



Implementation Guidelines for the Use of Summative Performance-Based Assessments

AACTE supports the use of rigorous, reliable, and valid performance-based assessments as one exit benchmark of teacher candidates' readiness to be successful novice teachers. Such an assessment must document and evaluate a teacher candidate's ability to effectively teach subject matter to a range of students.

AACTE supports using these assessments as part of a comprehensive system that ensures candidates are ready to teach any and all students in their future classrooms. This system should include multiple measures, formative and summative, of candidate performance. To function effectively, elements of this system should be aligned with each other to promote a consistent set of expectations for teacher performance across the developmental continuum. Performance assessments, for example, should align with and reflect the state's other approved measures, such as these:

- Teaching standards
- Program approval/accreditation standards
- Teacher licensure assessments at all levels
- License renewal and professional development requirements
- College- and career-ready standards for PK-12 students

While AACTE recognizes each state's distinct contribution to the preparation of teachers and leaders nationally, AACTE also values the benefits to the profession of using nationally available performance assessments. As society becomes increasingly mobile, the profession and students alike will benefit from having a rigorous, reliable, and valid measure of candidate readiness that is comparable across states.

Recommended Use of Data

AACTE supports the use of performance assessments as one of the various consequential components of candidates' portfolios to submit for program completion, initial licensure, or certification. Aggregate results from candidates' performance can also be used by preparation programs as one component in a system of multiple measures for professional accreditation, state program approval requirements or a state's accountability system for preparation programs.

Recommended Implementation

AACTE recommends that all teacher preparation programs and state education leaders interested in implementing a performance-based assessment of candidates develop a strategic plan for implementation, stakeholder engagement, and scaling up across the state. The plan should be developed with the input of stakeholders, particularly teacher preparation providers and PK-12 school partners. Additionally, the plan should be responsive to the pertinent implementation and policy questions outlined in the document developed by the

Council of Chief State School Officers (CCSSO), [*Policy Guide for Aligning and Implementing TPA in State Teacher Licensure Systems: Guiding Questions for State Policymakers*](#).

Furthermore, AACTE urges states to assess the economic and human capital implications of their strategic plan and timeline for implementation, being careful to consider potential unintended consequences for teacher candidates. States might plan for a transition year in which candidates must complete the performance assessment but no required passing score is set to allow time to address implementation issues. AACTE also encourages state education leaders to discuss their plans with leaders in adjacent states to ensure transparency and to create a more comprehensive and advantageous implementation plan.

Recommended Timeline

States' implementation plans should support the efforts of preparation programs and PK-12 school partners and be informed by data collected during a pilot period. AACTE suggests a 3- to 4-year timeline spanning from the introduction of the performance assessment in institutions to the date when passing the performance assessment becomes consequential:

Year 1: Stakeholders explore the variety of performance-based assessment options, engage in conversations, and respond to CCSSO's [*Policy Guide for Aligning and Implementing TPA in State Teacher Licensure Systems: Guiding Questions for State Policymakers*](#). Stakeholders should then collaborate to identify one or two assessments for pilot testing.

Years 2-3: Candidates pilot test the selected assessments, and stakeholders continue deliberation in light of pilot-generated data. Deliberations should also consider reciprocity issues among adjacent states. Standard setting using data collected from the pilot should occur no later than the end of Year 3.

Year 4: States develop policies and legislation that support the consequential use of performance-based assessment for teacher licensure.