The Teaching Performance Assessment Consortium (TPAC)

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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

Initial License

Clear Credential

Professional Growth

Master Teacher

Career

Level 1 – Area Schools

Level 2 – Lab/PD Schools

Level 3 – Methods Course

Level 4 – Student Teaching

Assessment/Reflection

Knowledge Building and Field Experience

Clear Credential

Initial License

Professional Growth

Master Teacher

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
Building a Profession From the Grass Roots: TPA by the Numbers

- States = 25
- Campuses = 180+
- Teacher Candidates = 8,000
- Scorers (IHE and K-12) = 900
- Subject Specific design/review team members (including national subject matter project representatives) = 120+
- Content Validation reviewers = 200+
- Benchmarkers and Scoring Trainers = 120
- Bias Review Members = 10
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

Stanford Center for Assessment, Learning and Equity 2012
TPA
Records of Practice*

Planning
Lesson Plans
Handouts, overheads, student work
Lesson Commentary

Instruction
Video clip(s)
Teaching Commentary

Analysis of Teaching
Daily Reflection Notes
Reflective Commentary

Assessment
Analysis of Whole Class Assessment
Analysis of learning of 2 students

Instructional and Social Context
3 to 5 Days

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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggling candidate, not ready to teach</td>
<td>Some skill but needs more practice to be teacher-of-record</td>
<td>Acceptable level to begin teaching</td>
<td>Solid foundation of knowledge and skills</td>
<td>Stellar candidate</td>
</tr>
</tbody>
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Stanford Center for Assessment, Learning and Equity 2012
# Rubric Sample

## Eliciting and Monitoring Students’ Mathematical Understandings

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate talks throughout the clip(s) and students provide few responses.</td>
<td>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</td>
<td>The candidate elicits student responses related to reasoning/problem solving. Candidate uses representations in ways that help students understand mathematical concepts.</td>
<td>Candidate elicits and builds on students’ reasoning/problem solving to explicitly portray, extend, or clarify a mathematical concept. Candidate uses strategically chosen representations in ways that deepen student understanding of mathematical concepts.</td>
<td>All components of Level 4 plus, Candidate facilitates interactions among students to evaluate their own ideas.</td>
</tr>
</tbody>
</table>
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).

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“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.
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.

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.
<table>
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<tr>
<th>State Policy Development</th>
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### Tennessee

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


### 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 **F**easible
- **P**ublicly **C**redible
- **P**rofessionally **A**cceptable
- **L**egally & **T**echnically **D**efensible (Reliability and Validity)
- **E**conomically **A**ffordable
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
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