**Development and Implementation of the WV Teacher Performance Assessment**

West Virginia’s nineteen institutions of higher education with teacher education programs have a long history of collaboration through the West Virginia Higher Education Policy Commission’s (WVHEPC) Teacher Education Advisory Council (TEAC). The WV TEAC also collaborates with the WVHEPC, the West Virginia Department of Education (WVDE), and other stakeholders on a regular basis. WV TEAC convenes at least twice a year and communicates frequently through a common listserv to provide the membership with updates in education from the state and national level and provide opportunities for sharing and networking.

West Virginia is a partner state with the Council for the Accreditation of Educator Preparation (CAEP) and as such, requires that all WV institutions of higher education (IHE) with teacher preparation programs be nationally accredited through CAEP. West Virginia Policy 5100 governs teacher preparation programs that lead to WV teacher licensure. Policy 5100 specifies that an institution of higher education conduct “an assessment of a prospective educator’s ability to integrate content, basic professional knowledge and pedagogical skills in an appropriate educational setting in which the prospective educator anticipates licensure. Teacher candidates graduating from West Virginia EPPs are required to achieve acceptable performance levels on a teacher performance assessment.”

Several institutions of higher education, in collaboration with the West Virginia Department of Education (WVDE), piloted the use of two proprietary teacher performance assessments (the edTPA and PPAT) during the 2014-2015 academic year in anticipation of the WVDE mandating the use of a TPA to meet the CAEP standards. The results of this pilot were mixed and resulted in changes to WV Policy 5100 on June 8, 2016 that left the choice of a TPA up to the institution of higher education.

The West Virginia Teacher Education Advisory Council (WV TEAC) had followed the results of the pilots of the two proprietary teacher performance assessments closely and valued the feedback from those institutions participating in the pilot project. WV TEAC had discussed the possibility of developing a collaborative teacher performance assessment that could potentially better meet the needs of WV teacher candidates and provide an affordable option to the two proprietary assessments. The changes to WV Policy 5100 provided interested IHEs with an opportunity to develop their own TPA.

Toward that end, an email was sent on June 16, 2016 to all nineteen higher education institutions in the state through the WV TEAC listserv to determine interest in developing a common TPA and to set a date for the first meeting. Twelve institutions expressed an interest in developing a common TPA that would be piloted during the 2016-2017 academic year.

The June 8, 2016 changes to WV Policy 5100 went into effect on July 11, 2016 and the IHEs interested in developing a common TPA met on that day along with representatives from the WVDE, the WVHEPC, and P-12 teachers and administrators. Meeting participants had received teacher work sample (TWS) assignments/descriptions that multiple IHEs had been using and early drafts of revised performance assessments from to IHEs for participants to review before the meeting.  Most of the participating institutions had been using a TWS based on the research of the Renaissance Group as a performance assessment for a number of years and were familiar with the research, tasks, and format.  The stakeholder group also called up the Renaissance TWS to reference during our initial meeting, as well as the West Virginia Professional Teaching Standards, CAEP standards, and InTASC standards. Those institutions who had piloted the PPAT and edTPA provided information and insight from those experiences. Participants were asked to review the documents and come to the first meeting prepared to identify elements from the provided documents that they believed should be part of a commonly developed TPA, as well as any missing or new elements that should be included.

Using a modified Q-sort, the large group identified 5 elements/tasks that should be part of the WV TPA as well as a new requirement of video evidence from the pilots of the PPAT and edTPA.  This group originally subsumed the videotaping component in one of the five elements/tasks.  The large group then spilt into sub-groups to flesh out the elements.  After the sub-groups worked on the specific directions and expectations related to each element, one element contained so much information that the large group decided to break this category into 2 additional elements.  Thus, these 7 elements or tasks formed the basis for the WV TPA.

The sub-groups then developed drafts of actionable rubrics for each element that were aligned with state and national standards throughout the month of July. The large group reconvened on August 1, 2016 to share and pull the individual tasks developed by the sub-groups together into an initial draft of the WV TPA.

An early draft of the WV TPA including the description of the tasks, directions to students, required artifacts, and the rubrics were then refined by a small group composed of education faculty from multiple IHEs and a staff member from the West Virginia Higher Education Policy Commission.  A draft of the refined tasks and rubrics were sent to the deans and/or chairs of each participating IHE on August 7, 2016 for review and additional feedback. Modifications based on feedback were once again made before distributing the final version of the WV TPA that would be used in fall 2016.

On October 20, 2016, inter-rater reliability training was conducted. Additionally, participating IHEs were required to sign a Memorandum of Understanding (MOU) with the WVHEPC in order to use the WV TPA. As part of that agreement, each participating IHE was expected to participate in a state-wide inter-rater reliability training using the WV TPA, as well as complete inter-rater reliability training at each institution. At the training, stakeholder group discussed the tasks and rubrics at length to create a common, clear picture of what each rating would like on the assessment. The group reviewed sample assessments and rated and discussed the why the score was chosen. Since the stakeholder group did not have a completed TPA because this was the first semester piloting, we were not able to rate an entire TPA and run statistics.

The participating IHEs piloted the WV TPA during fall 2016 and provided data and feedback to the WV HEPC that were used to refine and revise the WV TPA. The revised WV TPA that was used in spring 2017 and a summary of the pilot data was shared with WV TEAC at the beginning of spring 2017. Once again, participating institutions shared the collected data and feedback from the spring 2017 pilot of the WV TPA with the WV HEPC. This feedback was used to edit and refine the WV TPA once again in summer 2017.

Beginning fall 2017, all participating IHEs will use the revised WV TPA for both the fall and spring semesters. Inter-rater reliability training will be conducted on the revised instrument August 25, 2017 using TPAs from the previous semester. Each IHE is to get permission from the teacher-candidate to use their TPA for training purposes.

Collected data from each use of the WV TPA will be sent to the WV HEPC so that the IHEs can begin to use the data to inform their teacher education programs.