

California State University, Stanislaus
Department of Teacher Education

TPA Remediation Process

Introduction:

California State University Stanislaus has adopted the California Teacher Performance Assessment as its assessment system for teacher candidates. The tasks are based on the Teacher Performance Expectations that reflect strong and well-accepted teaching knowledge and pedagogy. All CSU Stanislaus teacher candidates must achieve a total score of 12 on the four TPA tasks, with a minimum score of “3” on each individual task. All candidates’ tasks with scores of “2” or “1” are automatically rescored by another assessor to validate the non-passing score.

If you have not achieved these scoring criteria, you have the right for assistance to successfully complete these requirements. The following procedures are designed to help assure that your TPA experience is a positive and productive learning experience. When you receive your scores and need assistance, use the attached flow chart to follow the process.

Procedures for candidates who *do not* receive a “3” or “4” on a task will:

1. Candidates will receive (through return receipt) a paper copy of a detailed, no-passing letter from the TPA Coordinator, in which the areas to be revised are described. The detailed descriptions will serve as an action plan for next steps.
2. If desired, the candidate may request an individual remediation meeting where the task performance benchmarks and common errors will be reviewed. *Candidates will bring copies of their own responses* to analyze them.
3. Retake of failed tasks must be submitted the following semester, and three retake submission dates will be available during a 3-month window. Retake submission dates will be listed on the TPA website.

Upon completion of the revised TPA response, the candidate’s response will be evaluated. If the candidate achieves a score of “3” or “4,” the candidate is finished with that task. If the candidate receives a score of “2” or “1,” the candidate is entitled to two more remediation attempts, for a total of three remediation attempts. With each attempt, an individual letter from the TPA Coordinator describing the areas to be revised will be mailed to the candidate, and she/he may request an individual meeting with the TPA Coordinator.

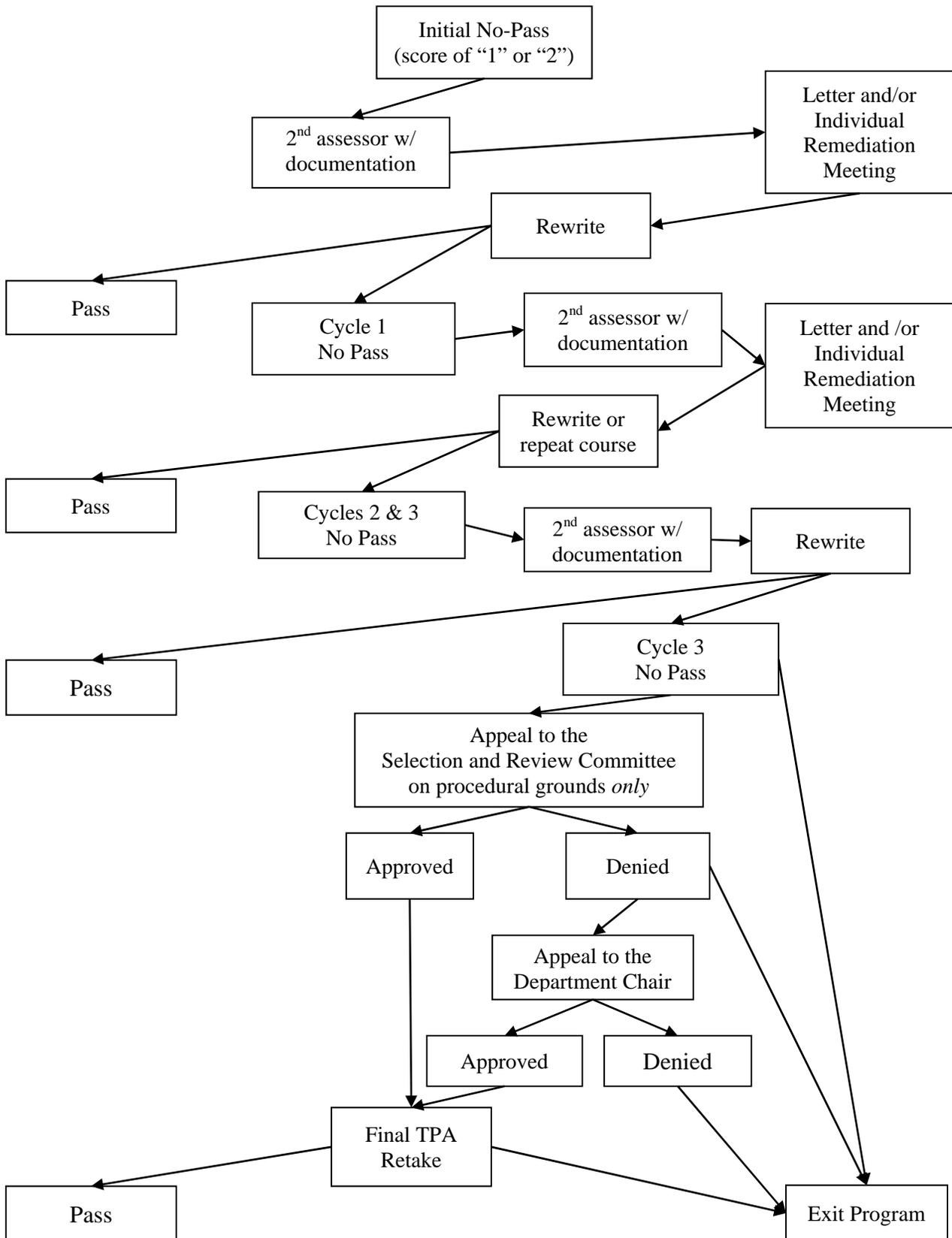
4. Should the candidate not pass after three remediation attempts, the candidate may appeal to the Department of Selection and Review on procedural grounds.

At each step of the process, those not achieving a “3” or “4” on a task will be offered three potential remediation processes to help improve students’ responses, including:

- Retaking a specific course
- Repeating student teaching
- Seeking assistance from the Writing Center for work on writing skills only

Those not achieving at least a “3” on a task after three attempts may appeal on procedural grounds through the departmental appeals process. To initiate the appeal process, candidates must meet with the TPA Coordinator and write a letter to the Department Chair requesting an appeal. The candidate must also complete a *Selection and Review Petition Form* found online in the Multiple Subjects Program handbook or the Single Subject Program handbook, or in the Teacher Education Office. This process follows steps from the Selection and Review Committee, to the Department Chair of Teacher Education, who is the final authority. Those students whose appeals are denied exit the program. Those with approved appeals are allowed one final attempt to pass that TPA. If this final attempt does not result in a score of “3” or “4,” the student must exit the program.

TPA Remediation and Appeals Process Flow Chart



SAMPLE TPA NO-PASS LETTER

Date:

Student Name:

We have received notification from TaskStream that you did not successfully complete the following task:

Task Two: Designing Instruction Score: 2.00 (out of 4)

Your task was automatically rescored and your reception of this letter indicates that the second evaluator concurred with the first evaluation. Therefore, you will need to remediate your TPA.

The remediation plan below indicates the areas where you should focus your attention:

- Learning about Students
- Making Adaptations for English Learners
- Making Adaptations for Special Learners
- Using Subject-Specific Pedagogical Skills
- Reflecting on Student Learning / Assessment

Page two of this letter provides you with descriptions of what to remediate within each area identified above. Please use the descriptions on the second page of this letter for how to remediate each deficiency.

You will be placed in a remediation group in TaskStream, and will appear on your TPA program list.

You can begin on your remediation immediately and submit your task as soon as possible.

If you have any questions, please contact Dr. Noelle Won.

Sincerely,

TPA Coordinator

TPA Lead Assessor

Remediation Guide

Establishing Goals and Standards, Learning about Students, and Planning for Instruction

The candidate minimally learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:

- Establishing some appropriate and some inappropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework.
- Obtaining cursory information about the class as a whole and about selected students, such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests.
- Planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework.
- Selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs.

Describing the Classroom Environment

The candidate minimally establishes a climate for learning and uses instructional time appropriately, as evidenced by:

- Sometimes appropriately and sometimes inappropriately allocating instructional time.
- Establishing inconsistent or minimal procedures for routine tasks and management of transitions.
- Developing and maintaining ambiguous or inconsistent expectations for academic and social behavior.
- Creating a climate that is sometimes appropriate for learning.

Making Adaptations for English Learners and Special Needs Students

The candidate minimally uses and adapts strategies and activities for instruction and learning, as evidenced by:

- Using ambiguous or inconsistent strategies and activities according to purpose and lesson content.
- Making inconsistent or minimal plans for students who have special needs or abilities.
- Drawing upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language.
- A limited knowledge and/or ambiguous application of instructional practices for English Language Development.
- Ensuring the active and equitable participation of some students.

Using Subject-Specific Pedagogical Skills

The candidate minimally knows the state-adopted content standards for students or state-adopted framework, as evidenced by:

- Demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework to students

Reflecting on Student Learning / Assessment

The candidate minimally reflects on the instructional experience and student learning, as evidenced by:

Providing cursory or limited reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness.