

TEACHER PERFORMANCE ASSESSMENT (TPA) MEETING

August 2010

Sponsoring this meeting



- Minnesota Association of Colleges of Education (MACTE)
- Minnesota Board of Teaching (BOT)
- Minnesota Department of Education (MDE)
- Voluntary Statewide Steering Group

Goals for the meeting



- Provide background information about the Teacher Performance Assessment (TPA)
- Examine examples of teaching candidates' performance on the TPA
- Begin to think about implementation of the TPA within our teacher preparation programs

National effort in teacher education



- Partnership effort among:
 - American Association of Colleges for Teacher Education (AACTE)
 - Council of Chief State School Officers (CCSSO)
 - Performance Assessment for California Teachers (PACT)

- 20 states have joined the TPA Consortium (TPAC)

- 6 states, including Minnesota, are accelerated states

Teacher Performance Assessment



- A reliable, valid tool for assessing pre-service teacher performance
- Initial development led by Linda Darling-Hammond and Ray Pecheone at Stanford University
- Available for states and teacher preparation programs for program improvement, licensure, and accreditation
- Aligned with new draft INTASC standards

Why TPA in Minnesota?

- PEPPER redesign
 - ▣ Moving from inputs to performance
 - ▣ Work sample discussion → TPA opportunity
- PERCA structure
- PERCA implications
 - ▣ Continuous improvement focus
 - ▣ Aggregated program data for program approval

PERCA structure

TIER 1: INPUT (process / program design) MEASURES	
Form 1	Institutional Authorization
Form 2	Standards of Effective Practice (SEP) Coursework
Form 2a	Standards of Effective Practice (SEP) Matrix
Form 3	Content Coursework
Form 3a	Content Standards Matrix
Form 4	Faculty Qualifications
Form 5	Clinical Experiences & Student Teaching
Form 6	Assessment Processes
TIER 2: CANDIDATE PERFORMANCE MEASURES	
Form 7	TPA: Teacher Performance Assessment
Form 7	Content Knowledge Test
Form 7	Pedagogy Test
Form 7	New Teacher Survey
Form 7	Employer Survey
TIER 3: CULMINATION OF ALL MEASURES	
Form 8	Continuous Improvement & Data-Driven Decision-Making

Engaging with the TPAC



- Opportunity to “own” our profession and influence future directions by taking a lead in national project
- Data from TPA have proven to be a catalyst for rich, deep professional dialogue for institutions in CA and WA that are already using it
- Information about the performance of our candidates allows for continuous program improvement related to high quality teaching

Minnesota Timeline



- ❑ **Spring 2010:** National “try-outs” of TPA tasks
- ❑ **Spring 2010:** MACTE workshops
- ❑ **Summer 2010:** National feedback incorporated into TPA design
- ❑ **August 2010:** State-wide introduction of TPA in MN
- ❑ **Fall 2010-Spring 2011:** Pilot Year
 - ❑ Introduce TPA on campuses
 - ❑ Identify capacity for video use
 - ❑ Begin figuring out how to embed TPA into programs
 - ❑ Develop state-wide scoring and reporting procedures
 - ❑ Continue to work on implementation policies
- ❑ **2011-12:** Large scale field trial with state reporting



MACTE website

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

- Access pilot versions of the TPA
- Access support webinars

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.

TPAC Assessment Overview



- 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 scorers
- Scored against descriptive performance rubrics on a scale of 1-4

TPAC Assessment Tasks

1. Planning Instruction & Assessment
 - ❑ Context for learning
 - ❑ Knowledge of students
 - ❑ Instructional plans
 - ❑ Assessment plans
2. Engaging Students & Supporting Learning
 - ❑ Video clips(s)
 - ❑ Analytic commentary
3. Assessing Student Learning
 - ❑ Summary of whole class learning
 - ❑ In-depth student work sample analysis

Additional Scoring Dimensions



- Reflection
 - ▣ Embedded throughout assessment

- Academic Language
 - ▣ 2 rubrics
 - ▣ understanding language demands (specialized vocabulary, conventional text structures, interactions in classroom around academic content)
 - ▣ expanding student's academic language repertoire

Engaging with a TPA example



- Distribute excerpts from exemplary TPAs submitted by teaching candidates in CA
- Identify a partner
- Each pair gets one of the TPA samples
 - ▣ Elementary literacy (assessment task)
 - ▣ Mathematics (planning and engagement tasks)
- Note that these samples are from prior versions of the TPA, not the current prototype

Engaging with a TPA example



1. Review the TPA directions for the task you are looking at (planning, engaging, or assessment)
2. Skim-read the candidate response
3. Talk with your partner about what you learn about what the candidate knows and is able to do as a teacher based on his/her assessment response.
4. Review the TPA scoring rubrics
5. Talk with your partner about the evidence you see in the candidate response that aligns with the rubrics

Whole Group Debrief of TPA



- Reaction to Planning & Instruction Task
- Reaction to Engaging Students Task
- Reaction to Assessment Task
- Question: What are you already doing in your programs that looks similar to the TPA?
- General Q & A

Panel of MACTE members



- Carole Koch, University of St. Thomas
- Gwen Rudney, University of Minnesota-Morris
- Kathy Ofstedal, St. Cloud State University
- Daria Paul Dona, Minnesota State University-Mankato
- Linda Distad, St. Catherine University

Moderated by Bruce Munson, MACTE President

Panel of MACTE members



- Colleagues sharing with colleagues their experiences with TPA on their campuses
- How are they currently thinking about the adoption process on their campus?

Next Steps & Feedback



- Work together across institutions to adopt the TPA so that we are sharing resources and experiences
- Keep MACTE institutions involved and informed as the TPA process develops
- Please complete the feedback that will provide the steering group important information for shaping these next steps.