

Focus Area 1 Key Concept: Formative in Nature

This document includes the notes from group discussions in the first RDI-TPA Workgroup meeting along with additional sources to support the breakout discussion and development of working definitions. Members are encouraged to bring other resources they have found helpful in understanding or operationalizing the key concept.

- SECTION 1: WORKING DEFINITION TEMPLATE
- SECTION 2: RELATED STATUTORY REQUIREMENTS
- SECTION 3: GROUP DISCUSSION NOTES
- SECTION 4: CONCEPT IN CONTEXT
- SECTION 5: OTHER RESOURCES?

SECTION 1: WORKING DEFINITION TEMPLATE

Working Definition Template Outline: Formative in Nature
<p>General working definition: <i>[insert general working definition of Key Concept]</i></p> <ul style="list-style-type: none"><li>• Attribute 1: <i>[insert description/elaboration of working definition]</i></li><li>• Attribute 2: <i>[insert description/elaboration of working definition]</i></li><li>• Attribute 3: <i>[insert description/elaboration of working definition]</i></li><li>• Attribute 4: <i>[insert description/elaboration of working definition]</i></li><li>• Attribute 5: <i>[insert description/elaboration of working definition]</i></li></ul> <p>Add additional bullets as needed...</p>

SECTION 2: RELATED STATUTORY REQUIREMENTS

44320.4
<p>(a) To ensure the teaching performance assessments described in Sections 44320.2 and 44320.3 are valid and authentic, <b>formative in nature</b>, embedded in preparation, and inform program improvement through the accreditation system, the commission shall convene a workgroup to assess current design and implementation of the state’s current teaching performance assessments.</p>

## Handout for Information 3A: Breakouts—Develop Working Definitions for Key Concepts

### 44320.2

(e) The commission shall ensure that each performance assessment pursuant to subdivision (b) is state approved and aligned with the California Standards for the Teaching Profession and is consistently applied to candidates in similar preparation programs. The commission shall ensure that any approved performance assessment is compliant with this section and meets the commission standards for administration. To the maximum feasible extent, each performance assessment shall be ongoing and blended into the preparation program, and shall produce the following benefits for credential candidates, sponsors of preparation programs, and local educational agencies that employ program graduates:

“(1) The performance assessment shall be designed to provide formative assessment information during the preparation program for use by the candidate, instructors, and supervisors for the purpose of improving the teaching knowledge, skill, and ability of the candidate.”

### SECTION 3: GROUP DISCUSSION NOTES

*The following notes were generated during an activity by the RDI-TPA workgroup on 9/20/24.*

#### **Group 1 Notes: Formative in nature**

- Definition concerns with “formative”
- Grading of the TPA...should be able to take feedback and resubmit, applying feedback
- How formative is video in teacher prep program?
- Is the preparation for TPA formative in teacher prep programs?
- Ongoing, constructive, low stakes

#### **Group 2 Notes: Formative in nature**

- I don’t think the TPA is designed to be a formative assessment
- Formative is always happening even in assessments at the end, formative implies a specific feedback loop, continuous implementation that is built on itself
- The only feedback that candidates receive is a score which is not formative in nature
- The performance assessment is not formative in its current form, it is high stakes and summative in nature
- We give candidates a plan for induction, but TPA results are rarely included in this plan, partly because we do not know why they received a particular score
- We are looking at how this assessment is impacted by the person who is assessing, who are the assessors and how does assessor bias impact students results
- The same material can get different scores, can be a 3 and then goes down to a 2
- There is variability across programs, pass rates are different across the programs

## Handout for Information 3A: Breakouts—Develop Working Definitions for Key Concepts

- Credential candidates who do not pass are more often our more diverse student population
- The performance assessment is currently a summative assessment
- As a teacher you are constantly asking teachers to improve, this assessment is focused on validating a program rather than supporting a teacher, who is this formative data for?, do we want it to be meaningful for our candidates
- That is why it is being asked how to embed the assessment in the programs
- Outside assessors- how can they provide formative assessments or should it be summative?
- We would need to create more of a connection to the induction process, it has to be summative
- We do not wait until the end of the program, they do cycle 1 half way through, cycle 2 towards the end of the second semester during methods courses
- The three TPAs are different in the way that they are embedded, edTPA can only be implemented at the end of the program
- TPA data has not included to the induction process in actual practice
- Is it formative in nature for induction or the program?, you cannot prescribe the content for your candidates, the structure does not necessitate that they work on the TPA, may be semantics and logistics
- There is a disconnect between program and induction
- Preliminary and Clear parts of the programs do not necessarily work together
- If this is formative assessment- it is referring to the time in preliminary program and the induction program
- The law implies that the formative nature is part of the preliminary program

### Group 3 Notes: Formative in nature

1. Attributes of
  - a. Not an end task in itself; part of learning loop
    - i. Formative to next stage of learning
      1. That requires tight connection between IHE and hiring LEA
  - b. Formative: Where are you now? Where are you going? How are you going to bridge that gap?
  - c. Needs to be tightly embedded within prep program
    - i. Results provided within program so that could inform future work
  - d. Program should be using data to inform their work
  - e. Candidates should see as learning opportunity
    - i. But too often focus on the score—how do I improve my score, not how do I improve my teaching
2. Original intent: Lead into Induction
3. Questions/Concerns
  - a. How do we re-frame the narrative around TPA?
  - b. Could the goals candidates set at the end of the TPA become part of the IDP?

## Handout for Information 3A: Breakouts—Develop Working Definitions for Key Concepts

- c. Are there programs that have built in systems to provide feedback on related tasks prior to the TPA?
- d. How can this be seen as the starting point for ongoing growth into early years of teaching?
- e. Once we attach scores, formative nature diminishes
- f. Could we take away the “assessment” piece to make this into a tool to determine areas of strength and areas for growth?

### Group 4 Notes: Formative in nature

- Using it as a snapshot for a beginning teacher – assessment to be the basis for the individualized induction program.
- Formative – Induction may or may not use the same information. We cannot share the conversation. Formative is the chance for the program to support the candidate who has the best knowledge of what needs to happen.
- Continuum of teaching for CSTP – standards and what standards say – practice, etc. Continuum describes practice at different levels of sophistication. Different continuum in preservice and a different continuum for in-service. We need a common arc we can use and common rubrics. The rubrics can be overwhelming for candidates with 9 pages of rubrics to determine growth. Authentic – benchmarks over time. Chunked – iterative process, timely feedback.

## SECTION 4: CONCEPT IN CONTEXT

### *Dictionary Definitions*

1. **Dictionary.com:** “*Education*. continuous and diagnostic and covering specifically the current material with which the student is actively engaged; ongoing: formative evaluation.”
2. **Merriam-Webster Dictionary:** “of, relating to, or characterized by formative effects or formation.”
3. **Cambridge English Dictionary:** “(of tests, information, etc.) done or collected while a student is being taught about a subject in order to check their progress, rather than at the end of a year or unit of work.”

### *Agency/Organization Definitions*

1. **California Department of Education Website:** Formative assessment is a deliberate process used by teachers with students during instruction that provides actionable feedback that is used to adjust teaching and learning strategies to improve students’ attainment of learning targets and goals. Formative assessment is a process, not a test.
2. **California ELA/ELD Framework and California HSS Framework:** Formative assessment is a process teachers and students use during instruction that provides feedback to adjust ongoing teaching moves and learning tactics. It is not a tool or an event, nor a bank of test items or performance tasks. Well-supported by research evidence, it improves students’ learning in time to achieve intended instructional outcomes.

## Handout for Information 3A: Breakouts—Develop Working Definitions for Key Concepts

3. [California Math Framework](#): Formative Assessment. Formative assessment is a systematic process to continually gather evidence and provide feedback about learning while instruction is under way. Formative assessment may span a fifteen-minute time period with an individual student, a weeklong unit, or an entire school year. The key feature of formative assessment is that action is taken to close an identified gap in students' learning based on evidence elicited from the assessment practice.

### SECTION 5: OTHER RESOURCES?

What definitions or other resources related to formative assessment would you like to bring to the discussion and definition setting activity?