

Appendix G. Statement on the Appropriate Uses of the PACT Teaching Event Scores

Under California's new licensing system (enacted by SB 2042 in 1998 and reauthorized by SB1209 in 2006), teacher candidates in teacher preparation programs are required to pass a teaching performance assessment (TPA) to earn a preliminary teaching license. Professional teacher preparation programs may use the California Commission on Teacher Credentialing (CCTC) prototype California TPA (developed by the CCTC and ETS) or may develop an alternative assessment that meets the CCTC's Assessment Quality Standards (CCTC, 2002). Like the California TPA and other teacher licensing tests in California (including the CBEST, CSET, and RICA), the PACT Teaching Event is a "high-stakes" assessment in that teacher candidates cannot be awarded an initial teaching credential without having passed the Teaching Event. (See minutes for the November 30-December 1, 2006 CCTC meeting, p. 217095.)

Members of the PACT consortium, who have chosen to use the PACT Teaching Events, agree through a formal memorandum of understanding to implement the assessment as designed and described in the Technical Report, including the training and scoring processes that are meant to ensure reliability of scoring. They also agree to implement the moderation processes used to ensure the accuracy of individual scores (i.e., double-scoring of teaching events that do not meet the passing standard and triple-scoring of teaching events with widely discrepant scores), and to enforce the system-wide passing standard, remediation policy, and appeals processes). They also agree to implement Program Standards 19-21 (previously known as Assessment Quality Standards 21-23), regarding the implementation of the TPA.

According to SB1209, Section 24.d.9, the Commission will "ensure that the aggregated results of the assessment for groups of candidates who have completed a credential program are used as one source of information about the quality and effectiveness of that program." In addition, in SB1209, Section 24.e, the law states that "each performance assessment shall be ongoing and blended into the preparation program, and shall produce the following benefits for credential candidates, sponsors or preparation programs, and local education 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.
- (2) The performance assessment results shall be reported so that they may serve as one basis for a recommendation by the program sponsor that the commission award a teaching credential to a candidate who has successfully met the performance assessment standards.
- (3) The formative assessment information pursuant to paragraph (1) and the performance assessment results pursuant to paragraph (2) shall be reported so that they may serve as one basis for the individual induction plan of the new teacher pursuant to Section 44279.2.

Furthermore, the CCTC's Program Standard 21e (formerly Assessment Quality Standard 23e) indicates that individual score profiles may be used by the candidate to develop an Individual Induction Plan for use in a professional induction program. The CCTC's Program Quality 21g (formerly Assessment Quality Standard 23g) also states that aggregated category scores for all candidates within a program may also be used as a basis for internal and external reviews of the teacher preparation program for the purpose of program improvement. (This would include external reviews conducted by state and national accreditation boards.)

Prohibited Uses of the Teaching Event Scores

In accordance with sound psychometric principles prohibiting the use of a single assessment for high-stakes purposes, the Teaching Event scores should be used in conjunction with multiple sources of information, including course grades, student teaching evaluations, and information from embedded signature assessments (ESAs), to determine whether a teacher candidate should be recommended for a preliminary teaching credential. A candidate who has not successfully completed other credential requirements should not be awarded a preliminary credential on the sole basis of having completed and passed the PACT Teaching Event. In other words, passing the PACT Teaching Event alone is insufficient to demonstrate one's qualifications to become a teacher of record.

Individual candidates' Teaching Event scores, like other licensing test scores and academic records, are confidential and should not be released without the prior consent of individual teachers to employers or induction programs. Schools and districts are prohibited from using Teaching Event scores for hiring purposes or for determining pay differentials. The scores may be released by programs to the PACT consortium for the purpose of assessment validation, research/evaluation, and regular activities involved in implementation of the assessment system, but may not be released to outside agencies other than the CCTC without prior consent of individual teachers. Scores may not be released to BTSA (induction) programs without the prior consent of individual teachers.

Should a program release PACT Teaching Event scores to an outside agency with the prior consent of individual teachers, the program must inform the agency that the assessment is valid only for determining the pedagogical competence for initial teaching credentials in California.