TEACHER PERFORMANCE ASSESSMENT

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WHAT IS THE TEACHER PERFORMANCE ASSESSMENT?

- Developed at Stanford and the Teacher Performance Assessment Consortium (TPAC) in line with the assessment of California practicing teachers
- Supported by the CCSSO and AACTE
- Field-tested in more than 20 states
- Required for teacher licensure in Illinois by Sep 2015
- Subject matter specific
- Requires planning, teaching, assessing, and providing extended commentary on a 3-5 day lesson that is videotaped
- Evaluated by trained and calibrated scorers using rubrics

DIMENSIONS OF THE TPA

Planning	Planning of focused, sequenced instruction Using knowledge of students to inform instruction Planning assessments to monitor and support learning
Instruction	Engaging students in learning Deepening student learning during instruction
Assessment	Analyzing student work Using assessment to inform instruction Using feedback to guide further learning
Reflection	Monitoring student progress and adjusting instruction
Academic Language	Understanding language demands and resources Scaffolding Students' academic language Developing students' academic language repertoire

TPA ARTIFACTS OF PRACTICE

Planning	Instruction	Assessment
• Instructional and social context • Lesson plans • Handouts, overheads, student work • Lesson Commentary	• Video Clips • Instruction Commentary	• Analysis of Whole Class Assessment • Analysis of learning of 2 students • Feedback to 2 students • Instructional next steps • Commentary
Daily Reflections Final Retrospective Reflection Commentary Evidence of Academic Language Development		

RUBRIC LEVELS

- Level 1 – Skills of a novice not ready to teach
- Level 2 -Some skill but needs more practice to be teacher-of-record
- Level 3 – Acceptable level to begin teaching
- Level 4 – Solid foundation of knowledge and skills
- Level 5 – Stellar candidate, in the top 5% of candidates

SIMILAR INSTRUMENTS

- Teacher Candidates - Teacher Performance Assessment (TPA)
- Practicing Teachers - A Framework for Teaching (Charlotte Danielson)
- Master Teachers - National Board for Professional Teaching Standards (NBPTS)

INSTITUTION LEVEL: OUR EXPERIENCE

	Spring 2011	Spring 2012
Programs	Secondary Science Secondary Math Secondary English Secondary History Undergrad Elementary	Secondary Science Secondary Math Secondary Languages Undergrad Elementary Grad Elementary Early Childhood
No of student teachers	52	~100
Scorers	UIC trained scorers	Pearson Scorers

INSTITUTION LEVEL: WHAT IS UNIQUE ABOUT THE TPA?

- Deepens the ability to have a conversation about teaching and learning
- Helps teacher candidates to focus on all aspects of academic language as it relates to students learning in the discipline
- Helps teacher candidates to pull together the many things they have learned throughout their program in a rich culminating experience

INSTITUTIONAL LEVEL
WHAT WE DID THE FIRST TIME

- Fall
  - Purchased cameras
  - Sought IRB and school district approval
  - Solicited participant programs and scorers
- Spring
  - Provided TPA Orientation from Stanford
  - Registered faculty on TPAC online
  - Identified Scorers and trained them
  - Set Timeline
  - Wrote letters to cooperating teachers
  - got permission from K-12 students to videotape
  - Set up tech support
  - Scored completed protocols
  - Debriefed with ST's and faculty
  - Provided letter for participants to use in job search

INSTITUTION LEVEL: WHAT WE DID THE SECOND TIME

- Backed up support into the semester before
- Solicited more participation
- Bought more/better cameras
- Added support to faculty members and teacher candidates

INSTITUTION LEVEL: QUESTIONS TO CONSIDER

- Will you want to collect data for research?
- How will you negotiate videotaping in classrooms with school districts and schools?
- What kind of support will you need from the state? Other institutions? Pearson?
- How will you get programs, faculty members, cooperating teachers, and student teaching supervisors on board and knowledgeable about the TPA?
- What will your funding sources be?
- What platform will you use to upload materials?
- What kind of tech support will you offer?
- How will you use scores and feedback? What about students who do not pass?
- How will you evaluate the effectiveness of your efforts?

PROGRAM LEVEL: SCORING & CALIBRATION

- Program Faculty Scored Three Sample TPA Portfolios
- Compiled Data: Rubric Scores, 3-5 pieces of evidence per rubric and overall scores
- Discrepancies: Greater than one point, largely in assessment and academic language
- Learning Community among faculty

PROGRAM LEVEL: COMMON ONLINE SUPPORT SITE

- Need: Hunger for examples, Local Shared Site
- Common Sections and Sections by Area
- National, College & Dept Specific Documents
- Ongoing Resource and Continually Updated
- Mentor Teacher Network Website

PROGRAM LEVEL:
AN EXTENDED STUDENT TEACHING SEMINAR

- Particular Restrictions on Helping Teacher Candidates during Student Teaching
- Infrastructure of Peer Review Process
- Shared Goals, Common Language and Some Familiarity
- Extended time with Workshop Schedule

PROGRAM LEVEL: MINI-TPA THE PRIOR SEMESTER

- Proving to be the most valuable infrastructure change
- Mini-TPA of 1-2 days with all sections but shortened commentaries
- Video experience is invaluable
- Sets up peer review process during student teaching
- Proving invaluable in easing faculty into the TPA

PROGRAM LEVEL: QUESTIONS

- What steps will you take to develop faculty expertise within programs?
- What shared online resources will be made available to support faculty and students across programs?
- What infrastructure will be added *during* the student teaching semester to support teacher candidates?
- What infrastructure will be added *prior* to student teaching to thread TPA ideas and experiences into programs?