

An Examination of
Teacher Preparation Program Standard 19a Requirements
and the
Performance Assessment for California Teachers (PACT)

Peter Jones

University of California, Irvine

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I. Background

California Senate Bill 2042 (SB 2042)

The Teacher Performance Assessment (TPA) is a statutory requirement mandated by the California Senate Bill 2042 (SB 2042). SB 2042, passed in 1998, requires that all pre-service teachers participating in state-accredited teacher preparation programs be assessed prior to being recommended for a preliminary credential or certificate from their prospective programs.

Pursuant to SB 2042, the assessment must be a *performance assessment* implemented during the *normal term or duration* of the program and must include both a formative and summative component (S. 2042, 1998).

SB 2042 clearly identifies the purpose for administering the TPA, which is to improve a *candidate's teaching knowledge, skill, and ability*, and further defines the outcome objective that candidates demonstrate *satisfactory ability to assist students to meet or exceed state content and performance standards for pupils* as evidenced by a successful completion of a TPA (S. 2042, 1998).

The Revised Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Every accredited teacher preparation program in the state was required to redesign their program to align with the “2001 Standards of Quality and Effectiveness for Professional Teacher Preparation Programs” issued by the California Commission on Teacher Credentialing (CCTC)

which governs the design of teacher preparation programs. Subsequently, the Commission issued the Category E: Assessment Quality Standards which were intended to regulate the design and implementation of the TPA in each program. Each program submitted an institutional response for approval of their reconfigured program, subject to approval by the CCTC (CCTC, 2001).

To meet the outcome objective defined in SB 2042 for teacher candidates to demonstrate competency in helping students to *meet or exceed* state academic content standards, the CCTC wrote a new set of Teaching Performance Expectations (TPE). The thirteen TPE were aligned with the California Standards for the Teaching Profession (CSTP) and are categorized within the six CSTP domains. The TPE were incorporated into the newly designed Teacher Preparation Program Standards as Appendix A (CCTC, 2001).

As defined by the CCTC, the thirteen TPE are the measure by which the candidates will demonstrate competency in their ability to support student achievement of grade-level academic content standards. The TPE describe what all California beginning teachers *need to know and be able to do*. The Standards of Quality and Effectiveness for Professional Teacher Preparation Programs clearly state that teacher candidates will *develop pedagogical competence as defined by the Teaching Performance Expectations (TPE)* (CCTC, 2001).

Preparation programs are mandated to use the TPE as the basis for assessment of the candidates' coursework and fieldwork assignments and directs that these assignments are designed to resemble the tasks within the TPA, thereby creating formative opportunities throughout the program to perform these tasks prior to the summative portion of the TPA (CCTC, 2001).

California Teaching Performance Assessment (TPA) Quality Standards

As a part of the implementation of SB 2042 the CCTC added five new program quality standards that describe the TPA specifically and govern its implementation (CCTC, 2001). Referred to as “Category E: Assessment Quality Standards,” these five program quality standards govern the design, implementation, and administration of the TPA, which will measure *that each candidate recommended for a credential or certificate has demonstrated satisfactory ability to assist students to meet or exceed state content and performance standards* (CCTC, 2001). The outcome measure described in the standards is a *teaching performance assessment that fairly, validly and reliably assesses the TPE*. Program standards 19 – 23 outline the specific design criteria for a TPA in terms of validity, reliability, accuracy, fairness, assessor qualifications and training, and assessment administration, resources, and reporting procedures (CCTC, 2001).

Program Standard 19: Assessment Designed for Validity and Fairness

Program Standard 19 states that the TPA *pedagogical assessment tasks* must be *substantively* related to two or more TPE. The assessment must include *multi-level scoring scales that are clearly related to the same TPE that the task(s) measure*. Collectively the tasks and measuring scales must address *key aspects of the six major domains of the TPE*. In Standard 19 the CCTC addresses validity and fairness issues by requiring the preparation programs to *initially and periodically...analyze(s) the assessment tasks and scoring scales to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPE* and goes on

to require preparation programs to *record(s) the basis and results of each analysis, and modify (ies) the tasks and scales as needed* (CCTC, 2001).

The Performance Assessment of California Teachers (PACT)

A consortium comprised of the University of California (UC) education schools and departments, some California State University (CSU) education schools and departments, Stanford University, Mills College, San Jose and San Diego State Universities has designed a performance assessment conforming to the CCTC recently adopted TPA program standards. This Performance Assessment of California Teachers (PACT), designed to meet the CCTC requirements for a TPA , is currently in its third pilot phase. The results of the pilot years assessments will be collectively used to validate the design and implementation of the PACT (Calfee, 2002).

The PACT is a performance assessment, as required, in which teacher candidates plan a series of lessons based on a single standard or set of standards, implement the lessons and collect evidence of student learning, videotape one or more segments and reflect on performance, and reflect on the teaching event as a whole. All the related documents are assembled into a portfolio. The rationale for an embedded performance assessment is to assess competence in actual practice. The logic is that if a teacher preparation program can closely document and then assess the candidate's performance of an actual teaching event then the program has the greatest likelihood of truly measuring the candidate's ability to perform under actual teaching conditions.

Designed to embody the TPE, which are the content standards for all phases of the teacher preparation program, the PACT assessment was constructed to meet Standard 19 requirement to *fairly, validly and reliably* assess the TPE with the broadly expressed outcome for a candidate *to assist students to meet or exceed state content and performance standards* (CCTC, 2001; S. 2042, 1998).

The PACT portfolio, as defined by the PACT performance assessment documentation (Calfee, 2002), is a collection of the candidate's work while preparing for and then conducting a teaching event. It consists of the candidate's work planning curriculum, assessment, and instruction. Further, the portfolio includes evidence of work around implementing instruction, assessing student learning, and then analysis of candidates' teaching and learning outcome objectives. All of the work on the portfolio is based on a teaching event of a candidate's own design. The portfolio consists of planning documents in the form of pre-designed forms calling for classroom demographic and contextual information, lesson plans, video segments of the teaching event, reflective commentary around the various components of the teaching event, student work, assessment documentation, administrative documents, etc. This portfolio is used as one measure of the candidate's overall demonstration of competence as they move toward being awarded a preliminary teaching credential by the teacher preparation program.

The tasks presented to the candidate within the PACT are in the form of prompts. These are assignments and/or directions asking the candidate to perform a series of activities within the context of a teaching event. All of the tasks are goal directed assessment activities calling upon the candidate to use the knowledge and skills derived from their experience in the teacher

preparation program to solve a complex teaching problem. The prompts are presented in five categories: context, planning, instruction, assessment, and reflection. Within each category the prompts outline the context of the teaching event and present the candidate with directions to provide specific information or perform a task, and questions which require a response or narrative (Calfee, 2002). (see Graphic Representation 1: PACT Portfolio Components)

While the design of the PACT using five teaching event tasks as a framework is consistent across all subject areas, there is a separate handbook for each single subject (English-language arts, history-social sciences, math, science, and world languages). The multiple subject handbook structure differs in that, instead of addressing context, planning, implementing instruction, assessment, and reflection in one subject area, the multiple subject candidates complete the five tasks of the teaching event in either literacy or numeracy depending on their individual school's requirements (Calfee, 2002).

The evaluation of the overall performance of the candidate is based on the portfolio as a whole. To evaluate the PACT portfolios a rubric for each variant was developed to establish the performance standards that reflects language aligned to the TPE. One rubric has been customized for each subject matter area. Each rubric consists of a task domain for four of the assessment areas: planning, instruction, assessment, and reflection, and a domain for academic language. Within each task domain are between 1 - 3 guiding questions. Each guiding question is accompanied by set of indicators that make up four levels of the measurement scale. Each of the four levels consist of a declarative statement that, when answered positively by the assessor, will place the candidate's performance for that particular task at one of the four levels.

PACT Assessment Procedure

Each individual performance portfolio is scored by an assessor with sufficient content and grade level expertise to judge the teaching event. The tasks are scored sequentially; Task A – D and then academic language using a structured note taking system to document evidence of meeting each rubric standard. An assessor reads the candidate’s commentary for an individual task and reviews any artifacts associated with that particular task such as class handouts, instructional support materials, class assignments, assessments, and student work. After reviewing this work and documenting the evidence through a structured note taking process the assessor then considers which rubric level the preponderance of evidence supports.

Each focus question with the four associated declarative statements is considered. The assessor looks for evidence that places that candidate’s performance within that task at a given level associated with the four levels of declarative statements. Once a decision has been made, the assessor scores the performance for that guiding question or criteria. The lowest performance level within the rubric is scored as a one. At this level the candidate’s performance in that area is deemed below passing. Level 2 is solid novice; level 3 strong novice performance; and level 4 might be seen in an accomplished teacher. Assessors may be influenced by an understanding of performance within a task to reconsider a score given in a previous task. Assessors are encouraged to adjust previous task scores as seen fit.

II. Validity Issues

Validity is the most important consideration in test evaluation. The concept refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. Test validation is the process of accumulating evidence to support such inferences. Validity, however, is a unitary concept. Although evidence may be accumulated in many ways, validity always refers to the degree to which that evidence supports the inferences that are made from the scores. The inferences regarding specific uses of a test are validated, not the test itself.

(AERA/APA/NCME Standards, 1999)

An essential attribute of any assessment is that of validity. Validity is an ongoing accumulation of evidence that provides increasing levels of insight into the ability of the assessment to measure the defined outcome objectives. In the case of the PACT, the inference would be that the successful candidate is prepared to *assist students to meet or exceed state content and performance standards for pupils* as defined by the TPE (CCTC, 2001; S. 2042, 1998).

By definition, as outlined by Category E: Assessment Quality Standards (CCTC, 2001), the PACT is designed to measure pre-service teacher's competence as defined by the TPE. The TPE are designed to make explicit the connection between the content standards that K-12 students are expected to meet with the assistance of a teacher and the knowledge, behaviors, and skills that beginning teachers need in order to help K-12 students meet that challenge. The intention of the assessment is to measure teacher candidates' pedagogical competence as defined by the TPE. The TPE are a compilation of the skills, knowledge, and behaviors that beginning teachers

should know to be successful serving in the classroom as defined by the CCTC (CCTC, 2001).

This paper addresses the specific validity issue raised in Standard 19a, within Category E of the California Teacher Preparation Program Standards. Standard 19a requires that each teacher preparation program *documents the relationships between TPEs, tasks, and scales*.

Program Standard 19a

The Teaching Performance Assessment includes complex pedagogical tasks to prompt aspects of candidate performance that measure the TPEs. Each task is substantively related to two or more major domains of the TPEs. For use in judging candidate generated responses to each pedagogical task, the assessment also includes multi-level scoring scales that are clearly related to the same TPEs that the task measures. Each task and its associated scales measure two or more TPEs. Collectively the tasks and scales in the assessment address key aspects of the six major domains of the TPEs. The sponsor of the professional teacher preparation program documents the relationships between TPEs, tasks, and scales (CCTC, 2001).

III. Methodology

The requirements as outlined by Program Standard 19a can be addressed by drawing associations between the six TPE domains and the 13 individual TPE to the PACT assessment tasks. By making these associative relationships the frequency distribution of the TPE associations are revealed, along with their overarching domain concentrations, within and across the PACT tasks. The documentation of these associations meets the requirements of Standard 19a (CCTC, 2001).

To operationalize the associations of TPE to the PACT assessment tasks a strategy was used that parsed out each declarative sentence of the individual TPE. These TPE elements were used as units of analysis to construct a searchable dataset of the TPE. A similar strategy was used to reduce the PACT assessment tasks to their smallest unique prompts, or assessment elements, and a searchable dataset using these assessment elements as the unit of analysis was constructed. These two datasets were used to find language associations between the TPE and the PACT assessment prompts. The resultant associations provided a detailed and specific method of cross-referencing to support the linkage of PACT assessment tasks to the TPE.

Process Used to Define TPE Elements

There are 13 TPE, which are divided into 6 domains. The language in each of the TPE is presented in paragraph form, and within those paragraphs each sentence represents a declarative statement defining an element from the *set of knowledge, skills [or] abilities beginning teachers should be able to demonstrate* (CCTC, 2001). A database was constructed by using the individual declarative statements within each TPE as the unit of analysis, yielding a dataset of 180 identifiable TPE elements (Appendix Graphic Representation 2) ¹.

Process Used to Define PACT Assessment Elements

The PACT is divided into five sections titled Context, Planning, Instruction, Assessment, and Reflection and identified using Task 1-5. ²The PACT includes two to four tasks within each

¹ Graphic Representation 2 provides as an example TPE 9: Instructional Planning

² In the case of the PACT Multiple Subject Assessment PACT addresses either literacy and numeracy.

assessment section, labeled by using a combination of the associated assessment area number and a sequential letter (example: Task 2C)(see Appendix Graphic Representation 3).

The PACT includes a number of prompts within each task. Prompts which addressed more than one specific assessment direction were divided into sub-prompts and labeled accordingly in order to identify precisely how many cognitive tasks were actually represented in the PACT. An alpha-numeric system was used to identify each sub-prompt, or element. Each element represents the smallest definable cognitive task or direction. These elements were used as the unit of analysis to construct the database of the PACT assessment tasks. This analysis of the final draft of the Multiple Subject PACT yielded 28 discreet task elements (see Appendix Graphic Representation 3). The balance of the qualitative statements within the PACT Handbook were determined to be directional only. They were prompts which directed candidates to perform tasks which did not require written work and were not included in the dataset.

Process used to Match TPE to PACT Assessment Elements and Classify the Matches

The resulting TPE Elements and PACT Assessment Elements datasets were cross-referenced. After cross-referencing was complete each assessment element was classified. The process used to associate each PACT element with the applicable TPE element and then classify them was as follows:

The language of each PACT Assessment Element was individually parsed into distinct words and strings of words. In order to capture the most nuanced relationships possible both individual

words and phrases were independently searched in the TPE Elements database for each assessment element. As the language associations between the assessment elements and the TPE elements were identified, they were evaluated first to determine whether the associations were too narrowly defined, assessed for their intuitive logic within the context of the language of the PACT Assessment Element. This process yielded 242 accepted pertinent (see Appendix Graphic Representation 4).

Each TPE Element matched to a PACT Assessment Element represented one count for its associated TPE. As an example: TPE Element 7.10 was associated with the PACT Assessment Element EL2C2 through a word search on "academic language" and received 1 frequency count. (see Appendix Graphic Representation 4).

Relationship of PACT Rubrics to TPE

The PACT rubrics were constructed using a holistic approach, grounded in the domains of the TPE. The intent of the rubrics is to facilitate the assessors' evaluation of candidates' teaching performance in a manner that both aligns with the TPE and captures the nuances and complexity of instructional decision making in real daily teaching practice. The PACT rubrics were designed using the assessment prompts as the basis to construct the guiding questions. These guiding questions use the fundamental language found within the assessment prompts as a foundation. In this way the language of the rubrics reflects the language and intent of the assessment prompts. The guiding questions for each task category relate to several prompts contained in that task, and so pertain to the multiple TPE that relate to the task as a whole (see Graphic representation 5).

IV. Results

The analysis for this paper is framed by Standard 19a of Category E of the Teacher Preparation Program Standards. Program Standard 19a states that (a) the TPA *pedagogical assessment tasks* must be *substantively* related to two or more TPE, (b) collectively the tasks and measuring scales must address *key aspects of the six major domains of the TPE*, and (c) the assessment must include *multi-level scoring scales that are clearly related to the same TPE that the task(s) measure* (CCTC, 2001).

PACT Assessment Tasks and their Association to TPE

The analysis used a simple method of tabulating the frequency of associations of TPE elements to the assessment tasks and then classifying them into categories. There were 242 pertinent associations documented. The TPE element frequency distribution across the complete PACT assessment is documented in Table 1. The frequency within individual TPE of each TPE element is summarized in Table 2. What is notable is that all TPE are represented with at least one association except TPE 12 which focuses on professional, legal, and ethical issues. The number of individual TPE associations range from a minimum of 1 to a maximum of 38 associations within the whole PACT assessment.

It should be noted that this analysis was performed on the PACT Multiple Subject Literacy assessment. The assessment areas include context (Section 1), planning (Section 2), instruction (Section 3), assessment (Section 4), and reflection (Section 5). Each section is assessed except

the context section which is used to put the teaching performance in context for both the candidate and the assessor. The language and tasks for each of these sections are similar within the multiple subject numeracy assessment and across all of the single subject content area assessments. This is important to note because this analysis is based on cross-referencing language found within the assessment tasks and rubrics. While the language in each corresponding section of each of the assessment variations is similar the TPE associations are not perfectly similar due to the change in the content area language. This is due to the differences in specific language related to the content areas and some variance in the TPE associations.

As required in Standard 19a each *pedagogical assessment task* must be *substantively* related to two or more TPE. This analysis found that the minimum frequency of associations within any given PACT assessment task is 10 and a maximum of 123 (see Table 3) which represents a substantial number of associations within each assessment area. This clearly meets Standard 19a requirements.

PACT Assessment Tasks and their Association to the Six Major TPE Domains

The six major domains that encompass the 13 TPE represent broad categories of educational competence. Each individual TPE is designed to interpret and define the underlying aspects of the domain it lies within. The underlying set of declarative statements, or TPE elements, within each TPE define the aspect of pedagogical competence in more detail and make it more explicit. These declarative statements are narrow in scope and cannot stand on their own as representing the overarching TPE domain. This analysis uses these TPE elements as the unit of analysis. The

theory underlying the analysis is that if there are numerous and broad representation of these elements within each PACT assessment area this will establish the necessary evidence to meet the Standard 19a requirement that the assessment tasks must *address the key aspects of the six major domains or the TPE*.

Table 4 shows a wide distribution of TPE elements across the CSTP domains with a minimum of 10 and a maximum of 88 TPE elements associated with any given domain. Within the six major TPE domains the TPE associations are mainly clustered in Domains A, B, C, and D. These domains are related to making subject matter comprehensible, assessment, engaging students in learning, and instructional planning. The least number of associations fall within Domains E and F related to creating effective learning environments and professional development.

These concentrations of TPE associations within each of the major TPE domains can also be seen in context to the five PACT assessment areas. Table 6 is a cross-tabulation of the TPE associations by PACT assessment area and, again, we see a wide dispersion of associations. This reflects a broad dispersion of TPE associations within each domain and within each of the PACT assessment areas. It seems clear from the frequency of associations and their distribution across the six major domains that the assessment address' *the key aspects of the six major domains or the TPE*.

PACT Rubric Alignment with the Assessment Tasks and the Six Major TPE Domains

As outlined earlier in the methodology section, the PACT rubrics were constructed using a holistic approach, grounded in the domains of the TPE. The PACT rubrics were designed using the assessment prompts as the basis to construct the guiding questions, and therefore the language of each question reflects the intent of the pedagogical tasks. It is due to this conceptual symbiosis that the TPE associations made by cross-referencing the language of the assessment tasks and the TPE elements can be seen also as an association with the rubric questions.

An example of this type of association with rubric questions can be seen by examining the PACT Elementary literacy scoring rubric guiding question 10 which focuses on the acquisition of academic language in the classroom and the language of Task 2C in the planning section of the PACT assessment (see Graphic Representation 5). Through this comparison one can see the direct relationship between the rubric language and the task language. The PACT Elementary scoring rubric contains ten guiding questions. The distribution of the TPE associations and the rubric guiding questions is detailed in Table 5.

These multiple CSTP and TPE representations can be linked directly to the language and the intent of the guiding questions. One can see by this example that within each of the assessment areas the guiding questions are associated with the tasks and thus to the TPE associations to the tasks and domains

V. Conclusion

The PACT assessment was created by a collective group of educators from each of the participating institutions through many hours of deliberation. During the process the principals were cognizant of meeting Category E of the Teacher Preparation Program Standards. While there are many questions in the assessment literature that are raised regarding the issues surrounding the topic of teacher quality indicators and assessment of novice teachers as a whole, it is within the purview of this study to only address those questions directly pertaining to the relationship to the PACT, its compliance with SB 2042 and the Program Standards and the TPE. This analysis does not attempt to argue for a comprehensive single set of indicators that predict teacher quality. The validation issues relevant to the PACT that are explored in this paper are grounded in the understanding that SB 2042 has defined pedagogical competence by a set of declarative statements known as the Teaching Performance Expectations (TPE). This paper demonstrates that the series of PACT assessment handbooks and their associated rubrics are both broadly and deeply associated with the CSTP domains as well as the individual TPE.

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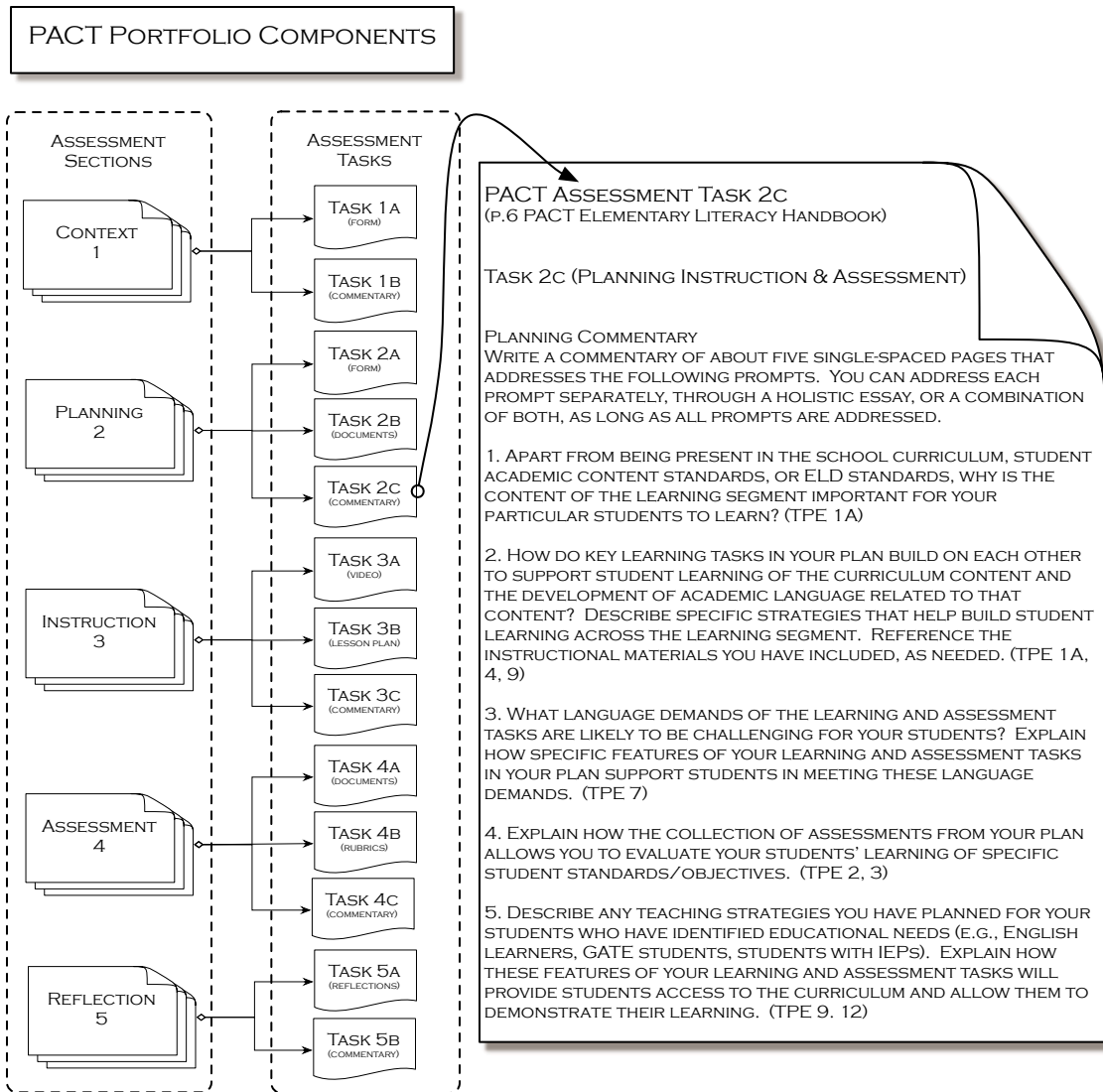
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Appendices

Graphic Representation 1: PACT Portfolio Components



Graphic Representation 2: Process used to Define TPE Elements

PROCESS USED TO DEFINE TPE ELEMENTS

STEP ONE:

EACH OF THE TPE WERE BROKEN DOWN INTO DISTINCT ELEMENTS. EACH TPE ELEMENT WAS DEFINED AS A DISTINCT STATEMENT WITHIN ITS ASSOCIATED TPE.

EXAMPLE: TPE 9: INSTRUCTIONAL PLANNING
THERE ARE 10 DISTINCT STATEMENTS WITHIN TPE 9. EACH MAKES UP ONE TPE ELEMENT.

TPE ELEMENT 9.7 IS THE SEVENTH STATEMENT.

TPE 9: INSTRUCTIONAL PLANNING

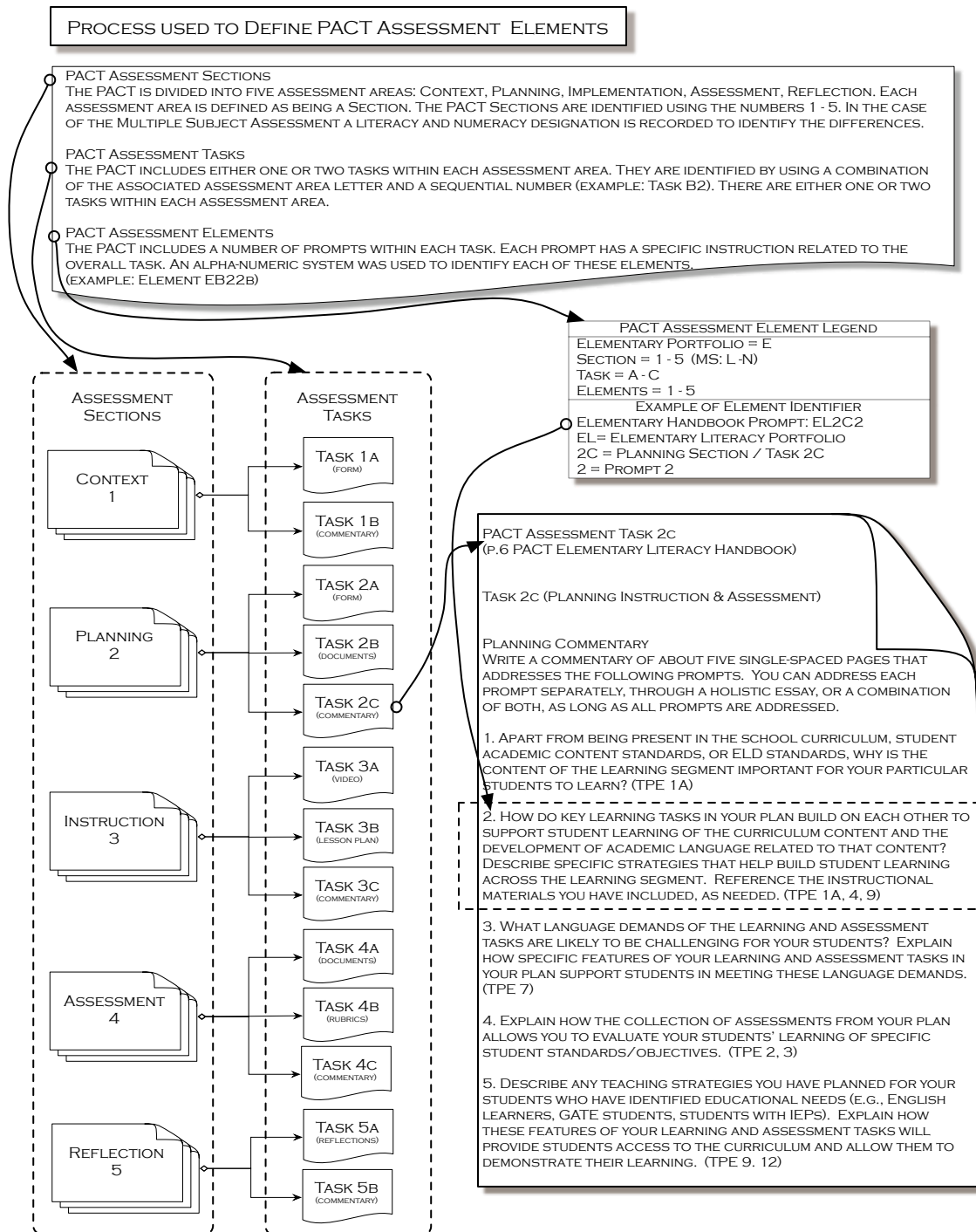
CANDIDATES FOR A TEACHING CREDENTIAL PLAN INSTRUCTION THAT IS COMPREHENSIVE IN RELATION TO THE SUBJECT MATTER TO BE TAUGHT AND IN ACCORDANCE WITH STATE-ADOPTED ACADEMIC CONTENT STANDARDS FOR STUDENTS. THEY ESTABLISH CLEAR LONG-TERM AND SHORT-TERM GOALS FOR STUDENT LEARNING, BASED ON STATE AND LOCAL STANDARDS FOR STUDENT ACHIEVEMENT AS WELL AS ON STUDENTS' CURRENT LEVELS OF ACHIEVEMENT. THEY USE EXPLICIT TEACHING METHODS SUCH AS DIRECT INSTRUCTION AND INQUIRY TO HELP STUDENTS MEET OR EXCEED GRADE LEVEL EXPECTATIONS. THEY PLAN HOW TO EXPLAIN CONTENT CLEARLY AND MAKE ABSTRACT CONCEPTS CONCRETE AND MEANINGFUL. THEY UNDERSTAND THE PURPOSES, STRENGTHS AND LIMITATIONS OF A VARIETY OF INSTRUCTIONAL STRATEGIES, INCLUDING EXAMINING STUDENT WORK, AND THEY IMPROVE THEIR SUCCESSIVE USES OF THE STRATEGIES BASED ON EXPERIENCE AND REFLECTION. THEY SEQUENCE INSTRUCTION SO THE CONTENT TO BE TAUGHT CONNECTS TO PRECEDING AND SUBSEQUENT CONTENT. ** [TPE ELEMENT 9.7] IN PLANNING LESSONS, THEY SELECT OR ADAPT INSTRUCTIONAL STRATEGIES, GROUPING STRATEGIES, AND INSTRUCTIONAL MATERIAL TO MEET STUDENT LEARNING GOALS AND NEEDS. CANDIDATES CONNECT THE CONTENT TO BE LEARNED WITH STUDENTS' LINGUISTIC AND CULTURAL BACKGROUNDS, EXPERIENCES, INTERESTS, AND DEVELOPMENTAL LEARNING NEEDS TO ENSURE THAT INSTRUCTION IS COMPREHENSIBLE AND MEANINGFUL. TO ACCOMMODATE VARIED STUDENT NEEDS, THEY PLAN DIFFERENTIATED INSTRUCTION. WHEN SUPPORT PERSONNEL, SUCH AS AIDES AND VOLUNTEERS ARE AVAILABLE, THEY PLAN HOW TO USE THEM TO HELP STUDENTS REACH INSTRUCTIONAL GOALS.

TPE EXCERPT FROM THE ADOPTED CALIFORNIA PROGRAM PREPARATION STANDARDS,
STANDARDS OF QUALITY AND EFFECTIVENESS FOR PROFESSIONAL TEACHER PREPARATION PROGRAMS
APPENDIX A: TEACHING PERFORMANCE EXPECTATIONS

STEP TWO:

A DATABASE OF TPE ELEMENTS WAS CONSTRUCTED USING EACH ELEMENT AS A RECORD.

Graphic Representation 3: Process used to Define PACT Assessment Elements



Graphic Representation 4: Process used to Match TPE to PACT Assessment Elements

PROCESS USED TO MATCH TPE TO PACT ASSESSMENT ELEMENTS

HOW TPE ELEMENTS WERE MATCHED TO PACT ASSESSMENT ELEMENT

THE LANGUAGE OF EACH PACT ASSESSMENT ELEMENT WAS INDIVIDUALLY PARSED INTO DISTINCT WORDS AND STRINGS OF WORDS. A WORD SEARCH WAS THEN CONDUCTED USING EACH WORD OR STRING OF WORDS WITHIN THE TPE DATABASE. WHEN A MATCH OCCURRED AN CURRICULUM SPECIALIST ANALYZED THE MATCH TO DETERMINE IF THE MATCH WAS LOGICAL, NOT TOO NARROWLY DEFINED, AND MADE INTUITIVE SENSE WITHIN THE CONTEXT OF THE LANGUAGE OF THE PACT ASSESSMENT ELEMENT (SEE EXAMPLE TPE ELEMENT LANGUAGE BELOW).

TPE SCORING PROCEDURE

EACH TPE ELEMENT MATCHED TO A PACT ASSESSMENT ELEMENT REPRESENTED ONE COUNT FOR ITS ASSOCIATED TPE.

EXAMPLE: TPE ELEMENT 7.10 WAS ASSOCIATED WITH THE PACT ASSESSMENT ELEMENT EL2C2 THROUGH A WORD SEARCH USING 'ACADEMIC LANGUAGE.' THIS TPE ELEMENT WAS MATCHED TO THE PACT ASSESSMENT ELEMENT EL2C2.

PACT ASSESSMENT ELEMENT EL2C2

"HOW DO KEY LEARNING TASKS IN YOUR PLAN BUILD ON EACH OTHER TO SUPPORT STUDENT LEARNING OF THE CURRICULUM CONTENT AND THE DEVELOPMENT OF ACADEMIC LANGUAGE RELATED TO THAT CONTENT? DESCRIBE SPECIFIC STRATEGIES THAT HELP BUILD STUDENT LEARNING ACROSS THE LEARNING SEGMENT. REFERENCE THE INSTRUCTIONAL MATERIALS YOU HAVE INCLUDED, AS NEEDED."

DATABASE SEARCH LIST:

- LEARNING TASKS
- PLAN
- STUDENT LEARNING
- CURRICULUM CONTENT
- ACADEMIC LANGUAGE
- LEARNING STRATEGIES

PACT ASSESSMENT TASK 2C

(P.6 PACT ELEMENTARY LITERACY HANDBOOK)

TASK 2C (PLANNING INSTRUCTION & ASSESSMENT)

PLANNING COMMENTARY

WRITE A COMMENTARY OF ABOUT FIVE SINGLE-SPACED PAGES THAT ADDRESSES THE FOLLOWING PROMPTS. YOU CAN ADDRESS EACH PROMPT SEPARATELY, THROUGH A HOLISTIC ESSAY, OR A COMBINATION OF BOTH, AS LONG AS ALL PROMPTS ARE ADDRESSED.

1. APART FROM BEING PRESENT IN THE SCHOOL CURRICULUM, STUDENT ACADEMIC CONTENT STANDARDS, OR ELD STANDARDS, WHY IS THE CONTENT OF THE LEARNING SEGMENT IMPORTANT FOR YOUR PARTICULAR STUDENTS TO LEARN? (TPE 1A)
2. HOW DO KEY LEARNING TASKS IN YOUR PLAN BUILD ON EACH OTHER TO SUPPORT STUDENT LEARNING OF THE CURRICULUM CONTENT AND THE DEVELOPMENT OF ACADEMIC LANGUAGE RELATED TO THAT CONTENT? DESCRIBE SPECIFIC STRATEGIES THAT HELP BUILD STUDENT LEARNING ACROSS THE LEARNING SEGMENT. REFERENCE THE INSTRUCTIONAL MATERIALS YOU HAVE INCLUDED, AS NEEDED. (TPE 1A, 4, 9)
3. WHAT LANGUAGE DEMANDS OF THE LEARNING AND ASSESSMENT TASKS ARE LIKELY TO BE CHALLENGING FOR YOUR STUDENTS? EXPLAIN HOW SPECIFIC FEATURES OF YOUR LEARNING AND ASSESSMENT TASKS IN YOUR PLAN SUPPORT STUDENTS IN MEETING THESE LANGUAGE DEMANDS. (TPE 7)
4. EXPLAIN HOW THE COLLECTION OF ASSESSMENTS FROM YOUR PLAN ALLOWS YOU TO EVALUATE YOUR STUDENTS' LEARNING OF SPECIFIC STUDENT STANDARDS/OBJECTIVES. (TPE 2, 3)
5. DESCRIBE ANY TEACHING STRATEGIES YOU HAVE PLANNED FOR YOUR STUDENTS WHO HAVE IDENTIFIED EDUCATIONAL NEEDS (E.G., ENGLISH LEARNERS, GATE STUDENTS, STUDENTS WITH IEP'S). EXPLAIN HOW THESE FEATURES OF YOUR LEARNING AND ASSESSMENT TASKS WILL PROVIDE STUDENTS ACCESS TO THE CURRICULUM AND ALLOW THEM TO DEMONSTRATE THEIR LEARNING. (TPE 9, 12)

TPE ELEMENT 7.10 - "CANDIDATES FOR A TEACHING CREDENTIAL KNOW AND APPLY PEDAGOGICAL THEORIES, PRINCIPLES AND PRACTICES FOR THE DEVELOPMENT OF ACADEMIC LANGUAGE, COMPREHENSION, AND KNOWLEDGE IN THE SUBJECTS OF THE CORE CURRICULUM."

WORD MATCH RESULTS: ACADEMIC LANGUAGE

Graphic Representation 5: PACT Rubric Alignment with the TPE

PACT RUBRIC ALIGNMENT WITH TPE

THE PACT RUBRICS WERE CONSTRUCTED USING A HOLISTIC APPROACH, GROUNDED IN THE DOMAINS OF THE TPE. THE INTENT OF THE RUBRICS IS TO FACILITATE THE ASSESSORS' EVALUATION OF CANDIDATES' TEACHING PERFORMANCE IN A MANNER THAT BOTH ALIGNS WITH THE TPE AND CAPTURES THE NUANCES AND COMPLEXITY OF INSTRUCTIONAL DECISION MAKING IN REAL DAILY TEACHING CONTEXT.

THE GUIDING QUESTIONS IN EACH TASK CATEGORY RELATE TO SEVERAL PROMPTS CONTAINED IN THAT TASK, AND SO PERTAIN TO THE MULTIPLE TPE THAT RELATE TO THE TASK AS A WHOLE.

THE PACT ELEMENTARY LITERACY SCORING RUBRIC CONTAINS SIX GUIDING QUESTIONS USED TO SCORE TASK B - PLANNING. THESE SIX QUESTIONS WHILE PRIMARILY RELATED TO CSTP DOMAIN D: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES WHICH INCORPORATE BOTH TPE 8 AND 9, ALSO RELATE TO ELEMENTS IN DOMAINS A, B, C, E AND F.

AS AN EXAMPLE, ANALYSIS OF TASK EB2 (DAILY INSTRUCTION AND ASSESSMENT PLANS) REVEALED THAT 16 TPE ELEMENTS WERE ASSOCIATED WITH THIS TASK. THESE TPE ELEMENTS WERE CONTAINED IN 8 INDIVIDUAL TPE (1, 3, 4, 6, 9, 10, 11, 13), AND THIS RANGE REPRESENTED ALL SIX CSTP DOMAINS.

THUS MULTIPLE CSTP AND TPE ARE REPRESENTED IN BOTH THE PACT TASKS AND THE PACT SCORING RUBRICS.

PACT ASSESSMENT TASK 2C (P.6 PACT ELEMENTARY LITERACY HANDBOOK)

TASK 2C (PLANNING INSTRUCTION & ASSESSMENT)

PLANNING COMMENTARY

WRITE A COMMENTARY OF ABOUT FIVE SINGLE-SPACED PAGES THAT ADDRESSES THE FOLLOWING PROMPTS. YOU CAN ADDRESS EACH PROMPT SEPARATELY, THROUGH A HOLISTIC ESSAY, OR A COMBINATION OF BOTH, AS LONG AS ALL PROMPTS ARE ADDRESSED.

1. APART FROM BEING PRESENT IN THE SCHOOL CURRICULUM, STUDENT ACADEMIC CONTENT STANDARDS, OR ELD STANDARDS, WHY IS THE CONTENT OF THE LEARNING SEGMENT IMPORTANT FOR YOUR PARTICULAR STUDENTS TO LEARN? (TPE 1 (PACT Assessment Element))
2. HOW DO KEY LEARNING TASKS IN YOUR PLAN BUILD ON EACH OTHER TO SUPPORT STUDENT LEARNING OF THE CURRICULUM CONTENT AND THE DEVELOPMENT OF ACADEMIC LANGUAGE RELATED TO THAT CONTENT? DESCRIBE SPECIFIC STRATEGIES THAT HELP BUILD STUDENT LEARNING ACROSS THE LEARNING SEGMENT. REFERENCE THE INSTRUCTIONAL MATERIALS YOU HAVE INCLUDED, AS NEEDED. (TPE 1A, 4, 9)
3. WHAT LANGUAGE DEMANDS OF THE LEARNING AND ASSESSMENT TASKS ARE LIKELY TO BE CHALLENGING FOR YOUR STUDENTS? EXPLAIN HOW SPECIFIC FEATURES OF YOUR LEARNING AND ASSESSMENT TASKS IN YOUR PLAN SUPPORT STUDENTS IN MEETING THESE LANGUAGE DEMANDS. (TPE 7)
4. EXPLAIN HOW THE COLLECTION OF ASSESSMENTS FROM YOUR PLAN ALLOWS YOU TO EVALUATE YOUR STUDENTS' LEARNING OF SPECIFIC STUDENT STANDARDS/OBJECTIVES. (TPE 2, 3)
5. DESCRIBE ANY TEACHING STRATEGIES YOU HAVE PLANNED FOR YOUR STUDENTS WHO HAVE IDENTIFIED EDUCATIONAL NEEDS (E.G., ENGLISH LEARNERS, GATE STUDENTS, STUDENTS WITH IEPs). EXPLAIN HOW THESE FEATURES OF YOUR LEARNING AND ASSESSMENT TASKS WILL PROVIDE STUDENTS ACCESS TO THE CURRICULUM AND ALLOW THEM TO DEMONSTRATE THEIR LEARNING. (TPE 9, 12)

PACT ELEMENTARY LITERACY RUBRICS

DEVELOPING ACADEMIC LANGUAGE

GQ10: HOW DO THE CANDIDATE'S PLANNING INSTRUCTION, AND ASSESSMENT SUPPORT ACADEMIC LANGUAGE DEVELOPMENT?

LEVEL 4

- THE CANDIDATE IDENTIFIES LANGUAGE DEMANDS OF THE LEARNING TASKS AND ASSESSMENTS THAT GO BEYOND VOCABULARY TO INCLUDE SPECIFIC TEXT TYPES OR OTHER LANGUAGE DEMANDS THAT ARE CHALLENGING FOR INDIVIDUAL STUDENTS OR GROUPS OF STUDENTS.
- THE CANDIDATE DISCUSSES STUDENTS' STRENGTHS AND NEEDS IN RELATION TO THESE LANGUAGE DEMANDS AND ARTICULATES WHAT MAKES THOSE PARTICULAR TEXT TYPES OR OTHER DEMANDS CHALLENGING FOR PARTICULAR INDIVIDUALS OR GROUPS OF STUDENTS.
- THE CANDIDATE'S USE OF SCAFFOLDING OR OTHER SUPPORT PROVIDES ACCESS TO CORE CONTENT WHILE ALSO PROVIDING OPPORTUNITIES FOR STUDENTS TO DEVELOP FURTHER LANGUAGE PROFICIENCY RELATED TO THE DEMANDS OF THE LEARNING TASKS AND ASSESSMENTS. THE CANDIDATE ARTICULATES WHY THE INSTRUCTIONAL STRATEGIES CHOSEN ARE LIKELY TO SUPPORT SPECIFIC ASPECTS OF STUDENTS' LANGUAGE DEVELOPMENT.

Table 1: Frequency of TPE Elements Represented within PACT Assessment

TPE ELEMENT	FREQUENCY	PERCENT
01a.1	4	1.7
01a.2	3	1.2
01a.3	6	2.5
01a.4	1	.4
01a.5	3	1.2
01a.6	1	.4
01a.7	1	.4
01a.8	1	.4
01a.9	2	.8
01b.1	4	1.7
01b.2	3	1.2
01b.3	5	2.1
01b.4	3	1.2
01b.5	1	.4
01b.6	1	.4
01b.7	2	.8
02.1	6	2.5
02.2	5	2.1
03.1	8	3.3
03.11	3	1.2
03.12	3	1.2
03.15	1	.4
03.2	2	.8
03.3	3	1.2
03.4	4	1.7
03.5	5	2.1
03.6	4	1.7
03.9	1	.4
04.1	6	2.5
04.11	3	1.2
04.2	6	2.5
04.3	2	.8
04.4	3	1.2
04.6	2	.8
04.7	2	.8
05.1	1	.4
05.3	3	1.2
05.4	1	.4
06a.3	2	.8
06a.5	1	.4
06a.7	3	1.2
06b.1	3	1.2
06b.2	1	.4
06b.3	3	1.2
06b.4	2	.8
06b.5	1	.4
06b.8	1	.4
06c.1	2	.8
06c.3	2	.8
07.1	5	2.1
07.11	4	1.7
07.13	1	.4
07.14	1	.4
07.16	4	1.7

TPE ELEMENT	FREQUENCY	PERCENT
07.2	5	2.1
07.3	1	.4
07.4	2	.8
07.5	7	2.9
07.6	1	.4
07.7	4	1.7
07.8	1	.4
07.9	2	.8
08.2	7	2.9
08.6	8	3.3
09.1	8	3.3
09.2	3	1.2
09.4	4	1.7
09.5	2	.8
09.6	1	.4
09.7	5	2.1
09.8	4	1.7
09.9	4	1.7
10.1	5	2.1
10.2	1	.4
10.3	3	1.2
11.2	1	.4
13.1	5	2.1
13.2	4	1.7
13.3	3	1.2
Total	242	100.0

Table 2: Frequency / Percentage of TPE Represented within PACT Assessment

TPE	FREQUENCY	PERCENT
TPE 1A	22	9.1
TPE 1B	19	7.9
TPE 2	11	4.5
TPE 3	34	14.0
TPE 4	24	9.9
TPE 5	5	2.1
TPE 6A	6	2.5
TPE 6B	11	4.5
TPE 6C	4	1.7
TPE 7	38	15.7
TPE 8	15	6.2
TPE 9	31	12.8
TPE 10	9	3.7
TPE 11	1	.4
TPE 13	12	5.0
Total	242	100.0

Table 2 Chart

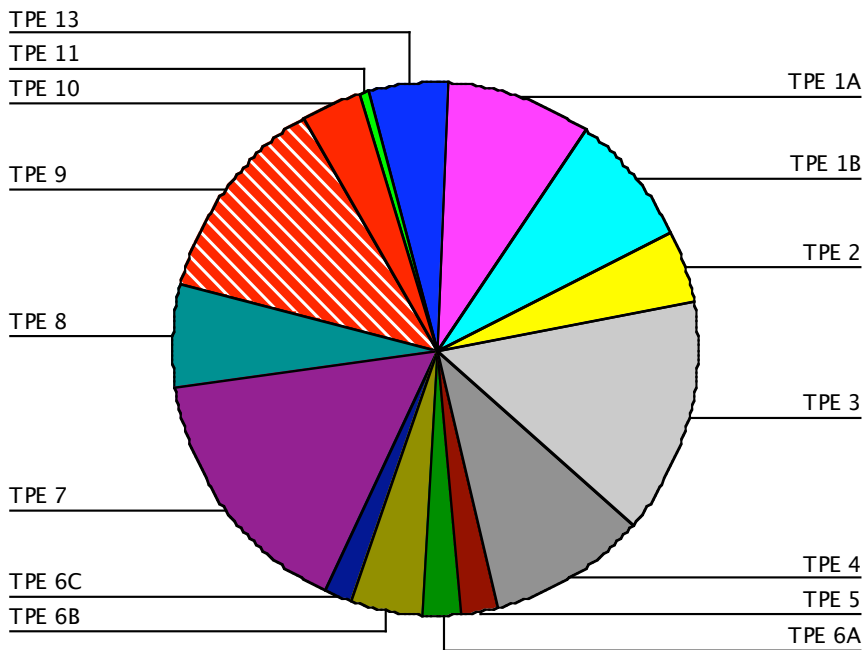


Table 3: Frequency/Percentage of TPE Elements Represented within PACT Assessment Sections

PACT SECTIONS	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Planning	123	50.8	50.8
Instruction	34	14.0	64.9
Assessment	44	18.2	83.1
Reflection	31	12.8	95.9
Academic Language	10	4.1	100.0
Total	242	100.0	

Table 3 Chart

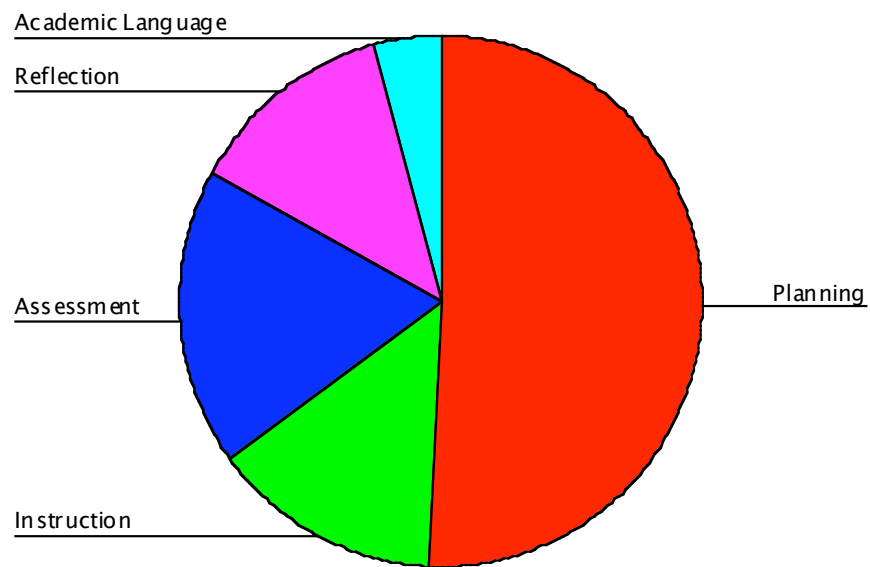


Table 4: Frequency/Percentage of CSTP Domains Represented within PACT Assessment

CSTP DOMAINS	FREQUENCY	PERCENT
A. Making Subject Matter Comprehensible	41	16.9
B. Assessing Student Learning	45	18.6
C. Engaging Students in Learning	88	36.4
D. Planning Instruction	46	19.0
E. Creating Effective Environments	10	4.1
F. Developing as a Professional	12	5.0
Total	242	100.0

Table 4 Chart

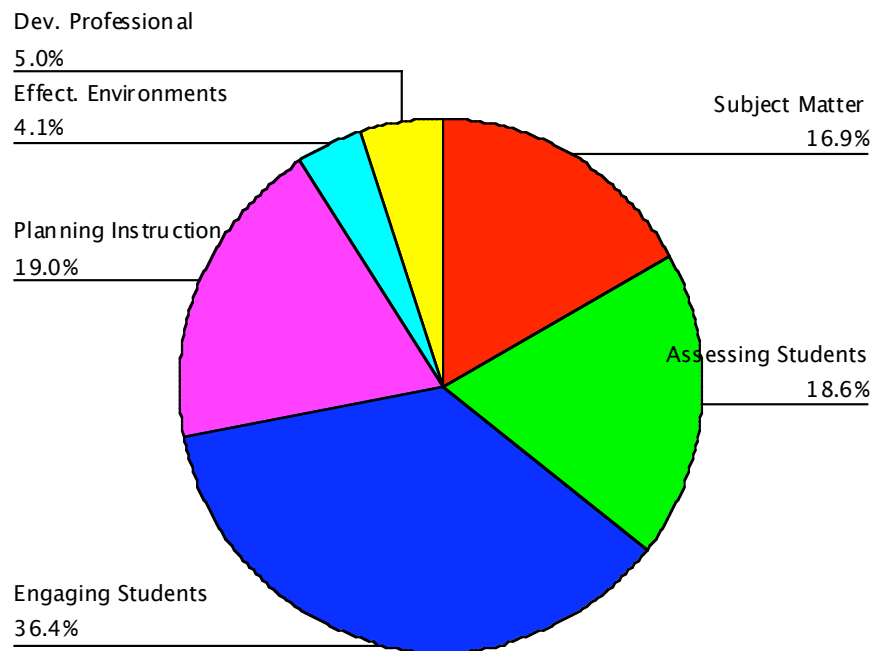


Table 5: Frequency/Percentage of TPE Elements Represented within PACT Assessment Guiding Questions

GUIDING QUESTION	FREQUENCY	PERCENT
GQ1	43	17.8
GQ2	51	21.1
GQ3	29	12.0
GQ4	29	12.0
GQ5	5	2.1
GQ6	24	9.9
GQ7	20	8.3
GQ8	14	5.8
GQ9	17	7.0
GQ10	10	4.1
Total	242	100.0

Table 5 Chart

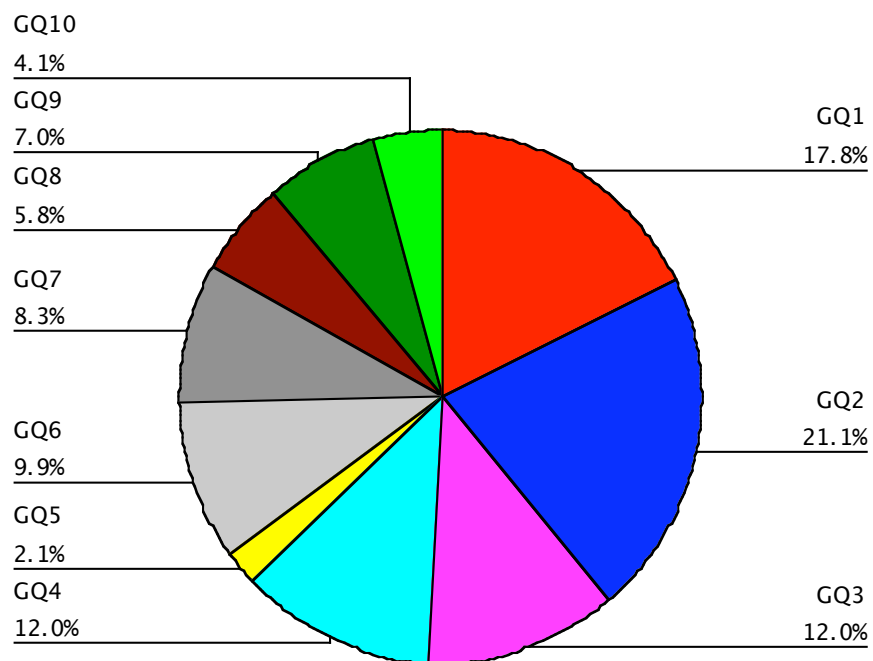


Table 6: TPE by PACT Sections Crosstabulation

TPE		PACT SECTIONS					TOTAL
		Planning	Instruction	Assessment	Reflection	Academic Language	
TPE 1A	Count	13	3	3	2	1	22
	% within TPE Sub-Section	59.1%	13.6%	13.6%	9.1%	4.5%	100.0%
	% within PACT Sections	10.6%	8.8%	6.8%	6.5%	10.0%	9.1%
	% of Total	5.4%	1.2%	1.2%	.8%	.4%	9.1%
TPE 1B	Count	11	2	3	2	1	19
	% within TPE Sub-Section	57.9%	10.5%	15.8%	10.5%	5.3%	100.0%
	% within PACT Sections	8.9%	5.9%	6.8%	6.5%	10.0%	7.9%
	% of Total	4.5%	.8%	1.2%	.8%	.4%	7.9%
TPE 2	Count	4	2	3	2		11
	% within TPE Sub-Section	36.4%	18.2%	27.3%	18.2%		100.0%
	% within PACT Sections	3.3%	5.9%	6.8%	6.5%		4.5%
	% of Total	1.7%	.8%	1.2%	.8%		4.5%
TPE 3	Count	15	1	18			34
	% within TPE Sub-Section	44.1%	2.9%	52.9%			100.0%
	% within PACT Sections	12.2%	2.9%	40.9%			14.0%
	% of Total	6.2%	.4%	7.4%			14.0%
TPE 4	Count	13	8	2		1	24
	% within TPE Sub-Section	54.2%	33.3%	8.3%		4.2%	100.0%
	% within PACT Sections	10.6%	23.5%	4.5%		10.0%	9.9%
	% of Total	5.4%	3.3%	.8%		.4%	9.9%
TPE 5	Count	2	2		1		5
	% within TPE Sub-Section	40.0%	40.0%		20.0%		100.0%
	% within PACT Sections	1.6%	5.9%		3.2%		2.1%
	% of Total	.8%	.8%		.4%		2.1%
TPE 6A	Count	4	1		1		6
	% within TPE Sub-Section	66.7%	16.7%		16.7%		100.0%
	% within PACT Sections	3.3%	2.9%		3.2%		2.5%
	% of Total	1.7%	.4%		.4%		2.5%
TPE 6B	Count	9	2				11
	% within TPE Sub-Section	81.8%	18.2%				100.0%
	% within PACT Sections	7.3%	5.9%				4.5%
	% of Total	3.7%	.8%				4.5%
TPE 6C	Count	3	1				4
	% within TPE Sub-Section	75.0%	25.0%				100.0%
	% within PACT Sections	2.4%	2.9%				1.7%
	% of Total	1.2%	.4%				1.7%
TPE 7	Count	17	5	5	5	6	38
	% within TPE Sub-Section	44.7%	13.2%	13.2%	13.2%	15.8%	100.0%
	% within PACT Sections	13.8%	14.7%	11.4%	16.1%	60.0%	15.7%
	% of Total	7.0%	2.1%	2.1%	2.1%	2.5%	15.7%
TPE 8	Count	5	1	5	3	1	15
	% within TPE Sub-Section	33.3%	6.7%	33.3%	20.0%	6.7%	100.0%
	% within PACT Sections	4.1%	2.9%	11.4%	9.7%	10.0%	6.2%
	% of Total	2.1%	.4%	2.1%	1.2%	.4%	6.2%
TPE 9	Count	17	5	2	7		31
	% within TPE Sub-Section	54.8%	16.1%	6.5%	22.6%		100.0%
	% within PACT Sections	13.8%	14.7%	4.5%	22.6%		12.8%
	% of Total	7.0%	2.1%	.8%	2.9%		12.8%
TPE 10	Count	5		1	3		9
	% within TPE Sub-Section	55.6%		11.1%	33.3%		100.0%
	% within PACT Sections	4.1%		2.3%	9.7%		3.7%
	% of Total	2.1%		.4%	1.2%		3.7%
TPE 11	Count		1				1
	% within TPE Sub-Section		100.0%				100.0%
	% within PACT Sections		2.9%				.4%
	% of Total		.4%				.4%
TPE 13	Count	5		2	5		12
	% within TPE Sub-Section	41.7%		16.7%	41.7%		100.0%
	% within PACT Sections	4.1%		4.5%	16.1%		5.0%
	% of Total	2.1%		.8%	2.1%		5.0%
	Count	123	34	44	31	10	242
	% within TPE Sub-Section	50.8%	14.0%	18.2%	12.8%	4.1%	100.0%
	% within PACT Sections	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	50.8%	14.0%	18.2%	12.8%	4.1%	100.0%