

Teacher Evaluation

November 8, 2010



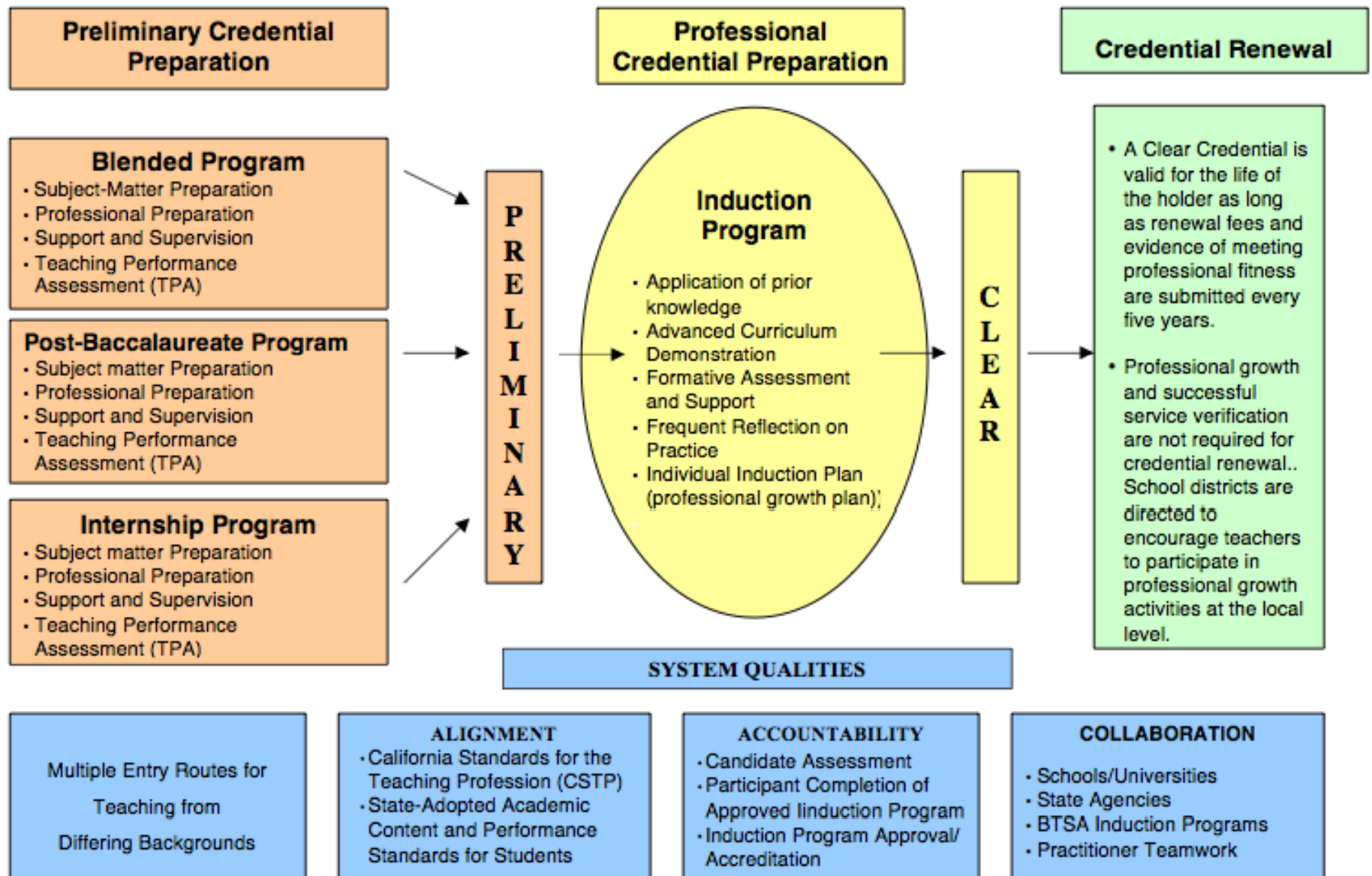
Ensuring Educator Excellence

Evaluation of Teaching

- ◆ Standards for Teachers
 - California Standards for the Teaching Profession (CSTP)
- ◆ Assessments of Teaching
 - Formative
 - Summative



California's Learning to Teach System



California Standards for the Teaching Profession

Standard 1

Engaging and Supporting All Students in Learning

Standard 2

Creating and Maintaining Effective Environments for Student Learning

Standard 3

Understanding and Organizing Subject Matter for Student Learning



CSTP

Standard 4

Planning Instruction and Designing Learning Experiences for All Students

Standard 5

Assessing Students for Learning

Standard 6

Developing as a Professional Educator



California Teaching Performance Expectations

Preliminary Teacher Preparation

Thirteen performance expectations--Known
as the TPEs

Available at [http://www.ctc.ca.gov/educator-
prep/TPA-files/TPEs-Full-Version.pdf](http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf)



Ensuring Educator Excellence

Teaching Performance Assessment

- ◆ Required to earn a Multiple or Single subject Preliminary Credential (2008)
- ◆ TPAs Measure California's TPEs



Teaching Performance Assessment Tasks

- ◆ **Subject-Specific Pedagogy**
- ◆ **Designing and Implementing Instruction and Student Assessment**
- ◆ **Culminating Teaching Experience or Event**



Teaching Performance Assessment

- ◆ Candidate's teaching scored by trained assessors
- ◆ Assessment must Meet Requirements for Reliability, Validity, and Fairness to Candidates



Policy into Practice: Teaching Performance Assessment

- ◆ California developed TPA (CaITPA)
- ◆ Performance Assessment for California Teachers (PACT)
- ◆ Fresno Assessment of Student Teachers (FAST)



Teacher Preparation

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

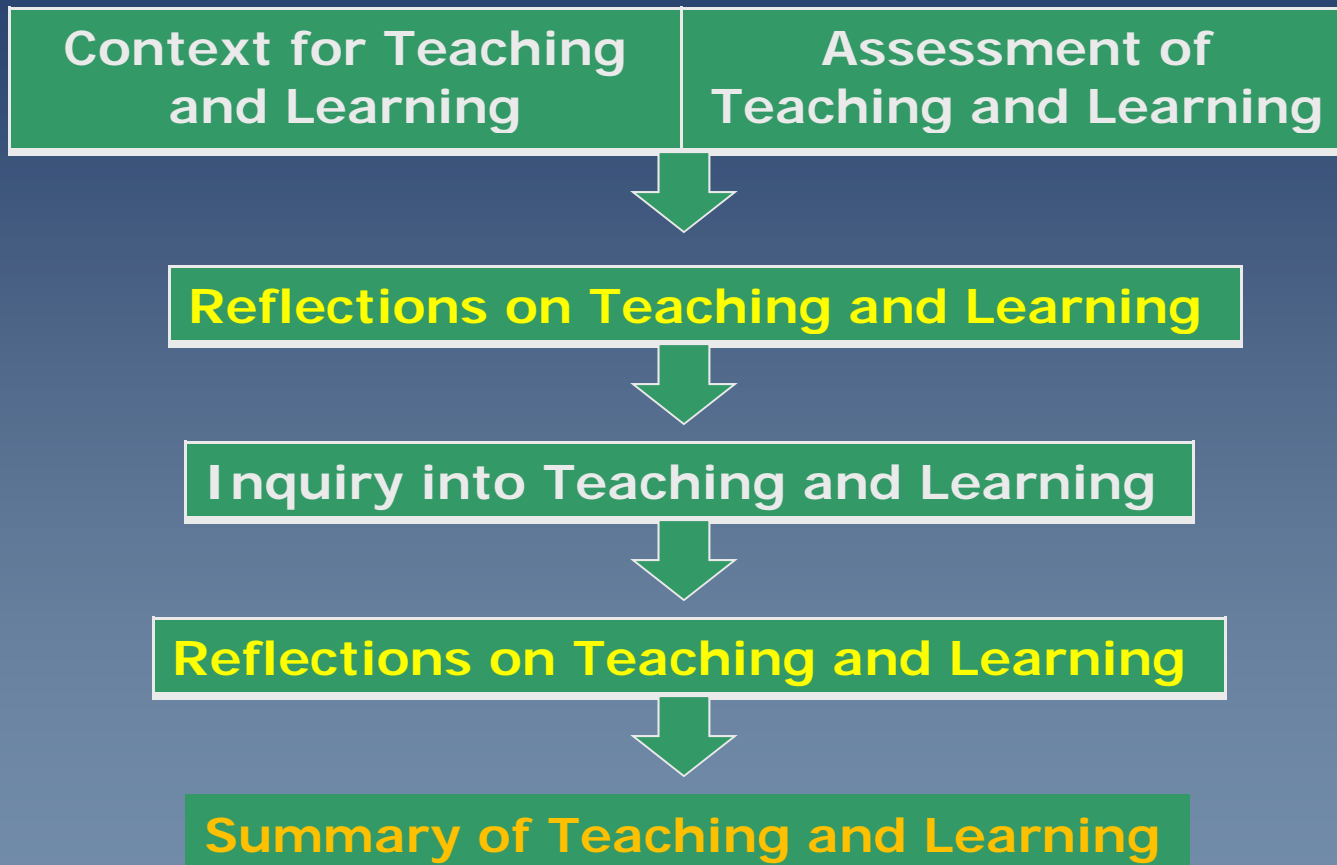
Teaching Performance Assessment

CSTP 1: Engaging and Supporting All Students in Learning
CSTP 2: Creating and Maintaining Effective Environments for Student Learning
CSTP 3: Understanding & Organizing Subject Matter for Student Learning
CSTP 4: Planning Instruction and Designing Learning Experiences for All Students
CSTP 5: Assessment of Student Learning
CSTP 6: Developing as a Professional Educator

Induction

- 1.1 Connecting students' prior knowledge, life experience, and ...
- 1.2 Using a variety of instructional strategies and resources to ...
- 1.3 Facilitating learning experiences that promote autonomy, ...
- 1.4 Engaging students in problem solving/critical thinking/other ...
- 1.5 Promoting self-directed, reflective learning for all students
- 2.1 Creating a physical environment that engages all students
- 2.2 Establishing a climate that promotes fairness and respect
- 2.3 Promoting social development and group responsibility
- 2.4 Establishing and maintaining standards for student behavior
- 2.5 Planning/implementing classroom procedures and routines that
- 2.6 Using instructional time effectively
- 3.1 Demonstrating knowledge of subject matter content & student ...
- 3.2 Organizing curriculum to support student understanding of ...
- 3.3 Interrelating ideas/information within/across subject matter areas
- 3.4 Developing student understanding through instructional ...
- 3.5 Using materials/resources/technologies to make subject matter ...
- 4.1 Drawing on & valuing students' backgrounds, interests, ...
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing & sequencing instructional activities & materials
- 4.4 Designing short-term and long-term plans to foster student learning
- 4.5 Modifying instructional plans to adjust for student needs
- 5.1 Establishing and communicating learning goals for all students
- 5.2 Collecting/using multiple sources of information to assess ...
- 5.3 Involving and guiding all students in assessing their own learning
- 5.4 Using the results of assessments to guide instruction
- 5.5 Communicating with students/families/other audiences about ...
- 6.1 Reflecting on teaching practice & planning professional ...
- 6.2 Establishing professional goals & pursuing opportunities to ...
- 6.3 Working with communities to improve professional practice
- 6.4 Working with families to improve professional practice
- 6.5 Working with colleagues to improve professional practice
- 6.6 Balancing professional responsibilities & maintaining motivation

Formative Assessment for California Teachers (FACT)



CSTP Role In BTSA Induction

- ◆ Formative vs. Summative
- ◆ Foundation of all formative assessment system activities
- ◆ Drives the Individual Induction Plan
- ◆ On-going Professional Development



Measuring the CSTP

- ◆ Continuum of Teaching Practice
 - Measures of growth (levels)
 - Self assessment
 - Revisited periodically
 - Targets Professional Development

<http://www.btsa.ca.gov/files/Final-Continuum-of-Teaching-Practice.pdf>



CSTP for Veteran Teachers

- ◆ A majority of California districts use the CSTP as a summative measure of teaching performance in the evaluation process
- ◆ A few districts offer an alternative evaluation system for teachers in “good standing” that offers an action research project in a formative environment

