a national standard for relevant and rigorous practice that advances student learning.

TPA Goals:
- Improve student outcomes
- Improve the information base guiding improvement of teacher preparation programs
- Strengthen the information base for accreditation and comparison of program effectiveness
- Be used in combination with other measures as a requirement for licensure
- Guide professional development for teachers across the career continuum
- Serve as a model for assessments, sitting in between the assessment for initial licensure and National Board certification, e.g., continuation-of-employment, tenure, and career ladder decisions.

Current Project Status
- Eleven states participated in the spring 2010 tryouts designed to give institutes of higher education (IHEs) some experience with the instrument before we began refining the instrument for the pilot.
- TPAC's <u>Design Team</u> met in July to address feedback supplied by candidate and faculty members who tried out tasks in the TPA instrument during spring 2010. In direct response to these reviews, changes were implemented for the final draft assessment by the Stanford team.
- The first meeting of the newly established TPAC <u>Advisory Council</u> took place on June 28. The Council reviewed key aspects of the project, including the policy agenda, the communications plan, TPA research, and funding status, with the goal of obtaining solid advice and support in the development of the project.
- Massachusetts, Minnesota, Ohio, Tennessee, and Washington are accelerating their participation in the project by including all of their IHEs in the field test next year, due to the expectation that their states will allow or require the use of TPA in licensure, accreditation, and/or certification as early as 2012.
- In Spring 2011, programs began piloting assessments in eight areas: elementary literacy and mathematics, secondary English-language arts, history-social science, mathematics, and science; special education and early childhood special education, and early childhood.
- Secured commitments from 24 participating pilot states, consisting of teams made up of representatives from state education agencies (SEAs) and over 100 teacher preparation

institutions, and conducted a face-to-face meeting to ready the states for implementation of the 3-year pilot. The 24 states include:

California	Iowa	Missouri	Oregon	Tennessee
Colorado	Maryland	New Jersey	Virginia	
Delaware	Massachusetts	New York	Washington	
Georgia	Michigan	North Carolina	West Virginia	
Idaho	Minnesota	Ohio	Wisconsin	
Illinois	Oklahoma	Wyoming	District of Columbia	

In addition, Western Governors University is participating in the pilot. WGU is an online accredited teacher preparation program in 49 states.

Appendix G

Original Charge to the TPA Users Advisory Committee (UAC)

The TPA Users Advisory Committee has been established by the Executive Director. It is advisory in nature, both to him and to the Commission. The purpose of the TPA Users Advisory Committee is twofold: a) to help assure smooth statewide implementation of the TPA inclusive of all models of the TPA being used; and, b) to provide a forum for users' group representatives and Commission staff to collaborate with the field on issues vital to developing, understanding and using the TPA. These issues, guided by statute, include but are not limited to: selecting data elements and processes; data reporting procedures; identifying, selecting, and developing TPA-related research questions; suggesting guidelines for maintaining examination and assessor validity and reliability; and interface with K-12, including induction linkages. From time to time the group will report on its work, as well as on major issues, to inform the Commission and the general public on this unique licensure requirement.

Appendix H

Original Charge to the CalTPA Steering Committee

The purpose of the CalTPA Steering Committee is to provide advice to the Commission in order to assure the statewide implementation of the CalTPA in an efficient and effective manner that is responsive to the requirements of EC 44320.2 regarding the reliability, validity, and equity of this assessment.

The CalTPA Steering Committee will address issues of implementing the CalTPA model that include but are not limited to:
- Psychometric support for the CalTPA model's ongoing validity, reliability, and fairness to candidates
- Technical issues relating to the implementation of an embedded assessment model
- Assistance with developing and/or providing new sets of Benchmark and/or Independent Score Cases for ongoing training purposes
- Establishing and maintaining a CalTPA Coordinators networking site to promote inter-program communication and sharing
- Surveying and/or facilitating other contacts with programs to determine ongoing as well as future support needs
- Assistance with planning future statewide TPA-related events such as a joint PACT CalTPA annual implementation conference

Appendix I – Passing Status by TPA Model

CalTPA Only 2009-2010			1. Candidate did not attempt every section of the TPA			2. Candidate attempted all sections of the TPA but did not pass one or more section. No additional attempts are pending.		3. Candidate passed all sections of the TPA, one or more sections had to be repeated to pass		4. Candidate passed all sections of the TPA on the first attempt	
		Total 1-4	n	% of 1-4	Total 2-4	n	% of 2-4	n	% of 2-4	n	% of 2-4
All Candidates (all models)		23065	12029	52%	11036	215	2%	1515	14%	9306	84%
CalTPA		14531	8637	59%	5894	138	2%	1222	21%	4534	77%
Program Type	Traditional	11323	7106	63%	4217	31	1%	896	21%	3290	78%
	Intern	2028	996	49%	1032	94	9%	248	24%	690	67%
	Blended	527	325	62%	202			49	24%	150	74%
	Blank	653	210	32%	443	10	2%	29	7%	404	91%
Credential Type	MS	7331	4383	60%	2948	109	4%	584	20%	2255	76%
	SS	6376	3752	59%	2624	29	1%	571	22%	2024	77%
	Dual	106	52	49%	54			15	28%	39	72%
	blank	10									
Gender	F	10388	6071	58%	4317	106	2%	815	19%	3396	79%
	M	3918	2351	60%	1567	31	2%	404	26%	1132	72%
	blank	225	215	96%	10						
Ethnicity/Race	American Indian or Alaska Native	70	40	57%	30					22	73%
	Asian	744	423	57%	321	15	5%	58	18%	248	77%
	Black or African-American	531	381	72%	150			55	37%	88	59%
	Hispanic/Latino of any race	2831	1745	62%	1086	30	3%	260	24%	796	73%

CalTPA Only 2009-2010

		Total 1-4	1. Candidate did not attempt every section of the TPA		Total 2-4	2. Candidate attempted all sections of the TPA but did not pass one or more section. No additional attempts are pending.		3. Candidate passed all sections of the TPA, one or more sections had to be repeated to pass		4. Candidate passed all sections of the TPA on the first attempt	
			n	% of 1-4		n	% of 2-4	n	% of 2-4	n	% of 2-4
	Native Hawaiian or Other Pacific Islander	75	51	**68%**	24					22	**92%**
	White	6313	3359	**53%**	2954	65	**2%**	601	**20%**	2288	**77%**
	Two or more races	304	173	**57%**	131			28	**21%**	103	**79%**
	blank	3410	2336	**69%**	1074	19	**2%**	185	**17%**	870	**81%**
Native English Speaker	Yes	7267	4517	**62%**	2750	21	**1%**	534	**19%**	2195	**80%**
	No	998	612	**61%**	386			105	**27%**	276	**72%**
	blank	6196	3483	**56%**	2713	104	**4%**	579	**21%**	2030	**75%**
Highest Degree Held	Associate	63	57	**90%**							
	Bachelor	11601	6887	**59%**	4714	117	**2%**	973	**21%**	3624	**77%**
	Master	473	281	**59%**	192			43	**22%**	141	**73%**
	Doctorate	13			10						
	Special (e.g. Juris Doctor)										
	None	727	550	**76%**	177			50	**28%**	125	**71%**
	blank	1576	787	**50%**	789	11	**1%**	154	**20%**	624	**79%**

FAST Only 2009-2010

		Total 1-4	1. Candidate did not attempt every section of the TPA		Total 2-4	2. Candidate attempted all sections of the TPA but did not pass one or more section. No additional attempts are pending.		3. Candidate passed all sections of the TPA, one or more sections had to be repeated to pass		4. Candidate passed all sections of the TPA on the first attempt	
			n	% of 1-4		n	% of 2-4	n	% of 2-4	n	% of 2-4
All Candidates (all models)		23065	12029	**52%**	11036	215	**2%**	1515	**14%**	9306	**84%**
FAST		775	149	**19%**	626			84	**13%**	542	**87%**
Program Type	Traditional	732	140	**19%**	592			81	**14%**	511	**86%**
	Intern	12			10						
	Blended	31			24					22	**92%**
	Blank										
Credential Type	MS	355	69	**19%**	286			36	**13%**	250	**87%**
	SS	377	74	**20%**	303			39	**13%**	264	**87%**
	Dual	43			37					28	**76%**
	blank										
Gender	F	535	94	**18%**	441			54	**12%**	387	**88%**
	M	240	55	**23%**	185			30	**16%**	155	**84%**
	blank										
Ethnicity/Race	American Indian or Alaska Native										
	Asian	61	10	**16%**	51					42	**82%**
	Black or African-American	14			12					11	**92%**
	Hispanic/Latino of any race	238	69	**29%**	169			27	**16%**	142	**84%**

**FAST Only
2009-2010**

		Total 1-4	1. Candidate did not attempt every section of the TPA		Total 2-4	2. Candidate attempted all sections of the TPA but did not pass one or more section. No additional attempts are pending.		3. Candidate passed all sections of the TPA, one or more sections had to be repeated to pass		4. Candidate passed all sections of the TPA on the first attempt	
			n	% of 1-4		n	% of 2-4	n	% of 2-4	n	% of 2-4
	Native Hawaiian or Other Pacific Islander	16			13					11	**85%**
	White	430	62	**14%**	368			45	**12%**	323	**88%**
	Two or more races										
	blank										
Native English Speaker	Yes	627	123	**20%**	504			61	**12%**	443	**88%**
	No	148	26	**18%**	122			23	**19%**	99	**81%**
	blank										
Highest Degree Held	Associate	63	12	**19%**	51					42	**82%**
	Bachelor	678	122	**18%**	556			71	**13%**	485	**87%**
	Master	21			15					11	**73%**
	Doctorate										
	Special (e.g. Juris Doctor)										
	None	12									
	blank										

PACT Only 2009-2010

		Total 1-4	1. Candidate did not attempt every section of the TPA		Total 2-4	2. Candidate attempted all sections of the TPA but did not pass one or more section. No additional attempts are pending.		3. Candidate passed all sections of the TPA, one or more sections had to be repeated to pass		4. Candidate passed all sections of the TPA on the first attempt	
			n	% of 1-4	Total 2-4	n	% of 2-4	n	% of 2-4	n	% of 2-4
All Candidates (all models)		23065	12029	**52%**	11036	215	**2%**	1515	**14%**	9306	**84%**
PACT		7759	3243	**42%**	4516	77	**2%**	209	**5%**	4230	**94%**
Program Type	Traditional	5128	1380	**27%**	3748	68	**2%**	178	**5%**	3502	**93%**
	Intern	306	100	**33%**	206					193	**94%**
	Blended	517	302	**58%**	215					211	**98%**
	Blank	1808	1461	**81%**	347			18	**5%**	324	**93%**
Credential Type	MS	3717	1421	**38%**	2296	21	**1%**	100	**4%**	2175	**95%**
	SS	3897	1813	**47%**	2084	56	**3%**	106	**5%**	1922	**92%**
	Dual										
	blank										
Gender	F	4737	1377	**29%**	3360	41	**1%**	138	**4%**	3181	**95%**
	M	1507	419	**28%**	1088	33	**3%**	66	**6%**	989	**91%**
	blank	1514	1447	**96%**	67					59	**88%**
Ethnicity/Race	American Indian or Alaska Native	26			19					16	**84%**
	Asian	445	100	**22%**	345			16	**5%**	327	**95%**
	Black or African-American	177	57	**32%**	120					107	**89%**
	Hispanic/Latino of any race	981	277	**28%**	704	20	**3%**	38	**5%**	646	**92%**

PACT Only
2009-2010

		Total 1-4	n	% of 1-4	Total 2-4	n	% of 2-4	n	% of 2-4	n	% of 2-4
			1. Candidate did not attempt every section of the TPA			2. Candidate attempted all sections of the TPA but did not pass one or more section. No additional attempts are pending.		3. Candidate passed all sections of the TPA, one or more sections had to be repeated to pass		4. Candidate passed all sections of the TPA on the first attempt	
	Native Hawaiian or Other Pacific Islander	41	10	**24%**	31					27	**87%**
	White	2806	736	**26%**	2070	25	**1%**	79	**4%**	1966	**95%**
	Two or more races	103	29	**28%**	74					68	**92%**
	blank	3180	2027	**64%**	1153	23	**2%**	57	**5%**	1073	**93%**
Native English Speaker	Yes	2533	687	**27%**	1846	29	**2%**	75	**4%**	1742	**94%**
	No	324	99	**31%**	225			14	**6%**	203	**90%**
	blank	4902	2457	**50%**	2445	40	**2%**	120	**5%**	2285	**93%**
Highest Degree Held	Associate										
	Bachelor	3427	791	**23%**	2636	41	**2%**	104	**4%**	2491	**94%**
	Master	293	71	**24%**	222					211	**95%**
	Doctorate	27			20					17	**85%**
	Special (e.g. Juris Doctor)	10									
	None	287	241	**84%**	46					40	**87%**
	blank	3713	2131	**57%**	1582	31	**2%**	90	**6%**	1461	**92%**