

TQI Teacher Performance Assessment Task Force

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- David Sevier, TSBE
- Rick Short, MTSU (Chair)
- Connie Smith, TSDE
- Victoria Van Cleef, New Teacher Project



Initial Assessment Framework

“Every teacher candidate will demonstrate characteristics of effective teaching”

- Define core characteristics of effective teachers
- Identify acceptable evidence of core characteristics
- Develop valid, reliable, efficient, fair, and performance-based assessments of characteristics
- Develop a program-centered system of assessment and reporting
- Initiate an organizational structure to implement, manage, and monitor assessment system



Assessment Development

- Participants: 24 secondary teacher candidates and 24 licensed secondary teachers
- Assessment Standards: *Framework for Evaluation and Professional Growth* (TSBE, 2004) & *Characteristics of Teaching Quality* (TQI, 2008)
- Assessment Methods
 - Video-recorded teaching event (PACT)
 - PBL simulation
 - Semi-structured interview
- Rubrics and Scoring Procedures
- Analyses
 - Norms and cut scores
 - Reliability (inter-rater, internal consistency)
 - Validity (content, construct (MTMM, criterion-related))

The Statewide Teacher

Performance Assessment Project

- Goal: Replication and implementation of Performance Assessment of California Teachers (PACT)
- Sponsors
 - Stanford University
 - AACTE
 - CCSSO
- Tennessee Partners
 - Vanderbilt University
 - University of Tennessee-Knoxville
 - University of Memphis
 - Tennessee State Department of Education
 - Tennessee Teaching Quality Initiative
- Primary Funding Source: Ford Foundation



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