

The Teaching Performance Assessment Consortium (TPAC)

Raymond Pecheone
Professor Of Practice, Stanford University
Stanford Center for Assessment, Learning and Equity
(SCALE)

What is the TPA?

The Cocktail Party Definition

The Teacher Performance Assessment (TPA) is a student centered multiple measure assessment of teaching.

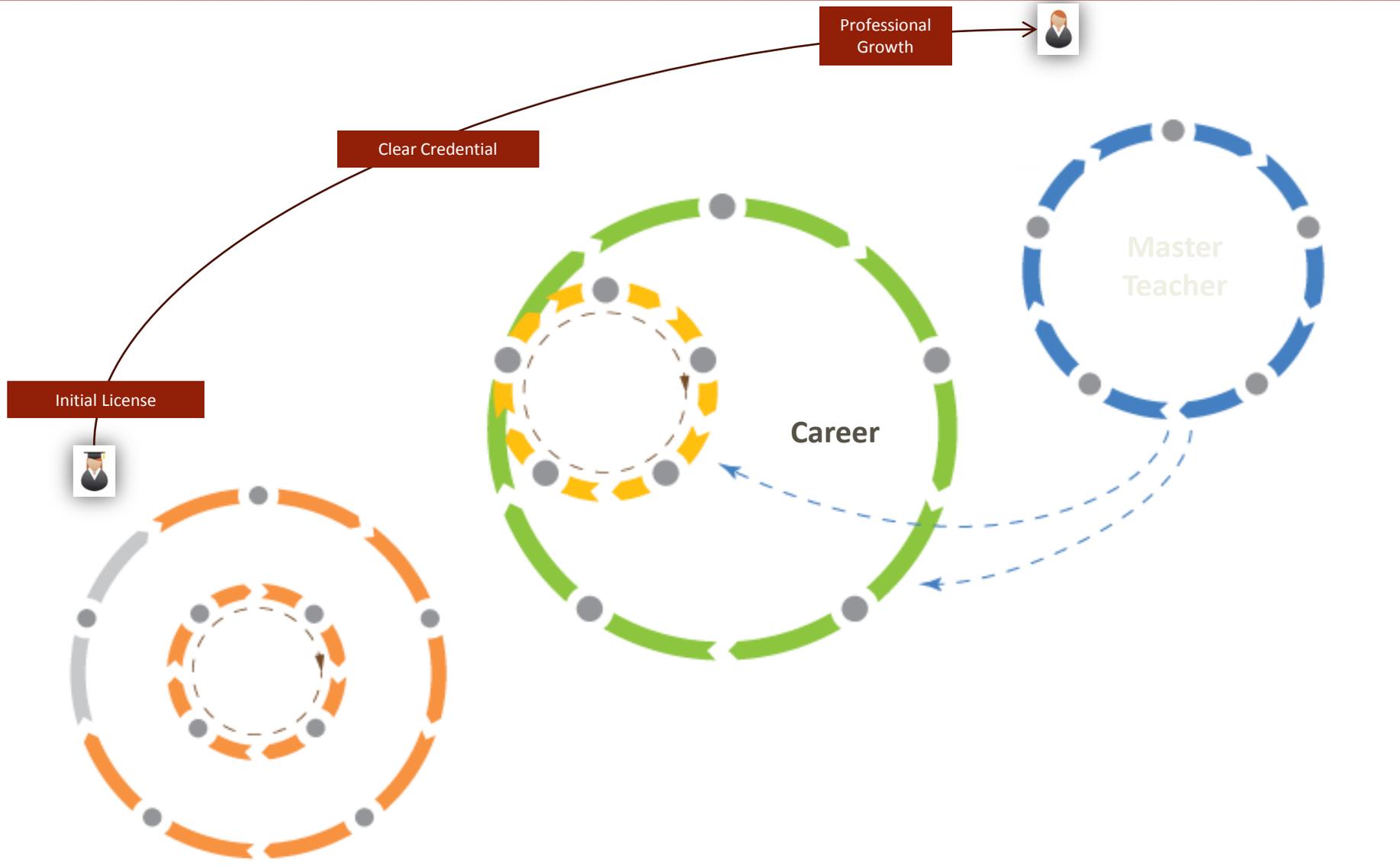
It is designed to be *educative* and *predictive of effective teaching and student learning*



Lineage

- National Board for Professional Teaching Standards (NBPTS) portfolio assessments – accomplished teachers
- InTasc/ Connecticut BEST assessment system – teachers at end of induction
- Performance Assessment for California Teachers (PACT) – pre-service teachers

Teacher Life Cycle



Building Blocks for a Teaching Profession

- Ethical and Moral commitment to ALL students
- Agreed Upon Knowledge Base—common set of knowledge/skills
- Standards of Practice are
 - Defined, Communicated and Enforced
- Professional Certification of Effective Practice – signals the birth of a profession (state licensure, national and state accreditation).

Learning Centered Design Principles: Educative Focus

- ❑ Discipline Specific: embedded in curriculum within and across grade levels
- ❑ Student Centered: examines teaching practice in relationship to student learning
- ❑ Analytic: provides feedback and support along targeted dimensions.
- ❑ Integrative: supports a multiple measures assessment of teaching

TPAC as Part of a Multiple Measures Assessment System

Embedded Signature Assessments

Child
Case
Studies

Analyses of
Student
Learning

Analyses of
Curriculum/Teaching

Observation/Supervisory
Evaluation & Feedback

TPAC Capstone
Assessment

Integration of:

- Planning
- Instruction
- Assessment
- Analysis of Teaching

with attention to Academic Language

TPA Architecture



TPA

Records of Practice*

Planning

Lesson Plans

Handouts, overheads, student work

Lesson Commentary

Instruction

Video clip(s)

Teaching Commentary

**Instructional and
Social Context**

3 to 5 Days

Analysis of Teaching

Daily Reflection Notes

Reflective Commentary

Assessment

Analysis of Whole Class Assessment

Analysis of learning of 2 students

Evidence of Academic Language

Alignment with standards

- Common Core
- InTASC
- New York State Teaching Standards

Endorsement by accrediting bodies

- NCATE/CAEP
- SPAs

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

Rubric Sample

Eliciting and Monitoring Students' Mathematical Understandings

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate talks throughout the clip(s) and students provide few responses.</p> <p>The candidate stays focused on facts or procedures with no attention to mathematical concepts and representations of content.</p>	<p>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</p> <p>Candidate makes vague or superficial use of representations to help students understand mathematical concepts.</p>	<p>The candidate elicits student responses related to reasoning/problem solving.</p> <p>Candidate uses representations in ways that help students understand mathematical concepts.</p>	<p>Candidate elicits and builds on students' reasoning/ problem solving to explicitly portray, extend, or clarify a mathematical concept.</p> <p>Candidate uses strategically chosen representations in ways that deepen student understanding of mathematical concepts.</p>	<p>All components of Level 4 plus,</p> <p>Candidate facilitates interactions among students to evaluate their own ideas.</p>

Targeted Competencies

PLANNING

- Planning for content understandings
- Using knowledge of students to inform teaching
- Planning assessments to monitor and support student learning

INSTRUCTION

- Engaging students in learning
- Deepening student learning during instruction

ASSESSMENT

- Analyzing student work
- Using feedback to guide learning
- Using assessment to inform instruction

REFLECTION

- Analyzing Teaching Effectiveness

ACADEMIC LANGUAGE

- Identifying Language Demands
- Supporting students' academic language development
- Evidence of language use

Subject Specific Handbooks

- Elementary Literacy
- Elementary Mathematics
- English/Language Arts
- History/Social Science
- Science
- Secondary Mathematics
- Special Education (inclusive settings and other)
- Early Childhood Development
- Middle Grades (Science, ELA, Math, and History Social Science)
- Art
- Performing Arts (Music, Dance, Theater)
- Physical Education
- World Language

A generic handbook is also available for use in low incidence areas during the field test (no scoring training provided).

“Cultures of Evidence”

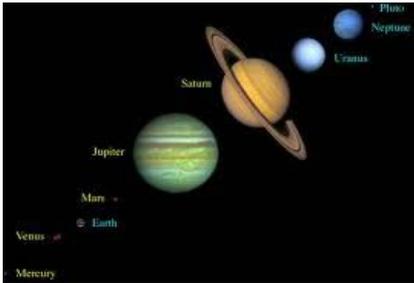
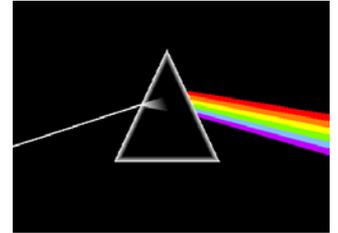
- Critical and collegial conversations about TPA adoption
- Inquiry and program improvement (not compliance) as motivational orientation
- Strategic inclusion of faculty in examining cases of candidate performance at regularly scheduled events
- Affirmation of program values and identity
- Deepens candidate understanding and practice

– From Peck and McDonald’s Study of PACT Implementation (2011)

Program Impact

Sharper focus

- Content and pedagogy
- Assessment and student learning in relation to teacher (InTasc) and student standards(CCS).
- attention to content specific academic language demands.



Course re-alignment and revision

- Evidence based performance data
- Impact on clinical supervision
- Faculty Seminars

Collaboration across institutions



National Leadership

AACTE

- overall project management, communication with programs

Stanford University

- assessment development and technical support

Council of Chief State School Officers

- policy development and support, communication with state education agencies (prior to March 2011)





SCALE and PEARSON

- SCALE has exclusive authorship of the TPA Design, Development and Research activities
- Serves as Stanford's operational partner
- Pearson supports Stanford and AACTE with quality control, maintaining candidate and student confidentiality and legal defensibility
- Pearson enables scale up and sustainability

Pearson's Role in Scale-Up and Sustainability

- Web-based services for candidate registration, assembly of artifacts, faculty/supervisor feedback, final submission for official TPA scoring and a score report.
- Scoring services – recruitment, and on-line certification of all scorers, scoring for all submitted TPA responses
- Reporting services – generation of all official score reports to candidates and institutions of record.

Washington

ESSS 6696 (2009):
Beginning in 2011-12,
all approved programs
must administer to all
candidates a TPA
specified by PESB.
PESB will specify date in
2012-13 when
candidates must pass
the TPA.

WACTE recommended
and PEBS accepted
TPAC.

Illinois

SB 1799 (2011):
Beginning 9/1/15,
candidates must pass
an approved TPA for
program completion;
IHEs must begin phase
in 2013-14.

Proposed Rule: TPA
specified; IHEs cannot
require passage prior
to 9/1/15 unless
required for all
candidates

Tennessee

All teacher candidates at BOR campuses must complete the TPA as a program requirement (as of 2013-14).

SBOE 5.105 (2011):
Allows programs to substitute TPA for currently-approved pedagogy assessment (Praxis PLT) in 2011-12 and 2012-13.

Minnesota

Program Effectiveness Reports for Continuing Approval (PERCA):
Includes input, performance, and program analysis measures; TPA one of three performance measures.

Required participation for all candidates in 2012-13.

Consequential date TBD by BOT.

TPA NEXT STEPS

- **TPA IHE LEAD**
- **MULTI-MEDIA RESOURCES** – AACTE ONLINE, IMPLEMENTATION FRAMEWORKS, WEB-BASED ENGAGEMENT
- **CUNY SCHOLAR IN RESIDENCE:** BEV FALK & LEAD FACULTY TO SUPPORT IMPLEMENTATION (face/face)
- **SUPPORT AND COMMUNICATION PLAN**



APPLE Criteria Redux

- **A**dministratively Feasible
- **P**ublicly Credible
- **P**rofessionally Acceptable
- **L**egally & Technically Defensible
(Reliability and Validity)
- **E**conomically Affordable

Questions?



Field Test Research Agenda

- Reliability (incl, G-study) **
- Content Validity
- Construct Validity
- Consequential Validity
- Bias and Sensitivity Review
- Predictive Validity
 - Relationship of TPA to GPA, Content Knowledge Exams and Value Added metrics (State student assessments) & other measures.
 - ** Reliability of InTasc/Ct portfolio .88

TPA 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 17 prototypes, producing a technical report with reliability and validity studies, and a bias and sensitivity review. National standard setting.**
- 2012-15 On-going field trials and state validation

SCALE & Pearson's Role in the Field Test

31

Development Support for Field Testing

- SCALE: responsible for authorship of all handbooks, rubrics, training materials, benchmarking and research design
- Pearson: Handbook and template publication
- Pearson: Recruitment of scorers and scorer compensation
- Pearson: Reporting results to states and IHEs
- Pearson: Providing an electronic platform to manage TPA submissions.
- Pearson: Interface with other E portfolio vendors

More Information

- You can find more information about the NYS new certification exams, including the TPA on the New York Teacher Certification Exam (NYSTCE) website:

http://www.nystce.nesinc.com/NY_annProgramUpdate.asp#TestSched

