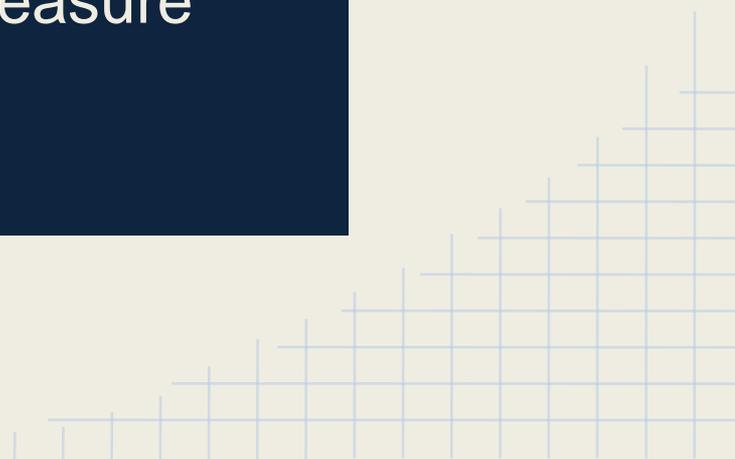




Are Missouri's Student Teachers "Learner Ready?"

MoPTA as a Key Performance Measure



Missouri Educator Gateway Assessments-MEGA

Steps Toward Becoming an Educator

GRADE
POINT
AVERAGE

MISSOURI
GENERAL
EDUCATION
ASSESSMENTS

MISSOURI
EDUCATOR
PROFILE

CONTENT
AREA
EXAMS

MISSOURI
PERFORMANCE
ASSESSMENTS

CERTIFICATION
REQUIREMENTS

Missouri Pre-Service Teacher Assessment

- Developed by ETS in collaboration with the Missouri Department of Elementary and Secondary Education
- Measures:
 - **Knowledge**
 - Classroom **capabilities**

MoPTA

- Is a **performance-based** assessment
- Used to **guide** candidates through their clinical experience and to **assess** the instructional capability of the teacher candidates prior to licensure

Advantages of the MoPTA

- Provides a deeper and more complete view of a teacher candidate's **performance** and **growth** throughout the student-teaching experience.
- Promotes reflective practice and encourages collaboration between the teacher candidates, supervising instructors and cooperating teachers.

Advantages

- Provides the teacher candidate an opportunity to complete a Professional Competency Profile.
 - Engages the candidate in reflection, goal setting and action planning in accordance with MoPTA's on-the-job expectations.

Advantages

- Provides **authentic** video evidence of a student teacher's true teaching abilities including
 - **decision making** and
 - **classroom interactions.**

Role of Cooperating Teacher

Collaborating with universities and colleges in preparing excellent teachers for the future.

- Inviting student teachers into our classrooms
- Becoming their model and mentor
- Collaborating with them in teaching students
- Giving them a place to apply best practice
- Providing meaningful feedback
- Helping them develop a reflective practice

MoPTA

Is **aligned** to Missouri Teacher Standards and Quality Indicators

Is **designed** to do the following:

- develop more effective teachers in the classroom
- identify strengths and areas for improvement of practice
- contribute to a development plan for professional growth

Is **made up of** 4 tasks, one formative and 3 summative

Evidence-centered Design

Students submit the following evidence:

- Written commentary in response to guiding prompts
- Identification of Focus Students
- Artifacts which are referenced in commentary

Summative Tasks 2-4 require these steps:

- Planning
- Implementation
- Analysis
- Reflection

Task 1: Knowledge of Students and Learning Environment

This **formative** task completed early in the student teaching assignment asks teacher candidates to provide evidence in regard to their students, the school, and the community and to identify implications of these factors on instruction and student learning. Two artifacts required are the **Contextual Factors Chart** and the **Instructional and Support Resources Chart**.

Task 2: Assessment and Data Collection to Measure and Inform Student Learning

This **summative** task demonstrates the teacher candidates understanding, analysis, and application of assessment and data collection. TCs submit artifacts which include an **assessment, rubric/scoring guide, graphic representation of data, and work samples**. Written commentary references the artifacts and includes the TC's reflection on student learning (for **whole class and focus students**) as well as assessment revisions.

Task 3: Designing Instruction for Student Learning

This **summative** task requires a **lesson plan** for the whole class, the identification of two focus students who have different learning needs, a **plan to modify/adapt** the lesson for focus students, an instructional artifact, and student work samples (including work samples for each of the two focus students). The TC will demonstrate his/her ability to develop instruction with the use of **technology** to facilitate student learning.

Task 4: Implementing and Analyzing Instruction to Promote Learning

This **summative** task asks TCs to plan a standards-based lesson that addresses student needs, uses strategies to engage students in higher-order thinking, and uses assessment techniques to gauge student learning. TCs will implement the plan and reference their use of **instructional strategies, student interaction, and classroom management skills in a 15 min. video.** Other artifacts will include the work of two Focus Students. In Step 4 students will reflect on students' learning and the possible need for revision of strategies and techniques.

Investment: Value to Districts

Review what has been said and what does research tell us.....

Partnership with prospective educators.....improving the profession

Partnership with colleges and universities.....value-added input

Investment in opportunities for experienced teachers to learner

Great co-teaching opportunities.....interactive collaboration

Confidence and Credibility: universities, organizations, practitioners

Summary and Q and A session