Western Governors University is participating in the pilot. WGU offers an online accredited teacher preparation program in 49 states.
Design Principles: Educative Assessment

- Discipline Specific and Embedded in Curriculum
- Student Centered: Examines teaching practice in relationship to student learning
- Analytic feedback and support
- Maintains the complexity of teaching
- Adaptable & Generalizable
TPAC: A Multiple Measures Assessment System

Embedded Signature Assessments — examples —

- Child Case Studies
- Analyses of Student Learning
- Curriculum / Teaching Analyses

Observation/Supervisory Evaluation & Feedback

The Capstone Teaching Event

Teaching Event Demonstrates:
- Planning
- Instruction
- Assessing
- Reflecting
- Academic Language
Teaching Event
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

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

Reflection
Daily Reflections
Reflective Commentary

Evidence of Academic Language

* 24 Teaching Events in 13 credential areas
Reliability and Validity Studies

- Reliability Estimate: 0.88
- Alignment to teaching standards
- Construct validity
- Concurrent validity
- Predictive Validity (Carnegie/CT Study)
- Consequential Validity
- Bias and fairness review
Three Tiers of Teacher Assessment

Tier 1
- Assessment of teaching performance for initial teacher licensing
- Coupled with basic skill or content knowledge assessment
- Allows a common high standard of practice for multiple pathways to teaching (teacher education preparation, internships, alternative routes, e.g., TFA)
- Evidence can be used for program approval or accreditation to leverage significant improvement in preparation

Tier 2
- Assessment of teaching performance for professional license
- Subsequent to induction, prior to tenure
- Systematic collection of evidence about teacher practice and student learning

Tier 3
- Advanced license or designation of accomplishment
- Assessment of high accomplishment as an experienced teacher
- Post-tenure
- State-specific advanced certification or National Board certification
- Career pathways as mentors, teacher leaders, or instructional specialists
And past performance in the classroom matters much more than qualifications in predicting a teacher’s impact on student learning.

Source: Student Achievement Partners, LLC

Effects of Teacher Characteristics on Student Performance
Human capital reform requires a comprehensive effort.

**Effectiveness Management**
Optimize effectiveness of teacher workforce.

**CORE METRICS**
- Retention rate of top-quartile teachers vs. bottom-quartile teachers
- Average improvement in retained teachers' effectiveness over time

**Talent Pipeline**
Create supply of effective teachers to fill all vacancies.

**CORE METRIC**
- Number and percentage of new teachers who demonstrate effectiveness above a target threshold
APPLE Criteria
The National Board for Professional Teaching Standards

Administratively feasible
Publicly credible
Professionally acceptable
Legally defensible
Economically affordable
Ray Pecheone
- pecheone@stanford.edu

SCALE Website
- http://scale.stanford.edu/
Performance Tasks: Used to Support a Through Course Teacher Evaluation System

Performance task assessments will be designed to provide

- a measure of critical thinking and 21st Century Skills and knowledge
- students, teachers and principals with a real world demonstration of student knowledge, skills and understanding
- insight into preparedness for college and career success
- feedback to students and teachers about student learning and can help identify specific gaps in understanding to support improvement
- deep assessment of learning that can be embedded in the enacted curriculum and used as an authentic measure of student growth
Anatomy of a Rubric

<table>
<thead>
<tr>
<th>Rubric #</th>
<th>Task Name:</th>
<th>Title of Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How does the candidate demonstrate an understanding of student performance with respect to standards/objectives? <em>(Task 3, Question#6)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric level description</td>
<td>Rubric level description</td>
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</tr>
</tbody>
</table>
Teacher Evaluation: Assessment of Student Learning Using Embedded Performing Tasks

1. **Provide meaningful information about student progress on key skills**
   Incorporate the assessment into part of an evaluation system that uses multiple measures.

2. **Align with instruction**
   Assessments will be designed to be grounded in a thoughtful, standards-based curriculum: assessments can be embedded into the curriculum to align with day-to-day high quality classroom instruction.

3. **Promote students’ postsecondary readiness**
   Develop measures of learning that address the cognitive needs of college and career transitions. Align assessments with standards that prove to be high leverage in preparing students for college and career success.
Measures of Effective Teaching (MET) & NYC: NEW WORK

- Central question: Which teaching practices, skills and knowledge have the most positive impact on student learning?
- 3,000 teachers, 13 research partners, & 6 school districts
- MET Metrics: Student Achievement Gains based on multiple assessment types
- Video of Classroom Practice –Generic Framework
- Video of Pedagogical Content Knowledge & PCK Assessment
- Student and Teacher Perception of Classroom Instruction and support (TRIPOD)