

USF School of Education Teacher Education Department
 Multiple Subject and Single Subject Credential with BCLAD Option Program
 Master of Arts in Teaching Reading with Reading Certificate Program
 Master of Arts in Teaching Program
 3 year Assessment Plan

**Current Assessments for Multiple Subject and Single Subject Credential
 with BCLAD Option**

California Teaching Performance Assessment (CalTPA)

The CalTPA, developed for the California Commission on Teaching Credentialing (CTC) by ETS, consists of four separate tasks based on thirteen performance outcomes, the Teaching Performance Expectations (TPEs) [see table below]. Each task is scored separately on a 1-4 rubric. Scores are combined to reach a passing score of 12, with no single task score falling below 2. Tasks are scored, in a blind review process, by trained, calibrated assessors. The four tasks are: Subject Specific Pedagogy (SSP), Designing Instruction (DI), Assessing Learning (AL), and Culminating Teaching Experience (CTE). Credential candidates who do not receive a score of 3 or higher on their first submission of any task are provided mentoring and may resubmit the task for subsequent scoring.

The USF Teacher Education Program implemented the CalTPA as a requirement for all candidates entering the program beginning in Fall 2003. Each task that receives a score of 3 or less is scored a second time. Tasks that receive a score of 4 on the initial reading are only scored one (1) time. The table below indicates the pass rate for initial (first time) submissions.

2007 – 2008 Academic Year: First Attempt Pass Rates				
	Task 1	Task 2	Task 3	Task 4
Pass Rate	92.86%	82.86%	93.33%	94.67%

	Average of all Individual Tasks	Cumulative Score Tasks 1-4*
Pass Rate	91.03%	84.31%

*only candidates who completed all 4 tasks during the 07 - 08 academic year

TPA Assessors are faculty (full and part-time), University supervisors, classroom teachers, district personnel, and retired teachers. All assessors must complete a Bias Training Workshop (1 day) and 2 days of training for each task they score. During the 2 day training, assessors must meet calibration requirements in order to be an approved CalTPA Assessor for that task. Assessors who do not actively score every 6 months must attend a recalibration workshop and recalibrate in order to continue scoring. Assessor calibration is tracked by comparing the rate at which assessors agree on the final task score.

Assessor Feedback 2007 - 2008				
	Task 1	Task 2	Task 3	Task 4
Summer 07				
Group	87.50%	85.10%	100.00%	
Fall 07				
Group	87.87%	85.71%	90.62%	90.41%
Spring 08				
Group	86.48%	91.11%	86.00%	92.30%

Total	Task 1	Task 2	Task 3	Task 4	All Tasks
Group	87.28%	87.30%	92.20%	91.35%	89.53%

Group = Percentage of how many times individual assessors matched the score of another individual assessor on a specific task

In addition to being an assessment for candidates, the Teaching Performance Assessment also provides information for program review and program improvement. Data is collected through debriefing with assessors and analysis of TPA submissions and Records of Evidence forms completed in the assessment process. The data provides information related to specific Teaching Performance Expectations (TPEs) that can be used to review course content to determine areas of strength and areas that need improvement.

A content analysis of the CalTPA tasks of 20 randomly chosen candidates was undertaken in 2007. The sample included 10 Multiple Subjects candidates and 10 Single Subject candidates. To summarize the detailed analysis, the data indicated that our teacher candidates:

- used a variety of instructional strategies in their lesson plans including introduction, modeling, direct instruction, independent practice and review;
- strategically used Reading and Writing equally across K-12 classrooms, including a variety of writing strategies in their lessons;
- demonstrated an understanding of the use of multiple assessment measures and the need to use both formative and summative assessment strategies;
- indicated a need to include closure in lesson plans;
- demonstrated a limited number of strategies for differentiating instruction for English Language Learners (ELL's) and students with special needs.

Title II Report

The Title II Report indicates passage rates for both Teaching Education K-12 Credential candidates and Special Education Mild-Moderate Credential candidates in three areas required by the California Commission on Teacher Credentialing (CTC):

- California Basic Skills Test (CBEST)

- Verification of subject-matter competency either through the California Subject-matter Examination for Teachers (CSET) or subject-matter waiver (Single Subject Credential candidates only)
- Reading Instruction Competence Assessment (RICA) (Multiple Subject candidates only)

CBEST and subject-matter competency verification are typically admissions requirements. The RICA is taken in the final semester after candidates have completed course work related to teaching reading and some full-time student teaching hours.

Student Teacher Evaluations

Cooperating Teacher Final Report for Student Teaching I

Student Teaching I places candidates in a classroom for 96 hours during a semester. Typically student teachers spend two mornings per week (4 hours each) for 12 weeks in this initial student teaching placement. Candidates spend time observing, working with individuals and small groups and, toward the conclusion of the placement, planning and teaching two lessons under the guidance of the Cooperating Teacher. The Cooperating Teacher Final Report provides feedback on the student teacher on a 5-point Likert scale of 1(lowest) to 5 (highest). Areas evaluated are linked with the Teaching Performance Expectations (TPEs). The Final Report is submitted to the Teacher Education Department for review and to identify any areas of concern. The Final Report becomes part of the candidate's permanent file.

Goal: A goal for Year 1 is to review this document and provide more specific descriptors to clarify the evaluation (1-5) for all participants.

Student Teaching II/III: Student Teacher Evaluation – Master Teacher Report

Student Teaching II/III is the final student teaching experience in which candidates spend a full semester (18 weeks) in a placement. During this time each Student Teacher is evaluated by his or her Master Teacher on a 5-point Likert scale: Excellent, Good, Fair, Poor, Not Observed. Areas evaluated are linked with the Teaching Performance Expectations (TPEs). These evaluations are done monthly, typically jointly with the Master Teacher and student teacher going over the evaluation as part of the mentoring process, and often this process is part of a three-way conference with the University Supervisor who is also observing/mentoring the student teacher on a regular basis. Evaluations are submitted to the Teacher Education Department each month and are reviewed to identify any areas of concern. Evaluations become part of the candidate's permanent file.

Goal: A goal for Year 1 is to review this document and provide more specific descriptors to clarify the 5-point scale evaluation for all the participants.

University Supervisor Feedback Forms

A University Supervisor is assigned to each candidate during the student teaching assignments. During Student Teaching I, the University Supervisor observes the student teaching at least two (2) times. During Student Teaching II/III, the University Supervisor observes the student teacher at least seven (7) times. University Supervisors use an

observation form organized by Teaching Performance Expectations (TPEs). This is a formative assessment in that no rankings or ratings are recorded. Rather the University Supervisor indicates which TPEs were demonstrated during the observation and then provides specific comments, commendations, and recommendations to assist the candidate in professional growth.

Exit Interview Survey

In 2007, the Teacher Education program adapted, with permission from Boston College, a survey instrument to begin tracking candidates from program entry through at least the first two (2) years of full-time teacher. Additional years will be added as Boston College further develops this instrument. This survey was incorporated into the Exit Interview process, already in place, as a way of providing more specific data related to: candidate disposition, candidate feedback on USF services, candidate feedback on how prepared he or she feels as a beginning teacher in specific areas linked to the Teaching Performance Expectations. Currently the Entry surveys have been given to candidates entering in Fall 2007 (expected completion date Spring 2009) and Spring 2008 (expected completion date Fall 2009). The Exit Survey has been given to candidates completing the program in Fall 2007 and Spring 2008.

Goal: The survey for First Year Teachers will be sent to Fall 2007/Spring 2008 graduates in mid-April 2009. In addition, a survey for school principals and Induction Program support providers (currently under development) will also be sent to these graduates with the request that they invite their principal and support provider to participate in the survey process.

Current Assessments for the Master of Arts in Teaching Reading and the Reading Certificate Program

University Supervisor Observation Reports

Reports use the objectives developed by the International Reading Association and used for NCATE certification. Supervisors record objectives observed/not observed during three different 1 hour observations of candidates during their Practicum field experiences. Narrative comments are made for formative assessment as well as mentoring of candidates for professional growth purposes

- University Supervisor Observation Report #1: The first observation reports on the candidate's ability to deliver focused one-on-one intervention with struggling readers during the Tutoring Practicum.
- University Supervisor Observation Report #2: The second observation reports on the candidate's ability to deliver effective instruction to small groups of struggling readers during the Summer Practicum.
- University Supervisor Observation Report #3: The third observation reports on the candidate's ability to effectively deliver whole-class instruction in reading during the Summer Practicum.

Student Instructional Reports

Following the post-observation conference with their University Supervisor, students complete a written reflection on their small group instruction

(observation #2) and whole class instruction (observation #3). They use the following criteria to evaluate their success in putting their instructional plan into action: objectives met in the lesson, materials planned/actually used, instructional activities planned/implemented, and student performance expected/actual.

Exit Survey

Beginning in summer 2008, each candidate was asked to complete an Exit Survey at the end of the program. The Exit Survey determines that all the major program goals have been accomplished.

Current Assessments for the Master of Arts in Teaching

Credential candidates pursuing the Master of Arts in Teaching (MAT) complete the credential requirements and two additional courses (6 units): Methods of Educational Research and Master's Field Project.

Goal: The goal for the 2008-2009 academic year is to pilot additional assessments in the two courses required for the MAT:

- Methods of Educational Research
 - Review of 4 research article reviews: Scoring checklist to be piloted
 - Learning Assessment Test (Current: Scored as number of items correct)
 - Preliminary Proposal: Scoring rubric to be piloted
- Master's Field Project
 - Project content check list to be piloted
 - Scoring rubric to be piloted

3 Year Plan for Assessment Review and Improvement

Year 1

Program Review

Review 1/3 of Teacher Education courses (including Multiple Subject Credential, Single Subject Credential, BCLAD courses, Reading Certificate courses, MAT and MATR courses); select key assignments for each course; develop an appropriate assessment system for each key assignment. Implement by Fall 2009.

Student Teacher Evaluation

Write more specific descriptors for the 5-point scale used for both the Cooperating Teacher Report and the Master Teacher Evaluation. This will provide more specific information about how each student teacher is meeting the Teaching Performance Expectations during his or her student teaching experience. This data will be used as part of a document that each credential candidate can take into his or her state-required New Teacher Induction program.

Preparing for Induction Form

Develop and pilot a Preparing for Induction Form that provides a summary of areas of strength and growth which graduates can provide to their induction program.

The form, per CTC requirements, should provide concrete information that the Induction Program Mentor can use with the candidate for planning a specific Personal Induction Plan (PIP).

Survey of Graduates, Principals, and Induction Support Providers

Complete development of survey for graduates completing first year of teaching, principals and induction support providers; send surveys in mid-April and complete analysis by May 31, 2009

Master of Arts in Teaching Reading/Reading Certificate

Exit Interview will be conducted with each candidate. Exit interviews will be conducted by the MATR faculty team. A checklist will guide exit questions and discussion to ensure that all the major Reading competencies are discussed. The USF credential analyst will not do CTC paperwork with a USF student applying for the Reading certificate until he sees a completed and signed Exit Interview form.

Master of Arts in Teaching

Review, by May 31, 2009, assessments (scoring rubrics) piloted in two courses required for the MAT as noted above.

Year 2

Program Review

Review second 1/3 of TED courses (including Multiple Subject Credential, Single Subject Credential, BCLAD courses, Reading Certificate courses, MAT and MATR courses); select key assignments for each course; develop an appropriate assessment system for each key assignment. Implement by Fall 2010.

Survey of Graduates, Principals, and Induction Support Providers

Continue to collect data from surveys for entry, exit, first year of teaching, principals and induction support providers. Do first longitudinal analysis by candidate as well as across graduates.

Complete development of survey for graduates completing second year of teaching, principals and induction support providers; send surveys in mid-April and complete analysis by May 31, 2010

Year 3

Program Review

Review final 1/3 of TED courses; select key assignments for each course; develop an appropriate assessment system for each key assignment. Implement by Fall 2011.

Survey of Graduates, Principals, and Induction Support Providers

Continue to collect data from surveys for entry, exit, first/second year of teaching, principals and induction support providers. Do longitudinal analysis by candidate as well as across graduates.

Complete development of survey for graduates completing third year of teaching, principals and induction support providers; send surveys in mid-April and complete analysis by May 31, 2011