

# **Teacher Performance Assessment (TPA)**

## **“Kick Off”**

August 24, 2011

# What is the Teacher Performance Assessment (TPA)?



**Planning**

**Instruction**  
*(Engaging students & supporting learning)*

**Assessment**

**Reflection**

Academic language

Student Voice

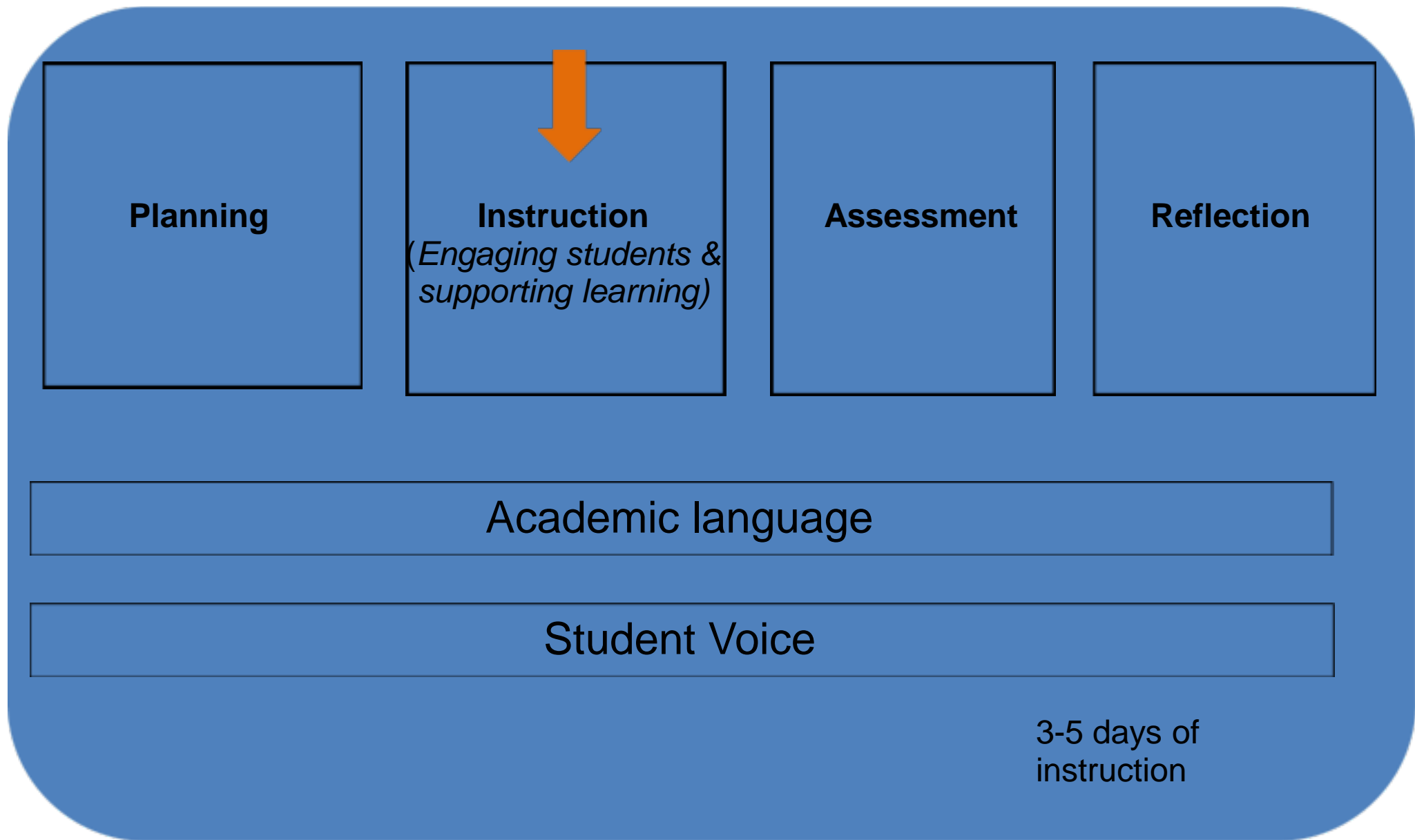
3-5 days of instruction



# Planning Task

- Describing context
- Selecting lesson objectives
- Planning 3-5 days of instruction (lessons, assessments, materials)
  - Alignment of objectives, instruction, and assessment
- Planning commentary
- Daily reflection for 3-5 days of instruction

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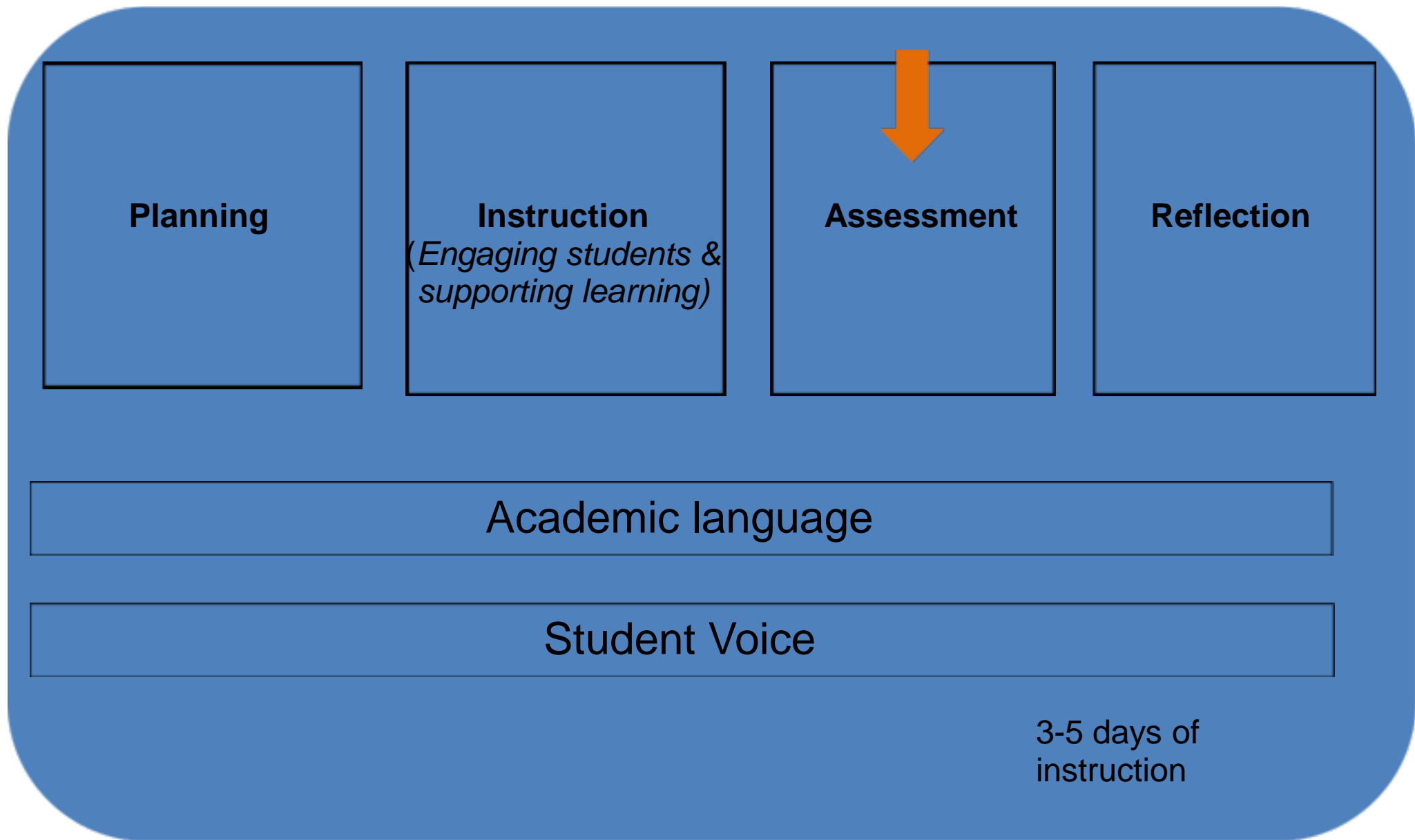




# Instruction Task

- From the 3-5 lessons, select 1 or 2 video clips of no more than 15 minutes total, showing:
  - Instruction focused on targeted learning objectives
  - Presentations and/or interactions with students that deepen student understanding
- Instruction commentary
  - 2-4 pages describing and reflecting on teaching strategies demonstrated in the clip(s)

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# Assessment task

- Select an assessment from the learning segment & provide evaluation criteria
- Analyze student work & identify patterns in understanding across the class
- Ask students to reflect on their own performance
- Document written/oral feedback
- Determine next steps in teaching
- 3 student work samples, 2 for in-depth analysis
- Assessment commentary

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# Reflection

- Throughout & Retrospective
- Final retrospective reflection:
  - Draw from previous commentaries to create 1 page commentary
  - Consider what learned about teaching and learning
  - Consider different choices given opportunity to teach again
  - Provide evidence of ability examine teaching and propose changes

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# Academic Language

- Attends to oral & written language
  - Specialized vocabulary of the discipline (e.g. lab report)
  - Typical classroom language demands (e.g. discussing ideas)
- Identifying the language demands in relation to students' current academic language proficiency
- Demonstrating how the candidates planning, instruction, and assessment support academic language development

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# Student voice

- Planning for and engaging students in opportunities to articulate the learning targets, monitor their own progress, and identify support needed to achieve the learning target



# Next steps

- Field test 2011-2012 academic year
  - All teacher education institutions in WA state
  - All teacher certification candidates in programs in WA state
  - UWB one factor in teacher candidate's certification
- Beginning 2012-2013 initial certification depends on meeting standard in all areas of the TPA