

A Multiple Measures Approach to Teacher Performance Assessment Guidance Information

Rationale

- ❖ Utilizing multiple measures in assessment is a strengths-based approach that will allow candidates to demonstrate the knowledge and skills required to be effective in the classroom.
- ❖ Utilizing multiple measures as an assessment policy supports efforts to diversify the teaching profession and helps provide all students with the teachers they need to learn and be successful.
- ❖ A multiple measures approach models for teacher candidates an approach to assessment that will be applicable in their practice.

Proposed model for teacher performance assessment

All candidates recommended for licensure¹ will need to complete one of the following three options in demonstrating their preparation for the classroom.

(1) Option one: nationally normed teacher performance assessment (per current policy)

- Requirement: Take and pass the TPSC-approved teacher performance assessment based on the established cut score.
- Documentation: Candidate submits passing score to TPSC; EPP notates successful completion on Program Completion Report (PCR).²

(2) Option two: Oregon Work Sample (per current policy)

- Requirement: Candidate completes Oregon Work Sample (available only for those endorsements for which there is no nationally normed performance assessment).
- Documentation: EPP administers and scores Oregon Work Sample, noting satisfactory completion on PCR.

(3) Option three: nationally normed teacher performance assessment with supplemental data

- Requirement: Candidate completes a nationally normed teacher performance assessment and scores within one standard error of measurement (SEM) of the established cut score.³ Candidate scores proficient or greater on each domain of the EPP's clinical assessment instrument, approved by TSPC as a rigorous assessment of teacher performance.
- Documentation: Candidate submits score on nationally normed teacher performance assessment to TSPC;⁴ EPP verifies score on nationally normed teacher performance assessment, and provides scores demonstrating a level of proficiency or greater on each

¹ EPPs may determine the applicability of multiple measures options, including prior to matriculation (as part of the admissions process) or after candidate completion *only* for programs into which the candidate matriculated.

² "Normed teacher performance assessment" currently means edTPA. This wording allows for the possible addition of future assessments.

³ 1 SEM adjustments per number of rubrics in the [handbook](#):

- 13-rubric handbooks: Cut-score = 29 | 1 SEM = 24
- 15-rubric handbooks: Cut-score = 35 | 1 SEM = 30
- 18-rubric handbooks: Cut-score = 42 | 1 SEM = 37

⁴ EPPs verify candidates meet teacher performance assessment requirements in rule for initial teacher programs through a verification statement on the Program Completion Report. The actual candidate scores are not submitted to TSPC but required to be kept with candidate records. TSPC may audit at any time EPP records or evidence that are used to demonstrate competency within this multiple measures framework.

of the required domains on at least six applications of the EPP's clinical assessment instrument, approved by TSPC.⁵

- The EPP university supervisor and the Cooperating Teacher must each complete at least two and an EPP faculty member at least one of the clinical assessment instruments, and each of the six assessments must be from a different observation period.
- The EPP clinical assessment instrument must be approved by the Executive Director⁶ prior to its utilization for demonstration of teacher candidate performance. The Executive Director will evaluate the assessment for content and construct validity as it relates to demonstration of teacher candidate performance, and the EPP will be required to demonstrate the reliability of the assessment.⁷ The Executive Director may utilize an industry specific validity and reliability tool, such as the CAEP Evaluation Framework for EPP-Created Assessments, in making this determination. Proprietary instruments utilized by the EPP for this purpose will be similarly evaluated. The decision of the Executive Director whether to approve the instrument will be final.

Reporting⁸

EPPs will include in their annual reports an analysis of the means by which their completers fulfill the requirements for demonstrating performance as a candidate prepared to enter the profession. This analysis will include the instrument(s) used in the clinical field experience to assess performance. Per TSPC rule, EPPs must have all documentation of performance assessment available for TSPC audit at any time.

Waiver

These options do not preclude or replace the current waiver authority of the Executive Director provided by OAR 584-200-0100:

- (1) The Executive Director may waive, in part or in whole, the requirements for teaching, administrative and personnel service licenses if the applicant provides evidence of academic skills, experience and knowledge demonstrating mastery of the Commission-adopted standards for the license.

The Executive Director reports waivers to the Commission which monitors the Executive Director's use of this waiver authority. *OAR 584-200-0100(1) (c)*

⁵ Requests for instrument approval or assistance may be sent to the TSPC Executive Director (Anthony.Rosilez@Oregon.gov).

⁶ Requests for instrument approval or assistance may be sent to the TSPC Executive Director (Anthony.Rosilez@Oregon.gov).

⁷ This will occur as part of the review for approval by the TSPC Executive Director.

⁸ Multiple measures assessments should be evaluated internally prior to a program completion report being submitted. If there was variation from the requirements in the framework or the appendix, the EPP shall seek prior approval.