

Evaluation of Candidates in the Teacher Preparation Program



SACRAMENTO
STATE

College of Education

6000 J Street, Sacramento, California
www.edweb.csus.edu

BACKGROUND

Credential programs for school personnel are carefully regulated by the State of California, principally through legislation by the State Senate or Assembly and subsequent policies developed by the California Commission on Teacher Credentialing.

Our program standards require that we formatively and summatively assess each candidate to determine adequate progress toward the Teaching Performance Expectations (TPEs) established in SB2042. In order to receive a recommendation for a preliminary teaching credential, you must demonstrate, on various assessments, attainment of the TPEs.

Formative assessments occur at transition points throughout the program; they provide candidates and faculty members with indicators of their progress toward the TPEs. Summative assessments are administered in the final stage of the program and are designed to ascertain whether you have met the TPEs and other program learning outcomes at a level that would merit a recommendation for a preliminary teaching credential.

Ultimately, the recommendation for a preliminary teaching credential is based on an overall evaluation of several pieces of evidence, as required by the state, including: subject matter competence, passing



the CBEST, passing the RICA-for multiple subject candidates only, successfully completing coursework, and passing scores on summative assessments like PACT and student teaching.

WHAT ARE FORMATIVE ASSESSMENTS?

The formative assessments in our programs include: embedded signature assessments (capstone assignments associated with particular courses that measure candidate progress toward or attainment of specific Teaching Performance Expectations and other program learning outcomes) and the mid term and final evaluations of the candidate's initial semester of student teaching, as evaluated using the 43-item TPE-based rubric.

BENEFITS OF FORMATIVE ASSESSMENTS

- These assessments provide candidates with feedback on how they are developing as novice teachers, especially at key transition points in the program. When the results of formative assessments are aggregated, they also inform our faculty of how well the program is meeting its own program learning outcome goals.



THE EVALUATION OF STUDENT TEACHING

Student teaching is evaluated formally (by the university supervisor, cooperating or collaborating teacher, and/or university liaison) as well as informally (through candidate reflections and feedback from the cooperating or collaborating teacher). Formal evaluations use a 43-item, TPE-based rubric. This rubric is used formatively (the mid-term student teaching evaluation is formative) and summatively (the final, semester-end student teaching evaluation is summative). The rubric is available on the College of Education website.

BENEFITS OF BEING EVALUATED AS A STUDENT TEACHER

- Effective teaching requires systematic reflection and careful consideration of various data (your own impressions, student work, feedback from colleagues and supervisors). The formal evaluation of your student teaching assists you in developing these critical reflection tools, which will serve you throughout your career.



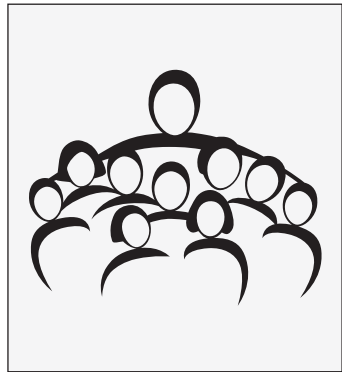
WHAT IS THE PACT?

Pursuant to SB1209 and SB2042, all candidates who began a teacher preparation program after July 1, 2008 must pass a Teaching Perfor-

mance Assessment to meet one of several requirements needed for a recommendation for a preliminary teaching credential. Our campus has selected the Performance Assessment for California Teachers (PACT) to address this legislated mandate. Therefore, all candidates who began the teacher preparation program in fall 2008 and are completing it in spring 2009 or subsequent semesters will complete the PACT.

The PACT is a summative assessment and your results on the PACT will be one of several important criteria used to determine whether you can be recommended for a preliminary teaching credential.

- Single Subject candidates complete a PACT Teaching Event in the latter third of their final semester in the program. The Teaching Event incorporates written descriptions of your instructional context, lesson plans, instructional commentaries, assessments of pupil learning, and daily and overall reflections, accompanied by a video clip of your teaching.



- Multiple Subject candidates complete a PACT Teaching Event during their final semester of the program. In addition, they complete three PACT Content Area Tasks (CATs). The CATs are typically assigned in methods courses. Candidates submit them throughout the program.

- All products associated with the PACT are scored by trained assessors and scores will be returned to you in a prompt manner, with written guidelines for remediation, if warranted.
- Your instructors will provide you with specific guidelines about PACT assessments.
- We strongly encourage you to read the Sacramento State College of Education Candidate PACT Handbook which has extensive information and resources about the PACT process (available at www.edweb.csus.edu under “Become a Teacher”). Additional information is also available on the PACT Consortium website at: www.pacttpa.org.



BENEFITS OF PACT

- We have piloted the PACT assessment process for several semesters and our candidates indicate that it provides an excellent opportunity to reflect on the whole planning/instruction/student assessment/reflection cycle of teaching. Moreover, they value the feedback they receive on the PACT elements through the rubric scores and commentaries written by the assessors.
- Induction program sponsors (e.g., BTSA) are aware of the PACT and anticipate using the candidate’s PACT experience as one beginning point for the induction process.

- Preparing for full implementation of the PACT process has given our faculty members an opportunity to better align coursework and to think critically about program outcomes. We predict that data generated by the PACT process will offer valuable indicators about program effectiveness.

NEXT STEPS FOR PACT

- Access detailed written information about the PACT process at: www.edweb.csus.edu (under “Become A Teacher” section) and at www.pacttpa.org.
- You will be enrolled in a one unit ED 300 level course that is associated with the PACT process. Your instructors will have more information for you about this course.
- While your instructors and program coordinators will have detailed information about the PACT, you may also direct PACT questions to Associate Dean Pia Wong (278-5088 or wongp@csus.edu).

The Sacramento State College of Education Teacher Preparation Program Assessment System

Formative Assessments

Assignments in courses (research papers, lesson plans, reflection essays, etc.) and Embedded Signature Assignments (ESAs).

Formative Assessments

Mid-term student teaching evaluations (each semester) and formal observation evaluations.



Summative Assessments

Solo teaching weeks and final student teaching evaluation; PACT content area tasks (multiple subject only); PACT teaching event (multiple and single subject).

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