

TEACHER PERFORMANCE ASSESSMENT (TPA)

April 2010

Teacher Performance Assessment



- Partnership with American Association of Colleges for Teacher Education (AACTE), the Council of Chief State School Officers (CCSSO) and the Performance Assessment for California Teachers (PACT) Consortium
- About 20 states, including Minnesota

What is it?



- A reliable, valid tool for assessing pre-service teacher performance. Initial work led by Linda Darling-Hammond and Ray Pecheone.
- Available for states and teacher preparation programs to use in program improvement, licensure, and accreditation.
- Aligned with INTASC standards.

Why are we doing it?



- Opportunity to “own” the profession and influence future directions by taking a lead in national project
- Catalyst for rich, deep professional dialogue (institutional, cross-institutional, national)
- Accelerated adoption related to PERCA requirements

Minnesota Timeline



- **Spring 2009:** National meeting
- **Summer 2009:** Standards alignment analysis
- **Fall 2009:** PERCA conversations; funding
- **Spring 2010:** “Try-outs” of teaching event tasks ends June 15
- **Spring 2010:** MACTE workshops
- **Summer 2010:** More workshop opportunities (TBD)
- **Fall 2010-Spring 2011:** Pilot Year with sample across state
- **2011-12:** Large scale field trial with state reporting

TPA Design Principles



The assessment should . . .

1. Be educative for both candidates and experienced educators involved in its implementation;
2. Represent a complex view of teaching;
3. Center on student learning;
4. Be discipline-specific;
5. Consist of integrated tasks;
6. Result in analytic feedback to the candidate.

MACTE website

<http://www.mnteacherred.org/>

- Access field test versions of the TPA tasks
- Access webinars that describe the tasks in detail

TPA Teaching Event



- Occurs during student teaching
- Documents teaching and learning in a 3-5 day discipline-specific learning segment for one class of students
- Based on evidence from practice (e.g., student work samples, video of teaching)
- Scored by trained assessors
- Scored against 12 descriptive performance rubrics on a scale of 1-4

TPA Teaching Event Overview



1. **Planning**
2. **Instruction**
3. **Assessment**
4. **Reflection**
5. **Academic Language (understanding language demands, supporting academic language development)**

Teaching Event Performance Tasks



- Context for learning (not scored)
- ✓ Relevant information about your instructional context and students as learners

Teaching Event Performance Tasks



1. Planning Instruction & Assessment

- ✓ Discipline-specific learning segment of 3-5 lessons
- ✓ Written lesson plans for learning segment
- ✓ Written commentary that explains thinking behind the lesson plans

Teaching Event Performance Tasks



2. Instructing Students & Supporting Learning

- ✓ Video clip of teaching (15 minutes)
- ✓ Written commentary that analyzes teaching and students' learning in the video clip

Teaching Event Performance Tasks

3. Assessing Student Learning

- ✓ Selected student assessment analyzed using evaluative criteria (or a rubric)
- ✓ Student work samples that illustrate class trends in what students did and did not understand
- ✓ Written commentary that analyzes the extent to which the class met the standards/objectives, analyzes work samples of selected students, describes feedback to students, and identifies next steps in instruction

Teaching Event Performance Tasks



4. Reflecting on Teaching and Learning

- ✓ Daily reflections from 3-5 day learning segment
- ✓ Written reflection about instruction and student learning with identification of possible changes to teaching practice

Teaching Event Performance Tasks



5. Academic Language Development

- ✓ Identifies language demands on students to understand and communicate in the academic disciplines (e.g., specialized vocabulary, conventional text structures, interactions in classroom)
- ✓ Demonstrates how candidate's planning and instruction support academic language development

Next Steps

- How does what you have heard here today align with what you are already doing in practice at your institution?
- What changes would your institution have to make in order to adopt the TPA into practice?
- How could we work together across institutions to adopt the TPA so that we are sharing resources?
For example:
 - ▣ How might we structure a state-wide scoring system for the performance assessment?
 - ▣ What joint professional development might we need?
- How can we keep MACTE institutions involved and informed as the TPA process develops?



Performance Assessment for
California Teachers

www.pacttpa.org