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**Pre-Service Teacher Performance Assessment**

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**The Background:**

State law<sup>i</sup> and Board rules<sup>ii</sup> require individuals applying for initial teacher licensure in Tennessee to submit passing scores on a test that measures professional knowledge and is correlated to Tennessee's Professional Education Standards. This requirement does not apply to school counselors, school psychologists, school social workers, or speech/language teachers.

In early 2009, Vanderbilt University was approached by The American Association of Colleges of Teacher Education (AACTE) regarding the university's interest in helping to create a national performance assessment model for pre-service teachers. In addition to AACTE, Stanford University and The Council of Chief State School Officers (CCSSO) were part of the initial effort as well.

Vanderbilt University contacted two other universities, The University of Tennessee-Knoxville, The University of Memphis and the State Department of Education to gauge interest in participating. Representatives from each of these groups participated with several other states in a meeting to learn more about how performance assessments could be used to determine a pre-service teacher's "readiness for teaching."

In the spring of 2009, the State Board of Education became involved and encouraged the group to extend an offer to the Tennessee Board of Regents universities and incorporate this work into the ongoing "Ready to Teach" initiative.

During the summer of 2009 there were *ad hoc* groups convened to address alignment between the professional education standards and the new work of Teacher Performance Assessment Consortium (TPAC). During the 2009-2010 academic year Vanderbilt University led training sessions for all the involved campuses. These sessions occurred in conjunction with a pilot at UT-K, VU, and UM. Additionally, samples of the model were infused into the training programs of each of the TBR universities.

In the 2010-2011 academic year all TBR schools along with UT-K and VU engaged in a full pilot with targeted groups and candidates; a total of about 380 pre-service participated. During this time the other UT campuses as well as a number of independent colleges and universities have expressed an interest in becoming involved in pre-service teacher performance assessment.

Performance assessment is another method of determining a pre-service teacher's readiness to enter the classroom. Adoption of this policy would allow those who successfully complete a performance assessment in conjunction with their training program's requirements to forego the Praxis- Principles of Learning and Teaching, and

thus avoid unnecessary duplication of effort. Candidates would still be required to pass any other necessary licensure exams, including those examinations used to determine content areas qualifications.

Upon approval, the following language will be added to State Board of Education Policy 5.105. "For the 2011-12 school year, those candidates for apprentice licensure who complete all licensure program or degree requirements of an accredited state approved teacher preparation institution or program may, as part of their training program, complete a performance assessment that 1) is aligned to the Tennessee Professional Education Licensure Standards, and 2) has documented reliability and validity, in order to satisfy the professional education assessment requirements required by statute and SBE rule."

**The Master Plan Connection:**

This item supports the State Board's *Master Plan* by providing for an effective teacher for every student.

**The Recommendation:**

The State Board of Education staff recommends acceptance of the change to SBE policy 5.105 on first reading.

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<sup>i</sup> T.C.A. §§ 49-1-302 and 49-5-5605.

<sup>ii</sup> 0520-02-04-.05

## Teaching Performance Assessment Overview

The Teaching Performance Assessment (TPA) is designed as a measure of prospective teachers' readiness to practice in p-12 classrooms. It builds upon the performance assessment developed by Stanford University for the Performance Assessment for California Teachers (PACT) consortium, which has a solid research base as a valid and reliable assessment. Like the PACT, the TPA has several features that distinguish it from other pre-service teaching assessments:

- 1) it is subject-specific, focusing on specific teaching and learning tasks important to a discipline, and is scored by scorers who have matching subject-specific pedagogical expertise;
- 2) it preserves the complexity of teaching by using evidence collected from the teaching of a multi-lesson unit to real students;
- 3) it focuses evidence on the learning of the students in one class; and
- 4) its set of analytic rubric scores reflect varied performance on different dimensions of teaching and provide feedback to candidates and programs about differential strengths and areas for continued professional growth.

Evidence collected about teaching performance includes teaching artifacts (lesson plans, video clips, student work samples, teachers' feedback to students), plus candidate-produced commentaries that explain or evaluate teaching decisions in terms of their expected or actual *effects on their students' learning*. Elements of the TPA also include teacher-assembled evidence of learning for individuals and groups of students. There are currently subject-specific TPAs across 6 credential areas: including Elementary Literacy and Elementary Mathematics, English Language Arts, History-Social Science, Mathematics, Science. Forms for Early Childhood Education, Special Education, World Languages, Performing Arts, TESOL/ELL, and Physical Education are currently under development.

Eleven rubrics assess five dimensions of subject-specific teaching practice: planning, instruction, assessment, reflection, academic language development. Scores and narrative feedback on each rubric give candidates, programs, and states an analytic portrait of individuals and groups of candidates in terms of areas of strength and weakness on the dimensions assessed. While the scoring rubrics have a common set of dimensions across credential areas, the scoring criteria are also customized to assess the unique features of each content area/discipline. This detailed analytic feedback on teacher performance will support teacher development and evaluation for the initial license across the wide variety of routes into teaching, and will also increase the consistency with which teacher licensure decisions are made within and across states. Used as information for the accreditation process, the assessment results can leverage improvements in preparation programs. Used as information for induction programs, it can guide more effective mentoring for beginning teachers.

The TPA is designed to meet standards of psychometric rigor (AERA, APA, & NCME, 1999) required for high-stakes decisions about licensure, and also contribute evidence to inform policy decisions about statewide improvement of teacher quality. Ultimately, we believe the Teacher Performance Assessment can contribute to a more coherent state policy environment for teacher licensure and to a more effective state agenda for improving teacher effectiveness.

# TENNESSEE STATE BOARD OF EDUCATION

## Professional Assessments For Tennessee Educators

**5.105**

State law<sup>1</sup> and Board rules<sup>2</sup> require individuals applying for initial teacher licensure in Tennessee to submit passing scores on a test that measures professional knowledge and is correlated to Tennessee's Professional Education Standards. This requirement does not apply to school counselors, school psychologists, school social workers, or speech/language teachers.

Applicants for licensure in Tennessee shall also submit passing scores on the content specialty area test(s) for all endorsements to be listed on the licenses.

The examinations and corresponding required scores on the Praxis Series are as follows:

### Tennessee Educator Licensure Examinations

Test Code	Endorsement Area	Test Title	Minimum Qualifying Score	Effective Date Sept. 1
0521	All Areas (See Note)	Principles of Learning and Teaching, Early Childhood	155	2005
0522		Principles of Learning and Teaching, K-6 <u>or</u>	155	1998
0523		Principles of Learning and Teaching, 5-9 <u>or</u>	154	1999
0524		Principles of Learning and Teaching, 7-12	159	1998
1011	Administrator	School Leader Licensure Assessment	160	2009
0700	Agricultural Education	Agriculture	530	1998
0133	Art	Art: Content Knowledge	150	1998
0132	Art	Choice of Art: Content, Traditions, Criticism & Aesthetics <u>or</u>	140	2001
0131	Art	Art: Art Making	155	2001
0235	Biology	Biology: Content Knowledge	148	2002
0233	Biology	Choice of Biology Content Essays <u>or</u>	146	1999
0433	Biology	General Science Content Essays	130	1999
0101	Business/Accounting	Business Education	154	2010
0245	Chemistry	Chemistry: Content Knowledge	152	2002
0431	Chemistry	General Science: Content Knowledge, Part 1	145	2005
0021	Early Childhood Education – PreK-3	Early Childhood Endorsement: Education Of Young Children	155	2005
0014		Elementary Education: Content Knowledge	140	2003
0201		Reading Across the Curriculum: Elementary	151	2006
0021	Early Development & Learning	Education of Young Children	155	2009
0014	PreK-K (Dual Endorsement)	Elementary Education: Content Knowledge	140	2009
0690		Special Education: Preschool/Early Childhood	560	2009
0571	Earth Science	Earth Science: Content Knowledge	146	2002
0431	Earth Science	General Science: Content Knowledge, Part 1	145	2005
0910	Economics	Economics	530	2005
0011	Elementary Education K-6	Elementary Education: Curriculum, Instruction, and Assessment	159	1998
0014		Elementary Education: Content Knowledge <u>or</u>	140	2003
0146		Middle School: Content Knowledge	150	2001
0201		Reading Across the Curriculum: Elementary	151	2006
0041	English	Language, Literature, Composition: Content Knowledge	157	1995
0043	English	Language, Literature, Comp.: Pedagogy	145	1999
0361	English as a Second Language	Teaching English as a Second Language	143	2010
0121	Family & Consumer Science	Family and Consumer Science	157	2008
0920	Geography	Geography	580	2005
0357	Gifted Education	Gifted Education	146	2009
0930	Government	Government/Political Science	600	2005
0550	Health & Wellness	Health Education	570	1997
0941	History	World and U.S. History	136	2005

<sup>1</sup> T.C.A. §§ 49-1-302 and 49-5-5605.

<sup>2</sup> 0520-02-04-.05 The Praxis Series: Professional Assessments for Tennessee Educators

# TENNESSEE STATE BOARD OF EDUCATION

## Professional Assessments For Tennessee Educators

**5.105**

	Languages:			
5174	French	World Languages: French (Computer Based)	156	2010
5183	German	World Languages: German (Computer Based)	157	2010
0600	Latin	Latin	540	1996
5195	Spanish	World Languages: Spanish (Computer Based)	163	2010
0311	Librarian	Library Media Specialist	146	2009
0561	Marketing	Marketing Education	160	2008
0061	Mathematics	Mathematics: Content Knowledge	136	1995
0065	Mathematics	Mathematics: Pedagogy	125	1999
0146	Middle Grades 4-8	Middle School: Content Knowledge	150	2008
0201	Middle Grades 4-8	Reading Across the Curriculum: Elementary	151	2008
0113	Music	Music: Content Knowledge	150	1998
0111	Music	Music: Concepts and Processes	145	2001
0091	Physical Education	Physical Education: Content Knowledge	152	1995
0092	Physical Education	Physical Education: Movement Forms – Analysis & Design	148	1999
0265	Physics	Physics: Content Knowledge	144	2002
0262	Physics	Choice of Physics: Content Essays <u>or</u>	135	1999
0433	Physics	General Science Content Essays	130	1999
0390	Psychology	Psychology	560	1997
0300	Reading Specialist	Reading Specialist	510	2005
0420	School Counselor	School Guidance and Counseling	580	1996
0401	School Psychologist	School Psychologist	154	2008
0950	Sociology	Sociology	540	1996
	Special Education:			
0543	Special Education: Modified (See Note)	Core Knowledge and Mild-to-Moderate Applications	153	2010
0201	All Special Education Areas (See Note)	Reading Across the Curriculum: Elementary	151	2006
0545	Special Education: Comprehensive (See Note)	Core Knowledge and Severe-to-Profound	153	2010
0690	Preschool/Early Childhood PreK-3 (See Note)	Education of Exceptional Students: Preschool/Early Childhood	560	2004
0271	Hearing (See Note)	Special Education: Education of Deaf and Hard of Hearing Students	163	2001
0330	Speech/Language	Speech-Language Pathology	600	2000
0281	Vision (See Note)	Special Education: Teaching Students with Visual Impairments	161	2010
0221	Speech	Speech Communications	144	2009
0050	Technology Education	Technology Education	580	1996
0640	Theatre	Theatre	610	1997

Note: Candidates seeking licensure in early childhood education, PreK-3, PreK-K, or early childhood special education PreK-3 will take Principles of Learning and Teaching (PLT) early childhood or PLT K-6. Candidates seeking licensure in elementary education, K-6, may choose either PLT K-6 or PLT 5-9. Candidates seeking licensure in middle grades 5-8 will take PLT 5-9. Candidates seeking licensure in secondary education areas will take PLT 7-12. Candidates seeking licensure in K-12, or preK-12 areas may choose PLT Early Childhood, K-6, PLT 5-9, or PLT 7-12.

Note: Special Education Endorsements: (1) 0354 – *Special Education: Core Knowledge and Applications* (Passing Score 145) is required for the following special education areas: hearing, vision, and preschool/early childhood. (2) 0201 – *Reading Across Curriculum: Elementary*, is required for the following special education areas: modified program, comprehensive program, hearing, vision and preschool/early childhood.

Note: Candidates in biology and physics may choose either the general science content essay or the subject area (biology or physics) content essays. Candidates who already hold a license in science seeking an additional endorsement in biology, chemistry, earth science, or physics will be required to take only the content knowledge exam for endorsement in the additional science area.

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>Professional Assessments For Tennessee Educators</b>	<b>5.105</b>

Note: For the 2011-12 school year, those candidates for apprentice licensure who complete all licensure program or degree requirements of an accredited state approved teacher preparation institution or program may, as part of their training program, complete a performance assessment that 1) is aligned to the Tennessee Professional Education Licensure Standards, and 2) has documented reliability and validity, in order to satisfy the professional education assessment requirements required by statute and SBE rule.

TN Professional Education Standards	TPAC
<p><b>Standard 1 - Discipline Taught</b>            Know, understand &amp; use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.</p>	<p><b>Task Demands:</b> Learning segment must focus on a teaching/learning task that requires disciplinary thinking as well as facts, conventions, procedures.</p> <p><b>Rubric 1:</b></p> <ul style="list-style-type: none"> <li>Standards, objectives, learning tasks, materials, and assessments aligned to big idea or essential question in discipline.</li> <li>Learning tasks build on one another to promote understanding of central content, skills, and strategies.</li> </ul> <p><b>Rubric 3:</b> Some assessments require students to extend thinking beyond formulaic applications.</p> <p><b>Rubric 4:</b> Candidate actively engages students in understanding of central content, skills, strategies.</p> <p><b>Rubric 5:</b> Candidate elicits, monitors, and builds on student responses to deepen understanding of focal content.</p> <p><b>Rubric 6:</b> Criteria/rubric represent essential features of standards.</p> <p><b>Rubric 8:</b> Feedback addresses key metacog skills</p> <p><b>Rubric 10:</b> Candidate identifies language demands of target content</p> <p><b>Rubric 11:</b> Candidate provides scaffolds academic language to provide student access to core content. (Does not oversimplify content for language access.)</p>
<p><b>Standard 2 - Student Learning and Development</b>            Candidates understand how students learn &amp; develop &amp; provide learning opportunities that support student intellectual, social &amp; personal development.</p>	<p><b>Rubric 2:</b>            Candidate uses knowledge of her/his students to target support for students' development of knowledge and skills. Learning tasks and materials draw upon students academic and social/emotional development to help students meet learning objectives. Planned support consists of strategically selected or modified tasks and/or scaffolded instruction appropriate for individuals and subgroups.</p>

TN Professional Education Standards	TPAC
<p><b>Standard 3 - Diverse Learners</b> Candidates understand how students differ in their approaches to learning &amp; create instructional opportunities that are adapted to diverse learners.</p>	<p><b>Rubric 2:</b> Learning tasks and materials draw upon students' academic and social/emotional development to help students meet learning objectives. Planned support consists of strategically selected or modified tasks and/or scaffolded instruction appropriate for individuals and subgroups.</p> <p><b>Rubric 4:</b> [Instructional] strategies are explicit and clearly reflect attention to students with diverse academic and language development, social/emotional development, and or cultural and lived experiences.</p>
<p><b>Standard 4 - Teaching Strategies</b> Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving &amp; performance skills in students.</p>	<p><b>Rubric 4:</b> Candidate actively engages students in understanding of central content, skills strategies. Strategies for intellectual engagement offer structured opportunities for students to develop understandings and skills. These strategies are explicit and clearly reflect attention to students with diverse academic and language development, social/emotional development, and or cultural and lived experiences.</p>
<p><b>Standard 5 - Learning Environment</b> Candidates use an understanding of individual &amp; group motivation &amp; behavior to create a learning environment that encourages positive interaction, active engagement in learning &amp; self-motivation.</p>	<p><b>Task Demands:</b> Plan to increase participation even of often reluctant students.</p> <p><b>Rubric 2:</b> Planned support consists of multiple ways of engaging with content that are integrated to support students to meet or exceed the standards/objectives. These are appropriately designed to address a variety of student learning needs tied to specific objectives.</p>
<p><b>Standard 6 - Communication</b> Candidates use knowledge of effective verbal, nonverbal &amp; media communication techniques to foster active inquiry, collaboration &amp; supportive interaction in the classroom</p>	<p><b>Rubric 5:</b> Candidates and/or other students build on what students are saying and/or doing to deepen subject matter understanding/build skills. Candidates and/or students prompt students to make connections between and among skills, strategies, and target content.</p> <p><b>Rubric 8:</b> Specific and accurate feedback on content and academic language helps the student understand what s/he did well, and provides guidance for improvement.</p>

TN Professional Education Standards	TPAC
<p><b>Standard 7 - Planning</b> Candidates plan instruction based upon knowledge of subject matter, students, the community &amp; curriculum goals.</p>	<p><b>Rubric 1</b></p> <ul style="list-style-type: none"> <li>• Standards/objectives, learning tasks, and materials, and assessments are clearly aligned to a big idea or essential question and with each other.</li> <li>• Candidate plans how to lead students to make clear connections within subject matter.</li> </ul> <p>Learning tasks build on each other to promote an understanding of the designated facts, concepts, and interpretive skills. Learning tasks (or their adaptations) are justified by explaining their appropriateness for students with references to anticipated effects on student learning based on relevant research and/or theory.</p> <p><b>Rubric 2:</b> Candidate uses knowledge of her/his students to target support for students' development of knowledge and skills. Learning tasks and materials draw upon students academic and social/emotional development to help students meet learning objectives. Planned support consists of strategically selected or modified tasks and/or scaffolded instruction appropriate for individuals and subgroups.</p>
<p><b>Standard 8 - Assessment &amp; Evaluation</b> Candidates know, understand &amp; use formal &amp; informal assessment strategies to evaluate and ensure the continuing intellectual, social &amp; physical development of the learner.</p>	<p><b>Rubrics 3, 6, 7, 8</b> – especially:</p> <ul style="list-style-type: none"> <li>• Assessments are aligned with standards and objectives.</li> <li>• Some assessments require students to extend thinking beyond formulaic applications.</li> <li>• Candidate modifies assessments for students with special needs</li> <li>• Candidate continually monitors student progress.</li> <li>• Candidate monitors what students are saying and doing to build on responses</li> <li>• Candidate analyzes assessment information and uses patterns to understand student learning.</li> <li>• Candidate uses analysis of assessment to guide next steps in instruction.</li> <li>• Candidate provides specific and usable feedback on what students did well and areas for improvement.</li> <li>• Candidate plans opportunities for students to apply feedback.</li> </ul>

TN Professional Education Standards	TPAC
<p><b>Standard 9 - Reflective Practitioner</b> Candidates are reflective practitioners who continually evaluate the effects of their choices &amp; actions on others (students, parents &amp; other professionals in the learning community) and who actively seek out opportunities to grow professionally.</p>	<p>Task Demands throughout TPA: In commentaries for each task, candidates describe, justify, and evaluate their choices and actions – particularly with regard to student learning.</p>
<p><b>Standard 10 - Colleagues, Parents and Community</b> Candidates foster relationships with school colleagues, parents &amp; agencies in the larger community to support students’ learning &amp; well-being.</p>	<p>Not Addressed</p>
<p><b>Standard 11 – Technology</b> 11.a. Candidates use technology &amp; technology based resources to facilitate developmentally appropriate student learning.  11.b. Candidates use technology to enhance their professional growth and productivity.  11.c. Candidates effectively use and manage all technology available to them and explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources.</p>	<p>Not Specifically Addressed</p>