



**MISSOURI ADVISORY BOARD FOR
EDUCATOR PREPARATION**

MABEP

**MISSOURI PRE-SERVICE TEACHERS
PERFORMANCE ASSESSMENT**

June 28, 2016

Missouri Department
of Elementary and Secondary Education

A Series of Assessments

2

- **Capture “Evidence-Based” Performance of Candidates During Student Teaching**
- **Administered by Educational Testing Service (ETS)**
 - ▣ **Pre-Service Teacher Assessment (MoPTA)**
 - **Video**
 - **Non-Video**



PK-12 MoPTA Development Team

3

- **Becky Callaway – St. Joseph School District**
- **Cathy Cartier – Affton Schools**
- **Elaine Hansett – Mexico Public Schools**
- **Cynthia Lamas – Independence Public Schools**
- **Diane Livingston – Hazelwood (MNEA)**
- **Michael McAnally – Kansas City Public Schools**
- **Becky Nace – Kansas City Public Schools**
- **Nicole Obermier – Columbia Public Schools**
- **Andrea Poe – Columbia Public Schools**
- **Marcieta Reed – Saint Louis Public Schools**
- **Marvin Young – Bethany (MSTA)**



EPP MoPTA Development Team

4

- **Pat Antrim – University of Central Missouri**
- **Ron Banfield – Washington University, St. Louis**
- **Jeanie Cozens – Missouri Southern State University**
- **Alex Cuenca – Saint Louis University**
- **Sharon Gunn – Southeast Missouri State University**
- **Sam Hausfather – Maryville University**
- **Etta Hollins – University of Missouri-Kansas City**
- **Laurie Kingsley – University of Missouri-Columbia**
- **Julie Ray – Southeast Missouri State University**
- **Shelton Smith – Missouri Baptist University**
- **Diana Stuart – Mineral Area Community College**



Missouri Performance Assessments

- **Missouri Pre-Service Teachers Performance Assessment (MoPTA)**
 - **Development Began – Spring 2013**
 - **Tryout – Fall 2013 & Pilot – Spring 2014**
 - **Training & Scoring – Summer 2014**
 - **Development of Task #4 Non-Video (2014-2015)**
 - **Implementation – 2015-2016**
 - **Standard Setting – June 9 & 10, 2015**
 - **Recommendations to MACCE & MABEP**

Alignment with Standards

- **Missouri Teacher Standards & Quality Indicators**
- **Interstate Teacher Assessment and Support Consortium (InTASC) – Developed by the Council of Chief State School Officers (CCSSO)**
- **Identified – The Just Qualified Candidate (JQC)**
 - **Candidate Column of the Professional Continuum**
 - **9 Standards**
 - **36 Quality Indicators**

Building a Performance Assessment

- **Three Basic Questions**
 - **Who is a student teacher?**
 - **What should he/she be able to do?**
 - **How do you measure it?**
- **Research Based**
 - **Evidence-Centered Design**
 - **Mislevy, Almond, Lukas**
 - **Multiple Research Notations Referenced**
 - **Developing Performance Tasks**

The Performance Tasks

- **Series of 4 Tasks**
 - **Task #1 – Local Context – Knowledge of Students and the Learning Environment**
 - **Task #2 – Assessment and Data Collection to Measure and Inform Student Learning**
 - **Task #3 – Designing Instruction for Student Learning**
 - **Task #4 – Implementing and Analyzing Instruction to Promote Student Learning**

Task #1 – Local Context

- **Knowledge of Students and the Learning Environment**
 - ▣ **Candidates demonstrates knowledge, skills, and abilities that pertain to their understanding of their assigned classroom.**
 - ▣ **Candidates provides evidence with regard to their specific students, school, district, and community, and to identify implications of these factors for instruction and student learning.**
- **Formative Task & Scored Locally**

Task #2

- **Assessment and Data Collection to Measure and Inform Student Learning**
 - **Candidates demonstrate understanding, analysis, and application of assessment and data collection to measure and inform student learning.**
 - **Task #2 includes 3 Steps.**
 - **Raters score each step using a 4 Point Rubric.**
 - **The minimum score is 3; the maximum is 12.**

Task #3

- **Task 3: Designing Instruction for Student Learning**
 - **Candidates will demonstrate their ability to develop instruction, including the use of technology, to facilitate student learning.**
 - **Task #3 includes 4 Steps.**
 - **Raters score each step using a 4 Point Rubric.**
 - **The minimum score is 4; the maximum is 16.**

Task #4

- **Task 4: Implementing and Analyzing Instruction to Promote Student Learning**
 - **Candidates will demonstrate your ability to plan and implement a lesson using standards-based instruction. You will also show how you are able to adjust instruction for the whole class as well as for individual students within the class. Finally, you will demonstrate an understanding of reflective practice..**
 - **Task #4 includes 4 Steps and the score is doubled.**
 - **Raters score each step using a 4 Point Rubric.**
 - **The minimum score is 8; the maximum is 32.**

Total Points Possible

- **00 Points – Task #1 (Scored Locally)**
- **12 Points – Task #2 (3 Steps x 4 Points)**
- **16 Points – Task #3 (4 Steps x 4 Points)**
- **32 Points – Task #4 (4 Steps x 8 Points)**
- **60 Points – Total Points Possible**

Standard Setting Activity

- ❑ **Used Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999 and 2014).**
- ❑ **Engaged panel in a series of activities.**
- ❑ **Used a “Multiple Round, Extended Angoff procedure”**
- ❑ **Obtained item-by-item judgments**
- ❑ **Identified what the “Just Qualified Candidate” would correctly answer**
- ❑ **Standard Setting – Total of Three Rounds**

Standard Setting Panel for Task 2 & 3

- **First Day – June 9, 2015**
- **23 Panelists – Subject Matter Experts**
 - **5 – PK-12 Teachers**
 - **14 – Educator Preparation Programs**
 - **4 – Held Other Positions**
- **Gender – 19 Female & 4 Male**
- **Race – 21 White & 2 Black**
- **Background**
 - **18 – Served as Mentors or Supervisors of Student Teachers in the Past 5 Years**
 - **23 – Had at Least 3+ Years in Mentoring/Supervising**

Standard Setting Panel for Task 4

Video Panel – June 10

- **11 Panelists**
 - **3 – PK-12 Teachers**
 - **7 – EPPs**
 - **1 – Other Positions**
- **Background**
 - **9 – Served as Mentors or Supervisors of Student Teachers in the Past 5 Years**
 - **11 – 3+ Years in Mentoring/Supervising**

Non-Video Panel – June 10

- **12 Panelists**
 - **2 – PK-12 Teachers**
 - **7 – EPPs**
 - **3 – Other Positions**
- **Background**
 - **9 – Served as Mentors or Supervisors of Student Teachers in the Past 5 Years**
 - **12 – 3+ Years in Mentoring/Supervising**

Three Rounds

- **Preliminary Readings**
 - **Review Tasks, Rubrics, & Exemplars**
- **Round 1**
 - **Independent & Step Level Judgments**
 - **Summarize Judgments & Discuss Step & Task Level Results**
- **Round 2**
 - **Discuss & Adjust Task Level Score Passing Score**
 - **Summarize Judgments & Discuss Task & MoPTA Level Results**

Three Rounds

- **Round 3**
 - **Adjust MoPTA Level Passing Score Based Upon Discussions**
 - **Recommended Missouri Qualifying Scores**
 - **MoPTA – Video**
 - **MoPTA – Non-Video**

MoPTA – Video

Field	-2 SEM	-1 SEM	Panel Based Score	+1 SEM	+2 SEM
MoPTA Video (60 Points)	27	32	37	43	48

MoPTA – Non-Video

Field	-2 SEM	-1 SEM	Panel Based Score	+1 SEM	+2 SEM
MoPTA Video (60 Points)	27	32	37	43	48

Next Steps

- **Recommendation to the Department**
- **Review Recommendations & Finalize**
- **Recommendation to State Board of Education**
 - **Tuesday – August 9, 2016**
 - **Scores Effective – August 29, 2016**
 - **Review Annually**

Contact Us

Paul Katnik – Paul.Katnik@dese.mo.gov

573-751-2931

Gale “Hap” Hairston – Gale.Hairston@dese.mo.gov

Christy Leighty – Christy.Leighty@dese.mo.gov

573-751-1668

