3G: Proposed Revisions to Common And Program Standards Related to Performance Assessment

JULIET MICHELSEN WAHLEITHNER, DIRECTOR,
DIVISION OF RESEARCH, EVALUATION, & ASSESSMENT

ERIN SULLIVAN, DIRECTOR, & MIRANDA GUTIERREZ, ADMINISTRATOR,
DIVISION OF STANDARDS, ACCREDITATION, & WORKFORCE INVESTMENT

EDUCATOR QUALITY BRANCH

PA in Accreditation

Education Code 44320.2

- Requires preliminary teaching credential preparation programs to include a Teaching Performance Assessment (TPA) aligned to Teaching Performance Expectations and adopted PK-12 teaching standards
- Requires that the Commission, through its accreditation system, ensure candidates receive necessary preparation to successfully pass the TPA

Impact of SB 1263 on Program Practices

Mandated development of Workgroup to Review the Design and Implementation of the Teaching Performance Assessment

Required Workgroup to develop recommendations for Commission to inform future administration of TPA

RDI-TPA Workgroup

- Presented 17 recommendations to Commission in June 2025
- 11 recommendations specifically focused on program practices, requiring changes to standards

Accreditation Standards

Common Standards

- Expectations of education units—IHE or LEA that house the specific preparation programs

Program Standards

- Credential-specific expectations of each educator preparation program

Program-Practices Recommendations

Embedding

3A – Embed PA tasks in coursework and clinical practice (PS)
2B – Require orientation for all educational partners on adopted PA model (PS)
3B – Require individualized formative feedback throughout PA process (PS)
4A – Require local scoring methods that align with improvement needs (PS)
3F – Require educator analysis of candidate PA responses (PS)
3H – Require program monitoring of PA embedding and local scoring outcomes (PS)

Program Implementation Oversight

3G – Emphasize use of PA data in Common Standard 4 (CS)
3D – Include PA as an assessment in each program matrix for accreditation
3C – Require documentation on how programs will support non-passing candidates (PS)
3I – Require support tailored for intern pathway candidates
3E – Use PA results to inform IDP and ILP goals (PS)

PS=Program Standard change / CS=Common Standard change

Process for Revising Standards

- Collaborative of members of Performance Assessment and Accreditation Teams
- Reviewed recommendations and identified existing standards that required revision
- Collaboratively developed and reviewed revised language

Identified Standards to Revise

Common Standards

Standard 2: Candidate Recruitment and Support

Standard 4: Continuous Improvement

Program Standards

MS/SS/ES/PK-3 ECE Standard 3: Clinical Practice – B. Criteria for School Placements

MS/SS/ES Standard 5 + PK-3 ECE Standard 6: TPA Implementation

MS/SS/ES Standard 6 + PK-3 ECE Standard 9: Individual Induction Development Plan

Proposed Common Standard Revisions

Common Standard 2

- Specify that candidate advising and support guided by individual candidate progress meeting the TPEs and can be informed by performance assessment results data

Common Standard 4

- Specify that unit and programs regularly and systematically analyze multiple sources of data, including performance assessments, to inform programmatic revisions

Proposed Program Standard Revisions

MS/SS/ES/PK-3 ECE Program Standard 3

- Specify that clinical practice placements must be acceptable for completing performance assessment

Proposed Program Standard Revisions

MS/SS/ES Program Standard 5 + PK-3 ECE Program Standard 6

- Specify that TPA should be purposefully integrated into all program practices
- Require programs to provide candidates with formative experiences aligned with TPA tasks
- Require programs to provide feedback to candidates on TPA tasks prior to submission
- Require use of TPA data for continuous improvement

Proposed Program Standard Revisions

MS/SS/ES Standard 6 + PK-3 ECE Standard 9: Individual Induction Development Plan

- Require the use of candidate performance assessment results in developing the individual induction development plan

Next Steps

- Gather feedback from Commissioners and make appropriate revisions
- Share with programs for additional feedback and revise
- Return in December with revised version for possible adoption