3b. Training school-based and clinical faculty

Winter Quarter Supervisor Meeting Minutes-Feb. 9, 2011

Present: Amy Mayfield, Rick Castelluccio, Dominick Ciolino, Julie Walson, Janet Donaldson, Beth Kouche

Current placements- reviewed and discussed; supervisors provided feedback on mentor who they may not recommend to use again

CAL- discuss electronic submission and new meeting process

Goal Setting Doc- check notebooks at this meeting-meet with interns in early March; make it clear they take this into the Educator residency program with them

Syllabus for all three experiences-clarity issues/change (reflection)/other ideas –work on semester conversion ideas

Student issues-action plans –discussed where interns stand-all doing well on goals with the exception of one candidate/supervisor visiting again and will determine next step

Handbook issues/ideas- electronic version worked well this year-will repeat this

TPA Task#2-video rubric all on one page-discussed pilot and need to submit the rubrics for data even though we are not all calibrated or trained on using rubrics-Amy requested that supervisor keep note about the scoring process as feedback to send to Stanford

Orientation date for next August-looking at August 11/18

Intern docs-individually sorted by student-files to Amy by end of March

Others- supervision assignments for next year-all willing to return!!

**Autumn 2011 Orientation for SEC, SPED & MDL**

**Agenda**

4:30 – Greetings and Introductions: Holly Johnson, Director, School of Education

4:35 – Questions & Concerns – Helen Meyer

4:45 – Teacher Performance Assessment – Chet Laine

5:15 – Responding to Questions & Concerns – Annie Bauer

5:20 – Break-Out Sessions (MDL, SEC & SPED)

5:55 – Exit Slips

**Distributed to All Cooperating Teachers Fall 11 and Spring 12**

**Guidelines on Assistance to Candidates Completing**

**TPAC Assessments for Licensure**

The TPAC (Teacher Performance Assessment Consortium) is an initiative to develop an assessment of the competence of pre-service teachers, a prototype for a national teaching performance assessment. The TPAC assessment is a subject-specific portfolio-based assessment of teaching performance that is completed by student teachers to demonstrate their readiness for a full-time classroom teaching assignment. It is aligned with our accreditation standards. TPAC assessments and the associated rubrics are distributed directly to our candidates.

Teaching candidates complete the TPAC assessment during their teacher preparation program. Evidence of teaching competence consists of artifacts documenting teaching and learning during a learning segment lasting approximately one week and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the TPAC assessment, candidates apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning. Strategies for supporting candidates vary across institutions. These strategies include:

* providing and discussing samples of previously completed TPAC assessments that demonstrate competent teaching practice;
* distribution of TPAC support documents, as they are developed and posted;
* explicitly pointing out relationships between learning and assessment tasks during coursework and tasks in the TPAC assessment;
* supporting candidates in developing a timeline for completion of the TPAC assessment;
* completing parallel tasks during coursework, e.g., analyzing a videotape of teaching and learning, constructing a unit of instruction, assessing student work; sometimes all or part of this work is used in the TPAC assessment;
* technical and logistical support for videotaping and uploading documents into electronic platforms;
* advice, assistance, and review by faculty, supervisors, cooperating teachers, and/or peers;
* offering emotional support to help candidates persist;
* offering the above types of assistance through student teaching seminars; and
* offering the above types of assistance through a separate course to support candidates in completing the TPAC assessment

The TPAC assessment is designed to play a role in recommending a candidate for a teaching credential, either as a course assignment or as a direct contributor to a recommendation for a teaching credential. Therefore, it is important that faculty, supervisors, cooperating teachers, peers, and other educators offering assistance understand the distinction between appropriate and inappropriate support to candidates as they work on completing the TPAC assessment.

The TPAC assessment should document the work of candidates and their students in their classrooms; educators offering support should discourage any attempts to fabricate evidence or plagiarize work. Given the demonstrated value of collegiality in education and the placement of the TPAC assessment within an educational program, TPAC encourages collaboration but is also interested in ensuring the authenticity of the portfolio submission. Therefore the boundaries between acceptable and unacceptable support are being made explicit in this document to support a consistent understanding across TPAC institutions.

Candidates are learning how to teach and are being guided by more experienced teachers. Professional conversations about teaching and learning are not only appropriate, but desirable. The TPAC assessment can and should allow candidates to draw upon these conversations as they create their own understandings of teaching and learning and apply them in the teaching decisions that they make. However, educators providing support should avoid telling candidates what to say in the TPAC assessment. Support providers should ensure that the teaching decisions and thinking reflected in the TPAC assessment are the candidate’s **own** integration of their experience, research and theory, and insights by other educators about the type of teaching and learning reflected in the learning segment.

**Acceptable forms of support** for constructing the TPAC assessment 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 professional and research articles on issues the candidate is thinking about, curriculum materials, experienced teachers, and TPAC 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 TPAC assessment 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 TPAC assessment 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 TPAC assessment rather than at improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission
* Editing a candidate’s TPAC assessment materials for submission

In summary, educators and peers providing support to candidates completing TPAC assessments should take care that it reflects the understanding of the candidate with respect to the teaching and learning during the learning segment documented and is an authentic representation of the candidate’s work.