Teacher Performance Assessment

Introducing an emerging practice

Amee Adkins, Illinois State University
Overview

- Deeper look at the “core of effective beginning teaching” that the TPA assesses
- The work of TPAC and IL-TPAC
- Implementing the TPA
Core of effective beginning teaching

A deeper look

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Shifting the definition of effective teaching

**From**

- Successfully delivering the curriculum
  - “We got through the material.”

**To**

- Having a positive impact on student learning
  - “How have I affected student learning?”

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Shifting the business of teacher preparation

From

- License as entitlement for completing a curriculum
- “But I’ve always wanted to be a teacher.”

To

- An obligation to demonstrate the proficiency the curriculum intends
- “See, I can teach.”

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Developing a national performance standard

- Intends to assess candidates’ ability to demonstrate proficiency with respect to the core of effective beginning teaching

- Inherently, then, intends to define the core of effective beginning teaching

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Core of effective beginning teaching

Planning for understanding knowledge of students to monitor and support learning

Analyzing teaching teacher effectiveness necessary adjustments

Are my students learning?

Instruction engaging students deepen learning

Assessment analyze learning guide further learning inform instruction

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Core of Effective Beginning Teaching--CEBT

- aka, "just good teaching"
- expressed in its own, unfamiliar vernacular
- distinctive forms to talk about expectations for teaching practice
The **core** of effective beginning teaching

**PLANNING**
- Planning for understanding
- Using knowledge of students to inform teaching
- Planning assessments to monitor and support student learning

**INSTRUCTION**
- Engaging students in learning
- Deepening student learning

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

**ANALYZING**
- Analyzing teaching effectiveness

**ACADEMIC LANGUAGE**
- Understanding students’ language development and associated language demands
- Scaffolding students’ academic language and deepening content learning
- Developing students’ academic language and deepening content learning

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TPA Lineage

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

- The TPA is:
  - A compelling definition of beginning teaching competency
    - Clear, concise, and precise: <150 words to define
  - Summative
  - Authentic and performance-based
  - Subject-specific
  - Educative
    - For candidates
    - For teacher preparation programs
Questions on CEBT?
Overview of the Assessment

Core of Effective Beginning Teaching
A Subject-Specific Examination

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E.g., defines the CEBT—planning instruction & assessment

- **Elementary Mathematics**
  - How do the **plans** support students’ development of **conceptual understanding, computational/procedural fluency, and mathematical reasoning skills**?
    - *Plans are focused, coherent, aligned with standards*
  - How does the candidate use **knowledge of his/her students** to target support for students’ development of **conceptual understanding, computational/procedural fluency, and mathematical reasoning skills**?
    - *Plans are connected to what candidates know about the students they will teach, as well as the content*
  - How do the **informal and formal assessments** provide information to understand student progress toward the standards/objectives?
    - *The assessments correspond to each objective and will render evidence of students’ progress.*
Subject specific:
variations on the CEBT theme

- Secondary Language Arts
  - How do the plans support students’ development of strategies for understanding, interpreting, and responding to complex features of a text (language arts stuff)?
    - Plans are focused, coherent, aligned with standards
  - How does the candidate use knowledge of his/her students to target support for students’ development of strategies for understanding, interpreting, and responding to complex features of a text (language arts stuff)?
    - Plans are connected to what candidates know about the students they will teach, as well as the content
  - How do the informal and formal assessments provide information to understand student progress toward the standards/objectives?
    - The assessments correspond to each objective and will render evidence of students’ progress.
Subject specific: variations on the CEBT theme

- **Performing Arts**
  - How do the plans support students’ knowledge and skills related to using artistic skills, knowledge and context to create, perform, or respond to music, dance, or theater (performing arts stuff)?
    - *Plans are focused, coherent, aligned with standards*
  - How does the candidate use knowledge of his/her students to target support for students’ development of artistic skills, knowledge and context to create, perform, or respond to music, dance, or theater (performing arts stuff)?
    - *Plans are connected to what candidates know about the students they will teach, as well as the content*
  - How do the informal and formal assessments provide information to understand student progress toward the standards/objectives?
    - *The assessments correspond to each objective and will render evidence of students’ progress.*
Subject specific: variations on the CEBT theme

- **Secondary Science**
  - How do the plans support development of students’ abilities to use science concepts and scientific inquiry skills to explain a real world phenomenon (science stuff)?
    - *Plans are focused, coherent, aligned with standards*
  - How does the candidate use knowledge of his/her students to target support for students’ abilities to use science concepts and scientific inquiry skills to explain a real world phenomenon (science stuff)?
    - *Plans are connected to what candidates know about the students they will teach, as well as the content*
  - How do the informal and formal assessments provide information to understand student progress toward the standards/objectives?
    - *The assessments correspond to each objective and will render evidence of students’ progress.*
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
<tbody>
<tr>
<td>The set of assessments are not aligned to the standards and learning objectives and will provide little or no evidence of students' understandings. OR Assessment accommodations or modifications required by IEP or 504 plans are NOT made.</td>
<td>The set of assessments are loosely aligned to the standards and objectives, and provide limited evidence to monitor students' understandings during the learning segment.</td>
<td>The set of assessments are aligned to the standards and objectives, and provide evidence for monitoring students' understandings at different points in the learning segment.</td>
<td>The set of assessments are aligned to the standards and objectives and provide multiple forms of evidence for monitoring students' progress toward developing understandings throughout the learning segment.</td>
<td>The set of assessments are strategically designed to provide multiple forms of evidence for monitoring student progress toward developing understandings relative to the standards and objectives throughout the learning segment.</td>
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Examines candidates’ ability to demonstrate CEBT

- TPAC’s assessment, aka the TPA, asks candidates to compile a TPA Portfolio
  - Featuring a learning segment: a 3-5 lesson sequence
  - Broken down into 4 tasks
    1. Planning Instruction & Assessment
    2. Instructing & Engaging Students in Learning
    3. Assessing Student Learning
    4. Analyzing Teaching
      With concern for academic language demands embedded throughout
  - Documented with evidence
    - Candidate commentaries
    - Instructional artifacts, including student work
    - 1-2 unedited video clips of Tr-st interaction, not to exceed 15 minutes

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Questions on the assessment?
TPAC and IL-TPAC

Progress to date

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Developing a national performance standard

- Organized by the Teacher Performance Assessment Consortium (TPAC), a national partnership
  - Stanford University’s Center for Assessment, Literacy, & Equity (SCALE)
  - IHEs
  - 25 SEAs
  - AACTE
  - Council of Chief State School Officers (CCSSO)
  - Pearson (operational partner)

- IL-TPAC
  - Illinois College (pioneer)
  - Illinois State University
  - UIC
  - ISBE staff
  - TPAC staff
  - IACTE

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The Teacher Performance Assessment

Building the plane as we fly it
Il-TPAC

- Initial pilot, Spring 2011
Guess what?

- Legislation says, “Get ready for the prom!”
  - Dance lessons begin by 2013
  - Everyone’s dancing Sept. 1, 2015
Il-TPAC

- Now we’re a steering committee
  - Illinois State University—Lead IHE
  - University of Illinois-Chicago
  - Illinois College—original pioneer
  - ISBE
  - IACTE
  - Stanford TPAC staff
- IL-TPAC campus liaison network
- IACTE programming
- Communicating with key stakeholders

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Questions about TPAC, IL-TPAC?

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Implementing the TPA

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What’s in it for the candidates?

- An authentic, **educative** assessment
- Charts their early **professional development agenda**
- Prepares them for the new **teacher evaluation system**
- Poises them for earlier application for **National Board certification**
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<td><strong>Next steps do not follow from the analysis. OR</strong></td>
<td>Next steps focus on reteaching, pacing, or classroom management issues.</td>
<td>Next steps propose general support that improves student performance related to the standards and learning objectives assessed.</td>
<td>Next steps provide targeted support to individuals and groups to improve their performance relative to the standards and learning objectives assessed.</td>
<td>Next steps provide targeted support to individuals and groups to improve their performance relative to the standards and learning objectives assessed.</td>
</tr>
<tr>
<td>Next steps are not relevant to the standards and learning objectives assessed. OR</td>
<td></td>
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<td>Next steps are not described in sufficient detail to understand them.</td>
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What’s in it for our P-12 School Partners?

- Provides a **sharper focus** on teacher effectiveness as having a positive impact on student learning
- Candidates, as **prospective hires**, are practicing to address more directly what administrators value
- **Minimal to no new impact** on classrooms and the work of cooperating teachers in terms of student teaching
- Potentially a very positive impact in terms of generating **rich discussion** of teacher effectiveness

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Working with P-12 school partners

- Aware of the concerns regarding the video
  - Candidates are responsible for collecting permissions, ensuring confidentiality, and conforming with appropriate use
  - Working with TPAC, ISU Legal Counsel, and ISBE for some more formal measure of consequence regarding inappropriate use (i.e., anything other than the TPA portfolio)
    - ISU Legal Counsel insists to see documentation assuring FERPA compliance
    - “I do understand that violating any of the above conditions may result in disciplinary action up to and including a recommendation to suspend licensure.”
What’s in it for teacher ed?

- Rich feedback regarding program effectiveness
- Clear insight with what we all told ourselves was “infused throughout the curriculum”
- Independent, objective affirmation regarding the quality of our programs
- Breaking the habit of “giving them the benefit of the doubt”
Reprising the Overview

- Deeper look at the “core of effective beginning teaching” that the TPA assesses
  - Planning
  - Instruction
  - Assessment
  - Analyzing teaching
  - Academic Language

- The work of TPAC and IL-TPAC
  - Pilot (Spring, 2011)
  - Field test (Spring, 2012)

- Implementing the TPA
  - Candidate benefits
  - School partner benefits
  - Teacher Ed benefits
Implementation timeline

- 2015-2016: Consequential Fall, 2015
- 2014-2015
- 2013-2014: Begin implementation efforts Fall, 2013
- 2012-2013
- 2011-2012: We are here
Thank you!
This webinar has been recorded and will be available soon

Questions? Contact:
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