



The PEIL Grant project, *Transitioning from CalTPA to PACT: Implementation of Processes to Encourage On-Going Program-Level Assessment and Improvement* was designed to improve credential candidate preparation and the assessment of candidate competency. Faculty members from three departments, Teacher Ed



knowledge and applied learning. For example, candidates administer an assessment to videotape a group of children in their student teaching placements. Under the supervision of faculty, candidates share their assessment results, analyze student learning, and collaboratively critique their own teaching performance.



course revisions. After numerous meetings and email consultations, five ESAs were developed to address PACT topics of planning, instruction, and assessment. A number of other ESAs are currently in development and will eventually be administered in more than half of the Single Subject courses. Table 2 includes the newly designed ESAs for the Single Subject Credential Program.

Table 2

Single Subject Credential Program

| <b>QUARTER</b> | <b>#</b> | <b>Course Name</b>        | <b>ESA</b> | <b>PACT<br/>Rubric</b> | <b>PACT Topic</b>          | x=lesson<br>plan |
|----------------|----------|---------------------------|------------|------------------------|----------------------------|------------------|
| Summer         | 5301     | Psychological Foundations |            | 1                      | Balanced Inst Focu(a)44 Tf |                  |





social justice in our communities” and is consistent with the Degree Qualifications Profile (Lumina Foundation, 2011) of “engaging diverse perspectives”

Table 3

Candidate Performance on PACT Rubrics

| Rubric1   | Rubric2   | Rubric3   | Rubric4   |
|-----------|-----------|-----------|-----------|
| Planning: | Planning: | Planning: | Instruct: |
| Instr     | Content   | Design    | Engage    |
| Focus     | Access    | Assess    |           |

A vitally important outcome is the improved assessment of candidates of color. As we noted in our PEIL proposal, African American and Latino/a candidates underperformed on the CalTPA at a higher rate than white and Asian candidates. We hoped to address this problem by switching to PACT, since research suggests that PACT has no inherent bias (Darling Hammond, 2010). PACT results are mixed but generally encouraging. Seventy-seven percent (23/30) of Asian candidates, 79% (11/14) of Hispanic candidates, and 79% (56/71) of White candidates passed PACT on their first attempt. Fifty percent (3/6) of African American candidates passed PACT, but only six candidates were included in this analysis. A large number of candidates declined to identify their ethnicity, 79% (37/47) of whom passed PACT on their first attempt. The strong performance of Hispanic candidates is particularly encouraging; though more work needs to be done to improve the performance of African Americans. We believe that PACT is a fair and unbiased assessment. With more effective instruction and targeted support, PACT will help CSUEB fulfill its responsibility in credentialing more candidates of color for California’s increasingly diverse schools.

A final outcome was the transition our program from an outdated and ineffective assessment model to one that is on the cutting edge of national teacher performance assessment. We noted that the correlation between CalTPA scores and candidate performance in the field was extremely low: .07 for university supervisors and .05 for master teachers. The correlation between PACT rubric scores and evaluations by university supervisors is substantially higher: .22\*\* for university supervisors and .13 for master teachers. These data suggest that PACT is measuring competencies more closely aligned to performance in the field than the CalTPA.

We have worked closely with the PACT consortium, implementing PACT. Consistent with the CSU East Bay Shared Strategic Commitment to “demonstrate our continuing record of leadership and innovation in higher education”, we have joined teacher educators from more than 20 states who are committed to best practices in teacher performance assessment. As numerous scholars have pointed out, high quality teacher performance assessment is a powerful tool for credential program improvement and professional learning experiences for pre-service teachers (Pechone & Chung, 2006; Darling-Hammond, 2010; Darling-Hammond & Snyder, 2000). The PEIL Grant has enabled us to transition to PACT and engage in a year-long, intensive process of program improvement.

## References

Commission on Teacher Credentialing (2008). CalTPA California Teacher Performance Assessment

Handbook. Retrieved from <http://www.ctc.ca.gov/educator-prep/TPA->

[files/CandidateHandbook.pdf](http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf)

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