

Focus Area 1 Key Concept: Valid and Authentic

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
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SECTION 1: WORKING DEFINITION TEMPLATE

Working Definition Template Outline: Valid and Authentic to the Work of Teaching
<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

Education Code Section 44320.4
<p>(a) To ensure the teaching performance assessments described in Sections 44320.2 and 44320.3 are valid and authentic, formative in nature, 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>

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(c) The workgroup shall develop recommendations to be presented to the commission by March 1, 2025, and the commission shall vote to adopt a set of recommendations by July 1, 2025. Adopted recommendations shall be implemented by July 1, 2028. At a minimum, the recommendations from the workgroup shall include:

(1) An analysis of any modifications needed to current assessments to ensure they are **valid and authentic to the work of teaching**, reasonable to implement in the wide range of classroom settings across the state, and appropriate for beginning teachers.

### 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:

a. “valid and authentic to the work of teaching:”

- Context? Cultures?...movement of settings
- Personalized to reflect teacher’s context
- Is a test authentic?
- Valid-meaningful, applicable, practical
- Authentic-actual
- Standards themselves
- Informed
- Valid for a use, who is useful for?
- What the task demands are for TPA (calTPA, edTPA, FAST), Do they have the same emphasis on TPEs
- Ideal vs. reality/practicality

#### Group 2 Notes:

- We need data to determine valid or authentic, we need results to be able to evaluate valid and authentic, we need data to look
- Psychometric vantage point, verses the actual teacher perspective
- Pearson did their job to ensure that the assessment was valid and authentic, but that may not be reflective of actual experiences
- Reviewed some of the data, look at
- Information needed- data related to performance
- Missing- quality of the program is being compromised by focus on the statistics
- Current practice has been determined to be valid and authentic, but not in the context of the “work of teaching”

#### Group 3 Notes:

a. Attributes of:

- i. Tasks replicate what a beginning teacher would do day-to-day in the classroom

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1. Representative of what would actually do as a teacher
- ii. Has to involve students
  1. Though still too much involved in teaching to be able to capture everything in an assessment
- iii. Has to involve an array of tasks that, across candidates, captures range of teaching tasks
  1. Contexts may be different but knowledge and skills evaluated are representative of teaching
  2. What is consistent in tasks of teachers across full range of school contexts (Watts vs Modoc; strong mentor vs weaker mentor)
- iv. Teacher's ability to adapt to the context and the learners in that space
- v. Creating spaces and opportunity for P-12 students to learn
- vi. Want to believe that if the prep program is doing a good job preparing teachers, then the TPA should not be a big deal

### Group 4 Notes:

- **Organic.** Trying to capture what someone does organically but also have the levels or things we need to look for. Current assessment model folks could script what they say or put in the back of the room. But this is meant to be something that happens day to day. Capture teaching in a way that others can see it. Ready to begin teaching and have a credential. Checklist in the back of the room is not necessarily authentic. Authentic would be more than once – **flexible**, something that shifts. Cannot be static. Shows over a period of time – **not just a one day, one shot may not be the most authentic thing in terms of scope**. Can be called the EdTPA teaching. Hyperfocused on EdTPA teaching, formulaic. Done the video – doing it to fulfill the requirement – needs to be something that requires teaching to shift and change. They are missing the mark and not engaging in relationships etc because they are worried about EdTPA
- **Need foundational elements of teaching like lesson plan.** As a beginning teacher, trying to assess if a teacher can get to know their students to plan an appropriate lesson. Soft thing about teaching – the nitty gritty elements of teaching or how to respond to someone who makes a comment or throws a chair. How do we get to that point? Most successful educators have a moment of reflection – excellent effort – doing your best to be a highly qualified educator. Also, looking back for **reflection and being honest** about what worked and what didn't work.
- Important concepts of learning target and prior knowledge activation – these are important to classrooms, but **it should not feel like a checklist, instead treated as a skill in the classroom.** **Not Perfect. Reflective** instead of a skill as the rubric is not measuring how well but just if it is happening for passing. How do you do that? Authentic **Teaching what they would normally do in an organic way – flexibility related to what happens on a daily basis. You cannot anticipate your students mindset on a given day, honest on what worked and what didn't work, something built into not just checking off a list, but engaged in evaluation the concept.**

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### SECTION 4: DEFINITIONS

#### *Definitions of Valid and Authentic*

1. **Merriam-Webster Dictionary:** Authentic—education: a set of methods or techniques for assessing the academic achievement of a student that includes activities requiring the application of acquired knowledge and skills to real-world situations and that is often seen as an alternative to standardized testing
2. **Cambridge:** Valid—The fundamental concept to keep in mind when creating any assessment is validity. Validity refers to whether a test measures what it aims to measure. For example, a valid driving test should include a practical driving component and not just a theoretical test of the rules of driving. A valid language test for university entry, for example, should include tasks that are representative of at least some aspects of what actually happens in university settings, such as listening to lectures, giving presentations, engaging in tutorials, writing essays, and reading texts.

#### *Possible Discussion Starter Articles on Validity*

- Darling-Hammond, L., Herman, J., Pellegrino, J., et al. (2013). [\*Criteria for high-quality assessment\*](#). Stanford Center for Opportunity Policy in Education, Stanford University.

Standard 5, beginning on page 15, emphasizes that assessments must be valid, reliable, and fair, meaning they should accurately measure the knowledge and skills they intend to assess, free from bias, and provide equal access for all learners. To ensure fairness and validity, assessments should be designed to accommodate a wide range of students, use evidence to predict real-world success, and be scrutinized for both positive and negative instructional consequences

- American Educational Research Association. (2014). [\*Standards for educational and psychological testing\*](#). Washington, DC: AERA

Chapter 1 of the *Standards for Educational and Psychological Testing (2014 edition)* defines validity as the extent to which evidence and theory support the interpretations of test scores for proposed uses, making it a fundamental aspect of test development and evaluation. It emphasizes that validation is an ongoing process that integrates various forms of evidence to ensure that test scores are interpreted and used appropriately for their intended purposes.

#### *Possible Discussion Starter Articles on Authenticity*

- Frey, B. B., Schmitt, V. L., & Allen, J. P. (2012). [\*Defining authentic classroom assessment\*](#). *Practical Assessment, Research, and Evaluation*, 17(2).

The article by Frey, Schmitt, and Allen (2012) explores the concept of authentic classroom assessment, offering a comprehensive analysis of what makes an assessment authentic by identifying nine distinct dimensions. These dimensions include realistic activities, cognitive complexity, student collaboration, and performance-based tasks that reflect real-world applications.

- Wiggins, G. (1990). [\*The case for authentic assessment\*](#). *Practical Assessment, Research, and Evaluation*, 2(2).

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Grant Wiggins (1990) advocates for authentic assessment, emphasizing that students should be evaluated through tasks that mirror real-world intellectual challenges rather than relying on traditional, standardized tests. He argues that authentic assessments are more effective for evaluating problem-solving and critical thinking skills, as they focus on complex tasks that reflect the type of work students will encounter in their future professional lives.

#### **SECTION 5: OTHER RESOURCES?**

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