



Teacher Performance Assessment Overview for University Supervisors TE Faculty and Administrative Team

Dr. Cathy Rosemary and Dr. Mark Waner

August 21, 2012

Adapted from presentation by

Donna Hanby

to DEAS Faculty 5/2/12

Agenda

- 3:00 - 3:15 Welcome and Introductions
- 3:15 - 4:00 Overview
- 4:00 - 5:00 Discussion and Q&A

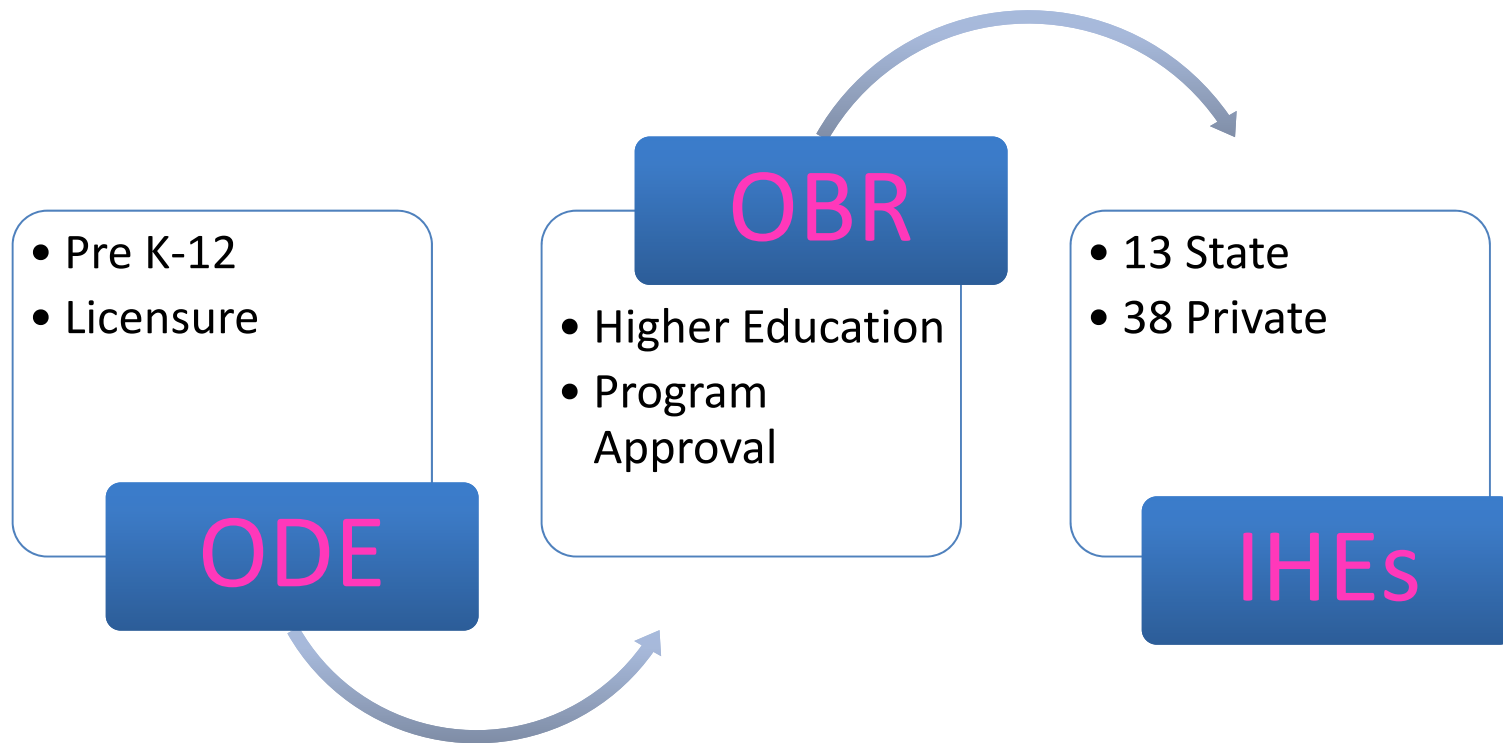
Ohio's Goal: To Have a Quality Teacher in Every Classroom

Highly Qualified

Highly Effective



Ohio Education Structure



House Bill 1

- ◆ Transfers responsibility for approving teacher preparation programs from the State Board to the Chancellor of the Board of Regents
- ◆ Directs the Chancellor, jointly with the State Superintendent, to: (1) establish metrics and educator preparation programs for the preparation of educators and other school personnel, and (2) provide for inspection of the institutions.
- ◆ *Through HB1, Ohio is first in the nation to require a four-year induction program (Resident Educator)*

Preservice through Lead Teaching



**Preservice
Preparation**



**Resident
Teacher
License**



**Professional
License**



**Senior
Professional
License**



**Lead
Professional
License**

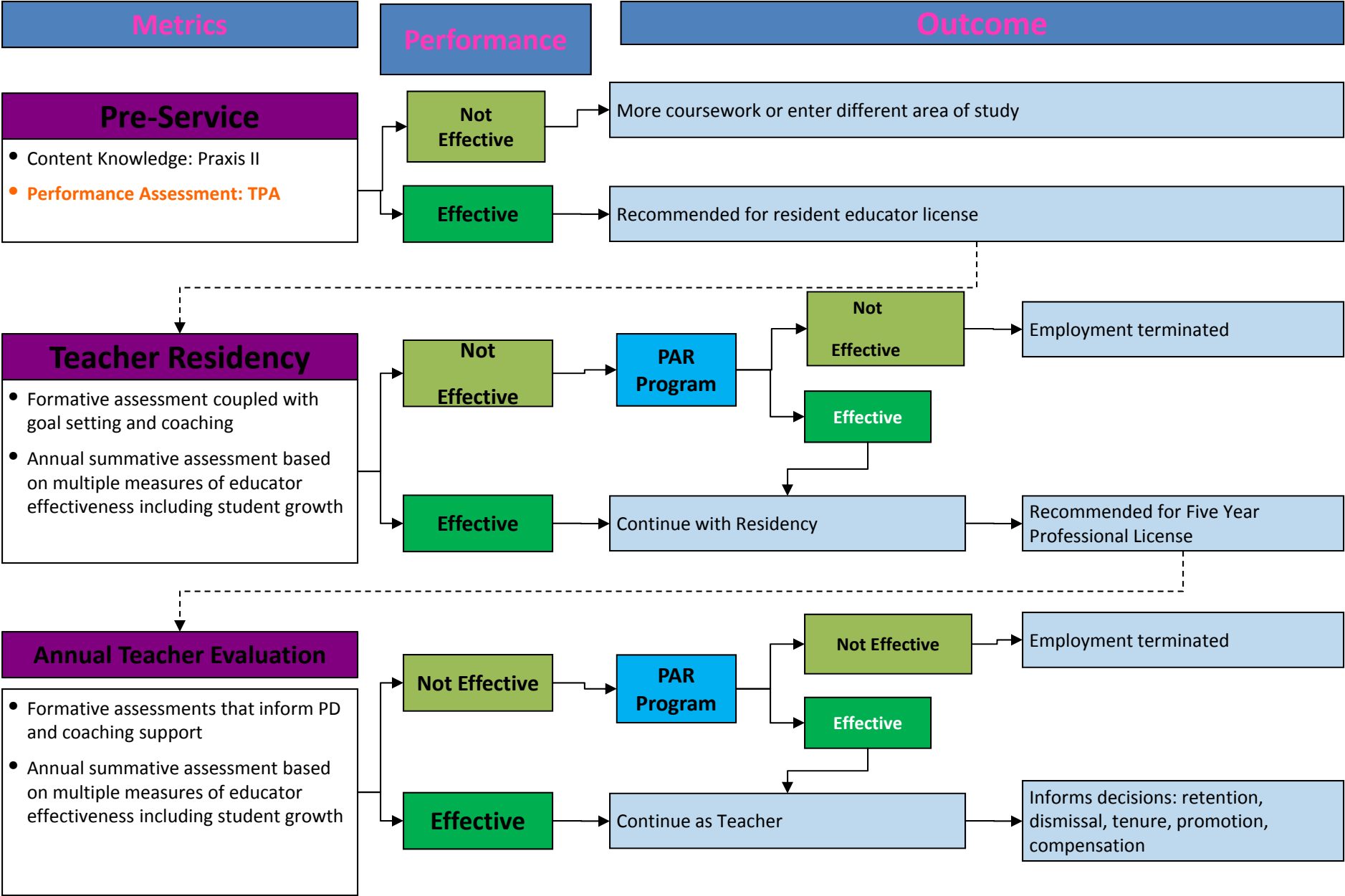
Ohio's Teaching Continuum



Ohio's Educator Resident Program

- State Mentoring Program that provides four years of support
- Formative Assessments incorporated throughout
- Summative Assessment (years 3-4)
upon successful completion...
- 5-yr. Professional License

Ohio Comprehensive System of Educator Accountability



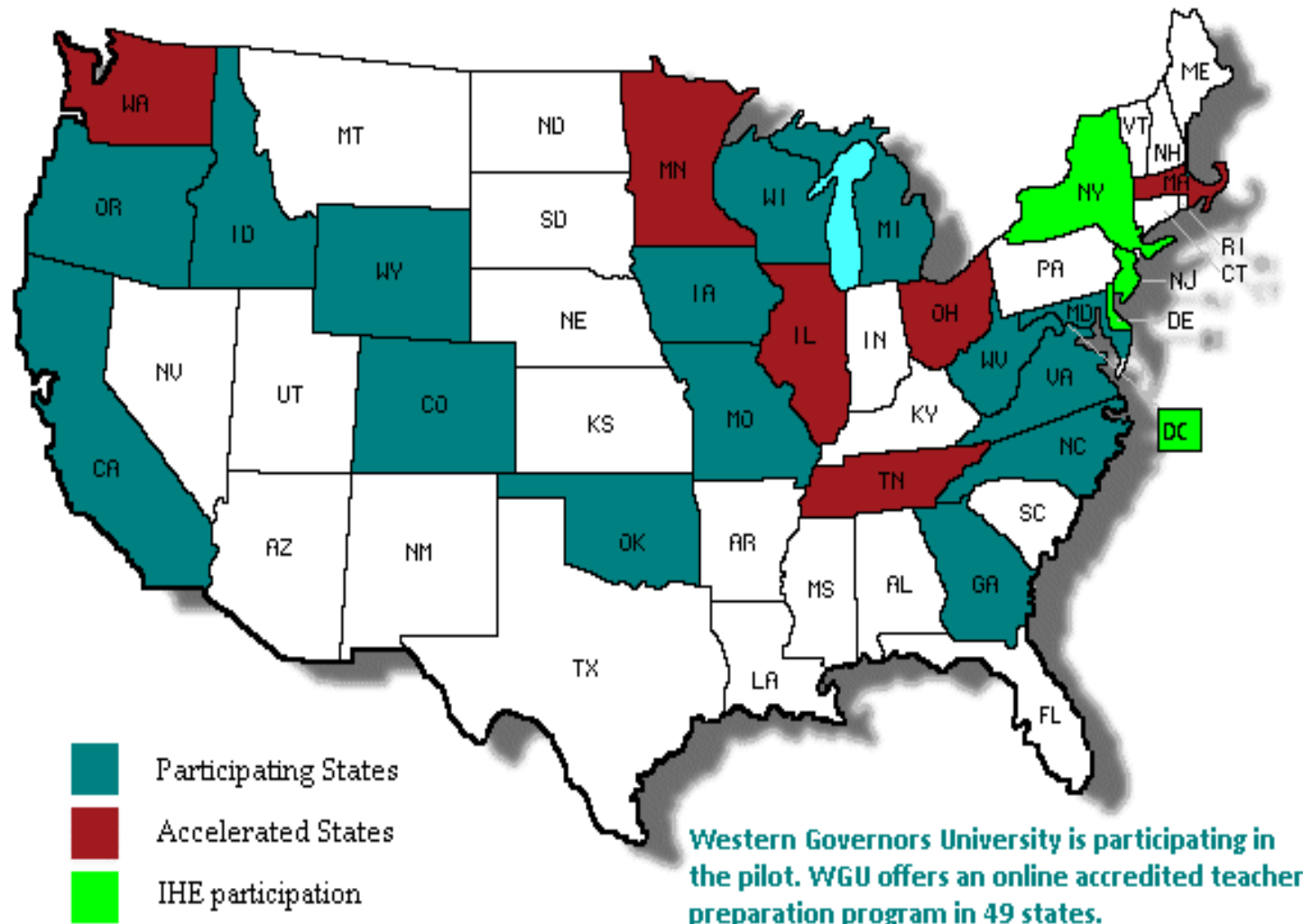
TPA Background

- ✓ Three-year grant to create a National Teacher Performance Assessment (Spring 2009)
- ✓ Based upon the Performance Assessment for Teacher Candidates (PACT) from California (<http://www.pacttpa.org>)
- ✓ Co-PIs ~ Linda Darling-Hammond & Ray Pecheone

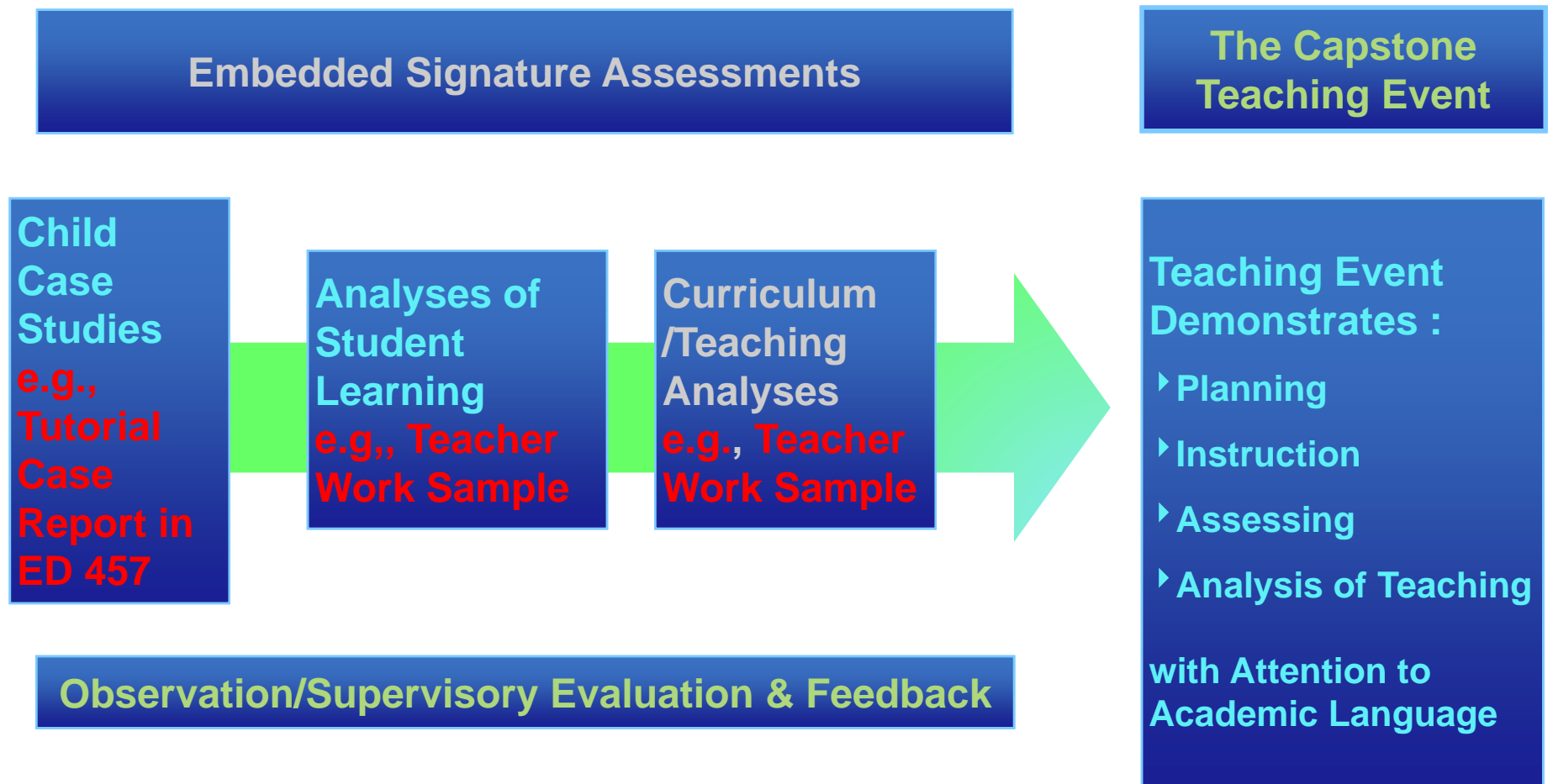
Project Partners

- ▶ **AACTE (American Association of Colleges for Teacher Education)**
- ▶ **CCSSO (Council of Chief State School Officers)
until March 2011**
- ▶ **Stanford University**
- ▶ **Lead IHE in Each State**
- ▶ **IHEs in Each State: 2009 = 4 Ohio IHEs
2012 = 51 (100%) Ohio IHEs**
- ▶ **SEAs (ODE & OBR)**

States Involved in National Assessment



A MULTIPLE MEASUREMENT ASSESSMENT



TPA Architecture

- A summative assessment of teaching practice
- Collection of artifacts and commentaries
- “Learning Segment” of 3-5 days

Design Principles for *Educative Assessment*

- Discipline specific and embedded in curriculum**
- Student Centered: Examines teaching practice in relationship to student learning**
- Analytic: Provides feedback and support along targeted dimensions.**
- Integrative: maintains the complexity of teaching**
- Affords complex view of teaching based on multiple measures**

Development Timeline

- 2009-10 Small-scale tryout tasks & feedback from users.
- 2010-11 Development of six pilot prototypes based on feedback. Piloted in 20 states. User feedback gathered to guide revisions.
- 2011-12 National field test of 13 prototypes, producing a technical report with reliability and validity studies, and a bias and sensitivity review. National standard setting. [results not yet disseminated]
- 2012-13 Adoption of validated assessment (Full implementation year for Ohio)

TPA Artifacts of Practice

Planning	Instruction	Assessment
<ul style="list-style-type: none">• Instructional and social context• Lesson plans• Handouts, overheads, student work• Planning Commentary	<ul style="list-style-type: none">• Video Clips• Instruction Commentary	<ul style="list-style-type: none">• Analysis of Whole Class Assessment• Analysis of learning and Feedback to two students• Instructional next steps• Assessment Commentary

Daily Reflection Notes

Analysis of Teaching Effectiveness Commentary

Evidence of Academic Language Development

Decoding the TPA:



Task 1

Purpose

The Planning Instruction & Assessment task asks the candidate to:

- Describe plans for the learning segment and explain how they are appropriate for the students and the content being taught;
- Demonstrate the ability to organize curriculum, instruction, and assessment to help diverse students meet standards for the content; and,
- Develop academic language related to the content.
- Evidence ~ to select, adapt, or design learning tasks and materials that offer students equitable access to the content.

Context for Learning

- About the school (elementary, middle, high school)
- Specific features of school or classroom setting
- Cooperating teacher requirements that might impact planning or delivery of instruction (standardized tests, pacing etc.)

Context

- Time devoted to subject
- Ability grouping/tracking
- Textbook or instructional program
- Other resources
- Students: Grade level(s), # of males/females, ELL, GT, IEPs or 504 plans
- Chart required accommodations/modifications

Context for Learning Information

The Context for Learning Information is included in this Pre-Release Handbook. It will be moved to a template in the Field Test Final Handbook.

About the School Where You Are Teaching

1. In what type of school do you teach?
_____ Elementary school _____ Middle school
_____ Other (please describe) _____
2. _____ urban _____ suburban _____ rural _____
3. List any special features of your school or classroom setting (e.g., themed magnet, students are tracked into the class, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Class Featured in this Assessment

1. How much time is devoted each day to literacy instruction in your classroom?

2. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.
3. List other resources (e.g., SmartBoard, hands on materials, on-line technology resources) you use for literacy instruction in this class.

About the Students in the Class Featured in this Assessment

1. Percentage of students eligible for free/reduced lunch _____
2. Grade level(s), _____
3. Number of
 students in the class _____
 males _____ females _____
 English language learners _____
 students identified as gifted and talented _____
 students with Individualized Education Programs (IEPs) or 504 plans _____
4. Complete the chart below to summarize required accommodations or modifications for students receiving special education services and/or students who are gifted and talented as they will affect your literacy instruction and assessment in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first row has been completed in italics as an example. Use as many rows as you need.

Special Needs	Number of Students	Accommodations, Modifications and/or Pertinent IEP Goals
---------------	--------------------	--

Example:

Example:

Example:

Handbook –Task 1 Explanation

TPA Field Test Ele. Literacy Handbook 9_11.pdf

5 / 32 | 106%

Tools Comment

TPAC Elementary Literacy Assessment
Pre-Release Handbook

Assessment Components at a Glance

What to Do	What to Submit	Scoring Rubrics
TPAC Task 1: Planning Instruction and Assessment		
<ul style="list-style-type: none"> ▶ Provide relevant information about your instructional context. ▶ Select a learning segment of 3–5 sequential lessons that balance the teaching of literacy skills and strategies and support students to comprehend and/or compose text ▶ Consider your students' strengths and needs and select a central literacy focus and a key language demand for the learning segment. Create an instruction and assessment plan for the learning segment, and write lesson plans. ▶ Respond to commentary prompts to explain what you know about your students and the thinking behind your plans. ▶ Make daily notes about the effectiveness of your teaching for your students' learning (will be used in writing the Analyzing Teaching commentary in Task 4). 	<ul style="list-style-type: none"> <input type="checkbox"/> Part A: Context for Learning Information <input type="checkbox"/> Part B: Lesson Plans for Learning Segment <ul style="list-style-type: none"> ▪ Lesson plans ▪ Instructional Materials ▪ Assessment Tools/ Procedures and Criteria <input type="checkbox"/> Part C: Planning Commentary 	<ul style="list-style-type: none"> ▪ Planning Rubrics (EM 1, 2, and 3)



Candidate Sample

Task 2: Instructing and Engaging Students in Learning

Purpose

- The Instructing and Engaging Students in Learning task asks to demonstrate how one facilitates students' developing understanding of skills and strategies to comprehend or compose text.
- Evidence of engaging students in meaningful tasks, monitor understanding, and use responses to students to guide their learning.

Task 2: Instructing & Engaging Students in Learning

- Identify lessons where students are engaged in using relevant skills and strategies to comprehend and/or compose text. One lesson is selected for filming.
- Collect permission forms from parents.
- Videotape the lesson.
- Review the video to identify one or two video clips that meet requirements.
- Respond to commentary prompts to analyze teaching and students' learning in the video clip(s).



Video Clip Requirements by Content Area

Content	Maximum Minutes	# of Clips
<i>Secondary Math</i>	15	1-2
<i>Secondary Science</i>	20	2/10 minutes each
<i>History/Social Science</i>	20	2/10 minutes each
<i>English/Lang. Arts</i>	20	2/10 minutes each
<i>Middle Childhood</i>	20	2 clips
<i>Physical Education</i>	15	2 clips ~ 1 = 10 mins. and 1=5 mins.
<i>Early Childhood</i>	15	2 clips max 15 minutes; one is whole group, second small group



Candidate Sample

Task 3: Assessing Student Learning

Purpose

- The Assessment of Student Learning task asks to assess student achievement, diagnose student learning strengths and needs, and inform instruction.

Provide evidence to:

- 1) develop evaluation criteria aligned with big idea or essential question, standards, and learning objectives;
- 2) analyze student performance on an assessment in relation to student needs and the identified learning objectives;
- 3) provide feedback to students; and
- 4) use the analysis to identify next steps in instruction for the whole class and individual students.

What to Do	What to Submit	Scoring Rubrics
TPAC Task 3: Assessing Student Learning		
<ul style="list-style-type: none"> ▶ Analyze class performance from one assessment completed during the learning segment. ▶ Identify three student work samples that illustrate trends in student understanding within the class. ▶ Select and analyze the learning of two focus students in more depth, and document your feedback on their work. ▶ Respond to commentary prompts to report conclusions from your analysis and describe feedback given to the two focus students. ▶ Identify next steps in instruction based on your analysis. ▶ Provide the assessment task and evaluation criteria. 	<ul style="list-style-type: none"> □ Part A: Student Work Samples □ Part B: Evidence of Feedback □ Part C: Assessment Commentary 	<ul style="list-style-type: none"> ■ Assessment Rubrics (EM 6, 7, and 8)
TPAC Task 4: Analyzing Teaching		
<ul style="list-style-type: none"> ▶ Using notes you have recorded throughout the learning segment, respond to commentary prompts to explain what you have learned about your teaching practice and two or three things you would do differently if you could teach the learning segment over. Explain why the changes would improve your students' learning. 	<ul style="list-style-type: none"> □ Analyzing Teaching Commentary 	<ul style="list-style-type: none"> ■ Analyzing Teaching Rubric (EM 9)
TPAC Academic Language in Literacy (evidence is gathered across tasks as noted)		
<ul style="list-style-type: none"> ▶ Select one key language demand related to the literacy central focus. Explain how you will support students with varied language needs. ▶ Cite evidence of opportunities for students to understand and use the targeted academic language in: 1) the video clips from the Instruction task; OR 2) the student work samples from the Assessment task. Analyze the effectiveness of your language supports. 	<ul style="list-style-type: none"> □ Planning Commentary □ Instruction Commentary (Prompt 4) OR □ Assessment Commentary (Prompt 4) 	<ul style="list-style-type: none"> ■ Academic Language Rubrics (EM 10, 11, 12)



Candidate Sample

Task 4: Analyzing Teaching

- Reflection incorporated throughout the learning segment
- T. Candidate reviews notes and reflections and analyzes learning segment
- T. Candidate responds to Analyzing Teaching commentary prompt: What might be done differently (with the same group of students)?



Candidate Sample

Academic Language - **Make Explicit in Planning, Teaching, and Assessing**

- Academic language is different from everyday language. Some students are not exposed to this language outside of school.
- Much of academic language is discipline-specific.
- Unless we make academic language explicit for learning, some students will be excluded from classroom discourse and future opportunities that depend on having acquired this language.

Academic Language

- Academic language is the oral and written language used in school necessary for learning content.
- This includes the “language of the discipline” (vocabulary and forms/functions of language associated with learning outcomes) and the “instructional language” used to engage students’ in learning content.

Rubric progression

- **Early novice → highly accomplished beginner**
- **Rubrics are additive and analytic**
- **Candidates demonstrate:**
 - **Expanding repertoire of skills and strategies**
 - **Deepening of rationale and reflection**
- **Teacher focus → student focus**
 - **Whole class → generic groups → individuals**

Rubric Blueprint

Task name: Rubric Title

Guiding Question:

Level 1	Level 2	Level 3	Level 4	Level 5
Struggling candidate, not ready to teach	Some skill but needs more practice to be teacher-of-record	Acceptable level to begin teaching	Solid foundation of knowledge and skills	Stellar candidate (top 5%)

Who Scores the Portfolios?

Portfolios originating from your campus will go into a “TPA pool” within the scoring platform. The TPA pool gets distributed across the scorer pool so that a portion of the TPAs are scored by scorers associated with the local campus, a portion will be scored by scorers from the campuses’ state, and the remainder will be scored by scorers from other states participating in the national field test. This allows scorers to see TPAs originating from the home campus, from their own state and from the national sample.

For information about scoring visit: <http://www.scoretpa.pearson.com/>



Educator Qualifications

Trainers and scorers should be members of one of the following groups: university faculty, field supervisors, classroom teachers, cooperating teachers, school principals, induction or peer assistance mentors/coaches, National Board certified teachers, subject matter organization members (i.e., NCTM, IRA, SPAs, etc.) or retired teachers and principals who remain current in their subject matter.

College/University Educators

University Faculty and Field Supervisors - Current or Retired

- Are or have been educators at colleges/universities and have in the last 3 years: taught a methods course, supervised teacher candidates, worked with teacher candidates or teachers on content-specific curriculum, instruction, and/or assessment including active participation with professional associations in a content-specific area.

OR

- Provide or have provided instruction/training to teachers or teacher candidates in a content-specific area or assessment within the last three years.

OR

- Retirees who remain active in their field through professional associations or other professional responsibilities in a content-specific area and have provided support for beginning teachers.

AND

- Have experience scoring performance-based assessments is preferred.

Discussion: Implications for JCU University Supervisors

**Submission window for fall is October 23 – November 6

16 TE candidates: 5 EC; 1 MC; 7 AYA; 3 MA-PE

- Occurs during student teaching semester only
- Do not schedule observations during the time that the candidate is working on the TPA [3-5 consecutive lessons]
- Review and adhere to acceptable and unacceptable assistance [[see next slides](#)]
- Direct all questions to JCU Program Coordinators: Dr. Annie Moses for EC; Dr. Tom Kelly for MC and AYA; or Dr. Manning for MA-PE.

Assisting the Teacher Candidate

- The TPA assessment should document the work of candidates and their students in their classrooms, during the 3-5 day learning segment. Educators offering support should discourage any attempts to fabricate evidence or plagiarize work.

Appropriate Assistance to Teacher Candidates

- Explain general design of curriculum materials, instructional and/or assessment strategies, leaving it to candidates to make selections and/or adaptations based on perceptions of their students' strengths and needs and on the content to be taught.
- Make referrals to professional/research articles on issues the candidate is thinking about, curriculum materials, experienced teachers, and TPA support documents. Many candidates will use or adapt curriculum materials developed by others; they should cite the source, including materials from experienced teachers. They should explain how the materials are appropriate for their students and learning objectives and standards.
- Ask probing or clarifying questions to encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses & to communicate analyses and reflections more clearly.

Unacceptable Support for the T. Candidate/TPA

- Making choices of curriculum materials or instructional strategies (other than those required by the cooperating teacher or school)
- Providing one's personal analysis of the candidate's students or artifacts or offering alternative responses to prompts
- Suggesting specific changes be made in a draft TPA assessment rather than asking questions aimed at helping candidates reflect on a draft and reach their own conclusions about needed changes
- Providing intensive coaching for candidates perceived to be weak aimed at helping them pass the TPA assessment rather than at improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission
- Editing the TPA assessment



Questions/Comments?