Preparing Competent and Caring Teachers for Leadership and Service

Teacher Performance Assessment
(for Students)

2010-2011
Introduction

The Illinois College Education Department requires all teacher candidates to pass a teacher performance assessment before credentials will be awarded. The Performance Assessment for California Teachers (PACT) was piloted in the spring of 2009 with Block candidates. Then for the 2009-2010 academic year, the Education Department implemented the PACT as a student teaching requirement for credentialing teacher candidates. This handbook provides information for student teachers, supervisors, and cooperating teachers, as well as district and school site personnel.

Why is it important that the Illinois College Education programs successfully implement PACT/TPA?

The mission of the Teacher Preparation Program at Illinois College is to prepare teachers who are both caring and competent with the potential to become highly effective 21st century educators dedicated to leadership and service throughout their professional careers. Further, as the “Academics” web page of the Illinois College website reports, “Academics are the heart of a college education. Academic courses teach the skills students take with them to jobs and graduate programs. As part of a liberal arts education, these courses also prepare students to think. The ability to identify and solve problems is a hallmark of liberal arts graduates, prized by employers everywhere.” (2010)

In order to fulfill the mission of the Illinois College Teacher Preparation Program and the liberal arts education afforded our teacher candidates, we believe that the preparation of our teacher candidates requires more than the passing scores on the assessments of content knowledge and professional teaching competence as measured by the written exams required by the Illinois Certification Testing System. While these written assessments provide quantitative evidence of a candidate’s competency, we, like other members of the PACT Consortium, feel that “highly qualified” teacher candidates should possess further competencies. (Notre Dame De Namur University, PACT: Performance Assessment for California Teachers Information Sheet for School Partners of the NDNU School of Education and Leadership. 2008, p. 1.) To determine those competencies, we have adopted and implemented a reliable and valid performance assessment, PACT/TPAC, which yields both valuable quantitative and qualitative evidence to support a recommendation of a candidate’s readiness to teach for student learning.

The PACT/TPA allows us to assess other competencies that we strongly believe caring and competent educators should possess—competencies such as knowledge of the contextual factors that may impact instruction, capability in the designing of instruction and assessment based on contextual knowledge and specific learner needs, proficiency in lesson/segment planning grounded in theory and research, using reflection, data
analysis and interpretation to inform future practice, ability to reflect on daily instruction and on an entire learning segment or unit, and proficiency in justifying decisions that impact student learning and inform ongoing practice-identifying problems and solving them, effective classroom management, and a degree of competency with the differentiation of instruction for all students, particularly English language learners, learners from different cultural and/or socioeconomic backgrounds, and learners w/ special needs. Additionally, the PACT/TPA generally reflects those dispositions expected of a caring and competent professional educator dedicated to fairness and to providing access to learning for all students.

In addition, the quantitative and qualitative “feedback data” generated by PACT/TPAC scoring will allow the Education Department faculty to embrace a continuous program improvement model. Inquiry, program improvement, and focused problem solving will drive the data analysis. Such inquiry provides a learning opportunity for the education faculty in terms of identifying “what our students really know based on what we think we’re teaching them” (Cap Peck and Morva MacDonald, “Using PACT/TPA for Focused Improvement of Teacher Education Programs” Power Point Presentation, PACT Implementation Conference, 2009) and utilizing that information for program improvement by engaging in focused problem solving.

**What is a Teacher Performance Assessment (PACT/TPAC)?**

Illinois College is a member of a California consortium of teacher preparation programs at 30 public and private/independent colleges and universities, and the University of Washington. Initially, California institutions united to develop and implement a teacher performance assessment which teacher candidates were required to successfully complete to earn a *California Preliminary Single Subject or Multiple Subject Teaching Credential*. By the time Illinois College joined the PACT Consortium, the teacher performance assessment, PACT, was one of two Teacher Performance Assessments being used throughout the State of California to meet the requirements for credentialing.

The Illinois College Education Department has aligned the California performance assessment, PACT, with the Illinois Professional Teaching Standards. *Multiple Subject and Single Subject Teaching Events* and the related rubrics are publicly available online at [http://www.pacttpa.org](http://www.pacttpa.org).

The teacher performance assessment incorporates both *Embedded Signature Assessments (ESAs)*, completed through course work, and a culminating event, referred to as the *Teaching Event*. A portfolio-based, subject-specific assessment of teaching performance, the *Teaching Event*, is completed by student teachers to verify their readiness for certification and for an assignment as a full time classroom teacher in the State of Illinois.
The Teaching Event clearly focuses on K-12 student learning throughout all tasks comprising the assessment. In these assessment tasks, the teacher candidate is required to examine and think about their teaching through the lens of student learning. As candidates complete the Teaching Event, they must provide evidence of the strategies they use to make the subject matter accessible to all learners and of how they support all students in learning that content. As a teacher candidate completes the tasks in the performance assessment, he/she must examine and explain the thinking that underlies their instructional decisions and evaluate the techniques used to link the learners to the learning. Focusing on learning for all students, including those with special learning needs and those with socioeconomically, culturally and/or linguistically diverse backgrounds, the performance assessment requires the teacher candidate to analyze and interpret the effectiveness of his/her instructional design and its implementation on student learning. The candidate, then, utilizes the results of this analysis to identify the “next steps” he/she would take in the learning process for the whole group, for subgroups, and for individuals in the class.

During the 2011 spring semester, the Education Department of Illinois College is transitioning from the PACT to the TPAC teacher performance assessment. Illinois College has been designated as the small, private college in Illinois to pilot this new assessment developed by the Teacher Performance Assessment Consortium specifically for teacher candidates. Based on the PACT model that the Education Department at Illinois College has used as a performance assessment to evaluate student teachers for the past three semesters, the TPAC will be piloted in all content areas by the spring 2011 teacher candidates.

**The Learning Segment:**

The teacher candidate begins by selecting a *learning segment*, a part of a larger unit or segment of instruction. Comprised of a set of lessons that build on each other towards a central focus that reflect key concepts and skills, a *learning segment* has a clear beginning and end. The selected *learning segment* should be defined by the learning targets, the instruction that is focused on those targets, and by how long it takes to meet these outcomes, not by time in terms of number of days, hours, or minutes. The *learning segment* should be a closely connected, fairly brief piece of instruction that the teacher candidate documents.

It is recommended by designers of the PACT/TPAC that the *learning segment* have specific foci and that the teaching and learning tasks are “vital” and “central” to each discipline. To clarify, the teacher candidate may not select just anything when choosing a learning segment. Further, trying out something new during the Teaching Event is not advised.

**Note:** “When selecting a learning segment for this Capstone Teaching Event,
candidates should identify a concept to teach, not a standard. About two months prior to their implementation of the Teaching Event, candidates should discuss with their cooperating teachers which learning segment will be needed. The learning segment should then be discussed with supervisors to ensure the candidate will be able to teach the lessons in the time required for PACT. (PACT Central, 2008).


In this assessment, you will describe, analyze, and evaluate the teaching of a 3-5 lesson unit of instruction that will be referred to as a “learning segment.” The assessment is built around the proposition that successful teaching is based on knowledge of subject matter and subject-specific pedagogy, developing knowledge of one’s students, reflecting and acting on evidence of the effects of instruction on student learning, and considering research/theory about how students learn.

The TPAC assessment is clearly focused on student learning. To complete the assessment, the teacher candidate will describe his/her plans and what he/she actually did to achieve student learning (the “what”), provide a rationale for these plans and an analysis of the effects of the candidate’s teaching on students’ learning (the “so what”), and analyze and reflect on the resulting student learning to plan next steps in instruction or improvements in your teaching practice (the “now what”).

**The Dimensions of Teaching Assessed:**

The TPAC, as designed, assesses planning, student engagement, assessment, reflection, and academic language development.

**The Four Tasks Comprising the Teaching Event:**

**Context for Learning Information**

In the Context for Learning Information, an artifact for the Planning and Instruction Task, the candidate provides a brief overview of important features of the classroom context that influence instructional decisions during the learning segment. It provides evidence of: 1) candidates’ knowledge of their students through a description of variance in instructional levels and across the class; and 2) candidates’ ability to identify and summarize important factors related to their students’ learning and the school environment that will directly impact their teaching of the learning segment.

**Task 1: Planning Instruction & Assessment**

The Planning Instruction & Assessment task describes and explains candidates’ plans for the learning segment. It demonstrates their ability to organize curriculum, instruction, and assessment to help all of their students meet the standards for the curriculum content and to develop academic language related to that content. It provides evidence of their ability to use, select, adapt, or design learning tasks, materials, and assessments that offer all of their students equitable access to subject-matter content.
Task 2: The Instructing & Engaging Students in Learning
The Instructing & Engaging Students in Learning task illustrates how candidates work with their students to improve their skills and strategies in the content area during instruction. It provides evidence of their ability to engage students in meaningful tasks, monitor their understanding, and use their responses to students to guide student learning.

Task 3: Assessing Student Learning
The Assessment of Student Learning task illustrates how candidates diagnose student learning needs through the analysis of student work samples. It provides evidence of their ability to: 1) select an assessment tool and criteria that are aligned with their central focus, student standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the identified learning objectives; and 3) use this analysis to identify next steps in instruction for the whole class and individual students.

Task 4: Final Retrospective Reflection
The Final Retrospective Reflection task requires the teacher candidate to reflect on his/her experiences in teaching the learning segment and consider what he/she has learned about his/her teaching and the learning of his/her students. It provides evidence of their ability to analyze their teaching and their students’ learning to improve teaching practice. The teacher candidate must reflect both on daily lesson plans and on the entire learning segment.

Providing Evidence: Artifacts and Commentaries
Candidates are required to submit two different types of evidence throughout the teaching event. For each of the tasks, candidates submit teaching artifacts and a written analysis of teaching in the form of narrative commentaries. The artifacts provide the scorer with independent evidence of how instructional strategies were implemented, while the commentaries offer the teacher candidate an opportunity to examine his/her thinking about teaching and help to make the candidate’s thinking visible to others. These commentaries were designed to set a context for understanding, to explain the artifacts and teaching decisions, or are reflections. It is important to note that artifacts and written commentaries can be consistent and supportive or contradictory. The evidence collected and provided throughout the Teaching Event appears in the following table.

The Scoring Framework:
A set of eleven “Guiding Questions” comprise the scoring framework for the PACT/TPAC/TPA. The Planning and Assessment tasks include three “Guiding
Questions," and the rest of the tasks have two. Each “Guiding Question” (GQ) posed examines the candidate's performance in a specific area of teaching, and a scoring rubric answers the question through its four levels of descriptors. The tasks, focus of each guiding question, and the number of the rubric that answers each guiding question through its four levels of descriptors are outlined below.

**PLANNING (3GQs)**
1. Planning focused, sequenced instruction
2. Using knowledge of students to inform teaching
3. Planning assessments to monitor and support student learning

**INSTRUCTION (2GQs)**
4. Engaging students in learning
5. Deepening student learning during instruction

**ASSESSMENT (2GQs)**
6. Analyzing student work from an assessment
7. Using assessment to inform teaching
8. Using feedback (oral/written) to guide student learning

**REFLECTION (1GQ)**
9. Monitoring student progress and adjusting instruction

**ACADEMIC LANGUAGE (2GQs)**
10. Understanding language demands of learning tasks and assessments
11. Supporting academic language development

**Timing of and Scoring of the Teaching Event:**

The Teaching Event is scored in five categories. Four of the categories (Planning, Instruction, Assessment, and Reflection) correspond to Teaching Event tasks. The fifth scoring category, Academic Language, draws upon evidence that appears across tasks. Context for Learning Information and the candidate’s ability to contextualize his/her practice is embedded in all tasks and rubrics.

A rigorously trained scorer carefully reads and examines the evidence provided by the teacher candidate for each task. Two types of evidence are collected and studied during the scoring process: 1) artifacts of teaching (e.g., lesson plans, instructional materials, video, student work); and 2) commentaries, that either set a context for understanding, explain artifacts and teaching decisions, or are reflections. Then based on this authentic evidence, the scorer must determine which of the four rubric levels best describes the candidate's performance in response to each of the Guiding Questions within a scoring category.
When the scorer has finished the evidence-based scoring of a candidate's Teaching Event, an overall score is assigned. This score reflects the average level of performance ratings on all of the categories assessed. The possible overall scores and their interpretations are delineated below.

**Overall Rubric Scores and Interpretation**

**Level 1** - The teacher candidate evidences some skill but "needs more practice" to be the teacher of record.

**Level 2** - The candidate evidences he/she is "ready to be in charge of a classroom." Acceptable level to begin teaching.

**Level 3** - The candidate has a "solid foundation of knowledge and skills."

**Level 4** - The candidate represents "the top 5% of candidates . . .stellar performance."

*What is the passing standard for the Teaching Event?*

The passing standards for both multiple subject candidates (ECE/ELEM) and single subject candidates (SECONDARY) as delineated by PACT Central are explained below.

**Early Childhood/Elementary Candidates:** *(Multiple Subject Candidates)*

**Note:** Multiple Subject candidates must pass both the Teaching Event and all additional Multiple Subject tasks (Embedded Signature Assessments in Methods Courses).

1. Candidates pass the Teaching Event (in literacy or mathematics) if they pass all five rubric categories (Planning, Instruction, Assessment, Reflection, and Academic Language) AND *have no more than 2 failing scores of “1” across tasks*. To pass a category, candidates must have a majority (at least half) passing scores within the category. In Planning, two out of three scores must be a “2” or higher; in Instruction, Assessment, Reflection, and Academic Language, one out of two scores must be a “2” or higher. Until piloting of the feedback rubric is completed, its score does not count toward passing.

Candidates pass the Teaching Event tasks in additional content areas (literacy/mathematics, history-social science, and science) *if they have passing scores (“2” or higher) on more than half of the rubrics for the category corresponding to the
task. The Planning category has three rubric scores, so this means that candidates can have at least two scores at “2” or higher. The Instruction and Assessment categories have two rubric scores, so both scores must be “2” or higher. (Until piloting of the feedback rubric is completed, its score does not count toward passing of the Assessment Task.) Programs choose the Teaching Event task to be completed in each content area.

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**Single Subject Candidates (Secondary):**

Single Subject candidates pass the Teaching Event if they:
- pass* all five rubric categories (Planning, Instruction, Assessment, Reflection, and Academic Language)
  - AND
- have no more than 2 failing scores of “1” across tasks.

*To pass a category, candidates must have a majority (at least half) passing scores within the category. In Planning, 2 out of 3 scores must be a “2” or higher; in Instruction, Assessment, Reflection, and Academic Language, 1 out of 2 scores must be a “2” or higher. Until piloting of the feedback rubric is completed, its score does not count toward passing.

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**How will a candidate know if he/she has met the passing standard for the Teaching Event?**

The PACT/TPA Coordinator will personally contact the teacher candidate by phone and by email to notify him/her as to whether he/she has met the passing standard for the Teaching Event.

**What happens if an Illinois College teacher candidate does not meet the passing standard for the Teaching Event?**

**Multiple Scorings:** All TEs that do not pass on the first round of scoring will be double scored. A third scorer will score the TE if the two scorers disagree.

**Remediation Process:** If a candidate’s TE does not pass after being triple scored, he/she will be contacted personally prior to distributing scores to remaining candidates. An individual plan will be designed for each candidate following the Illinois College Remediation Guidelines. Feedback on the Teaching Event will be combined and given to an advisor or advisory team assigned to the candidate.
An Advisor or an Advisory Team will support candidates by:

- Meeting with candidate
- Discussing work and scorer feedback
- Explaining the individualized remediation plan and completion deadlines

After completing the remediation as described in a candidate’s individual remediation plan, TE Tasks are re-scored. If Tasks are again scored as non-passing, they are again double-scored. A third scorer will score the TE if the two scorers disagree.

All Illinois College Teacher Candidates are held to the same passing standard as all other candidates and do not pass the entire TE if they do not meet the standard. Candidates’ advisors, advisory teams, and program leaders will meet to determine next steps on an individual, case-by-case basis. Next steps may include re-doing the Teaching Event.

What are the Illinois College Remediation Guidelines?

Illinois College PACT/TPA Remediation Guidelines
Chart Adapted from Remediation Process document, PACT Central, 2009, p. 2

<table>
<thead>
<tr>
<th>Tasks Failed</th>
<th>PACT Components to Be Resubmitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Instructional context task; New series of lesson plans on a new topic with instructional materials/resources; New planning commentary.</td>
</tr>
<tr>
<td>Instruction</td>
<td>Instructional context task; New video clips; New lesson plans for the lessons from which the video clips are drawn; New instruction commentary.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Instructional context task; New student work samples; New assessment commentary.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Revision of reflection commentary from the Teaching Event previously taught; Daily lesson reflections cannot be revised.*</td>
</tr>
<tr>
<td>Academic Language</td>
<td>Instructional context task; New planning</td>
</tr>
</tbody>
</table>
task and new instruction task (The necessary components for these two new tasks are listed above.)

*Guiding Question 9 (Reflection 1) on the current version of the rubrics is based on the Daily Reflections exclusively, and since Daily Reflections depend on teaching the learning segment, the score for this guiding question cannot be remediated.

**What are the steps in the Illinois College PACT/TPAC Remediation Process?**

1) The PACT/TPA Coordinator will consolidate the scoring feedback from all scorers and give it to an advisor or an advisory team assigned to the teacher candidate. For example, if the teacher candidate failed the planning task, the methods instructor for the content area on which the Teaching Event is focused may be asked to act as the candidate’s advisor or to be part of the advisory team.

2) The teacher candidate will be contacted by the PACT/TPA Coordinator prior to the notification of all passing candidates.

3) The PACT/TPA Coordinator will schedule a meeting with the advisor or advisory team assigned to the candidate. The PACT/TPA Coordinator will attend the first meeting between the candidate and the advisor or advisory team. After the initial meeting, the advisor or advisory team will provide the PACT/TPA Coordinator with written updates on the candidate’s progress in completing his/her individual PACT/TPA remediation plan.

4) As the candidate engages in the remediation process, the advisor or advisory team will support the candidate by meeting with the candidate as needed to discuss the candidate’s progress and work and to monitor the remediation timeline.

5) When the remediation process is complete, the candidate will submit his/her work to the advisor or the advisory team. The advisor or team will then submit the remediated Teaching Event to the PACT/TPA Coordinator who will find a qualified scorer to score the Teaching Event.

6) The Teaching Event tasks will be re-scored. If the remediated tasks are re-scored as non-passing, then the tasks will again be double scored. Should the two scorers disagree, a third scorer will score the remediated tasks.

7) Remediating candidates are held to the same passing standard and do not pass the entire TE if they do not meet the standard.
8) Should candidates in remediation fail to meet the passing standard, the candidate’s advisors and program leaders will meet to determine next steps on an individual, case-by-case basis.

*Next steps may include re-doing the Teaching Event.

**Is there an appeals procedure?**

Candidates whose Teaching Events do not meet the passing standard and who choose not to remediate the score by resubmitting a task or an entire Teaching Event will have the right to appeal the failing score. All Teaching Events not meeting the passing standard will have already been scored at least twice by trained scorers, and the evidence reviewed by the chief trainer (a “read-behind”), to ensure the reliability of scores. If the original double scores were conflicting, then the chief trainer will have independently scored the Teaching Event a third time to adjudicate the scores.

If a candidate appeals the failing score, an investigation of the scorer training and scoring procedures at the local campus will be triggered. If the investigation finds that the scorer training process at a local campus or scoring procedures were not in accordance with the scoring system as designed, the candidate then has the right to ask for a re-scoring of the Teaching Event by trained scorers external to the local program. The re-scoring of the Teaching Event must occur within a month of the original appeal to allow the candidate time to re-submit a task or an entire Teaching Event should the re-scoring of the Teaching Event result in a failing score.


**What are Embedded Signature Assessments (ESAs)?**

The glossary of The PACT Implementation Handbook, Section 1avi., defines ESAs as follows:

Embedded Signature Assessments are signature assignments or sets of related curriculum-embedded and standards-based assessments that are customized within individual programs. Some ESAs are standard tasks in teacher education, such as child case studies, or the construction of curriculum units. Others focus on the exploration of candidate development in specific domains of knowledge and skills in more depth than the TE (e.g., teaching English language learners in different stages of language acquisition) and still others may focus on development within a particular domain over time (e.g., measuring progress in student learning). ESAs can occur in fieldwork and supervisory observations and address such topics as classroom management, adapting instruction for special need students and utilizing educational technology. If validity is established for the ESAs, then these scores will be used in concert with the TE to arrive at a decision about the recommendation for licensing a
In what credential areas are Teaching Event handbooks available?

Handbooks for the PACT/TPA Teaching Event are available in the following credential areas:

Multiple Subject Credential Areas: (Early Childhood/Elementary)
- Elementary Literacy
- Elementary Mathematics

Single Subject Credential Areas: (Secondary)
- Art
- English Language Arts
- History-Social Science
- Math
- Music
- Physical Education
- Science
- World Language

Where can the Teaching Events handbooks and the scoring rubrics be found?

Teaching Event handbooks and the related scoring rubrics can be accessed by contacting the Illinois College PACT/TPA Coordinator, Joan McQuillan. jmcquill@ic.edu or 217-245-3297.

What supplemental resources are available and recommended to candidates completing the PACT/TPA Teaching Event?

Besides the Teaching Event Handbook and the scoring rubric, all teacher candidates completing the PACT/TPA Teaching Event have both print resources and human resources available to them as they engage in the process.

Print Resources:

Making Good Choices: A Support Guide for the PACT Teaching Event is an excellent reference tool for candidates throughout the PACT/TPA implementation process. Designed to answer frequently asked questions about each Teaching Event task, Making Good Choices, generally describes how each of the five tasks is scored, and offers a set of optional questions for self-assessment and reflection for examining artifacts and commentaries in each task.
Teacher candidates should download and read this document before beginning work on the Teaching Event and then plan to refer to the guide as he/she engages with each of the five performance tasks. "Making Good Choices: A Support Guide for the PACT Teaching Event" can be found at http://www.pacttpa.org/_main/hub.php?pageName=SupportingDocuments for Candidates .

"The Thinking Behind the Rubrics 2011," a document designed to help educators better understand some of the thinking behind the development of the rubrics for scoring each of the five performance tasks. Within this document, authored by PACT Central, each rubric is discussed in two sections: “1) Big ideas and their progression across rubrics and 2) Level differences that describe key differences between adjacent rubric levels.” (PACT Central. The Thinking Behind the Rubrics. 2009, p. 1.)

The Illinois College Teacher Performance Assessment Calendar, created by the PACT/TPAC Coordinator, provides the teacher candidate, the cooperating teacher, and the supervisor with semester long organizational framework and a timeline for preparing for, implementing, analyzing, and finalizing the Teaching Event. The IC TPAC Calendar includes reminders, assignments, checkpoints, dates of student teaching seminars, and other important dates. Electronic access to this document will be provided through a link to be found on the Illinois College, Education Department web page. The PACT/TPAC Coordinator will review the IC TPAC Calendar with all teacher candidates at the beginning of the student teaching semester.

Human Resources:

Professional Educators:

Because teacher candidates are learning how to teach and being guided by more experienced cooperating teachers and college supervisors, professional conversations about teaching and learning are not only appropriate, but desirable. Utilizing the experience and expertise of these mentors through true professional discussions should be ongoing throughout the student teaching experience. The Teaching Event can and should allow teacher candidates to draw upon these conversations as they create their own understandings of teaching and learning and apply them in the teaching decisions they make.

While the cooperating teacher, the college supervisor, and peers may provide acceptable forms of support following PACT/TPAC guidelines, as support providers, their task is to "ensure that the teaching decisions and thinking reflected in the Teaching Event are the candidate’s own integration of their own experience, research and theory, and insights by other educators about the type of teaching and learning reflected in the learning segment. (Guidelines on Assistance to Candidates Completing the Teaching
Peer: Teacher candidates may choose to seek peer support during the completion of the Teaching Event. The peer or peers providing assistance must follow the PACT guidelines for supporting a teacher candidate completing the teaching event. Please see Guidelines on Assistance to Candidates Completing the Teaching Event for information regarding acceptable and unacceptable forms of support. As a peer support provider, the individual must strive to "ensure that the teaching decisions and thinking reflected in the Teaching Event are the candidate's own integration of their own experience, research and theory, and insights by other educators about the type of teaching and learning reflected in the learning segment." (Guidelines on Assistance to Candidates Completing the Teaching Event. PACT Central. 2006)

PACT Coordinator: Candidates should work closely with the cooperating teacher and college supervisor to whom they have been assigned. If questions or problems arise during the completion of the Teaching Event that cannot be addressed by either the college supervisor or the cooperating teacher, the candidate should contact the PACT coordinator. jmcll@ic.edu or 217.245.3297 or 217.370.2813

The PACT/TPAC Coordinator will meet with the student teachers in a seminar format at designated times during the semester to provide acceptable PACT/TPAC support and to explore and develop in candidates a more in depth understanding of knowledge and skills specifically related to PACT/TPAC tasks such as academic language development, differentiated instruction, teaching and making accommodations for ELL and special needs students, analyzing student work and determining next steps, assessment for student learning, etc. Please see the Illinois College Student Teaching Handbook for seminar meeting dates and times.

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