

**Institution Name:** Click or tap here to enter text.

**EPP Contacts:**

**Dean:** Click or tap here to enter text.

**Email:**Click or tap here to enter text.

**Phone number:**Click or tap here to enter text.

**Coordinator Contact:**Click or tap here to enter text.

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**Phone number:**Click or tap here to enter text.

**Proposal Author:**Click or tap here to enter text.

**Email:**Click or tap here to enter text.



# LOCAL TEACHER PERFORMANCE ASSESSMENT OPTION

Submission Template for a New EPP Local Assessment Option

**Required Documents:**

- Completed proposal template
- Copy of or link to the EPP Local Assessment Option
- Copy of or links to scoring guides and multi-level rubrics (if not included in the EPP Local Assessment Option).

**This proposal was provided to TSPC on:** Click or tap to enter a date.

**EPP Name:** Click or tap here to enter text.

**Date of Proposal Submission:** Click or tap to enter a date.

Draft March 2024

# OVERVIEW

When an EPP seeks approval of a Local Teacher Performance Assessment Option not previously approved, the EPP will submit a proposal for approval of the new assessment to the TSPC Program Approval Unit utilizing this template. TSPC will review Educator Preparation Providers' proposals and provide feedback. This template is fully aligned to TSPC Commission-approved Local Oregon Teacher Performance Assessment Framework. Once approved, the EPP must conduct a pilot of their assessment over a minimum of two cycles. Additionally, a minimum of two cycles of data will be submitted to TSPC each year in their annual report. The candidate scores during the pilot are non-consequential.

# HOW TO USE THIS TEMPLATE

This template is divided into three sections, (1) Evidence of Assessment Procedures, (2) Evidence of Reliability, and (3) Evidence of Assessment Components. Please refer to the Commission-approved Local Teacher Performance Assessment Framework as a guide to these standards. The EPP may provide a narrative and/or use bullet points when appropriate to best describe the evidence for each criteria required. Links to specific sections of the assessment when appropriate are acceptable if the EPP has clearly described why this evidence meets the requirement. For example, if the EPP states, "See pg. 25 in Assessment linked *here*", the EPP must also provide a short narrative in the space provided to support that evidence. If evidence for a section is not yet established, the EPP must describe the plan for meeting this requirement.

# TSPC REVIEW OF PROPOSED ASSESSMENT

Teacher Standards and Practices Commission Program Approval Unit will use this document to provide the EPP feedback on their proposed local assessment and return it to the EPP in a timely manner. If revisions are required, the EPP must submit a revised assessment and submission template evidence where indicated. All Oregon EPPs must have their local assessment option approved by TSPC prior to use with their teacher candidates.

# REQUIRED SUBMISSION AND APPROVAL

Any EPP created Local Assessment Option must receive TSPC approval. This template will be used by all EPPs who choose to create a LAO for any or all programs (identify which programs will use your LAO in this document). After initial approval, any changes made to your LAO must be reviewed

by TSPC and updates included in the Annual Report.

## Local assessment option general information

Provide a brief narrative for the following:

When is your assessment administered in the program?

Click or tap here to enter text.
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If the assessment is used at multiple program levels (graduate, undergraduate, and/or postgraduate), clearly identify any differences in how the assessment is used among the various offerings.

Click or tap here to enter text.
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Date the new Teacher Performance Assessment will be implemented, if approved:

Click or tap to enter a date.
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The assessment proposal submitted in this report is for use in the following programs:

Undergraduate single-subject endorsement areas using the LAO: Click or tap here to enter text.
Graduate preliminary license programs using the LAO: Click or tap here to enter text.
Other programs using the LAO:

Click or tap here to enter text.

<b>Evidence of Assessment Procedures Aligned with Framework</b>				
<i>Assessment Design Procedures (ADP)</i>			For TSPC Use Only	
<b>Evidence</b> <i>If not yet established, describe your plan for meeting this requirement</i>			Met	Revise <i>Add comments for revisions</i>
<i>ADP 1. PreK-12 partners are involved in reviewing and providing feedback on the LAO components.</i>	Click or tap here to enter text.		<input type="checkbox"/>	<input type="checkbox"/>
<i>ADP 2. A content review is carried out to ensure the components are sensitive to cultural and linguistic differences and are fair for candidates from diverse backgrounds.</i>	Click or tap here to enter text.		<input type="checkbox"/>	<input type="checkbox"/>
<i>ADP 3. Accommodations must be made for Bilingual candidates who are teaching in a language other than English as determined by the EPP. The accommodations may include but are not limited to, assistance with transcription of materials/video(s)/student</i>	Click or tap here to enter text.		<input type="checkbox"/>	<input type="checkbox"/>

<p><i>work, that are submitted in a language other than English.</i></p>			
<p><i>ADP 4. Multi-level Scoring Rubrics: Multi-level scoring rubrics are developed and communicated to candidates, faculty, and EPP supervisors.</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>ADP 5. Multi-level Scoring Rubric Training: The EPP will develop multi-level scoring rubrics and assessor training procedures that focus primarily on teaching performance and that minimize the effects of candidate factors that are not clearly related to pedagogical competence, which may include (depending on the circumstances) factors such as: personal attire, appearance, demeanor, speech patterns and accents, or any other bias that are not likely to affect job effectiveness and/or student learning.</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>ADP 6. A process for establishing a cut score based on piloting of the components is outlined. PreK-12 partners are involved</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>

<p><i>in establishing expected levels of proficiency. The EPP ensures equitable expectations so that standards for candidates represent adequate preparation for an entry-level teacher.</i></p>			
<p>TSPC Comments: Click or tap here to enter text.</p>			
<p><i>Assessment Implementation (AI)</i></p>			<p>For TSPC Use Only</p>
<p><b>Evidence</b> <i>If not yet established, describe your plan for meeting this requirement</i></p>		<p>Met</p>	<p>Revise <i>Add comments for revisions</i></p>
<p><i>AI 1. Faculty are oriented to assessment components and scoring rubrics to support curriculum alignment (initially and whenever the components change).</i></p>	<p>Click or tap here to enter text.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p><i>AI 2. Candidates are prepared for the assessment, with information about the components, scoring rubrics, submission processes and scoring procedures.</i></p>	<p>Click or tap here to enter text.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p><i>AI 3. Clear guidelines for acceptable/unacceptable levels of support are established and</i></p>	<p>Click or tap here to enter text.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

<p><i>communicated to candidates, cooperating teachers (CTs), mentors, and EPP supervisors. These guidelines will include accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities, learning needs, language supports, and others as identified.</i></p>			
<p><i>AI 4. Candidates are provided with scoring results within three weeks of the submission of a component.</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>AI 5. The intended uses of the assessment (formative, summative, consequential) and implications of that use are clearly communicated.</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>AI 6. A retake policy must be established for candidates who do not meet the EPP determined cut score on the LAO with clear guidance about the requirements, submission, and scoring process for the retake.</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>TSPC Comments:</b> Click or tap here to enter text.</p>			

<i>Assessment Review (AR)</i>		For TSPC Use Only	
<b>Evidence</b> <i>If not yet established, describe your plan for meeting this requirement</i>		Met	<i>Revise</i> <i>Add comments for revisions</i>
<i>AR 1. Score results are disaggregated (at minimum by inTASC domain 1-3 or standards 1-8) and are shared with faculty and EPP supervisors to support continuous improvement.</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>AR 2. Pass rates are periodically examined and disaggregated to determine they are equitable across student groups. A process for revising the assessment or preparation for it is outlined to remediate inequities.</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>AR 3. Feedback from teacher candidates will be considered in assessment review.</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>AR 4. The training of scorers is periodically evaluated to gather feedback for continuous improvement and interrater reliability.</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>AR 5. An annual report of candidates, scores, pass rates and appeals will be submitted to TSPC.</i>	NA for first time submission of LAO		

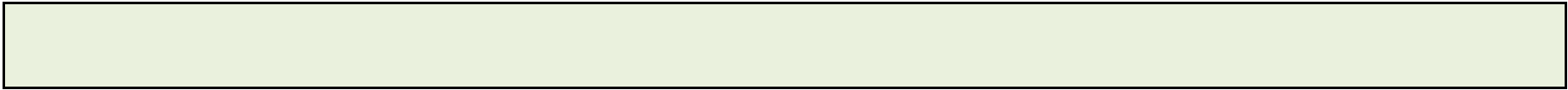


TSPC Comments: Click or tap here to enter text.			
<b>Evidence of Reliability Aligned with Framework</b> <i>If not yet established, describe your plan for meeting this requirement</i>			
<i>Quality Evaluation Instruments (QE)</i>			<b>For TSPC Use Only</b>
<b>Evidence</b>		<b>Met</b>	<b>Revise</b>
<i>How has the EPP engaged in content review of their scoring criteria to ensure validity and fairness?</i>			<i>Add comments for revisions</i>
<i>QE 1. In annual review, each EPP will explain how they ensured rubrics are clear and equitable.</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>QE 2. Have school partners (other EPPs and/or public/private-school partners) review rubrics for clarity (e.g., Lawshe method).</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>QE 3. Review rubrics after pilot study use for refinement and improvement; report changes and updates in annual review to TSPC.</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
TSPC Comments: Click or tap here to enter text.			
<i>Scorer Selection (SS)</i>			<b>For TSPC Use Only</b>

Evidence		Met	Revise <i>Add comments for revisions</i>
<i>What is the process that the EPP has followed to select qualified scorers?</i>			
<i>SS 1. Ensuring that the scorer is a qualified individual as evaluated by the EPP (Ex: teaching/administrative license, content specialist and/or the EPP has evidence of qualification to score).</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>SS 2. Ensuring that the scorer is not the supervisor, or anyone directly involved in the student teaching placement or in lieu of this, develop a system for selected double scoring (ex, minimum 20 percent of sample). Rationale: in certain single subject areas or in areas like bilingual placements, an EPP may have a limited pool of additional scorers. Using back scoring can help make sure scoring is reliable.</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
TSPC Comments: Click or tap here to enter text.			
<i>Scorer Training and Calibration (STC)</i>		For TSPC Use Only	
Evidence		Met	Revise <i>Add comments for revisions</i>
<i>How has the EPP trained scorers?</i>			

STC 1. Describing and documenting that all scorers have passed the established training, reported in annual review.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
STC 2. Require annual training for new scorers and refresher training for returning scorers.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Evidence</b> <i>How has the EPP established inter-rater reliability? (Calibrated the scoring process)</i>		<b>Met</b>	<b>Revise</b> <i>Add comments for revisions</i>
STC 3. Having a qualification process with practice scoring and recalibration.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
STC 4. Selective backreading and analysis (see recommendation above for minimum of 20 percent).	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
STC 5. Post pilot: recommend training using actual past student samples.	NA for first proposal of LAO	<input type="checkbox"/>	<input type="checkbox"/>
<b>Evidence</b> <i>How has the EPP assured that scoring is fair/unbiased?</i>		<b>Met</b>	<b>Revise</b> <i>Add comments for revisions</i>
STC 6. Double scoring a random selection of submissions to check for interrater agreement (recommend 20 percent minimum and using blind scoring for the double	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>

scores).			
<i>STC 7. Second scorer when the initial score is at or near the cut score.</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>STC 8. Offering opportunities for other stakeholders to apply to score, if EPP chooses (ex: clinical teachers).</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>STC 9. Allowing partnerships across EPPs to exchange submissions for scoring if desired.</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>STC 10. Creating a process for scoring fairly the retake submissions</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>STC 11. Ensuring that this is not the original scorer</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>STC 12. Blind scoring by a new scorer</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>STC 13. Allowed to rework existing samples</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<i>STC 14. Other?</i>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
<b>TSPC Comments:</b> Click or tap here to enter text.			



Evidence of Assessment Components Aligned with Framework			
<b>FRAMEWORK OVERVIEW</b>	<p>The Local Assessment Option (LAO) Framework takes a systemic approach that emphasizes the importance of establishing equitable, culturally sustaining learning environments, and ensuring candidates are coordinating practices across key settings to enhance all students’ social, emotional, and academic learning. While a diverse range of assessment practices can be supported by the framework, the performance assessment must incorporate elements that require candidates to demonstrate their ability to:</p> <ul style="list-style-type: none"> <li>a. Gather knowledge about students and the instructional setting and apply those understandings to planning, instruction and assessment purposefully,</li> <li>b. Integrate research-based practices and learning theories meaningfully in planning, teaching, and assessing a coherent learning experience of at least three consecutive lessons, and</li> <li>c. Analyze student learning outcomes and reflect on instructional experiences to strengthen future opportunities for student learning.</li> </ul>		
<i>Requirement 1: Knowledge of Students and the Instructional Setting</i>			For TSPC Use Only
<b>InTASC</b> Domain 1 (Standards 1, 2, 3) Domain 3 (Standard 7)	<b>Evidence From Assessment</b> <i>Provide a short narrative to support any links to the assessment. Bullet points may be used where appropriate</i>		Met
<i>R1.1 Candidates demonstrate a deep understanding of their students’ learning needs incorporating multiple sources of data. This data can include observations, work samples, information collected from families, etc. and, should be responsive to language and culture.</i>	Click or tap here to enter text.		Revise <i>Add comments for revisions</i>
		<input type="checkbox"/>	<input type="checkbox"/>

<p><i>R1.2 Candidates identify the strengths and needs of all students in the focus classroom and provide specific evidence of how student strengths and needs shape instructional and assessment decisions. The identification of student needs and strengths may include students who are part of traditionally underserved educational groups, students learning English as an additional language, students receiving services under an IEP/504 plan, students identified as Talented and Gifted (TAG), students needing targeted social-emotional support.</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>TSPC Comments:Click or tap here to enter text.</p>			
<p><i>Requirement 2: Learning Environment</i></p>			<p>For TSPC Use Only</p>
<p><b>InTASC</b> Domain 1 (Standard 3)</p>	<p><b>Evidence From Assessment</b> <i>Provide a short narrative to support any links to the assessment. Bullet points may be used where appropriate</i></p>	<p>Met</p>	<p>Revise <i>Add comments for revisions</i></p>

<p><i>R2.1 Candidates develop a profile of the community, school, and classroom, and provide evidence that this profile guides planning, instruction and assessment. Candidates should provide an analysis of the learning environment that identifies potential barriers and supports that impact student learning. These may include available resources such as, technology, instructional grouping, required curricula, support staff, etc.</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>TSPC Comments: Click or tap here to enter text.</p>			
<p><i>Requirement 3: Planning a Coherent, Research-based Instructional Experience</i></p>		<p>For TSPC Use Only</p>	
<p><b>InTASC</b>          Domain 1 (Standards 1, 2, 3)          Domain 2 (Standard 5)          Domain 3 (Standards 6, 7, 8)</p>	<p><b>Evidence From Assessment</b>  <i>Provide a short narrative to support any links to the assessment.          Bullet points may be used where appropriate</i></p>	<p>Met</p>	<p>Revise  <i>Add comments for revisions</i></p>



<p><i>R3.1 Single-subject candidates must design a coherent instructional experience that demonstrates accurate content knowledge and integrates relevant pedagogical content knowledge.</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>R3.2 Multiple-subject candidates must design a coherent instructional experience that addresses both* mathematics and literacy, demonstrates accurate content knowledge and integrates relevant pedagogical content knowledge.</i></p> <p><i>* The EPP can determine how the candidate demonstrates competency in these areas; demonstrate in both content areas or in an integrated unit.</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>R3.3 Special Education teacher candidates must design a coherent instructional experience that addresses both academic and functional/communication</i></p>			

<p><i>objectives, demonstrates accurate content knowledge and integrates relevant pedagogical content knowledge.</i></p>			
<p><i>R3.4 The candidate will provide evidence of instruction in a setting related to their context and licensing area. The candidate is required to design an instructional approach tailored to students with a diverse range of learning needs utilizing the principles of Universal Design for Learning (UDL) in their planning, instruction, and assessment practices.</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>

<p><i>R3.5 The candidate will demonstrate cultural competency by incorporating the personal, social, and cultural strengths of learners in the classroom relative to the content being taught.</i></p> <p><i>The candidate will demonstrate attention to the role of language in learning (planning and instruction). This would include academic/disciplinary literacy for all students, and specific approaches to supporting emergent bilinguals and any other students who need directed language support to access course content.</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>TSPC Comments: Click or tap here to enter text.</p>			
<p><i>Requirement 4: Instruction</i></p>			<p>For TSPC Use Only</p>
<p><b>InTASC</b>          Domain 1 (Standard 3)          Domain 2 (Standard 5)          Domain 3 (Standard 8)</p>	<p><b>Evidence From Assessment</b>  <i>Provide a short narrative to support any links to the assessment.          Bullet points may be used where appropriate</i></p>	<p>Met</p>	<p>Revise  <i>Add comments for revisions</i></p>
<p><i>R4.1 The assessment must provide evidence of effective instruction. This evidence may include a video, audio,</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>

<p><i>or transcript of a structured debrief of an observation between the candidate and the EPP supervisor. The candidate will provide written reflection on the feedback given by their supervisor on the lesson.</i></p>			
<b>OR</b>			
<p><i>A video of teaching with candidate commentary. The length of the recording may be specified by the EPP, but a structured feedback form and reflection of their lesson must be included.</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>TSPC Comments:</b>Click or tap here to enter text.</p>			
<i>Requirement 5: Learning Analysis</i>			<b>For TSPC Use Only</b>
<p><b>InTASC</b>          Domain 1 (Standard 1)          Domain 3 (Standards 6, 8)</p>	<p><b>Evidence From Assessment</b>  <i>Provide a short narrative to support any links to the assessment.          Bullet points may be used where appropriate</i></p>		<p><b>Met</b></p> <p style="text-align: right;"><i>Revise          Add comments for revisions</i></p>

<p><i>R5.1 The candidate must demonstrate the ability to purposefully assess student learning of instructional objectives and/or goals. Artifacts could include, lesson Plans, copies of assessments/rubrics/ Scoring, checklists, task analyses, video clips.</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>R5.2 The candidate must provide description and analysis of student learning outcomes, what the candidate learned from those data, and how they will use this information to improve future learning experiences. Artifacts could include, pre assessments, formative assessment cycle(s), summative assessment(s), student work samples, descriptive evidence of student learning, interpretation of student learning gains, disaggregated analyses (e.g., narrative, graph, table, chart, or spreadsheet).</i></p>	<p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>TSPC Comments:</b>Click or tap here to enter text.</p>			

<i>Optional – Professional Responsibilities Reflection (PR)</i>		For TSPC Use Only
<b>InTASC</b> Domain 4 (Standards 9, 10)	<b>Evidence From Assessment</b> <i>Provide a short narrative to support any links to the assessment. Bullet points may be used where appropriate</i>	Comments
<p><i>PR.1 The candidate may provide a narrative that could include a reflection and evaluation of:</i></p> <ul style="list-style-type: none"> <li>• <i>Their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts to practice to meet the needs of each learner,</i></li> <li>• <i>Their receptivity to feedback and constructive criticism, or</i></li> <li>• <i>Their role as a professional who collaborates with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.</i></li> </ul>	<p>Click or tap here to enter text.</p>	

<p>TSPC Comments: Click or tap here to enter text.</p>		