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# **The Performance Assessment for California Teachers**

**(PACT)**

# **POLICIES**

**for**

**Candidates in Multiple Subject, Single  
Subject, and Dual Credential (Education  
Specialist and Multiple Subject) Teacher  
Preparation Programs**

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College of Education  
Teacher Education Programs  
Updated November 15, 2011

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## **INTRODUCTION**

Greetings! These policies are for candidates in multiple subject, single subject and dual (Education Specialist and Multiple Subject) credential programs in the College of Education at Sacramento State. Most of the policies are anticipated to remain consistent over time. However, in some instances, details will change based on the continuous improvement cycle that our programs follow; where information is subject to change, the reader will be referred to the appropriate resource for the most up-to-date details.

In 1998 the California Senate passed SB2042, comprehensive legislation that established new program standards for teacher preparation programs throughout the state. This legislation charted a new vision for teacher development in our state – from subject matter preparation (at the undergraduate level) through pedagogical preparation (in credential programs) to the first two years of professional practice (through induction programs like the Beginning Teacher Support and Assessment Program-BTSA). With SB2042 and subsequent legislation (e.g., SB1209), the Legislature and its attendant bodies, like the California Commission on Teacher Credentialing (CCTC), have sought to bring coherence to pre-service and in-service teacher preparation and development in our state.

One strategy for bringing this vision to reality is through the assessment process. SB2042 established the Teaching Performance Expectations (TPEs), a set of 13 candidate outcomes that are meant to guide program content and experiences. Each teacher preparation program is mandated to implement a Teaching Performance Assessment where attainment of the TPEs is measured for each candidate

The PACT was designed and has been pilot-tested and refined by a consortium of 33 teacher preparation programs throughout the state. The consortium includes both private universities (such as Stanford University) and public universities (including 13 CSU campuses like ours and several UC campuses) as well as school districts that offer state-funded intern programs. The PACT meets the assessment standards of SB2042 and is designed as an authentic, summative performance assessment, administered to candidates in the final stage of their teacher preparation program.

## **The PACT and its Role in Candidate Evaluation**

Multiple Subject candidates complete 3 Content Area Tasks (CATs) and a Teaching Event. For Single Subject candidate, the Teaching Event constitutes the primary product that is developed. The Teaching Event and the Content Area Tasks are designed so that candidates can display knowledge of their students, the curriculum and content, effective instructional strategies for diverse learners, appropriate assessment tools, and reflection strategies.

In accordance with sound psychometric principles prohibiting the use of a single assessment for high-stakes purposes, the Teaching Event scores are used in conjunction with multiple sources of information, including course grades, student teaching evaluations, and information from embedded signature assessments (ESAs – associated with particular courses) to determine whether a teacher candidate should be recommended for a preliminary teaching credential. A candidate who has not successfully completed other credential requirements will not be awarded a preliminary credential on the sole basis of having completed and passed the PACT Teaching Event. In other words, passing the PACT Teaching Event alone is insufficient to demonstrate one's qualifications to become a teacher of record. Similarly, if a candidate meets all other requirements of the program but does not pass the PACT Teaching Event, a preliminary credential will not be recommended.

Candidates' Teaching Event scores, like other licensing test scores and academic records, are confidential and will not be released to employers or induction programs without the prior consent of the individual. Schools and districts are prohibited from using Teaching Event scores for hiring purposes or for determining pay differentials. The scores may be released by programs to the PACT Consortium for the purpose of assessment validation, research/evaluation, and regular activities involved in implementation of the assessment system, but may not be released to outside agencies other than the CCTC without prior consent of individual teachers. Should a program release PACT Teaching Event scores to an outside agency with the prior consent of individual teachers, the program must inform the agency that the assessment is valid only for determining the pedagogical competence for initial teaching credentials in California.

### **Key Points**

- A Teaching Performance Assessment (TPA) is a requirement for candidates seeking a preliminary multiple subject or single subject credential. Teacher preparation programs throughout California were allowed to choose the TPA they would use; Sacramento State University selected the Performance Assessment for California Teachers (PACT).
- For Single Subject candidates, the PACT has one main element: the Teaching Event. The Teaching Event is completed in the final semester of the program.
- For Multiple Subject candidates, the PACT includes the Teaching Event, completed in the final semester of the program, and 3 Content Area Tasks (CATs), which are completed throughout the program.
- Scores on PACT elements become part of a larger set of evidence used to determine whether a candidate can be recommended for a credential.
- The candidate's PACT scores are kept confidential by the institution.

## **The PACT and the Teaching Performance Expectations (TPEs)**

SB2042 established the TPEs, but really they are an amalgamation of what many professionals in the field consider to be the basics of effective instructional practices for novice teachers. The TPEs cover six domains (as do their more advanced counterparts, the CSTPs), and these are generally divided as follows:

- a. Making subject matter comprehensible (TPE 1)
- b. Assessing student learning (TPEs 2 and 3)
- c. Engaging and supporting students in learning (TPEs 4, 5, 6 and 7)
- d. Planning instruction and designing learning experiences for students (TPEs 8 and 9)
- e. Creating and maintaining effective environments for student learning (TPEs 10 and 11)
- f. Developing as a professional educator (TPEs 12 and 13)

The full descriptors for the TPEs are available in Appendix A.

In each course and in student teaching candidates have opportunities to acquire in-depth knowledge related to one or more TPEs and to demonstrate competence in these domains and on the items within each domain. Some coursework will focus on specific TPEs; other experiences (like student teaching) will cover all TPEs. Candidates will receive more detail about how coursework, course experiences and student teaching relate to the TPEs. In fact, many course syllabi will note the direct relationship between course activities, content and assignments and the TPEs.

The PACT assessment process (Teaching Event only for Single Subject candidates, Teaching Event plus CATs for Multiple Subject candidates) provides an opportunity for candidates to demonstrate competence on all of the TPEs, through written descriptions and reflections, lesson plan design, assessments used with students, and the video clips provided as part of the Teaching Event.

### **Key Points**

- The state has defined basic competencies for novice teachers: the Teaching Performance Expectations (TPEs).
- The TPEs have guided course development, activities in student teaching, and the creation of the PACT assessment system.
- Throughout the program, candidates will have varied opportunities to demonstrate progress toward and attainment of the TPEs.
- Ultimately, a candidate's ability to demonstrate adequately all of the TPEs, through various measures of which the PACT is a primary measure, is what determines eligibility for a preliminary teaching credential.

## **The PACT Teaching Event: An Overview**

Senate Bill 2042 requires teacher preparation programs to implement an assessment system in which the performance of candidates in classroom settings is evaluated and measured. The main assessment tool of PACT, the Teaching Event, draws from artifacts created while student teaching, accompanied by commentaries that provide context and rationales needed to understand and interpret the artifacts. The Teaching Event is also designed to focus the candidate's thinking about and actions related to student learning, with special attention to subject-specific pedagogy and the teaching of English Learners and students with special needs.

The Teaching Event uses a portfolio assessment design. Candidates will incorporate the following main elements into the Teaching Event:

- Instructional Context
- Planning (including detailed lesson plans and copies of instructional materials)
- Instruction (including a video clip)
- Assessment (including samples of student work)
- Reflection
- Academic Language

The tasks are integrated so that candidates can make connections between these different teaching tasks, recognizing that teaching is not enacted as a series of unconnected events but rather as a complex set of events and actions that gain meaning through analysis and reflection. Each task is scored using one or more rubrics that describe specific levels of performance for dimensions of the task. Faculty members who have been trained in the PACT assessment process are assigned to score Teaching Events. The CATs are scored by the course instructor in whose course the CAT is developed; these instructors also have appropriate training to score CATs.

Below is an abbreviated description of each Teaching Event task. More elaborate descriptions, prompts and guidelines can be found at the PACT website:

[www.pacttpa.org](http://www.pacttpa.org)

In addition, instructors and supervisors connected to our program will provide instructions for specific tasks as well as the Teaching Event as a whole. Candidates will have an initial introduction to the whole Teaching Event during a core course in the initial semester of the program. Then individual tasks (especially through embedded signature assignments and CATs) will be introduced in specific courses. During the final semester of the program, candidates will have at least one course in which the instructor supports the development of the entire Teaching Event.

<b>THE FIVE TASKS OF THE PACT TEACHING EVENT</b>				
<b><i>TASK 1: CONTEXT</i></b>	<b><i>TASK 2: PLANNING AND ASSESSMENT</i></b>	<b><i>TASK 3: INSTRUCTION</i></b>	<b><i>TASK 4: ASSESSMENT</i></b>	<b><i>TASK 5: REFLECTION</i></b>
<ul style="list-style-type: none"> <li>• <i>Relevant information about school, community, and class</i></li> <li>• <i>Profile of students as learners</i></li> <li>• <i>Context Commentary</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Daily lesson plans for learning segment</i></li> <li>• <i>Handouts, overheads, etc.</i></li> <li>• <i>Planning Commentary</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Video Clip(s)</i></li> <li>• <i>Teaching Commentary</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analysis of 2 assessments, illustrated by 3 students' work samples</i></li> <li>• <i>Next steps in instruction based on assessments results and analysis</i></li> <li>• <i>Assessment Commentary</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Daily reflections</i></li> <li>• <i>Reflective Commentary (include theory and research related to teaching and learning)</i></li> </ul>
<b>ACADEMIC LANGUAGE</b>				

## Key Points

- The Teaching Event is composed of five different tasks, each of which has its own set of prompts and all of which must be integrated together into a coherent portrait of the candidate's thinking and performance as a novice teacher. Strategies designed to develop students' academic language are overlaid onto tasks 2 through 5.
- The courses in the teacher preparation program and student teaching each play a different role in preparing candidates to complete the Teaching Event. There is also one course in the final semester of the program where candidates will receive explicit support as they prepare the Teaching Event.
- Candidates complete the Teaching Event as part of the final semester of student teaching.

## **PACT Content Area Tasks (CATs) – FOR MULTIPLE SUBJECT CANDIDATES ONLY**

Multiple subject candidates complete a full Teaching Event in one of two content areas:

- EDTE candidates complete a Teaching Event in mathematics instruction and curriculum.
- EDBM and EDS candidates complete a Teaching Event in literacy instruction and curriculum.

Because multiple subject candidates are seeking a multiple subject credential, the components of the PACT assessment for these candidates focuses on each of the core content areas of the K-8 California Content Standards. Therefore, multiple subject candidates complete a full Teaching Event in one content area (as identified above), and they also complete a PACT Content Area Task (CAT) as follows:

- EDTE candidates complete:
  - CAT 1 in Science methods with a focus on planning instruction and assessment;
  - CAT 2 in Social Studies methods with a focus on planning instruction and assessment; and
  - CAT 3 in Literacy methods with a focus on assessing pupil learning.
  
- EDBM and EDS candidates complete:
  - CAT 1 in Social Studies methods with a focus on planning instruction and assessment;
  - CAT2 in Math methods with a focus on assessing pupil learning; and,
  - CAT3 in Science methods with a focus on planning instruction and assessment.

NOTE: both the sequence and focus of the CATs may change based on program faculty's best judgments. Candidates will be fully informed of any changes with sufficient advanced notice.

Like the Teaching Event, the structure, content and scoring of the CATs are governed by the principles and guidelines established by the PACT Consortium and approved by the California Commission on Teacher Credentialing. The CAT constitutes an element in the overall PACT score that candidates receive for a recommendation for a teaching credential. Therefore, the CATs are part of the set of summative assessments of a candidate's abilities as a teacher in specific content pedagogy required for the multiple subject credential.

### **Key Points**

- The PACT assessment process for multiple subject candidates includes the Teaching Event and 3 Content Area Tasks (CATs). The CATs assess a candidate's abilities to appropriately teach and assess pupil learning in the various content areas that make up the K-8 core curriculum.
- CATs are associated with particular courses. These course instructors will provide guidance and support as candidates complete the CATs.
- CATs are distinct from other assignments in courses, however, because candidate performance on the CATs is reported as part of their overall performance in the PACT assessment process. Ultimately, candidate scores on the CATs will be part of the overall review conducted to determine whether a recommendation for a preliminary credential is warranted.

## **Support for Candidates Completing the PACT**

We know our candidates have a strong commitment to their development as professional educators, and the faculty and staff of the College of Education are also deeply committed to providing as many structures and opportunities as possible to ensure our candidates' success. Each assessment represents an important milestone in the candidate's growth as a novice teacher and provides us with evidence about where to offer more or less support. Preparing the embedded signature assignments, the CATs (multiple subject only), and the Teaching Event will require candidates to carefully plan and implement their plans. Our programs offer multiple support systems for this process, as described below.

- A. The "Chain of Command" or who to talk to first when there are questions about the PACT, the Teaching Event, the embedded signature assignments, or the CATs:

- I. Questions about the PACT: Please direct these questions to the Center/Cluster Coordinator and/or the PACT lab instructor (for example, EDTE 332, EDTE 373B, EDBM 331, EDBM 342, and EDS 332). In addition, we strongly suggest that candidates download and read the various resources available to candidates on the PACT website: [www.pacttpa.org](http://www.pacttpa.org), especially “Making good choices,” “Selecting a learning segment,” and the respective Handbooks for each content area.
  - II. Questions about the Teaching Event: Informative resources for these kinds of questions include the Center/Cluster Coordinator, the PACT lab instructor, the PACT website, and, for content pedagogy questions that might relate to the Teaching Event, the supervisor and cooperating teacher.
  - III. Questions about a CAT: The best resource will be the instructor of the course for which this particular task or assignment is required.
- B. Assembling the Teaching Event, in particular, will test candidates’ technological capabilities. The Teaching Event will be an opportunity to learn how to do such tasks as use a digital recorder, transfer a digital recording to a computer file, edit a digital recording, scan student work and other artifacts, and upload material to TaskStream. Candidates can count on the following assistance:
- I. Support and resources in specific courses in the final semester of the program (each department assigns this instruction to a different course – your coordinator will have additional information).
  - II. The College of Education will hold technical assistance labs during a specified period of the semester, typically just prior to the submission dates for the Teaching Event. We make every effort to coordinate across our Centers/Clusters so that these labs are offered during times convenient to your busy schedule. The cohort coordinator will inform candidates of dates and times once they are established. Please NOTE: Candidates must identify the video segment(s) they want to transfer BEFORE they attend the lab, NOT during the lab session. Requirements related to the content and length of the video clip(s) can be found in the appropriate subject

matter PACT Handbook. Technical tips for videotaping and capturing video segments are offered in Appendix C.

- III. Our College also maintains a library of cameras that meet PACT specifications; candidates are encouraged to use these cameras rather than those they may own individually or that might be available at their school site since these cameras will have met proper specifications for the equipment in the College of Education computer labs. Information about checking out a camera will be provided by the PACT lab instructor; cameras are managed by the Dean's Office (Eureka Hall 206).
  - IV. Two multi-document scanners will be available during the lab times for scanning and assembling materials (e.g., images of student work) for the Teaching Event.
  - V. Limited technical assistance with issues related to TaskStream is also provided by the PACT Coordinator.
- C. For candidates with disabilities: Following the guidelines utilized by the Educational Testing Service (2007), which we reviewed with the Director of the Services to Students with Disabilities Center, we have developed a plan to provide reasonable accommodations for candidates with documented disabilities, recognized under the Americans with Disabilities Act, which mandates that test accommodations be individualized, meaning that no single type of test accommodation may be adequate or appropriate for all individuals with any given type of disability. Some accommodations that may be considered include:
- Reader
  - An extension on deadlines for submission
  - Recorder/writer of answers
  - Sign language interpreter (for spoken directions provided in teacher education classes)
  - Technical assistance for videotaping of the Instruction task
  - Braille
  - Large print handbooks
  - Large-print rubrics
  - Audio recording

- Audio recording with large-print figure supplement
- Audio recording with raised-line (tactile) figure supplement

In addition, because our Teaching Events will be completed on computer-based platforms, we will offer:

- Selectable background and foreground colors
- Alternate handbook formats: Audio recording; Braille; Large print
- Kensington Trackball mouse
- HeadMaster™ Plus mouse
- IntelliKeys® keyboard
- Keyboard with touchpad
- Magnifying Text on Computer Screens

These accommodations and any others that may be required as the result of a candidate's formal accommodation plan will be implemented with support from the University's Information Technology staff. Since the accommodations are minor and do not significantly alter what is measured, the score report for the candidate's Teaching Event would contain no indication of whether the assessment was completed with accommodations.

D. A candidate's Teaching Event is an important representation of his/her competence as a novice teacher. Therefore, the Teaching Event must be a result of that candidate's work, alone. Because of this, faculty, supervisors, and cooperating teachers must follow strict guidelines about providing support to candidates preparing their Teaching Events. These guidelines appear below.

- I. Acceptable forms of support
  - a. Explaining the general design of curriculum materials or instructional and assessment strategies, leaving it to candidates to make selections and/or adaptations based on perceptions of their students' strengths and needs and on the content to be taught.

- b. Making referrals to curriculum materials, professional and research articles on issues the candidate is thinking about, experienced teachers, and PACT support documents. Many, if not most, candidates will use or adapt curriculum materials developed by others; they should just cite the source (e.g., McGraw Hill Publishers, 2007, etc.), including materials from experienced teachers (e.g., Rubric developed by Ms. Kathy Jones or Math task created by Mr. Sergio Gomez, etc.). It is up to each candidate to explain how the materials are appropriate for their students and the relevant learning objectives and standards.
- c. Asking probing or clarifying questions that encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses and to communicate these analyses and reflections more clearly

- II. Unacceptable forms of support from instructors or other program faculty members:
- a. Making choices of curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate.
  - b. Providing analysis of the candidate's students or artifacts or offering alternative responses to commentary prompts.
  - c. Suggesting specific changes to be made in a draft Teaching Event rather than asking questions aimed at helping candidates reflect on a draft and reach their own conclusions about needed changes.
  - d. Providing intensive coaching for candidates perceived to be weak that is aimed at helping them pass the Teaching Event rather than at improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission.
  - e. Editing the Teaching Event.

**Key Points**

- Faculty members, cooperating teachers, and supervisors associated with our teacher preparation program are willing and eager to provide support to candidates so they can prepare a high quality Teaching Event and CATs. Candidates should be mindful of the appropriate chain of command so that questions can be answered in an efficient manner.
- Instructional technology staff for the University will also provide some technical support.
- Candidates with documented disabilities should seek appropriate accommodations as necessary.
- Candidates can check out cameras for the video portion of their Teaching Event. Their PACT lab instructor will have details about how to do this.

## **Passing the PACT Teaching Event/Scoring the PACT Teaching Event**

The PACT Teaching Event is scored by assessors who have been trained to score in the PACT assessment system; the majority of these assessors are faculty at Sacramento State. Assessors are calibrated annually and validity tests are conducted by our campus and by the PACT Consortium to ensure fair and reliable scoring. Each Teaching Event and each CAT is scored using valid and reliable rubrics. For the Teaching Event, 12 rubrics are used. CATs are scored using a subset of Teaching Event rubrics, as appropriate to the content and pedagogical foci of the CAT.

The passing standard for the Teaching Event has been established by the Commission on Teacher Credentialing. It is:

- A Teaching Event passes if at least 10 of the rubric scores are at a level “2” or higher and no more than one task receives more than 50% of its scores at a level “1.”
- If candidates fail the Teaching Event because they fail more than one task, or have more than 2 “1”s across tasks, an entirely new Teaching Event must be re-taught and re-submitted.
- Any Teaching Event that has been failed will automatically receive an anonymous second reading. The lead trainer in this content area will also review the evidence associated with the scores.
- If the second assessor’s score is also a non-pass, the candidate will fail. If the second assessor’s score is a pass, a qualified arbiter will assess the disputed Teaching Event and that decision will stand.

We do, however, anticipate situations in which candidates fail the Teaching Event because they failed only one task of the Teaching Event. These candidates will have the opportunity to resubmit specific individual tasks for a higher score. With the exception of the reflection task, resubmitting a task involves more than simply re-writing/revising the commentary for an individual task. The chart below shows what would need to be resubmitted for each task that is failed. This standard is in effect for all of our programs.

TASK FAILED IN FULL TEACHING EVENT SUBMISSION	COMPONENTS TO BE RESUBMITTED
Planning	Instructional context task; new series of lesson plans and instructional materials on a new topic; planning commentary
Instruction	Instructional context task; new video clips; new lesson plans for the lessons from which the video clips are drawn; instruction commentary, and, possibly new or revised “assessment” and “reflection.”
Assessment	Instructional context task; assessment commentary; possibly new instruction task and new student work samples
Reflection	Revision of reflection commentary for previously taught teaching event; daily reflections cannot be revised.
Academic language	Instructional context task; new planning task + new instruction task (see above for components to be resubmitted)

The timeline for submitting Teaching Events and for the scoring process are as follows:

- Candidates, both multiple subject and single subject, will submit their Teaching Event by 11:59 pm on Monday of the 11th week of instruction during their final semester of student teaching.  
NOTE: If the candidate does not submit her/his Teaching Event by the publicized deadline, this failure to submit will constitute the candidate’s first failed Teaching Event. In order to submit a second and final Teaching Event, the candidate will need to meet with the PACT Coordinator to review policies and procedures and to

obtain information for enrolling in an additional coursework. This additional coursework will require payment of additional fees (this fee is likely to be at least \$350). Through this additional coursework, the candidate will be able to submit his/her second and final Teaching Event. If this Teaching Event is passed, the candidate will have satisfied the TPA requirement for a preliminary credential. If this Teaching Event is failed, the candidate will be disqualified from the program. Candidates are strongly encouraged to make every effort to meet the deadline as the consequences for not doing so are serious.

- Teaching Events will be scored during the week following submission.
- In week 13, candidates will be issued a score report in TaskStream with an overall score, subtask scores and commentaries, as appropriate. Rubric language will supplement the score report so that candidates can fully understand the level of performance that their score reflects.
- Candidates will access their scores on TaskStream.
- Candidates whose Teaching Event passes should print a copy of the score report for their records.
- Any candidate who submitted his/her Teaching Event by the deadline and was scored as “fail” will receive a personal communication from the PACT Coordinator, prior to any scores being released on TaskStream.
- Candidates whose Teaching Event fails will work with the PACT Coordinator to mitigate the situation.
  - For candidates whose Teaching Events contained only failed task, a written remediation plan will indicate the kind of revisions needed for specific tasks and the timeline for resubmission.
  - For candidates whose Teaching Events contained more than one failed task and/or had more than two scores of “1,” written guidelines will be provided to support their development and submission of an entirely new Teaching Event.
  - The following timeline applies to candidates submitting remediated Teaching Events (i.e., those in which only one task was failed):
    - Written remediation plan is reviewed in a meeting with the PACT Coordinator
    - Two weeks after this meeting, the remediated Teaching Event is uploaded to TaskStream.

- The scoring process for the remediated Teaching Event will conclude within two weeks after the remediated Teaching Event is submitted, in most cases, and a score will be released on TaskStream.
- If the remediated Teaching Event is passed, then the TPA requirement for a preliminary credential will have been met.
- If the remediated Teaching Event is failed, then the candidate will be disqualified from the program (candidates are allowed to submit the Teaching Event twice; a remediated Teaching Event constitutes a second submission).
- The following timeline and tasks apply to candidates submitting a second, entirely new Teaching Event:
  - Candidates will enroll in an additional semester of teacher preparation program work.
  - Candidates will be placed in a student teaching placement and will take the PACT support course and the PACT assessment course. Candidates will maintain a current TaskStream subscription.
  - With this combination of courses and student teaching, candidates will be fully supported to prepare a second and new Teaching Event.
  - Candidates will follow the timeline for Teaching Event preparation, submission and scoring in effect for that semester.
  - If the second Teaching Event is passed, then the candidate has met the TPA requirement for the preliminary credential.
  - If the second Teaching Event is failed, then the candidate will be disqualified from the program (candidates are allowed two attempts to complete and pass the Teaching Event).
  - If the candidate desires an accelerated scoring schedule, s/he may request this through the Dean's Office. Provision of an accelerated schedule is contingent on many factors, including the availability of assessors. If the accelerated schedule request is granted, the candidate will be required to enroll in coursework through the College of Continuing Education. A fee (\$350 or greater) will be charged for this coursework. The candidate will meet with the PACT Coordinator to review the parameters of the accelerated schedule.

In addition to the process described above which applies to all candidates submitting a full Teaching Event, Multiple Subject candidates will follow the process below for their CATs:

- Each instructor assigning a CAT in his/her course will clearly identify the CAT due date, which will typically be before week 12 of the semester.
- CATs are scored by the instructor assigning the CAT. Any CAT that receives a failing score will be double scored. If the double scoring also yields a failing score, the candidate will be scheduled to meet with the course instructor to develop a written remediation plan that outlines the specific steps and timeline for resubmitting the CAT. Candidates will have no more than two weeks to resubmit their remediated CAT. The remediated CAT will be scored during the week in which it was submitted and a score report provided to the candidate shortly thereafter.
- The remediation process for Multiple Subject CATs will be monitored by the instructors to whom the CATs were submitted.
- In the event of a split decision (i.e., first scorer fails the CAT, second scorer passes it), an “arbiter” will conduct a third scoring and his/her assessment will constitute the final score for that CAT.

Candidates will be allowed to submit a CAT and/or Teaching Event a maximum of two times (that includes the first time and, if required, a second time under a remediation plan).

Candidates do have the right to appeal the scoring process for the Teaching Event and/or CATs. Consult the Appeal Process as described in the Student Teacher Handbook.

Teaching Events and CATs are scored by faculty members who have received state-approved training and meet the calibration standards verified annually. Scorers use state-approved rubrics to score each candidate product. Scores are archived with program coordinators. Scores for the Teaching Event and CATs are also submitted to the Teacher Preparation and Credentials Office for use in the comprehensive analysis of a candidate’s recommendation for a credential. Every two years, individual candidate scores (using anonymous user identification numbers) from our programs are submitted to the PACT

Consortium for statistical analysis to evaluate the reliability and validity of our scoring process.

**Key Points**

- 12 rubrics are used to assess candidates/ Teaching Events and a subset of these rubrics is used to assess the CATs.
- Assessors, usually faculty members, are assigned to anonymously score the Teaching Events. They have been formally trained and annually calibrated.
- There are specific passing standards for the Teaching Event and the CATs. If a candidate does not pass the Teaching Event, s/he will be informed in writing about what must be done to address the situation.
- Any candidate who must remediate a failed Teaching Event or prepare a second, new Teaching Event will delay his/her progress in the credential program and will likely incur additional costs.
- Candidates are allowed two attempts to pass the Teaching Event. After a second failed attempt, the candidate will be disqualified from the teacher preparation program.
- Candidates do have the right to appeal the scoring process of the Teaching Event or CAT.

## **APPENDIX A**

### **California Teaching Performance Expectations**

#### TPEs At-A-Glance with Salient Features

##### A. Making Subject Matter Comprehensible to Students

###### TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

###### I. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

- Understanding the state-adopted academic content standards
- Understanding how to teach the subject matter in the standards
- Planning instruction that addresses the standards
- Demonstrating the ability to teach to the standards

###### II. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

- Understanding the state-adopted academic content standards
- Understanding how to teach the subject matter in the standards
- Planning instruction that addresses the standards
- Demonstrating the ability to teach to the standards

##### B. Assessing Student Learning

###### TPE 2 – Monitoring Student Learning During Instruction

- Determining student progress toward achieving the state-adopted academic content standards
- Using instructional strategies and techniques to support students' learning

TPE 3 – Interpretation and Use of Assessments

- Understanding a range of assessments
- Using and interpreting a range of assessments
- Giving feedback on assessment results

C. Engaging and Supporting Students in Learning

TPE 4 – Making Content Accessible

- Addressing state-adopted academic content standards
- Prioritizing and sequencing content
- Selecting and using various instructional strategies, activities, and resources to facilitate student learning

TPE 5 – Student Engagement

- Understanding of academic learning goals
- Ensuring active and equitable participation
- Monitoring student progress and extending student thinking

TPE 6 – Developmentally Appropriate Teaching Practices

I. Developmentally Appropriate Practices in Grades K-3

- Understanding important characteristics of the learners
- Designing instructional activities
- Providing developmentally appropriate educational experiences

II. Developmentally Appropriate Practices in Grades 4-8

- Understanding important characteristics of the learners
- Designing instructional activities
- Providing developmentally appropriate educational experiences

### III. Developmentally Appropriate Practices in Grades 9-12

- Understanding important characteristics of the learners
- Designing instructional activities
- Providing developmentally appropriate educational experiences

#### TPE 7 – Teaching English Learners

- Understanding and applying theories, principles, and instructional practices for English Language Development
- Understanding how to adapt instructional practices to provide access to the state-adopted student content standards
- Drawing upon student backgrounds and language abilities to provide differentiated instruction

### D. Planning Instruction and Designing Learning Experiences for Students

#### TPE 8 – Learning about Students

- Understanding child and adolescent development
- Understanding how to learn about students
- Using methods to learn about students
- Connecting student information to learning

#### TPE 9 – Instructional Planning

- Establishing academic learning goals
- Connecting academic content to the students backgrounds, needs, and abilities
- Selecting strategies/activities/materials/resources

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10 – Instructional Time

- Allocating instructional time
- Managing instructional time

TPE 11 – Social Environment

- Understanding the importance of the social environment
- Establishing a positive environment for learning
- Maintaining a positive environment for learning

F. Developing as a Professional Educator

TPE 12 – Professional, Legal, and Ethical Obligations

- Taking responsibility for student academic learning outcomes
- Knowing and applying professional and ethical obligations
- Knowing and applying legal obligations

TPE 13 – Professional Growth

- Evaluating teaching practices and subject matter knowledge
- Using reflection and feedback to improve teaching practice and subject matter knowledge

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**Candidates in the BMED program also address these additional TPEs:**

TPE 14 – Candidate exhibits a commitment to democratic practices, intercultural communication, and civic participation, including rejection of all forms of discrimination

based upon race, ethnicity, social class, gender, gender identity, age, ability, sexual orientation, and political beliefs, among others.

TPE 15 – Candidate develops an educational environment that fosters personal and professional integrity, civility, respect and support for students from diverse cultural and ethnic groups.

## **APPENDIX B**

### **Frequently Asked Questions about the PACT**

#### **1. What happens if I don't pass the Teaching Event?**

There are several different remediation processes for candidates who do not pass the Teaching Event. The table on page 18 outlines by task the kind of work that would be necessary if you were required to submit a remediated Teaching Event (that is, your initial Teaching Event failed because only one task was failed). If an entirely new Teaching Event must be prepared, then the candidate will enroll in additional coursework to prepare this new Teaching Event. All necessary and appropriate steps needed for any candidate who has failed the Teaching Event will be outlined by one of the PACT Co-coordinators in a one-on-one meeting with the candidate. See additional details beginning on page 17.

Because the Teaching Event is a key summative assessment used to determine candidate competence and therefore suitability for a recommendation for the credential, the initial failure to pass the Teaching Event will delay recommendation of the candidate for the credential. A second failed Teaching Event will result in disqualification from the program.

You do have the right to appeal the scoring process for your Teaching Event. You must do so within seven days of receiving your score. Your appeal must be filed with the Teacher Preparation and Credentials Office. Upon receipt of your appeal, the Teacher Preparation and Credentials Office Director will formally notify the Dean's Office; your appeal will be heard by the Credential Appeals Committee at its next regularly scheduled meeting.

Please note that your appeal is evaluated based on whether or not approved processes and procedures were utilized in the scoring of your Teaching Event and not on whether or not the ultimate score received was accurate.

#### **2. Why am I required to complete the PACT Teaching Event?**

The California Commission on Teacher Credentialing (CCTC) requires that institutions with Multiple (MS), Single Subject (SS) and/or dual EDS/MS Credential Programs have an approved Teaching Performance Assessment (TPA) for their candidates. All teacher preparation programs in the state select between the Cal-TPA and the PACT. Sacramento State selected the PACT.

### **3. What happens if I do not pass?**

Teaching Events are anonymously scored by trained scorers. If your initial Teaching Event is failed on the first scoring, it is then assigned to a second scorer. If both scorers fail your Teaching Event, then your initial Teaching Event is a fail. Depending on the score, you may have an option to remediate your initial Teaching Event or you may be required to submit a new and second Teaching Event. You will meet with the PACT Coordinator who will explain in detail your options. If your remediated or new/second Teaching Event is passed, you will have satisfied the TPA requirement for a preliminary credential. If the remediated or second Teaching Event is failed, you will be disqualified from the program. Candidates may only attempt to pass the TPA twice. You may also appeal the scoring process (as detailed in the Student Teacher Handbook located on the College of Education webpage).

Please note, failure to submit the Teaching Event by the publicized due date will constitute a score of “fail” on the initial Teaching Event. The candidate will be required to enroll in an additional course through the College of Continuing Education (with additional fees associated). The Teaching Event that s/he submits while enrolled in this CCE course will constitute the second and final attempt to pass the TPA.

### **4. What is the pass rate?**

The pass rate is about 90% per semester.

### **5. How much time should I set aside for the Teaching Event?**

This varies for each candidate. In general, however, the Teaching Event should be a major focus for the entire semester beginning in the first week of the semester with the

identification of the student and classroom characteristics and the instructional focus you will have for your Teaching Event. It is also important that you are very familiar with the requirements of all Tasks of the Teaching Event early in the semester and respond to the Task prompts in a timely manner so that when you complete your videotaping you will have completed a majority of the first four of five Tasks.

**6. Will successfully passing the Teaching Event help me find a teaching position?**

You will not be recommended for a preliminary credential unless you have passed the PACT Teaching Event. So in this way, passing the Teaching Event makes you eligible to apply for teaching positions. Indirectly, since the purpose of the TPA is to assess your skills as a beginning teacher, the process should give you confidence in pursuing a teaching position. In addition, the Teaching Event represents evidence of your teaching. It is possible that interviewers may desire to see an example of your planning, a video of your teaching, or a sample of your instruction and assessment strategies. You may choose to share portions of your Teaching Event in those situations. The experience should also prepare you for your beginning teacher induction program, e.g., BTSA, and it is possible that your induction mentor will want to learn about your experience with the Teaching Event as a beginning point for developing your induction plan. At the same time, employers are unlikely to ask to see Teaching Event score reports; the fact that you have earned a preliminary credential will typically be satisfactory evidence that you meet minimum criteria for a teaching position.

**7. What if my students really act up on the video or if my carefully planned lessons or activities did not work?**

Prepare your students for the days you video tape by explaining the purpose of the video and your expectations of their behavior. You may want to tape one or two class periods before the lessons you plan to use for your Teaching Event, thus acclimating your class to the presence of a video camera. If your students' behaviors or your lessons do not meet your expectations, respond to the Task prompts honestly, focusing on your reflections. Remember, you are a student teacher and the scorers want to know if you can meet certain expectations as well as if you recognize your teaching behaviors and where you need to improve.

**8. Should I keep a copy of all the materials, including the video?**

Yes, you should keep both a hard copy and digital copy of your Teaching Event. Although your faculty takes the utmost care of your materials, many candidates' Teaching Events are sent to the assessing agency for additional reading and there is also always the possibility of your material being misplaced. Also see FAQ #5 for ways you may use your Teaching Event.

## **APPENDIX C: Information about the video portion of the PACT**

### **Tips for Videotaping**

In order to capture elements of instruction and student learning, you will need to produce videotapes of high audio and video quality. It is important that the quality of the videotaped activities be sufficient for scorers to understand what happened in your classroom. As a rule of thumb, sound quality is generally more important than video quality, but a well-produced teaching example promotes an overall impression of competence and ability. The following suggestions will help you achieve that goal.

**Attend an equipment operation lesson** where you will learn basic use of the equipment.

Cameras use **miniDV video tape**. You can buy a package of three, 60 minute tapes at Best Buy or most drugstores. TDK or Maxell are fine brands.

**Reserve your equipment** and either check it out for a practice session or plan for some time before you shoot to **practice with it**. Videotape can be recorded over.

**The Buddy System is encouraged:** “I’ll shoot for you, if you’ll shoot for me.” Having a Buddy to monitor the equipment takes a lot of stress off the session. Trying to set up and use all this unfamiliar equipment and deliver a cool, even lesson plan is a real challenge.

**Think of your lesson presentation as being onstage;** it has certain boundaries and lighting; from what angle can you best address the camera and the students? Generally the framing is one shot, without zooms, that shows all of the interactions.

**Light quality is important.** The main source of light should be behind the camera operator, illuminating the instructor. Some cameras can adjust for florescent, incandescent or daylight.

**Sound is important.** For the most part, you will be facing the camera; your students will be facing you. Try to have the camera no more than 20 feet away. Speak clearly and evenly through the lesson. You may want to repeat student questions or statements if they

are inaudible. If possible, use an external microphone that can be clipped on to a belt or lapel.

When you are shooting, **be very safety conscious**. Students love to go tripping over extension cords and tripods. Don't leave equipment unattended.

**Label your finished tapes/CDs**, with the date, so you don't record over them.

## Creating a PACT Video using iMovieHD & a MiniDV Camcorder

Required:

MiniDV Camcorder

Macintosh Computer running iMovieHD

Firewire Cable

Recommended:

-Writable CD or thumb

drive to save the movie project

Before you begin you should know where on the tape your selected clip is located.

**Step 1:** Using the playback functions on the miniDV Camcorder locate the beginning of video clip you would like transfer.

**Step 2:** Connect the camera to the computer using the Firewire cable. Make sure the camera is turned on and set in VCR or playback mode.

**Step 3:** Launch iMovieHD. You will be prompted for the name and location of your project. *If you are working in the Eureka Hall Labs it is recommended that you save your data to "THAWSPACE". Keeping your data here will prevent it from being lost when the computer shuts down or restarts.*

**Step 4:** The screen should look have a red box, which tells iMovie from where to capture the video. The switch is set to the left side where the camera symbol is. This

means that you are in capture mode. It is common to accidentally switch into edit mode (the side with the scissor). If that happens, just click the mouse on the switch to toggle the mode. With the camera connected you can now click the import button and it will start recording the video clip.

*The clip should be in the right position but to double check or make minor adjustments to the starting point, just use the play/stop/rewind/fast forward buttons in iMovie.*

After pressing import the movie will transfer. The transfer is done in real time so if you clip is 10 minutes it will take 10 minutes to transfer. The amount of time is shown in the area to the right. When the clip has reached the end, press the stop button.

**Step 5:** If you have multiple sections you need to import repeat step 4 to add an additional clip.

**Step 6:** Add the clip(s) you have imported to the timeline by dragging them as shown. If you have multiple clips, arrange them chronologically.

**Step 7:** Export the movie to a QuickTime file. At the top of the screen click File and select Export. Make sure you are in the QuickTime tab at the top and then select “Compress movie for Web” as shown. Click the “Share” button and give the file a name and location.

You are done! Upload the clip to Taskstream. You are advised to save a copy of your file on a thumb drive or CD.

## **APPENDIX D**

### **Sample Permission Forms: English, Spanish and Hmong**



**California State University, Sacramento**  
**College of Education**  
6000 J Street • Eureka Hall 203 • Sacramento, CA 95819-6079  
(916) 278-6639  
www.edweb.csus.edu

Date: \_\_\_\_\_

Dear Parent/Guardian:

\_\_\_\_\_ (*name of teacher*) is a participant this school year in a required assessment for teacher candidates. One of the primary purposes of this assessment is to improve student learning and encourage excellence in teaching.

This assessment requires that a 20-30 minute video of a lesson taught in your child's class be submitted to the teacher preparation program at the College of Education, Sacramento State. Although the video may show both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your child may appear on the video.

Also, the teacher candidate may be asked to submit samples of student work as evidence of the quality of his/her teaching practice, and the student work samples may include some of your child's work. No student's last name will appear on any materials that are submitted.

Upon completion of the videotaping assignment, the teacher candidate will extract two to three ten-minute segments to be assessed by their faculty supervisor. A segment will be scored and used along with other -data to assess the candidate's competency as a potential beginning teacher. Upon receipt of an official score, the candidate will give the remaining video to his or her faculty member of record. The video not used for scoring purposes will be erased. The ten-minute segment will be filed and maintained by the College of Education Teacher Preparation Center for seven years.

Please complete and return the attached Teacher Performance Assessment Permission Form to document your permission for these activities.

Sincerely,

\_\_\_\_\_  
Teacher Candidate Supervisor



**California State University, Sacramento**  
**College of Education**  
 6000 J Street • Eureka Hall 203 • Sacramento, CA 95819-6079  
 (916) 278-6639  
 www.edweb.csus.edu

**PERFORMANCE ASSESSMENT FOR CALIFORNIA TEACHERS (PACT)  
 PERMISSION SLIP**

Student Name: \_\_\_\_\_ School/Teacher: \_\_\_\_\_

**I am the parent/legal guardian of the child named above. I have received and read your letter regarding the teacher candidate permission slip, and agree to the following:**

*(Please check the appropriate box below.)*

**I DO** give permission to you to include my child's image on video as he or she participates in a class conducted at:  
 \_\_\_\_\_ by \_\_\_\_\_  
*(Name of School) (Teacher Candidate's Name)*

and/or to reproduce materials that my child may produce as part of classroom activities. I understand that no last names will appear on any materials submitted by the teacher to his/her teacher preparation program.

**I DO NOT** give permission to you to include my child's image on video as he or she participates in a class conducted at:  
 \_\_\_\_\_ by \_\_\_\_\_  
*(Name of School) (Teacher Candidate's Name)*

but **I DO** give permission to reproduce materials that my child may produce as part of classroom activities. I understand that no last names will appear on any materials submitted by the teacher to his/her teacher preparation program.

**I DO NOT** give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is NOT being evaluated by this project and that my last name will NOT appear on any materials that may be submitted.**

*(Please check the appropriate box below.)*

**I DO** give permission to you to include my image on video as I participate in this class and/or to reproduce materials that I may produce as part of classroom activities.

**I DO NOT** give permission to you to include my image on video as I participate in this class but I DO give permission to reproduce materials that I may produce as part of classroom activities.

**I DO NOT** give permission to video record me or to reproduce materials that I may produce as part of classroom activities.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 MM DD YY

## Ntsuam Xyuas Txog (PACT) – Tsab Ntawv Sau Qhia thiab Thov Niam/Txiv Tso Lus

Nyob Zoo Txog Niam/Txiv:

Nyob rau lub caij kawm ntawv no, tus tub/ntxhais (sau nws lup npe) tab tom xyaum los mus ua ib tug xib hwb qhia ntawv nyob rau tim Sacramento State University, Sacramento. Txhua leej txhua tus tub/ntxhais xyaum los mus ua xib hwb qhia ntawv yuav tsum raug ua ib qho kev ntsuam xyuas txog lawv txoj kev kawv qhia ntawv rau me nyuam yaus ua tseem tab tom kawm ntawv rau qib K-12. Yog leej twg ho xav paub ntau tshaj txog txoj kev ntsuam xyuas no, mus tshawb thiab saib ntxiv tau rau hauv [www.pacttpa.org](http://www.pacttpa.org). Ib leeg tub/ntxhais xyaum qhia ntawm no yuav tsum tau npaj kom tau ib daim viv dis o (video) ntev li 15-20 feeb thaj thaum lawv tab tom qhia ntawv thiab npaj kom tau lawv cov me nyuam yaus tej ntaub ntawv coj mus saib. Qhov tseem ceeb tawm txoj kev ntsuam xyuas ntawm no mas tsis yog yuav tshawb txog nej tej me nyuam txoj kev kawm tab sis nws yog ib qho kev ntsuam xyuas txog lawv txoj kev qhia ntawv seb lawv qhia puas tau zoo xwb. Nej cov me nyuam tej ntaub ntawv uas lawv tau nqa mus ntawd yuav tsis muab pub rau tej neeg sab nrauv saib kiag li. Tsis tas li ntawv, nej tej me nyuam lub npe los yeej muab tshem tawv tib si es tsis pub kom ib tug twg paub.

Yog li no, koj puas tso cai rau koj tus me nyuam kawm ntawv nyob rau hauv lub chav kawm ntawv thaum tus tub/ntxhais xyaum qhia ntawv no qhia ntawv rau cov me nyuam yaus. Thov koj kos npe rau daim ntawv no es muab rau koj tus me nyuam nqa tuaj rau nws tus xib hwb tag kis.

Ua Tsaug

YOUR NAME HERE

YOUR DEPARTMENT NAME HERE

College of Education  
California State University, Sacramento

---

Daim Ntawv Tso Lus

Me nyuam lub npe: \_\_\_\_\_

Lub tsev kawm ntawv & Nws tus xib hwb lub npe:

\_\_\_\_\_

Kuv yog leej niam/txiv ntawm tus me nyiam kawm ntawv saum toj no. Kuv tau txais thiab tau nyeem koj tsab ntawv hais txog PACT lawm thiab txaus siab tso lus li hauv qab no: (*Khij ib qho*)

\_\_ Kuv kam thiab tso lus rau kuv tus me nyuam nyob rau chav kawm ntawv lub sij hawm tus tub/ntxhais xyaum qhia ntawv no nrog rau nws txoj kev yees duab thiab siv kuv tus me nyuam cov ntaub ntawv tab sis nws lub npe yuav tsum muaj tshem tawm.

\_\_ Kuv tsis kam thiab tsis tso lus rau kuv tus me nyuam nyob rau chav kawm ntawv lub sij hawm tus tub/ntxhais xyaum qhia ntawv no nrog rau nws txoj kev yees duab thiab siv kuv tus me nyuam cov ntaub ntawv. (Lub sij hawm no, nej yuav tsum coj kuv tus me nyuam mus nyob rau lwm lub chav.)

\_\_\_\_\_

Kos npe niam/txiv

\_\_\_\_\_

Hli, Hnub, Xyoo

**Muab rau cov tub/ntxais uas nws twb muaj hnub nyoog 18 xyoo lawm**

Kuv tau nyeem thiab kag siab cov lus sau rau daim ntawv no. Kuv ua pov thawj tau tias kuv muaj 18 xyoo lawm thiab xeev tau daim ntawv tso lus no los ntawm kuv tus kheej.

Kuv lub npe \_\_\_\_\_ Hli, Hnub,  
Xyoo \_\_\_\_\_

## **Forma de Autorización “P.A.C.T.”**

Fecha: \_\_\_\_\_

Estimado Padre de Familia/Tutor/Guardián:

Para completar el programa de licenciatura de la Universidad Estatal de California, Sacramento (Sacramento State University) el maestro estudiantil (Candidate name) tendrá que completar una evaluación requerida por el estado de California. Esta evaluación se llama la Evaluación de Desempeño de Maestros de California (Performance Assessment for California Teachers o PACT). La meta primaria de PACT es mejorar el aprendizaje de los alumnos y de asegurar que los maestros estudiantiles estén bien preparados para enseñar.

Esta evaluación requiere que una lección enseñada por el maestro estudiantil en el salón de clase de su hijo/hija sea grabada por video. Esta grabación será sometida a la administración de la Facultad de Educación de la Universidad Estatal de Sacramento. La grabación durará aproximadamente 20 – 30 minutos. La grabación se enfocará en el maestro estudiantil para evaluar su comportamiento y sus métodos de enseñanza, y no en los alumnos del salón de clase. Sin embargo, puede que en algunos momentos de la grabación, su hijo/hija aparezca en el video.

Incluso, el maestro estudiantil tendrá que entregar ejemplos de trabajos completados por los alumnos, y puede que uno de esos ejemplos sea de su hijo/hija. Estos trabajos de los alumnos servirán como ejemplos de la calidad de enseñanza del maestro estudiantil. Ningún ejemplo mostrará el apellido del alumno.

Después de terminar la grabación, el maestro estudiantil seleccionará dos o tres secciones de la grabación, cada una no más de 10 minutos a lo largo. Una de estas secciones de la grabación será evaluada por el supervisor del maestro estudiantil. Esta evaluación a combinación con otras, se usará para medir el progreso y potencial del maestro estudiantil hacia recibirse de maestro. Después de recibir el resultado de su evaluación, el maestro estudiantil dará el video de la grabación a su supervisor. Cualquier parte de la grabación que no sea usada para la evaluación será borrada. La selección que fue evaluada será archivada y mantenida seguramente por el Centro de Preparación de Maestros de la Facultad de Educación de Sacramento State University.

Favor de devolver la “Forma de Autorización de PACT” al maestro de su hijo/hija mañana para asegurar de que ha dado permiso para estas actividades.

Gracias por su apoyo,

---

(University Supervisor or Collaborating Teacher)

### FORMA DE AUTORIZACIÓN DE PACT

Nombre del Alumno: \_\_\_\_\_

Escuela y Maestro/a: \_\_\_\_\_

Soy el padre/guardián del alumno nombrado arriba. He recibido y leído su carta con respecto a grabar un video en el salón de clase de mi hijo/a y juntar ejemplos de trabajo estudiantil. Sé que es requerido para la Evaluación de Desempeño de Maestros de California (Performance Assessment for California Teachers o PACT) y convengo lo siguiente:

*Marque una X en la caja apropiada que se encuentra abajo.*

**SI AUTORIZO** que mi niño/a aparezca en una grabación de video durante las lecciones enseñadas en: \_\_\_\_\_ por \_\_\_\_\_

(Nombre de la escuela)

(Nombre del maestro estudiantil)

Y que se reconozco la posibilidad de que ejemplos del trabajo de mi hijo/a producidos durante estas lecciones serán entregados como parte de la evaluación del maestro estudiantil. Sé que el apellido de mi hijo/a no aparecerá en los materiales entregados por el maestro estudiantil a su programa de licenciatura.

**NO AUTORIZO** que mi niño/a aparezca en una grabación de video durante sus lecciones enseñadas en: \_\_\_\_\_ por \_\_\_\_\_

(Nombre de la escuela)

(Nombre del maestro estudiantil)

pero **SÍ AUTORIZO** que se incluya ejemplos del trabajo de mi hijo/a producidos durante estas lecciones. Sé que el apellido de mi hijo/a no aparecerá en los materiales entregados por el maestro estudiantil a su programa de licenciatura.

**NO AUTORIZO** que mi niño/a aparezca en una grabación de video durante sus lecciones ni que se incluya ejemplos del trabajo de mi hijo/a producidos durante estas lecciones.

\_\_\_\_\_

\_\_\_\_\_

Firma del Padre o Guardián

Fecha

## APPENDIX E

### Communication from State Superintendent of Public Instruction Jack O'Connell



**CALIFORNIA DEPARTMENT OF EDUCATION**  
JACK O'CONNELL, State Superintendent of Public Instruction  
1430 N Street, Suite 5602  
Sacramento, CA 95814-5901  
(916) 319-0800



**COMMISSION ON TEACHER CREDENTIALING**  
DALE A. JANSSEN, Executive Director  
1900 Capitol Avenue  
Sacramento, CA 95814-4213  
(916) 445-7254

August 15, 2007

Dear County and District Superintendents and Charter School Administrators:

The Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE) would like to inform you of a new credentialing requirement pursuant to Senate Bill 2042 (Chapter 548, Statutes of 1998) and SB 1209 (Chapter 517, Statutes of 2006) concerning the performance assessment of multiple and single subject credential candidates.

This assessment of teaching performance is designed to measure the candidate's knowledge, skills, and ability relative to the adopted *California Standards for the Teaching Profession*, as these are exemplified in the *Teaching Performance Expectations (TPEs)*. All teacher candidates will be required to pass this assessment as of July 1, 2008. However, many teacher preparation programs are already implementing this requirement in the 2007-08 school year.

This assessment process requires that the credential candidate be **video recorded (via analog or digital recording)** while teaching in the classroom. The video recording will become part of the candidate's official credential file at the approved teacher preparation program and will be retained for five years. The CTC and the CDE request your assistance in facilitating the parental permission forms that would cover this use of taping in the classroom so that candidates will be able to demonstrate teaching competence through this essential performance assessment. Enclosed are sample letters for you or your school principals to send to parents of students in classrooms with credential candidates and for the credential candidate to send to parents. A sample permission form is also enclosed to attach to the credential candidate cover letter.

The performance assessment allows the candidate to demonstrate his/her skills relative to the following *TPEs*:

**Making Subject Matter Comprehensible to Students**

*TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction*

**Assessing Student Learning**

*TPE 2 – Monitoring Student Learning During Instruction*

*TPE 3 – Interpretation and Use of Assessments*

August 15, 2007  
Page 2

**Engaging and Supporting Students in Learning**

TPE 4 – Making Content Accessible  
TPE 5 – Student Engagement  
TPE 6 – Developmentally Appropriate Teaching Practices  
TPE 7 – Teaching English Learners

**Planning Instruction and Designing Learning Experiences for Students**

TPE 8 – Learning about Students  
TPE 9 – Instructional Planning

**Creating and Maintaining Effective Environments for Student Learning**

TPE 10 – Instructional Time  
TPE 11 – Social Environment

**Developing as a Professional Educator**

TPE 12 – Professional, Legal, and Ethical Obligations  
TPE 13 – Professional Growth

We appreciate your assistance with helping credential candidates in your district complete the performance assessment requirement. You can find additional information about this program on the CTC Teaching Performance Assessment Web site at <http://www.ctc.ca.gov/educator-prep/TPA.html>.

If you have any questions regarding this subject, please contact your local teacher preparation program representative, or Suzanne Sullivan, Consultant, Commission on Teacher Credentialing, at (916) 324-8001 or by e-mail at [ssullivan@ctc.ca.gov](mailto:ssullivan@ctc.ca.gov).

Sincerely,



JACK O'CONNELL  
State Superintendent of Public Instruction  
California Department of Education



DALE A. JANSSEN  
Executive Director  
Commission on Teacher Credentialing

JO/DJ:pj  
Enclosures

cc: Select Interested Parties