San José State
UNIVERSITY

PACT Office
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College of Education

THE PERFORMANCE ASSESSMENT FOR CALIFORNIA TEACHERS (PACT)

POLICIES

FOR

CANDIDATES IN MULTIPLE AND SINGLE SUBJECT TEACHER PREPARATION PROGRAMS

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INTRODUCTION

Welcome to the Lurie College of Education at San Jose State University! The policies and guidelines here are for candidates in the multiple and single subject programs. This handbook is intended to orient students to the Performance Assessment for California Teachers (PACT).

In fall 1998, the California Senate passed SB2042 to outline a uniform set of standards for teacher preparation programs throughout the state. Among other provisions, it established a requirement for all California candidates for a preliminary teaching credential to pass a state-approved teaching performance assessment with demonstrated validity and reliability to supplement training, course assignments, and supervisor evaluations. Over the next four years, a job analysis of teaching was conducted and a set of standards for prospective teachers, called Teaching Performance Expectations or TPEs, was developed (see Appendix A for an overview of the TPEs). [Assessment Design Standards](#) for the Teaching Performance Assessments or TPAs were also developed.

The PACT was designed and has been piloted and refined by a consortium of 33 teacher preparation programs throughout California. The consortium includes public and private universities and some school districts that offer state-funded intern programs. The PACT meets the assessment standards of SB2042. It is an authentic, summative performance assessment administered to candidates in the final stage of their teacher preparation program.

AN OVERVIEW OF THE PACT ASSESSMENT SYSTEM

Within the PACT system, the Teaching Event is the common assessment of teaching skills that is standardized across programs. Candidates document a learning segment, a sequence of 3-5 lessons (Multiple Subject candidates) or hours of instruction (Single Subject candidates), for one class of students taught. The learning segment is defined by its central focus, and not a time period, so candidates are expected to omit instruction that is not relevant to the central focus. The candidate selects the learning segment to be documented according to specifications unique to the credential/subject area. The Teaching Events are designed to be subject-specific, but with a parallel structure and similar commentary prompts across all content or credential areas.

The Teaching Event is designed to be administered during student/intern teaching when the student has primary responsibility for classroom instruction for at least the learning segment being documented. The teaching event is made up of five tasks: Context for Learning, Planning Instruction & Assessment, Instructing Students & Supporting Learning, Assessing Student Learning, and Reflecting on Teaching & Learning. Each task is designed to capture different aspects of a learning segment. In constructing the Teaching Event, candidates create lesson plans, teach and videotape their instruction, collect and analyze a whole class assessment, and reflect on the learning segment. Completing the teaching event allows candidates to assess and modify their instruction to enhance their teaching practices.

THE PACT AND CANDIDATE EVALUATION

Teaching event scores are used with multiple sources of information, including course grades, student teaching evaluations, and information from other SJSU assessments to determine when a teacher

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candidate should be recommended for a preliminary credential. **A candidate who has not successfully completed other program requirements will not be awarded a preliminary credential on the sole basis of having completed and passed the PACT Teaching Event. Passing the PACT Teaching Event alone is not sufficient to demonstrate one's qualifications to become a credential teacher. Similarly, if a candidate meets all other requirements of the program but does not pass the PACT Teaching Event, a preliminary credential will not be recommended.**

Candidates' teaching event scores are confidential and will not be released to employers or induction programs. However, you can share your scores with them, if you choose to. Schools and districts cannot use your scores for hiring/salary purposes.

In addition, the PACT consortium will use the materials in your Teaching Event as data to study the technical quality of the Teaching Event/PACT as an assessment tool. The study of technical quality will have no effect on you as an individual but may contribute to future revisions of the Teaching Event materials and/or scoring process. Specifically, your Teaching Event materials will be used to:

- Conduct research related to the validity and reliability of the Teaching Event as an assessment;
- Train scorers, including faculty and distinguished classroom teachers;
- Inform potential professional development of supervisors and cooperating teachers to prepare them to better assist teacher candidates in completing Teaching Events; and
- Improve the fit between the Teaching Event, coursework within the teacher preparation program, and the context of the student or intern teaching assignments.

INTRODUCTION: KEY POINTS
1. California has defined basic competencies for novice teachers. These are called the Teaching Performance Expectations (TPEs).
2. Candidates will have many opportunities to demonstrate progress towards the TPEs. One of these is through a Teacher Performance Assessment (TPA).
3. A TPA is required for all California candidates for a preliminary credential. Teacher preparation programs can select the TPA they use. San Jose State University uses the PACT.
4. A passing score on the PACT is required, along with passing all other program elements, to be recommended for a preliminary credential in your content area.
5. PACT scores are confidential and will not be released to an employer and/or induction program.
6. PACT scores are used for program evaluation – and to refine the assessment and scoring process.

THE PACT TEACHING EVENT: OVERVIEW

The Teaching Event is scored in five categories. Four of the categories (Planning, Instruction, Assessment, and Reflection) correspond to Teaching Event tasks. The fifth scoring category, Academic Language, draws upon evidence that appears across tasks. Although the Context for Learning task is not scored, it is an important part of your PACT is it orients the scorer to your teaching context. Two types of evidence are collected: 1) artifacts of teaching (e.g., lesson plans, instructional materials, video,

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student work); and 2) commentaries, that either set a context for understanding, explain artifacts and teaching decisions, or are reflections. See table below for a summary.

Evidence Provided in Teaching Event			
Context for Learning (not scored)			
Instructional Context form; Context for Learning commentary			
Planning	**Instruction**	**Assessment**	**Reflection**
Lesson Plans	Video clip(s)	3 student work samples	Daily reflections
Handouts, overheads, etc.	Instruction commentary	Assessment commentary	Reflective commentary
Planning Commentary			
Academic Language **(Evidence gathered across tasks)**			

The scoring framework consists of 12 Guiding Questions. The Planning and Assessment categories have three Guiding Questions, and the rest of the tasks have two. Each Guiding Question poses a question about the candidate's performance in a specific area of teaching, and a scoring rubric answers the question through its level descriptors. For example, the first Guiding Question for Elementary Literacy is, "How do the plans support student learning of skills and strategies to comprehend and/or compose text?" The Level 3 (solid) response is:

- Learning tasks *or the set of assessment tasks* focus on multiple dimensions of literacy learning through **clear connections** among facts/conventions/skills, and strategies for comprehending and/or composing text.
- A **progression** of learning tasks and assessments is planned to build understanding of the central literacy focus of the learning segment.

The areas of teaching addressed by the twelve Guiding Questions appear are:

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
— Using Feedback to Promote Student Learning
REFLECTION
— Monitoring Student Progress
— Reflecting on Teaching
ACADEMIC LANGUAGE
— Understanding Language Demands
— Supporting Academic Language Development

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PACT SUPPORT

Our programs offer multiple support systems for the PACT process, as described below:

PACT-SPECIFIC QUESTIONS:

Please direct these questions to your Ed 143B or Ed 184Y/Z instructor. We strongly suggest that candidates download and read the different resources which are available on the SJSU PACT website (http://www.sjsu.edu/education/pact): especially, "Making Good Choices", "Selecting a Learning Segment", and the handbook and rubric for your subject area. You can also email the PACT Coordinator, Dena Sexton, at dena.sexton@sjsu.edu.

Content-specific questions: Please direct these to your Ed 143B or Ed 184Y/Z instructor; you can also consult with your supervisor and/or cooperating teacher.

TECHNOLOGY:

In addition to the pedagogical tasks required for PACT, you will also need to learn and demonstrate some technological skills. These include – using a digital recorder, transferring a digital recording to a computer file and editing it, scanning student work and other artifacts, and saving electronic copies of your video segments and writing to a thumb drive and/or DVD. Here are some technology-related resources:

Download and print the appropriate consent forms for your class early in the semester. You can find them here: http://www.sjsu.edu/education/pact/forms_rubrics/index.htm

- For general information, equipment checkout, as well as PACT equipment and editing tutorials, check the PACT Tech Support website: http://www.sjsu.edu/education/pact/PACT_Tech_Support_/
- We have cameras and some wireless microphones that are available for checkout. Check the link above for information about checking out equipment. Please note: equipment requests are answered by a person (not automated) so you will need to submit your request well in advance of when you anticipate needing a camera and/or microphone.
- The Lurie College of Education will hold technical assistance labs to edit videos, scan documents, etc. The days and times for tech assistance will be emailed to you.
- Requirements for the content and length of the video clips are in your subject matter PACT handbook (e.g. Math, Elementary Literacy, etc.).
- Reminder: Everything will be submitted via TaskStream. We will not accept paper submissions.

SUPPORT FROM FACULTY, SUPERVISORS, AND COOPERATING TEACHERS:

The Teaching Event is an important way that we assess a candidate's competence as a novice teacher. Therefore, it is important that it be the result of the candidate's work alone. Because of this, faculty, supervisors, and cooperating teachers must follow strict guidelines about providing support to candidates as they prepare their Teaching Events. See the guidelines below.

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ACCEPTABLE FORMS OF SUPPORT FOR CONSTRUCTING THE TEACHING EVENT INCLUDE:

- Explaining the general design of curriculum materials or instructional and assessment strategies, leaving it to candidates to make selections and/or adaptations based on perceptions of their students' strengths and needs and on the content to be taught

- Making referrals to curriculum materials, professional and research articles on issues the candidate is thinking about, experienced teachers, and PACT support documents. Many, if not most, candidates will use or adapt curriculum materials developed by others; they should just cite the source, including materials from experienced teachers. It is up to each candidate to explain how the materials are appropriate for their students and the relevant learning objectives and standards.

- Asking probing or clarifying questions that encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses and to communicate these analyses and reflections more clearly

UNACCEPTABLE FORMS OF SUPPORT FOR CONSTRUCTING THE TEACHING EVENT INCLUDE:

- Making choices of curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate

- Providing your own analysis of the candidate's students or artifacts or offering alternative responses to commentary prompts

- Suggesting specific changes to be made in a draft Teaching Event rather than asking questions aimed at helping candidates reflect on a draft and reach their own conclusions about needed changes

- Providing intensive coaching for candidates perceived to be weak that is aimed at helping them pass the Teaching Event rather than at improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission

- Editing the Teaching Event

FOR CANDIDATES WITH DISABILITIES

All candidates with disabilities should register with SJSU's Accessible Education (AEC). The AEC provides a wide array of support services for students with disabilities. You can contact them by phone at (408) 924-6000, email aec-info@sjsu.edu, and/or their website: http://www.sjsu.edu/aec

We provide reasonable accommodations for candidates with documented disabilities recognized under the Americans with Disabilities Act, which mandates that test accommodations be individualized, meaning that no single type of test accommodation may be

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adequate or appropriate for all individuals with any given type of disability. The assessment accommodations provided should be consistent with the accommodations that disabled candidates were entitled to have during the course of the credential program. It is the student's responsibility to provide evidence of a disability, well in advance of the PACT due date. Examples of accommodations include:

- An extension on deadlines for submission
- Reader
- Recorder/writer of answers
- Sign language interpreter (for spoken directions provided in classes)
- Technical assistance with videotaping for the Instruction task
- Braille
- Large print handbooks
- Large-print rubrics
- Audio recording
- Audio recording with large-print figure supplement
- Audio recording with raised-line (tactile) figure supplement

SUBMITTING THE PACT

The deadline for PACT submission is usually during the 12th week of instruction. It is posted at the beginning of each semester on the SJSU PACT website: http://www.sjsu.edu/education/pact.

- The PACT Teaching Events will be scored during the two weeks following the due date.
- Any candidate who submits their Teaching Event by the posted deadline and doesn't pass (e.g. requires a second of third score) will receive a personal communication from the PACT Coordinator. Please make sure your contact information (email, phone number) is current on MySJSU.
- Candidates who pass will receive an email from TaskStream directing them to login to their account. Passing status and scores will be available to candidates.. You will print this information and include it with your paperwork to bring to the credential office when you apply for your credential.
- Candidates who do not pass will meet and work with the PACT Coordinator to develop a remediation plan. Please see the "Remediating the PACT" section for more information about this.

LATE SUBMISSION POLICY

NOTE: Late submissions are only accepted with documentation of extenuating circumstances and may delay your credential up to one semester. Requests for a late submission must be submitted, along with appropriate documentation, to the PACT Coordinator at least two weeks before the posted deadline. If the candidate does not submit their Teaching Event by the

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publicized deadline <u>and</u> does not have an approved extension, this failure to submit will constitute the candidate's first failed Teaching Event. In order to submit a second and final Teaching Event, the candidate will need to meet with the PACT Coordinator to discuss a remediation plan and due date. If this Teaching Event is passed, the candidate will have satisfied the TPA requirement for a preliminary credential. If this Teaching Event is not passed, the candidate will be disqualified from the program. You are strongly encouraged to make every effort to meet the posted deadline as the consequences for not doing so are serious.

PASSING THE PACT

The PACT Teaching Event is evaluated by trained scorers, which include faculty at SJSU and elsewhere, as well as distinguished supervisors and classroom teachers. Scorers are calibrated annually to ensure fair and reliable scoring. For the teaching event, 12 rubrics are used for scoring.

The passing standard follows:

- A Teaching Event passes if at least 10 of the 12 rubrics scores are at a level "2" or higher <u>and</u> each rubric category (e.g. planning) has a majority (at least half) passing scores. In Planning and Assessment, two of the three scores must be a "2" or higher; in Instruction, Reflection, and Academic Language, one out of two scores must be a "2" or higher.
- If a candidate fails the Teaching Event because they fail more than one task, or have more than 2 "1's" across tasks, an entirely new Teaching Event must be re-taught and re-submitted.
- Any Teaching Event that fails will automatically receive an anonymous second reading. If the second score is also a non-pass, the candidate will fail. If the second scorer's score is a pass, a qualified arbiter will assess the disputed Teaching Event and that decision will stand.
- There are cases where a candidate will fail one category; these candidates can resubmit specific tasks (in lieu of re-submitting an entirely new PACT Teaching Event). With the exception of the Reflection task, resubmitting a task involves more than simply re-writing/revising the commentary for an individual task. Please see "Remediating the PACT" below for more information about this.

REMEDIATING THE PACT (OR, WHAT HAPPENS IF I DON'T PASS THE PACT ON MY FIRST TRY?)

The PACT is a summative assessment. The initial failure to pass the PACT will delay recommendation of the candidate for the credential. A second failed Teaching Event will result in disqualification from the program.

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Outcome of initial Teaching Event	Process for Remediation
A candidate fails the Teaching Event because they <u>failed more than one task</u> (e.g. 2 or more scores of "1" on rubrics in Assessment and Reflection)	An entirely new Teaching Event must be re-taught and re-submitted.
A candidate has <u>failed with more than two "1"s</u> across tasks (e.g. a score of "1" on rubrics from the Planning, Assessment, and Reflection tasks)	An entirely new Teaching Event must be re-taught and re-submitted.
Candidates who fail the Teaching Event because they <u>failed only one task</u> of the Teaching Event	Candidates can resubmit specific individual tasks for a higher score. With the exception of the Reflection task, resubmitting a task involves more than simply re-writing/revising the commentary for an individual task. See chart below for specific information by task.

Candidates who fail the Teaching Event because they failed only one task of the Teaching Event have the opportunity to resubmit specific individual tasks for a higher score. With the exception of the Reflection task, resubmitting a task involves more than simply re-writing/revising the commentary for an individual task. The chart below shows what would need to be resubmitted for each task that is failed.

Task Failed	Components to be resubmitted
Planning	Instructional context task; New series of lesson plans and instructional materials on a new topic; Planning commentary
Instruction	Instructional context task; New video clips; New lesson plans for the lessons from which the video clips are drawn; Instruction commentary
Assessment	Instructional context task; New student work samples; Assessment commentary
Reflection	Revision of reflection commentary for previously taught Teaching Event; Daily reflections cannot be revised.*
Academic Language	Instructional context task; New Planning Task + New Instruction Task (See above for components to be resubmitted)

REMEDIATION PROCEDURES
• All failing Teaching Events are scored a second time
• If the two scorers agree that the Teaching Event (TE) does not meet standards for passing, a plan will be developed for remediation according to the table above.
• If the two scorers disagree either a third scorer scores the entire TE or just the non-passing task(s) depending on the degree of agreement and the number of non-passing tasks as determined by the PACT Coordinator.

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• For all non-passing TE's, the PACT Coordinator will consult with a department representative (the Program Coordinator, Department Chair or an Assessment Committee member), and/or a field representative (the cooperating teacher, assigned university supervisor, or an alternate supervisor) before meeting with the candidate to see if there are any extenuating circumstances. A remediation plan will be developed based on the guidelines in the table above. This meeting with the candidate will be planned within 7 calendar days of the second scoring of a "failed" Teaching Event. The meeting will be cancelled if the double/triple scoring results in a pass.

• Students who do not pass only one task will be required to submit PACT components according to the chart above. The timeline will be as follows:

- A written remediation plan will be reviewed in a meeting with the PACT Coordinator
- The revised components are due two weeks after this meeting.
- The PACT will be scored within two weeks after the remediated Teaching Event is submitted.
- If the remediated Teaching Event is passed, then the TPA requirement for a preliminary credential will have been met.
- If the task(s) are again scored as non-passing, they are again double-scored. If the remediated Teaching Event is failed, then the candidate will be disqualified from the program (candidates are allowed to submit the Teaching Event twice; a remediated Teaching Event constitutes a second submission).

• Students who do not pass more than 1 task or have 3 or more 1's across the PACT will be required to submit an entirely new PACT. The timeline will be as follows:

- A written remediation plan will be reviewed in a meeting with the PACT Coordinator
- Candidates will enroll in 2 units of a PACT remediation course.
- Candidates will select, or be placed in a student teaching placement.
- Candidates will follow the timeline for Teaching Event preparation, submission and scoring in effect for that semester.
- If the second Teaching Event is passed, then the candidate has met the TPA requirement for the preliminary credential.
- If the task(s) are again scored as non-passing, they are again double-scored. If the second Teaching Event is failed, then the candidate will be disqualified from the program. Candidates are allowed two attempts to complete and pass the Teaching Event.

DISQUALIFICATION POLICY

• If the candidate either (1) does not pass after submitting the Teaching Event a second time or (2) does not submit the 2nd/remediation PACT on time, the candidate does not pass the Teaching Event requirement and will be disqualified from the program under SJSU's administrative academic disqualification policy (c.f. Senate Policy S10-6).

APPEALS PROCEDURE

Candidates whose Teaching Events do not meet the passing standard and who choose not to remediate the score by resubmitting a task or an entire Teaching Event will have the right to appeal the failing score within one week of being notified in writing from the PACT Coordinator.

All Teaching Events not meeting the passing standard will have already been scored at least twice by trained scorers, and the evidence reviewed by the PACT Coordinator (a "read-behind"), to ensure the reliability of scores. If the original double scores were conflicting, then the chief trainer will have independently scored the Teaching Event a third time to adjudicate the scores. If a candidate appeals the failing score, an investigation of the scorer training and scoring procedures at the local campus will be triggered. The investigation will be carried out under the auspice of the Associate Dean or her/his designee. If the investigation finds that the scorer training process at a local campus or scoring procedures were not in accordance with the scoring system as designed, the candidate then has the right to ask for a re-scoring of the Teaching Event by trained scorers external to the local program. The re-scoring of the Teaching Event must occur within two weeks of the original appeal to allow the candidate time to re-submit a task or an entire Teaching Event should the re-scoring of the Teaching Event result in a failing score. Deadline for resubmission will be handled on a case-by-case basis.

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APPENDIX A: CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS

TPEs At-A-Glance with Salient Features

A. Making Subject Matter Comprehensible to Students

    TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

    I.   Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
        — Understanding the state-adopted academic content standards
        — Understanding how to teach the subject matter in the standards
        — Planning instruction that addresses the standards
        — Demonstrating the ability to teach to the standards
    II. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
        — Understanding the state-adopted academic content standards
        — Understanding how to teach the subject matter in the standards
        — Planning instruction that addresses the standards
        — Demonstrating the ability to teach to the standards

B. Assessing Student Learning

    TPE 2 – Monitoring Student Learning During Instruction

        — Determining student progress toward achieving the state-adopted academic content standards
        — Using instructional strategies and techniques to support students' learningHandbook for the Performance Assessment for California Teachers

    TPE 3 – Interpretation and Use of Assessments

        — Understanding a range of assessments
        — Using and interpreting a range of assessments
        — Giving feedback on assessment results

C. Engaging and Supporting Students in Learning

    TPE 4 – Making Content Accessible

        — Addressing state-adopted academic content standards
        — Prioritizing and sequencing content
        — Selecting and using various instructional strategies, activities, and resources to facilitate student learning

    TPE 5 – Student Engagement

        — Understanding of academic learning goals
        — Ensuring active and equitable participation

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— Monitoring student progress and extending student thinking

TPE 6 – Developmentally Appropriate Teaching Practices

I. Developmentally Appropriate Practices in Grades K-3
— Understanding important characteristics of the learners
— Designing instructional activities
— Providing developmentally appropriate educational experiences
II. Developmentally Appropriate Practices in Grades 4-8
— Understanding important characteristics of the learners
— Designing instructional activities
— Providing developmentally appropriate educational experiences
III. Developmentally Appropriate Practices in Grades 9-12
— Understanding important characteristics of the learners
— Designing instructional activities
— Providing developmentally appropriate educational experiences

TPE 7 – Teaching English Learners

— Understanding and applying theories, principles, and instructional practices for English Language Development
— Understanding how to adapt instructional practices to provide access to the state-adopted student content standards
— Drawing upon student backgrounds and language abilities to provide differentiated instruction

D. Planning Instruction and Designing Learning Experiences for Students

TPE 8 – Learning about Students

— Understanding child and adolescent development
— Understanding how to learn about students
— Using methods to learn about students
— Connecting student information to learning

TPE 9 – Instructional Planning

— Establishing academic learning goals
— Connecting academic content to the students backgrounds, needs, and abilities
— Selecting strategies/activities/materials/resources

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10 – Instructional Time

— Allocating instructional time
— Managing instructional time

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TPE 11 – Social Environment

— Understanding the importance of the social environment
— Establishing a positive environment for learning
— Maintaining a positive environment for learning

F. Developing as a Professional Educator

TPE 12 – Professional, Legal, and Ethical Obligations

— Taking responsibility for student academic learning outcomes
— Knowing and applying professional and ethical obligations
— Knowing and applying legal obligations

TPE 13 – Professional Growth

— Evaluating teaching practices and subject matter knowledge
— Using reflection and feedback to improve teaching practice and subject matter knowledge

APPENDIX C: INFORMATION ABOUT THE VIDEO PORTION OF THE PACT

VIDEOTAPING TIPS

These procedures are provided to help you produce video clips that clearly represent the teaching and learning in your classroom. In order to capture elements of instruction and student learning, you will need to produce video clips of high audio and video quality. The procedures below will help you successfully produce video clips with minimum problems.

PREPARATION AND PRACTICE

First, we do NOT expect a Hollywood production. It is important, however, that the quality of the videotaped activities be sufficient for scorers to understand what happened in your classroom. As a general rule of thumb, sound quality is generally more important than video quality to understanding the teaching and learning being captured (though you should certainly strive for clear audio and video).

Download and print the appropriate consent forms for your class early in the semester. You can find them here: http://www.sjsu.edu/education/pact/forms_rubrics/index.htm

- If you are not familiar with the videotaping process and/or do not have access to video equipment, **consider the following resources** for equipment and videotaping assistance.
  - o Equipment: digital recorders and wireless microphones are available from the SJSU PACT Tech support
  - o Videotaping assistance: your cooperating/master teacher; your university supervisor; another student teacher who has done or is doing videotaping
- **Schedule/reserve** the necessary video/audio equipment well in advance.
- **If you use a camera operator,** look to people who already have approval to be in classrooms, e.g., your cooperating teacher, your university supervisor, designated student helpers; **Meet** with them to plan the taping prior to videotaping your lesson. Share your lesson plan and discuss your plans to capture the teaching and learning.
- **Think** about where you and your students will be during the activities to be portrayed on the videotape. Will different activities require students to regroup and move around the classroom? How will the use of instructional materials be recorded? What will the camera need to capture? If applicable, when should the camera operator zoom in or rotate the camera to a new position?
- **Use a sturdy tripod** to avoid shaking images which often stem from shots from a hand-held camera.
- **Practice the videotaping process.** This will provide a chance to test the equipment and give your students an opportunity to grow accustomed to the camera.
- **Adjust,** if necessary, **for the light source** each time a recording is made. Newer cameras may have a switch for recording in incandescent, florescent, or daylight or may be completely automatic. Do not place the camera facing the window or other bright sources of light.
- If you are having trouble hearing yourself and/or the students, try placing the camera closer to the action AND/OR use an external microphone. If the camera operator wears headphones plugged into the camera, the sound quality can be monitored during taping.

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- For safety reasons, as much as possible, **tape extension cords** to the floor with duct tape.
- *During videotaping, don't worry about calling students by name, or having them address you by name. Note that names or other identifying information heard on the videotape will remain confidential to the scorers.*

Teaching Event
Authenticity and Consent Sign-Off Form

(Submit this form with your completed Teaching Event.)

This Teaching Event has been submitted as part of an assessment whose passage will be required for completing the requirements for a California Multiple/Single Subject(s) Teaching Credential under S.B. 2042. This attestation is acknowledgement that the ultimate responsibility for compiling the documentation (including writing the commentaries) lies with the credential candidate. However, credential candidates are encouraged to seek assistance, input and feedback from their university supervisors, cooperating/master teachers, university instructors, or other credential candidates during the Teaching Event development process.

Attestation by Credential Candidate

- I have primary responsibility for teaching the students/class during the learning segment profiled in this Teaching Event;
- The video clip(s) submitted show me teaching the students/class profiled in this Teaching Event and the students who appear in the video clip have submitted signed parental authorization permitting them to appear;
- The student work included in the documentation is that of my students who are profiled in the learning segment documented in this Teaching Event;
- I am sole author of the teacher commentaries and other written responses to prompts and forms in this Teaching Event;
- Appropriate citations have been made for all materials in the Teaching Event whose sources are from published text, the Internet, or other educators.

☐ By checking this box, I give permission for my teaching event to be used anonymously in the future for instructional purposes as well as for departmental professional development.

_____   _____   _____

Teacher Candidate's Signature   *Teacher Candidate's Name* (printed)   *Date*

_____

Teacher Candidate ID #

Attestation by University Supervisor

To the best of my knowledge, the statements above are accurate.

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_____ _____ _____

University Supervisor's Signature *University Supervisor's Name* (printed) *Date*

APPENDIX D: GLOSSARY

GENERAL TERMS

Assessment Design Standards: Standards adopted by the California Commission on Teacher Credentialing that all teaching performance assessments approved for use by credential programs must meet.

Calibration: the process of checking to see if a scorer is accurately applying scoring criteria or rubrics. In PACT, scorers calibrate when their scores closely approximate the scores on pre-scored Teaching Events.

Guiding Question: Questions used by PACT to identify the focus of each rubric, i.e., what it measures about the candidate's teaching practice as documented in the Teaching Event. Each rubric level descriptor provides an answer to the related guiding question at a different level of performance. (See Rubric level descriptor) Specific Guiding Questions are referred to as GQ1, GQ2,…GQ11 when talking across subject areas. However, on the scoring forms, they are labeled with the abbreviation of the subject area instead of with GQ, e.g., E1-E11 for English-Language Arts or EM1-EM11 for Elementary Mathematics.

Inter-rater reliability: This is a measure of agreement between different scorers scoring the same individual's assessment.

Learning segment: A set of lessons that build one upon another toward a central purpose, with a clearly defined beginning and end.

Moderation process: Moderation processes in assessments are methods of checking the accuracy of scores. For PACT, these include double scoring a sample of Teaching Events, mandatory double scoring of all Teaching Events for failing candidates and candidates just above the passing standard, random read-behinds of scoring evidence by the trainers, and the audit of local scores.

Psychometric properties: These are assessment properties that have been determined by the American Psychological Association and the National Council of Measurement in Education to be required for assessments used for high-stakes decisions, such as credentialing.

Rubric level descriptor: The text that describes performance at a particular rubric level.

SB 2042: the law passed in 1998 that established the Teaching Performance Assessment as a required element of teacher preparation programs. This requirement was suspended by the Commission on Teacher Credentialing due to the state's fiscal constraints in 2003, and reinstated by the legislature in 2006.

SB 1209: the law passed in 2006 that reinstated the Teaching Performance Assessment as a required element of teacher preparation programs.

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Scoring Category: Areas of teaching that are measured by the Teaching Event. These are Planning, Instruction, Assessment, Reflection and Academic Language, sometimes abbreviated as PIARL.

Student academic content standards: A set of knowledge, skills, and abilities that students are to learn by the end of a particular grade, grade level, or course. California's student academic content standards are published by the California Department of Education. They guide curriculum and instruction in California public schools.

Teaching Event: A performance assessment used to measure student teaching performance. It is composed of five tasks: Context for Learning, Planning Instruction and Assessment, Instructing Students and Supporting Learning, Assessing Student Learning, and Reflecting on Teaching and Learning. It is scored with 11 rubrics.

TPA: Teaching Performance Assessment.

TPEs: Teaching Performance Expectations. These are the content standards for student teachers (see Appendix A)

TERMS USED IN THE TEACHING EVENT

Academic Language: Academic language is the language needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., essays, lab reports) and other language-related activities typical of classrooms, (e.g., expressing disagreement, discussing an issue, asking for clarification). Academic language includes both productive and receptive modalities.

Assessment: Evidence teachers collect of student prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments include such things as student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include such things as quizzes, homework assignments, lab reports, papers, journals, and projects.

Central focus: The target of the student learning that the standards, learning objectives, instructional tasks, and assessments within a learning segment are intended to produce. A central focus can be expressed by a theme, overarching concept, or essential question.

Curriculum content: The student learning that is expected to occur, including various areas of knowledge, e.g., facts, concepts, procedures, methods of inquiry and making judgments.

Engaging students in learning: When students are actively increasing their knowledge, skills, and abilities related to the learning objectives for the lesson. This is in contrast to participating in learning tasks where the students complete the activities, but little learning takes place because the tasks are not well-designed and/or implemented.

English Language Development standards: The standards in the *English-Language Development Standards for California Public Schools* (California Department of Education). This document organizes standards for English Learners in reading, writing, speaking, and listening in English according to sequential stages of development of English proficiency. It is intended to identify what English Learners must know and be able to do as they move toward full fluency in English.

Guiding question: Questions used by PACT to identify the focus of each rubric, i.e., what it measures about the candidate's teaching practice as documented in the Teaching Event. Each rubric level descriptor provides an answer to the related guiding question at a different level of performance. (See Rubric level descriptor)

Language Demands: In the context of learning in classrooms, language demands are descriptions of the language students need to effectively participate in classroom tasks. This includes demands related to listening, speaking, reading, writing, and shifting between those modalities. These demands can be vocabulary, features of text-types, and other language demands (e.g., sharing ideas with a partner, listening to instructions). The degree of language demand also varies with the cognitive complexity of the content, a student's current language development, a student's relevant knowledge and experience, and the context in which the language demand occurs (e.g., participating in a discussion with or without notes). Teachers can draw upon students' language strengths (including language abilities in another language or context) and supply scaffolds to enable students to understand or produce language beyond their current level of mastery.

Learning Objectives: Student learning outcomes to be achieved by the end of the lesson.

Learning Segment: A set of lessons that build one upon another toward a central purpose, with a clearly defined beginning and end.

Learning Tasks: Purposefully designed activities in which students engage (not just participate – see Engagement in Learning) to meet the learning objectives for the lesson.

Productive modalities: Ways that students communicate to others, e.g., speaking, writing, drawing. Assessment of productive modalities focuses on student communication of their own understanding or interpretation. Examples of students' demonstration of productive abilities with respect to understanding curriculum content are writing an analysis, drawing and labeling a scale model, sculpting a figure from clay.

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Receptive modalities: Ways that students receive communications from others, e.g., listening, reading, viewing. Assessment of receptive modalities focuses on student communication of their understanding of the meaning of communications from others. Because this is done through a productive modality, assessment of students' skills and abilities with respect to receptive modalities is not as straightforward as that of productive modalities. Examples of students' demonstration of receptive abilities with respect to curriculum content are using tonal qualities of voice to help convey meaning from a passage read aloud, restating a classmate's comment, describing how the key and tempo of a piece of music set a mood.

Redesignated English Learners: Students whose primary language is other than English and who have been reclassified from English Learners to Fluent English Proficient (FEP) by meeting district criteria for English proficiency.

Routines and working structures: Regular processes for conducting activities within a classroom. Once they are established, the rules and norms for routines and working structures are understood by the teacher and students and help classroom activities flow efficiently. Examples are roles during groupwork, how students signal that they have a question, procedures for taking turns during discussions, norms for what the rest of the class does when the teacher is working with a small group, types of questions expected to be asked when exploring a problem.

Rubric level descriptor: The text that describes performance at a particular rubric level.

Scaffolding: A special type of instructional support to allow students to do a task that they cannot yet do independently. Like scaffolding for buildings under construction, the support is designed to be temporary and to be removed or gradually reduced as students learn to do the task by themselves.

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