

What to Think About When Planning the Pilot Year IHEs in Accelerated States

1. Recruiting faculty members to oversee the pilot with a group of students (will partially determine #2 below). IHEs should consider allocating money for a coordinator who will also oversee the field test year in all credential areas.

2. Selecting credential areas in which to pilot. The credential areas may be dependent on the faculty members selected. Programs should pilot in as many credential areas as is feasible to prepare for the field test year. Assessments will be available for the pilot test in the follow areas:
 - elementary literacy or mathematics
 - secondary English
 - secondary history-social science
 - secondary mathematics
 - secondary science
 - early childhood education
 - special education and early childhood special education.
 - a. Stanford will request a list of credential area in which programs are willing to pilot, and will use that list to develop a sampling plan for programs in non-accelerated states.

3. Deciding where in the program structure to implement the TPAC assessment.

In which courses will the TPAC assessment be introduced? In which courses or seminars will candidates be provided scaffolding and feedback? (will be dependent on #1 and #2 above).

 - a. How can any conflicts between due dates between the TPAC assessment and any other major course assignments be identified and resolved?

4. Setting a timeline for the pilot year (introduction of the TPAC assessment to faculty and candidates, meetings with supervisors/cooperating teachers to introduce the TPAC assessment, due dates for candidates, training/scoring schedule period)

- a. The introduction of the TPAC assessment to the faculty should start with an understanding of the importance of evidence of student teacher competence to the credibility of teacher education, i.e., why this is important work for them. They also need to understand how competencies in the courses they teach are reflected in the assessment, new competencies that need to be developed, what they can do to support the assessment implementation, the role of assessment in program improvement and the role they play in that process, and how to provide feedback for improving the assessment.
- b. The introduction of the TPAC assessment to the candidates should provide an overview of the required evidence, where in the program the skills measured were developed, and an explanation of the assessment's significance, both nationally and to the candidates themselves (i.e., how it will be incorporated into program completion –not at all, needed to pass a course, needed to pass student teaching, score used to partially determine successful completion of student teaching, etc.). Our PACT experience suggests that candidates take the assessment more seriously if it has consequences, e.g., contributes to a grade (even if the grade is not based on the rubrics but on other criteria). Our experience also suggests that if some candidates are doing it and not others, you will need to provide a thoughtful rationale that is consistent across faculty responding to questions from candidates.
- c. Introduction of the TPAC assessment to supervisors, cooperating teachers, and principals should provide an understanding of what the assessment measures, what is required of the candidate, and the purpose of the assessment pilot. PACT institutions have found that letting supervisors do this individually results in wide variance among the information provided, so plans for doing this should ensure that districts receive the same information. Some use a more formal process.
- d. Many PACT institutions have found it to be important to modify contracts of supervisors and cooperating teachers, especially if assessment implementation and scoring responsibilities are added. Also, initially set payments are difficult to back off from when the assessment comes on-line, so care should be taken in negotiating stipends.

- e. The due date should give candidates enough time to complete the TPAC assessment, but be early enough for scoring by the end of the term. Again, the due date should not conflict with too many other due dates (especially other large projects).

5. Preparing for filming candidates' classroom instruction. Unless the program has routinely engaged in filming classroom instruction as part of student teaching, districts and school principals need to be informed and see the parental consent form to be used. In rare cases, the district or school has a consent form that covers the filming for the assessment. In California, many districts and some schools have particular ideas of what should or should not be in the consent form. Some of these are formal policies that cannot be negotiated. As a result, many PACT programs have been unable to use a single consent form across the districts in which they place teachers. Sometimes the approval of the consent form includes multiple levels or departments in large districts, e.g., the research department as well as the curriculum and instruction department. A sample consent form modeled (with permission) after that of the National Board is provided at the end of this document.

Some districts are initially reluctant to permit filming in classrooms, especially with a generation of technology-literate candidates who post videos on You Tube and other social networking sites. You should be able to assure them that your candidates understand the professional use of the video and that its use will be limited to those uses specified in the consent form. These uses should include, at a minimum, assessment development and scorer training.

6. Planning how candidates will be supported in doing the TPAC assessment through the provision of opportunities to practice the competencies assessed in the TPAC assessment (and making those connections explicit), answering questions about the process of compiling the required evidence, and (optionally) the provision of support for filming and providing the video clips. Often, a designated assessment coordinator fields questions regarding completing the TPAC assessment. Course instructors and the supervisors may also provide support. However, all candidates should know where to turn for help and the designated support providers should be well-versed in the requirements of the TPAC assessments. Guidelines for providing candidates

support will be provided. These are needed since a) we want to encourage collaboration with other educators; b) candidates are learning to teach in a professional preparation program and have the right to expect support for learning how to teach; and c) we also want to ensure that the assessment measures the candidate's teaching competence. Some PACT programs provide support for extracting video clips from the larger video through various means: a course in educational technology, staff in a computer lab, laminated instructions on the wall in an equipment room, or by hiring technically savvy undergraduates for set hours when candidates are likely to be producing the video clips.

Candidates need access to video cameras, either from the program, the school/district, or from personal networks. Some programs provide scanners for scanning in student work samples, though newer copy machines can also serve as scanners and e-mail the scanned document as a pdf file.

7. Planning scoring. We will provide on-line training, as well as train two consultants in each state for each credential area to answer questions. In the pilot year, programs will score their own candidates according to a design developed over the summer and shared in the fall. In the field test year, whether or not programs score their own candidates will be set by state policy.

8. Recruiting faculty members, supervisors, cooperating teachers and others to serve as *subject-specific* scorers for each subject area credential in the pilot. A 1:6 ratio is what many PACT programs use. Larger ratios and a longer scoring schedule may be needed if there are an insufficient number of scorers.

Teacher Performance Assessment Consortium
Assessment Tasks

Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project,
or by students who are 18 or more years of age that are involved in this project)

Dear Parent/Guardian:

I am a participant this school year in a pilot of assessment tasks for teacher candidates conducted by Stanford University for a twenty-state consortium overseen by Stanford University, the American Association of Colleges of Teacher Education, and the Council of Chief State School Officers. My participation in this assessment is voluntary. The primary purposes of this assessment are to develop a nationally available assessment of teaching that can measure and lead to improvement of the performance of teacher candidates.

This project may include submissions of short video recordings of lessons taught in your child's class. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your child may appear on the video recordings. Also, I may submit samples of student work as evidence of teaching practice, and that work may include some of your child's work.

No student's last name will appear on any materials that are submitted. Stanford University, at its sole discretion, may use and distribute my video recordings, my comments and my classroom materials for assessment development, professional development of novice teachers, research purposes, and any other purpose Stanford University deems appropriate to further the mission of the project. The form below will be used to document your permission for these activities.

Sincerely,

(Teacher Candidate Signature)

PERMISSION SLIP

Student Name: _____ School/Teacher:

Your Address:

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a teacher assessment being conducted by Stanford University, and agree to the following:

(Please check the appropriate box below.)

I DO give permission to you to include my child's image on video recordings as he or she participates in a class

conducted at _____ by
_____ and/or to reproduce
(Name of School) (Teacher's Name)

materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____ **Date:** _____

I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted.

I DO give permission to you to include my image on video recordings as I participate in this class and/or to reproduce materials that I may produce as part of classroom activities.

I DO NOT give permission to video record me or to reproduce materials that I may produce as part of classroom activities.

Signature of Student: _____ **Date:** _____

Date of Birth:

_____/_____/_____

MM DD YY