Performance Assessment for California Teachers (PACT) TPA

Assessment across the Program

Information for Multiple and Single Subject Students

University of San Diego
Revised January 2008
Introduction

Requirements for credentialing in the state of California have been changed by Senate Bills 2042 and 1209. Starting July 1, 2008, all new teacher candidates entering a program will be required to pass an assessment of teaching performance. Many teacher preparation programs, including the University of San Diego, are implementing this requirement in the 2007-2008 school year. Through the assessment of teaching performance, the candidate must demonstrate competency of each of the Teaching Performance Expectations (TPEs). A list of the TPEs can be found on page 5 of this document; the complete text of the TPEs can be obtained at http://www.sandiego.edu/academics/soles/currstudents/handbooks/CA_TPEs_Full_Text.pdf

Assessment Plan

Presently, two teaching performance assessments (TPAs) are being used throughout the state. The University of San Diego is part of a consortium of thirty institutions utilizing the Performance Assessment for California Teachers (PACT). The PACT TPA consists of course Embedded Signature Assignments and a culminating event called the Teaching Event. In addition to the PACT TPA, the other assessment points are a Qualifications Checklist and Advancement Interview prior to student teaching and the Student Teaching Final Evaluation.

Embedded Signature Assignments

Each Multiple Subject and Single Subject credential course contains an Embedded Signature Assignment (ESA). These ESAs are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully completing the Teaching Event during student teaching. All ESAs must be submitted on TaskStream to the Teacher Credential TPE Assessment Program. The ESA will be scored both as part of your course grade and as part of your on-going, program-level TPE Assessment. The TPE scores will be based on the Common Rubric, which is found on page 5 of this booklet. Information on the EBA for each course can be found in the course syllabi.

Qualifications Checklist and Advancement Interview

During the semester before student teaching, each student must meet all of the requirements on the Qualifications Checklist and attend an Advancement Interview with program faculty and district partners. The Qualifications Checklist contains the items that must be met or completed in order to student teach. At the Advancement Interview, you will be expected to demonstrate developing level proficiencies on questions pertaining to an implemented lesson. The interview questions and rubric will be available online and will be sent to you once you register for the interview. Ask the Director of Field Experiences for information about requirements and deadlines early in your last semester of coursework. It is important that you meet the deadlines in order to receive a student teaching placement.

Teaching Event

The Teaching Event is a subject-specific portfolio-based assessment of teaching performance that is completed by student teachers to demonstrate their readiness for a full-time classroom
teaching assignment. It is aligned with the California Teaching Performance Expectations (TPEs) and the relevant California student academic content standards and/or curriculum framework. Teaching Event Handbooks, corresponding rubrics, and support materials are openly available on the PACT website (www.pacttpa.org).

The focus of the PACT Teaching Event is on K-12 student learning. In the Teaching Event, teacher candidates show the strategies they use to make subject matter accessible to students, and how they support students in learning. They explain the thinking underlying their teaching decisions and analyze the strategies they use to connect students with the content they are teaching. They examine the effects of instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs.

The Teaching Event consists of 5 tasks:

Task 1: Context for Learning
The Context for Learning task is a brief overview of important features of the classroom context that influence instructional decisions during the learning segment. It provides evidence of: 1) candidates’ knowledge of their students; and 2) candidates’ ability to identify and summarize important factors related to their students’ learning and the school environment.

Task 2: Planning Instruction & Assessment
The Planning Instruction & Assessment task describes and explains candidates’ plans for the learning segment. It demonstrates their ability to organize curriculum, instruction, and assessment to help their students meet the standards for the curriculum content and to develop academic language related to that content. It provides evidence of their ability to select, adapt, or design learning tasks and materials that offer their students equitable access to subject-matter content.

Task 3: Instructing Students & Supporting Learning
The Instructing Students & Supporting Learning task illustrates how candidates work with their students to improve their skills and strategies in the content area during instruction. It provides evidence of their ability to engage students in meaningful tasks and monitor their understanding.

Task 4: Assessing Student Learning
The Assessment of Student Learning task illustrates how candidates diagnose student learning needs through the analysis of student work samples. It provides evidence of their ability to 1) select an assessment tool and criteria that are aligned with their central focus, student standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the identified learning objectives; and 3) use this analysis to identify next steps in instruction for the whole class and individual students.

Task 5: Reflecting on Teaching & Learning
The Reflecting on Teaching & Learning task describes what candidates learned from teaching the learning segment. It provides evidence of their ability to analyze their teaching and their students’ learning to improve teaching practice.
Student Teaching Evaluation

At the end of the student teaching semester, both the university supervisor and the cooperating teacher will complete a Final Evaluation based on the TPEs. All three members of the student teaching triad meet to discuss this final appraisal of the knowledge and abilities demonstrated by the student teacher during the assignment. In combination with the Teaching Event, it demonstrates the candidate’s readiness for the California Teaching Credential.

TaskStream

Creating a Student Account in TaskStream

You will be required to use TaskStream for all Teacher Credential Program assessments. To create a student account in TaskStream, follow these steps (there is a charge for your subscription):

1. Go to www.taskstream.com
2. Click on Subscribe/Renew.
3. Under Step 1, select the radio button next to Create a new TaskStream subscription.
4. Under Then select a subscription option, select Option 1 (you will need to use a credit card).
5. Click Continue.
6. Under Step 2, choose I am participating in a COLLEGE/UNIVERSITY program that requires TaskStream (student, faculty, etc.) and click Continue.
7. Still in Step 2, select California, College/University and the University of San Diego and click Continue.
8. Continue to fill out personal information and payment method.
9. Complete the demographic survey (you will need to come back to the survey in the beginning of your student teaching semester or if your program changes.
10. Enroll in the Teacher Credential TPE Assessment Program (see next page for instructions.

Please call TaskStream Mentoring Services at 1-800-311-5656, from 8 AM to 7 PM ET if you have any problems. You will also need to contact them if you forget your login information.

Enrolling in the Teacher Credential TPE Assessment Program

1. Go to www.taskstream.com and login to your TaskStream account.
2. Click the My Programs link from the Home Page or from the Left Menu Bar to access the My Programs area.
3. Click the Self-enrollment options link from the My Programs Home area.
4. Enter the following program code specified below in the appropriate field and click the Search button: G9MAEG
5. You will be able to review the program information. To be enrolled in the program, click Enroll. If the program information seems incorrect, click Do Not Enroll and reenter the program code.
Overview of Teacher Credential TPE Assessment Program

The Teacher Credential TPE Assessment Program consists of all TPEs assessments that you will complete within the Multiple Subject and Single Subject Programs. To see requirements for each assessment, click on Work on DRF next to the Teacher Credential TPE Assessment Program.

The first time through, you will need to click on tab 3 Edit Content. After that, you will automatically be at tab 3. Click on course or assessment you are interested in.

Instructions for submitting assessments are given with illustrations within the descriptions of each assessment, as a file attachment titled General Instructions for Submitting Embedded Signature Assignments in TaskStream. They are also provided on the next page, without illustrations.
Submitting Assignments, Canceling Submissions and Seeing Scores

1. After you’ve logged into TaskStream, find the “Teacher Credential TPE Assessment” program and click on “Work on DRF.”

2. On Step 3: Edit Content, under Structure on the left, click on the desired course and click the "Add/Edit Work" button.

3. The “Content Editor” window will open. Click on the "Attachments" tab. There are three types of attachments: New Files, Previously Uploaded Files, and TaskStream work (lesson plans and webfolios).

4. For New Files, the New Files tab is the default.
   a. Click the "Browse" button to find the file you want to submit on your computer
   b. Find and click on the file.
   c. Click “Open.”
   d. Give the file a different name if you want (optional) under “1. Name file”
   e. Give any description you want (optional) under “3. Describe file”
   f. Click "Add File"
   g. Close the window.

5. For Previously Uploaded Files click on the My Previously Uploaded Files tab.
   a. Select Web folios
   b. Find the name of the file in the list and click on the file.
   c. Follow steps d through g under step 4.

6. For TaskStream work such as lesson plans and presentation folios,
   a. Click “My TaskStream Work”
   b. Click on the drop-down menu for 1. Select Category and choose the appropriate type of work (such as Lessons).
   c. Click on the drop-down menu for 2. Select work and choose the name of the specific piece of work (depending on which category you selected).
   d. Click "Add File"
   e. Close the window

7. If you are ready for the work to be evaluated, then click on "5 Submission & Evaluation."

8. In the "Submit Work" column, click the Submit button.

9. Type in any comments (optional).

10. Click on the "Submit for Evaluation" button.

11. CANCELING SUBMISSIONS: After submitting, a lock will appear but you can cancel a submission by clicking the [Cancel] link which will appear in the “Submit Work” column. You can then go back to step 3 and delete and change or add attachments. The [Cancel] link will disappear, however, once your instructor begins evaluating what you have submitted. At that point, you need to ask your instructor to send you work back if you need to change anything.

12. SEEING YOUR SCORES: Once your instructor’s evaluation of your work is complete, a score will appear in the “Evaluation outcome” column along with a [View Report] link to see the details of your instructor’s evaluation.
Teaching Performance Expectations

A. Making Subject Matter Comprehensible to Students
   TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
B. Assessing Student Learning
   TPE 2: Monitoring Student Learning During Instruction
   TPE 3: Interpretation and Use of Assessments
C. Engaging and Supporting Students in Learning
   TPE 4: Making Content Accessible
   TPE 5: Student Engagement
   TPE 6: Developmentally Appropriate Teaching Practices
   TPE 7: Teaching English Learners
D. Planning Instruction and Designing Learning Experiences for Students
   TPE 8: Learning about Students
   TPE 9: Instructional Planning
E. Creating and Maintaining Effective Environments for Student Learning
   TPE 10: Instructional Time
   TPE 11: Social Environment
F. Developing as a Professional Educator
   TPE 12: Profession, Legal, and Ethical Obligations
   TPE 13: Professional Growth
   USD TPE 14: Incorporating Technology

PACT Teaching Event Guiding Questions

1. Establishing a Balanced Instructional Focus
2. Accessible Content
3. Assessment Design
4. Engagement in Learning
5. Monitoring Learning
6. Analysis of Student Work
7. Assessment Informing Teaching
8. Monitoring Student Progress
9. Reflection on Learning
10. Understanding Language Demands
11. Supporting Academic Language Development

Alignment of TPEs and Guiding Questions

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# The Common Rubric
Used for all Embedded Signature Assignments

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Demonstration of ability or reflection is missing for this expectation. OR The candidate provides evidence or reflection that is not related to the TPE.

The candidate demonstrates understanding that is related to the TPE and is able to restate the key elements of the TPE. The candidate's reflections describe the ability or evidence, are grounded in unexamined knowledge, and provide limited or no discussion of the link between the evidence and the intent of the TPE in helping all students learn.

The candidate demonstrates the ability to strictly apply the TPE in course assignments or in actual classroom situations. The candidate’s reflections are grounded in partially examined knowledge, and provide surface-level discussion of the link between the evidence or teaching practice and the intent of the TPE in helping all students learn.

The candidate demonstrates the well-reasoned and flexible use of the TPE in working with students. The candidate’s reflections are grounded in clearly communicated disciplinary knowledge, and provide in-depth identification of the link between the evidence or teaching practice and the intent of the TPE in helping all students learn.

Based on Bloom and Wiske.


