The Teaching Performance Assessment Consortium (TPAC)

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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

- Initial License
- Clear Credential
- Professional Growth
- Career
- Master Teacher
- Level 1 – Area Schools
- Level 2 – Lab/PD Schools
- Level 3 – Methods Course
- Level 4 – Student Teaching
- Knowledge Building and Field Experience
- Clear Credential
- Professional Growth
- 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: Educatve 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

TPAC Capstone Assessment

Integration of:
- Planning
- Instruction
- Assessment
- Analysis of Teaching with attention to Academic Language

Observation/Supervisory Evaluation & Feedback
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
### 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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## 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>

The candidate stays focused on facts or procedures with no attention to mathematical concepts and representations of content.

Stanford Center for Assessment, Learning and Equity 2012
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

<table>
<thead>
<tr>
<th>Elementary Literacy</th>
<th>Special Education (inclusive settings and other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Mathematics</td>
<td>Early Childhood Development</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>Middle Grades (Science, ELA, Math, and History Social Science)</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>Art</td>
</tr>
<tr>
<td>Science</td>
<td>Performing Arts (Music, Dance, Theater)</td>
</tr>
<tr>
<td>Secondary Mathematics</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>World Language</td>
</tr>
</tbody>
</table>

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)
Partnering States

Western Governors University is a participating member of TPAC and offers online accredited teacher preparation programs across the U.S.
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.

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


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-to-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
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