2E

Action

Educator Preparation Committee

Revised Amendments to the Performance Assessment Design Standards to Address the Use of Artificial Intelligence

Executive Summary: This agenda item brings back revisions to the proposed amendments to the Performance Assessment Design Standards to address the use of Artificial Intelligence based on feedback received from Commissioners at the June Commission meeting.

Recommended Action: That the Commission approve the revised amendments to the Performance Assessment Design Standards to address the use of Artificial Intelligence.

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Strategic Plan Goal

Continuous Improvement

- **Goal 7**. The Commission's work is grounded in research, informed by the voices of practitioners and communities of interests, and supports continuous improvement in educator preparation and licensure.
  Q. Use data to inform Commission and staff decision-making and continuous improvement

Revised Amendments to the Performance Assessment Design Standards to Address the Use of Artificial Intelligence

Introduction
In June 2026, staff presented the Commission with proposed amendments to the Performance Assessment Design Standards (PADS) that incorporated recommendations from the Artificial Intelligence in Performance Assessment (AI in PA) Forum held March 6, 2026. Commissioners provided feedback on the amendments and directed staff to engage in additional revision and bring revised amendments back to the Commission for further consideration. This agenda item presents revised proposed amendments to the PADS based on the feedback received.

Background
Education Code section 44320.4 required that the Commission convene a workgroup to review the design and implementation of the teaching performance assessment (TPA) and to develop recommendations for the Commission to inform the future implementation of the TPA requirement. Specifically, the workgroup was charged with developing recommendations in five main areas: (1) modifications to ensure TPAs are valid and authentic for the work of teaching, reasonable to implement in the range of classroom contexts, and appropriate for beginning teachers; (2) embedding the TPA within candidate preparation; (3) questions to include in completer surveys to better understand candidates' experiences with the TPA; (4) strengthening the accreditation system to ensure candidates receive the support they need; and (5) engaging programs in local scoring to inform program improvement.

In addition to developing recommendations in the statutorily required areas, the workgroup developed an additional recommendation related to the impact of AI on the TPA, suggesting that the Commission convene an expert group to study AI and the impact of AI on the TPA.

On March 6, 2026, the Commission, in partnership with the Californians Dedicated to Education Foundation, hosted a one-day forum to examine the impact of AI on the TPA and to develop recommendations for the Commission. Four primary recommendations emerged from participants' discussions:

AI Recommendation 1: Shift PA Towards More Authentic Demonstrations of Practice
AI Recommendation 2: Incorporate Recorded Candidate Explanation of Their Work
AI Recommendation 3: Evaluate Candidates' Ability to Use AI Professionally
AI Recommendation 4: Maintain Human Evaluation

The PADS establish the minimum requirements for any TPA developed for potential administration in California. Before a TPA can be approved for use in California by the Commission, the model sponsor must first demonstrate how it aligns with the approved PADS. Incorporating attention to AI within approved TPA models requires revisions to the PADS.

Following the development of the recommendations from the AI in PA Forum, staff developed proposed amendments to the PADS and presented those to the Commission at its June 2026

meeting (Agenda Item 4E). Commissioners provided feedback and directed staff to revise the proposed amendments for further review before potential adoption.

Summary of Commissioner Feedback
Commissioners shared several concerns with the proposed PADS amendments.

Overall, a concern was expressed that candidates would be required to use AI when completing a TPA. Commissioners indicated that TPAs should be explicit that use of AI is an option but not a requirement. Additionally, Commissioners suggested further defining some of the terms included within the amendments.

Concerns were also raised about the assessment of candidates' AI use and the potential for requiring excessive work from candidates, as discussed in more detail below. Finally, Recommendation 2 suggested that candidates should record an explanation of their work. The proposed amendment would have required candidates to video record a reflective conversation with their mentor teacher or university supervisor. Commissioners indicated that, because this amendment explicitly required a video recording of a conversation, it did not align with the Universal Design for Learning (UDL) requirements already included within the PADS.

Assessment of Candidate Use of AI
One proposed amendment to the PADS related to the use of AI included the requirement that the candidates' use of AI must be assessed on the TPA. This proposed amendment was in response to Recommendation 3, which states "Evaluate Candidates' Ability to Use AI Professionally." However, as highlighted in Commission feedback, currently, the Teaching Performance Expectations, which detail what candidates learn in their preparation programs, do not address AI. Requiring candidates to be assessed on their use of AI would introduce an assessment expectation that is not currently addressed in the Teaching Performance Expectations or required preparation. Such a requirement would raise concerns regarding alignment with Education Code section 44320.2, which requires teaching performance assessments to align with applicable teaching standards.

Excessive Work Required of Candidates
To document candidates' use of AI, the proposed amendments included the requirement that candidates document the tools they used, including specific prompts developed to generate materials. Concerns were raised that including this documentation would place an additional burden on candidates, which goes against the original recommendations of the RDI-TPA workgroup.

Need for Greater Flexibilities for Candidates
AI Recommendation 2 from the AI in PA Forum stated that candidates should incorporate a recorded candidate explanation of their work. Commissioners highlighted that requiring candidates to record a conversation of themselves reflecting on their instruction is actually contrary to recent PADS revisions which require TPAs to follow UDL principles and allow candidates multiple options to document their thinking.

Revised Standards Based on Feedback

Following the June Commission meeting, staff reviewed Commissioner feedback and further revised the draft amendments to the PADS, as shown in the table below. In particular, the proposed amendments responding to AI Recommendation 2 shifted the requirements from a recording of a reflective conversation to a video, audio, or written reflection on a guided-reflective conversation, with a sign-off on the reflection by the university supervisor or mentor teacher. Allowing candidates to submit either a video or audio recording or a written reflection aligns with the UDL principles incorporated into the PADS.

Proposed revisions of amendments in response to AI Recommendation 3 began with the elimination of the word "ethically", as the final bullet within the amendment requires candidates to verify that all submitted work reflects their own professional judgment and follows program expectations. Additionally, the proposed requirement that candidates document tools they used and prompts they developed was eliminated.

Finally, for AI Recommendation 4, the word "human" was added before assessor to indicate all final assessment decisions must be made by human assessors.

AI in TPA Forum Recommendation:	**Suggested PADS Amendment**
AI Recommendation 1: Shift PA Towards More Authentic Demonstration of Practice	Revise PADS 1(a)(1) General Task Specifications statement, "The TPA includes a minimum of one video of the candidate's teaching performance" to read: • For each planned instructional activity or lesson, the TPA includes a minimum of one video of the candidate's teaching performance that captures the candidate's instructional decision-making and ability to adapt to student needs.
AI Recommendation 2: Incorporate Recorded Candidate Explanation of Their Work	Revise PADS 1(a)(1) General Task Specifications as follows: • Replace the statement "The candidate is required to provide written, audio, or video commentary on the video of instruction that includes description of the lesson plan, rationale for teaching decisions shown, and reflection on the effect of the teaching decisions on student learning" with "For each teaching task, the TPA ~~includes a video submission of a~~ requires the candidate to engage in a reflective conversation ~~between the candidate and the~~ with their mentor teacher or university supervisor, facilitated using prompts provided by the model sponsor. At a minimum, prompts must include a description of the lesson plan, rationale for teaching decisions shown, and reflection on

AI in TPA Forum Recommendation:	Suggested PADS Amendment
	the effect of the teaching decisions on student learning. Following the conversation, the candidate is required to provide a written, audio, or video commentary reflecting on what they learned from the conversation. This reflection is reviewed and signed by the mentor teacher or university supervisor."
AI Recommendation 3: Evaluate Candidates' Ability to Use AI Professionally	Revise PADS 1(a)(1) General Task Specifications to include: Use of AI ○ The TPA allows candidates to ~~ethically~~ use AI tools to support them in their development of instructional resources, including but not limited to initial lesson plan brainstorming, customizing instructional materials, verifying accuracy of CA content-strands/standards, and/or assessments. ○ ~~When AI Tools are utilized, the TPA requires candidates to document the tools used and the prompts developed to generate the materials. The TPA requires candidates to critically analyze any AI-generated resources and document revisions made.~~ ○ ~~It is the responsibility of the candidate to ensure~~ Candidates must verify that all submitted work reflects their authentic professional judgment and follows program and assessment integrity expectations.
AI Recommendation 4: Maintain Human Evaluation	Revise PADS 2(d)(1) Development of Scoring Processes to Ensure Validity and Reliability of Scores to include the following: • Artificial Intelligence may be used to provide an initial evaluation of a candidate's submission materials but all final decisions must be made by a calibrated human assessor.

Staff Recommendation

Staff recommend that the Commission consider the revised amendments to the PADS. If Commissioners determine the revised amendments align with the feedback provided in June, staff recommend that the Commission approve the revised amendments.

Next Steps

If the Commission approves the revised amendments to the PADS, staff will make the necessary revisions and update all documentation. Staff will then work with all approved model sponsors to ensure approved TPAs make the necessary revisions to align with the revised PADS.