

Teaching Performance Assessment: Secondary World Language

Jordan Parry

A decorative graphic consisting of several horizontal lines of varying lengths and colors (teal, light blue, white) extending from the right side of the slide towards the center.

What is the TPA?

And what does it entail?

What is the TPA?

- The TPA is sent to the Stanford Center for Assessment, Learning, and Equity (SCALE) for evaluation.
- Preservice teachers are required to describe, analyze, and evaluate the teaching of a 3-5 lesson unit (a “learning segment”).

What is the TPA?

- The TPA assessment is clearly focused on student language acquisition.
 - The “what:”
 - Description of lesson plans and what the preservice teacher actually did to achieve student language acquisition
 - The “so what:”
 - Rationale for lesson plans and analysis of the effects of the teaching on these students’ language acquisition
 - The “now what:”
 - Analysis and reflection on the resulting student language acquisition to plan next steps in instruction or improvements in teaching practice

What is the TPA?

- Required Components:
 - Context for Learning
 - Information about the specific population of students
 - 3-5 Lesson Plans
 - All related to a central theme or “big question”
 - Planning Commentary
 - Analysis and reflection of lesson plans (pre-instruction)
 - Two 10-minute video clips of instruction
 - Uninterrupted teaching of new content

What is the TPA?

- Instruction Commentary
 - Analysis and reflection of teaching (post-instruction)
- Daily Instruction Reflections
 - Daily notes on progress of instruction within the unit
- Assessment of Student Learning
 - Examples of student assessments
- Assessment Commentary
 - Analysis and reflection of assessments used
- Retrospective Reflection Commentary
 - What could be improved?

The “what.”

Description of lesson plans and what the preservice teacher actually did to achieve student language acquisition.

The “what.”

- The “big questions” of the unit:
 - “Where do I live?”
 - What is my house like?
 - “How do I live?”
 - What kinds of things do I do around the house?

The “what.”

- Lesson one:
 - Colors
 - Colored flash cards
 - High engagement, safe environment
 - Ownership of the vocabulary
 - Interactive game
 - Slowly take away scaffolds

The “what.”

- Lesson two:
 - Vocabulary – Bedroom Items
 - Drawing of their bedrooms
 - Ownership; increased memory stimulation
 - Directional Prepositional Phrases
 - Movement activity
 - Repetition; engagement; confidence
 - Sentences
 - Build slowly upon growing knowledge base

The “what.”

- Lesson three:
 - Comparisons
 - Purely Spanish instruction
 - Build confidence
 - Use student volunteers
 - Make content accessible and entertaining
 - Paired drill-and-practice
 - Appropriate conditions for safe trial-and-error

The “what.”

- Lesson four:
 - Present Progressive
 - Lesson alignment with English structure
 - What are you _____?
 - Make content more accessible and less intimidating
 - Independent practice; whole-class exploration
 - Safe trial-and-error (encouraged to make mistakes)
 - Notes and extended practice
 - Given after original trial-and-error

The “what.”

- Lesson five:
 - Informal affirmative commands
 - Boss each other around
 - Humor, entertainment, enthusiasm
 - Notice patterns as a large group
 - Safe
 - Practice with actions
 - Movement helps reinforce learning
 - Memory stimulation

The “so what.”

Rationale for lesson plans and analysis of the effects of the teaching on the students' language acquisition.

The “so what.”

- Informal Assessment
 - Ongoing checks for understanding
 - Verbal
 - How many fingers?
 - Written
 - Independent, paired, and extended practice
 - Competition
 - Fun, safe, “disguised” learning

The “so what.”

- Formal Assessment
 - Unit test
 - Entirely student-produced responses
 - i.e., no multiple choice or other “selected” responses
 - Alternate assessment formats
 - Speaking / Writing
 - Presentational, Interpersonal, Interpretive

The “so what.”

- Assessment strengths:
 - Higher class average than usual
 - Positive student feedback
 - High consistency in errors
 - Indicates flaws in my teaching, not in students' studying
- Assessment weaknesses:
 - Little variability in *types* of questions in each section
 - miss one = miss them all
 - Confusion on two major new concepts
 - Present progressive
 - Affirmative commands
 - Subjectivity
 - “La cama está encima de la computadora.”
 - “SpongeBob es más alto que Dora.”

The “now what.”

Analysis and reflection on the resulting student language acquisition to plan next steps in instruction or improvements in teaching practice.

The “now what.”

Two essential questions:

1. How will my observations affect my further instruction of *these* students?
2. If I were to teach this lesson segment again, what would I change?

The “now what.”

1. How will my observations affect my further instruction of *these* students?
 - Too much compartmentalization—better integration of different concepts in practice
 - ACTFL – “spiral teaching”
 - Present new information in the same way it is going to be assessed
 - Example: irregular tú commands

The “now what.”

2. If I were to teach this lesson segment again, what would I change?
 - Use less of the [outdated] textbook
 - ACTFL – “Can-Do”
 - Integrate each component of the unit
 - Less compartmentalization
 - 5 *interconnected* lessons (not detached)

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