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

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
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</table>
| 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

<table>
<thead>
<tr>
<th>Planning</th>
<th>Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional and social context</td>
<td>Video Clips</td>
<td>Analysis of Whole Class Assessment</td>
</tr>
<tr>
<td>Lesson plans</td>
<td>Instruction Commentary</td>
<td>Analysis of learning of 2 students</td>
</tr>
<tr>
<td>Handouts, overheads, student work</td>
<td></td>
<td>Feedback to 2 students</td>
</tr>
<tr>
<td>Lesson Commentary</td>
<td></td>
<td>Instructional next steps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commentary</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Programs</th>
<th>Spring 2011</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Secondary Science</td>
<td>Secondary Science</td>
</tr>
<tr>
<td></td>
<td>Secondary Math</td>
<td>Secondary Math</td>
</tr>
<tr>
<td></td>
<td>Secondary English</td>
<td>Secondary Languages</td>
</tr>
<tr>
<td></td>
<td>Secondary History</td>
<td>Undergrad Elementary</td>
</tr>
<tr>
<td></td>
<td>Undergrad Elementary</td>
<td>Grad Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early Childhood</td>
</tr>
<tr>
<td>No of student teachers</td>
<td>52</td>
<td>~100</td>
</tr>
<tr>
<td>Scorers</td>
<td>UIC trained scorers</td>
<td>Pearson Scorers</td>
</tr>
</tbody>
</table>
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?