

a. Guidelines on Assistance to Candidates Completing Teaching Events

The Teaching Event is a subject-specific portfolio-based assessment of teaching performance that is completed by student teachers to demonstrate their readiness for a full-time classroom teaching assignment. It is aligned with the California Teaching Performance Expectations and the relevant California student academic content standards and/or curriculum framework. Teaching Events and the associated rubrics are openly available on the PACT website (www.pacttpa.org) and distributed directly to candidates by many campuses.

Teaching candidates complete the Teaching Event during their teacher preparation program. Evidence of teaching competence consist of artifacts documenting teaching and learning during a learning segment lasting approximately one week and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the Teaching Event, candidates apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning. Strategies for supporting candidates vary across institutions. These strategies include:

- providing and discussing samples of previously completed Teaching Events that demonstrate competent teaching practice;
- explicitly pointing out relationships between learning and assessment tasks during coursework and tasks in the Teaching Event;
- supporting candidates in developing a timeline for completion of the Teaching event;
- completing parallel tasks during coursework, e.g., analyzing a videotape of teaching and learning, constructing a unit of instruction, assessing student work; sometimes all or part of this work is used in the Teaching Event;
- technical and logistical support for videotaping and uploading documents into electronic platforms;
- advice, assistance, and review by faculty, supervisors, cooperating teachers, and/or peers;
- offering emotional support to help candidates persist;

- offering the above types of assistance through student teaching seminars; and
- offering the above types of assistance through a separate course to support candidates in completing the Teaching Event

Several documents are offered on the PACT website to support candidates completing the Teaching Event:

- *Making Good Choices*, a document that answers frequently asked questions about each Teaching Event task, provides a general description of how each task is scored, and offers optional questions for examining artifacts and commentaries in each task; and
- PACT Videotaping Procedures, a document that offers advice about effectively videotaping instruction
- For faculty, supervisors, and other assessors, *Thinking Behind the Rubrics* describes the central concepts in each rubric and the distinctions between performances at adjacent levels of the rubric. It was written for experienced teachers and teacher educators and may or may not be accessible to candidates with limited experience in classrooms. However, it may be shared with candidates at the educator's discretion. It can be downloaded from the Scoring section of the PACT website; program directors have the password for this section.

The Teaching Event as an assessment plays a role in recommending a candidate for a teaching credential, either as a course assignment or as a direct contributor to a recommendation for a California Teaching Credential. Therefore, it is important that faculty, supervisors, cooperating teachers, peers, and other educators offering assistance understand the distinction between appropriate and inappropriate support to candidates as they work on completing the Teaching Event.

The Teaching Event should document the work of candidates and their students in their classrooms; educators offering support should discourage any attempts to fabricate evidence or plagiarize work. Given the demonstrated value of collegiality in education

and the placement of the Teaching Event within an educational program, PACT encourages collaboration but is also interested in ensuring the authenticity of the portfolio submission. Therefore the boundaries between acceptable and unacceptable support are being made explicit in this document to support a consistent understanding across PACT institutions.

Candidates are learning how to teach and being guided by more experienced teachers. Professional conversations about teaching and learning are not only appropriate, but desirable. Teaching Event can and should allow candidates to draw upon these conversations as they create their own understandings of teaching and learning and apply them in the teaching decisions that they make. However, educators providing support should avoid telling candidates what to say in the Teaching Event. Support providers should 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.

Acceptable forms of support for constructing the Teaching Event include:

- 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
- 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, including materials from experienced teachers. It is up to each candidate to explain how the materials are appropriate for their students and the relevant learning objectives and standards.
- 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

Unacceptable forms of support for constructing the Teaching Event include:

- Making choices of curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate
- Providing your own analysis of the candidate's students or artifacts or offering alternative responses to commentary prompts
- 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
- 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
- Editing the Teaching Event

In summary, educators and peers providing support to candidates completing Teaching Events should take care that it reflects the understanding of the candidate with respect to the teaching and learning during the learning segment documented and is an authentic representation of the candidates work.