

PACT

Performance Assessment for California Teachers



Sonoma State University
Spring 09

Adapted from PACTTPA.org

PACT Assessment System

- A subject matter performance assessment for teacher candidates (SB 2042)
- High stakes assessment designed to initially license beginning teachers
- Alternate assessments permitted must meet California Quality Standards for reliability/validity
- Aligned with the California Teaching Performance Expectations (standards) and California Content Standards

PACT Institutions

Sonoma State	Stanford	UC Berkeley
Cal Poly — SLO	Holy Names University	UC Davis
CSU Channel Islands	Mills College	UC Irvine
CSU Chico	Notre Dame de Namur	UCLA
CSU Dominguez Hills	University	UC Riverside
CSU Monterey Bay	Pepperdine University	UC San Diego
CSU Northridge	St. Mary's College of	UC Santa Barbara
Humboldt State	California	UC Santa Cruz
Sacramento State	University of the Pacific	
San Diego State	University of San Diego	
San Francisco State	Antioch University	
San Jose State	USC	
	San Diego Intern	

The PACT Assessment System

Assessments Embedded in Local Programs
— *examples* —

The Capstone
Teaching Event

Science
Planning

Mathematics
Planning

Candidate
Work Sample
1

Teaching Event
Demonstrates :

- ▶ Planning
- ▶ Instruction
- ▶ Assessing
- ▶ Reflecting
- ▶ Academic Language

Observation/Supervisory Evaluation & Feedback

PACT Teaching Event

- Documents teaching of a learning segment **(3-5 lessons or hours of instruction)**
- Elementary Literacy Composing and Comprehending
 - Mathematics, science and Social Studies Planning
- Standardized tasks & core questions across programs
- Scored with common rubrics, passing standard
- During student teaching

Teaching Event

Instructional and Social Context
3 to 5 Days

Planning

- Lesson Plans
- Handouts, overheads, student work
- Lesson Commentary

Instruction

- Video clip(s)
- Teaching Commentary

Assessment

- Analysis of Whole Class Assessment
- Analysis of learning of 3 students
- Feedback

Reflection

- Daily Reflections
- Reflective Commentary

Evidence of Academic Language

Analytic Rubrics

- **PLANNING**
 - Establishing a Balanced Instructional Focus
 - Making Content Accessible
 - Designing Assessments
- **INSTRUCTION**
 - Engaging Students in Learning
 - Monitoring Student Learning During Instruction
- **ASSESSMENT**
 - Analyzing Student Work From an Assessment
 - Using Assessment to Inform Teaching
- **REFLECTION**
 - Monitoring Student Progress
 - Reflecting on Teaching
- **ACADEMIC LANGUAGE**
 - Understanding Language Demands
 - Supporting Academic Language Development

PACT Rubrics

ELEMENTARY LITERACY TEACHING EVENT (2004-05 PILOT)

GUIDING QUESTION: How does the candidate use analysis of student learning to propose next steps in instruction?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Next steps are vaguely related to or not aligned with the analysis of student misunderstandings and needs. <li style="text-align: center;">— OR — • Next steps are not described in sufficient detail to understand them. <li style="text-align: center;">— OR — • Next steps are based on inaccurate conclusions about student development from the assessment analysis. 	<ul style="list-style-type: none"> • Next steps focus on improving student performance through support that addresses student misunderstandings or needs. • Next steps are based on broad patterns of performance on the assessment. 	<ul style="list-style-type: none"> • Next steps focus on improving student performance through targeted support to individuals and groups to address specific misunderstandings or needs. • Next steps are based on analysis of whole class patterns of performance, some patterns for individuals and/or subgroups and general knowledge of individual students and/or subgroups. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • Next steps demonstrate a strong understanding of both the identified content and language standards and of individual students and/or subgroups.

Scoring

- Trained and calibrated subject specific assessors
- Campus based with central audits & regional scoring
- Rubric based scoring in real time (web based platforms)
- Organized around dimensions of teaching (PIARA) and guiding questions
- Sequentially Scored By PIARA Tasks

2-Day Subject Specific Scorer Training

- DAY 1
 - Overview of PACT Teaching Event and scoring process
 - Discussion on bias
 - Note taking and Documentation
 - Understanding Level “2”
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- DAY 2
 - Understanding Level “1”
 - Understanding Level “3”
 - Independently score a Calibration Teaching Event & Debrief

Student Confidentiality

- Student permissions required of all students evidenced on video
- Candidate and master teacher sign off that students have consents signed off
- Videos can be only used for PACT evaluation purposes
- Permission slips stored at school site
- All student work is unnamed

Site Responsibilities

- Support master teacher and candidate
- Be aware of teaching event expectations
 - video taping
 - sampling of student work
- Support confidentiality of students

Spring Timeline

- Candidates assigned teaching event in Seminar Course (Late Jan)
- Students begin student teaching (Late Jan)
- Teaching Event information distributed to master teachers and university supervisors (Late Jan)
- Training of Scorers (Early March)
- Candidates assure consent forms (Feb/March)
- Candidates complete teaching event and submit it (Early April)
- Scoring (April)
- Results distributed (Early May)

For More Information...

- See Teaching Event Handbooks and Rubrics at www.pacttpa.org.