



1. About the graduate teacher performance assessment

What is the Graduate Teacher Performance Assessment?

The Graduate Teacher Performance Assessment (GTPA) is an integrated assessment that connects the academic program and the professional experience, and in so doing connects research, theory and practice. The GTPA is a single culminating authentic summative assessment designed to demonstrate preservice teachers' ability to meet the Graduate Teacher Standards and to plan, teach, assess and reflect on their final-year professional practice.

It also provides a platform for preservice teachers to demonstrate their emerging professional voice, agency and identity as they describe, analyse and reflect on their ongoing use of data and evidence to inform and adjust their planning, teaching and assessing within specific school contexts.

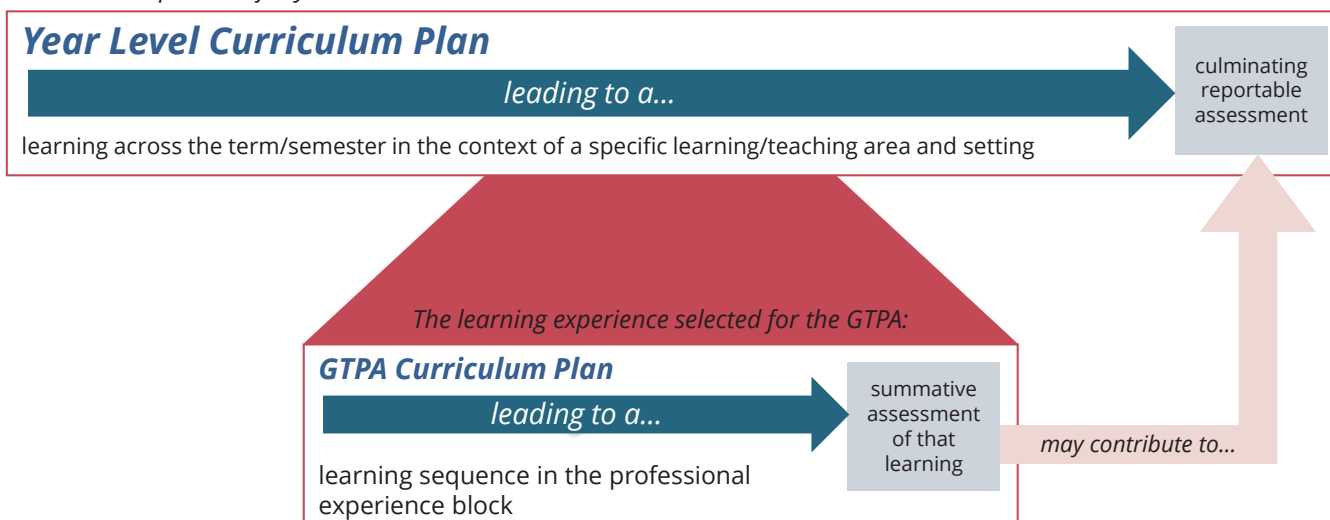
The GTPA is assessed by teacher educators within the higher education institutions (HEI). It is complementary to, but separate from, the Professional Experience Report.

How does the GTPA fit within the classroom planning and teaching?

The GTPA unit of work will most probably be one small component of the classroom teacher's overall planned teaching, learning and assessment for the term (Diagram 1). Preservice teachers will develop a unit of work or sustained learning sequence, two fully developed lesson plans from the preservice teacher's unit of work, and a summative assessment and accompanying marking criteria and standards.

Diagram 1: Relationship of the GTPA to classroom learning context

The whole experience for your learners:



Fact sheet - Schools and supervising teachers

Why has the GTPA been developed?

In a move to strengthen initial teacher education (ITE) programs, the Education Council, comprising all Australian Education Ministers, endorsed the revised national Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures in December 2015. Program Standard 1.2 requires that ‘pre-service teachers ... have successfully completed a final-year teaching performance assessment prior to graduation’.

The GTPA is an authentic, research-led teacher performance assessment developed to:

- meet the new national requirement for all preservice teachers to undertake an authentic culminating summative assessment to demonstrate professional readiness (from 2018)
- enable preservice teachers in their final year to demonstrate their ability to engage with the full cycle of teaching practice
- enable preservice teachers to demonstrate the impact their teaching has had on students
- incorporate planning, teaching, assessing and reflecting as an integrated process
- align with existing state-based practices and partnerships between universities, teacher employers and other education stakeholders
- respond to and align with the Graduate Teacher Standards.

The GTPA will be trialled in 2017 prior to full implementation in 2018.

How does this assessment fit with other evidence of preservice teachers’ skills? Are all Graduate Teacher Standard descriptors addressed in the GTPA?

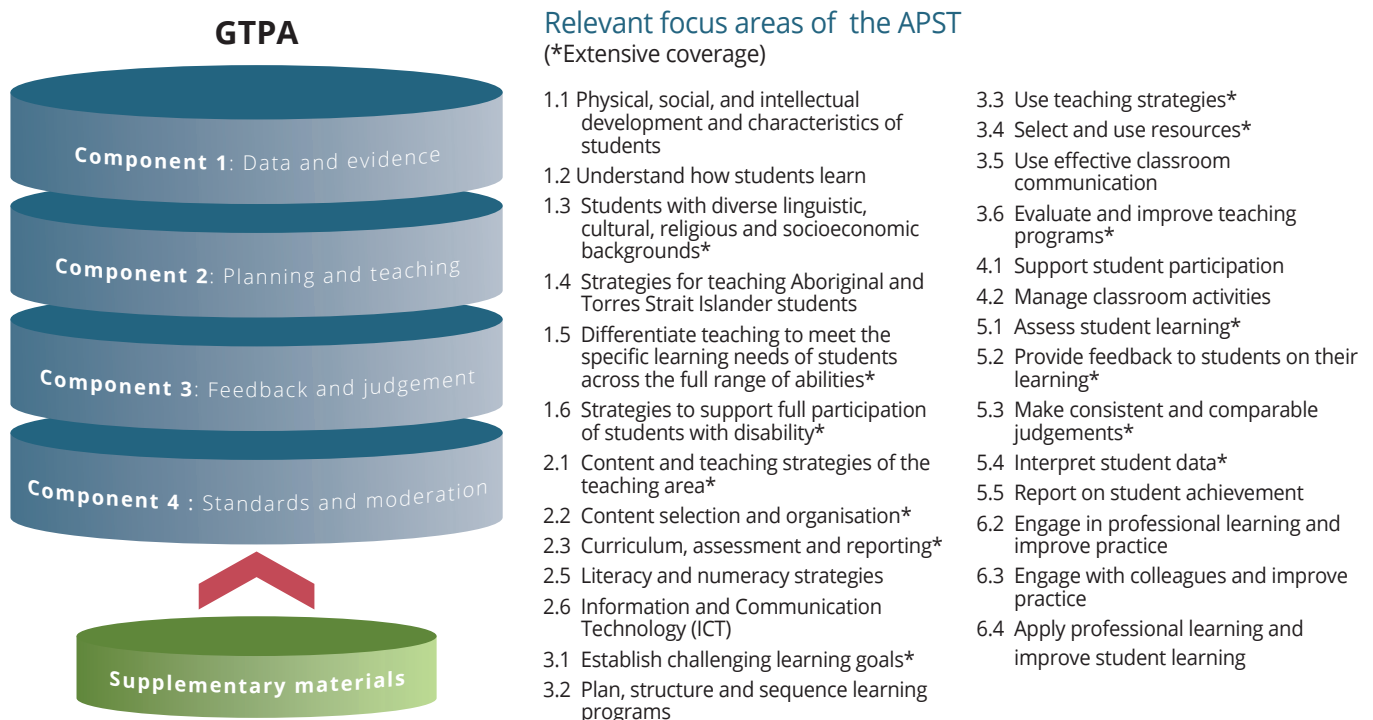
The GTPA is designed to show achievement across the Graduate Teacher Standard descriptors shown in Diagram 2. Additional descriptors may also be demonstrated depending on the professional experience context. The GTPA incorporates Graduate Teacher Standards aligned to the teaching cycle in interrelated, authentic ways.

The GTPA will complement academic course work and professional experience reports within the accredited program in providing multiple opportunities for preservice teachers to meet all descriptors at the Graduate level.

The objective of the GTPA is to enable preservice teachers to demonstrate their ability to engage with the full cycle of teaching practice in a final-year professional experience placement.

Diagram 2: GTPA and the APST

This diagram identifies the relevant APST covered by the performance assessment.



Fact sheet - Schools and supervising teachers

What makes this an authentic assessment?

The assessment is authentic in the way its core focus is on: 1) preservice teachers' teaching practices and instructional decision making based on student data and evidence of learning; and 2) the learning experience for both the preservice teacher and their students.

The objective of the GTPA is to enable preservice teachers to demonstrate their ability to engage with the full cycle of teaching practice in a final-year professional experience placement. They will be required to interpret student data and evidence of learning, adapt or strategise their own teaching practices according to students' specific learning needs, and reflect on their impact on student learning.

In completing the GTPA, preservice teachers are required to align curriculum, pedagogy, and assessment, and teach related literacy and numeracy, as part of the general capability requirements in the Australian Curriculum.

What kind of student data supports completion of the GTPA?

Student data and evidence of learning accessed for the GTPA and compiled for the purpose of evaluating students' learning, will be of the range and type that a classroom teacher accesses to inform decisions about planning for optimal student learning opportunities. Please note that in using this data and evidence to inform their teaching decisions, preservice teachers are bound by professional codes of conduct, including confidentiality.

How does the GTPA work in different professional experience contexts and across early years, primary, secondary, or special education sites?

The GTPA is designed to enable any preservice teacher to demonstrate authentically the planning, teaching, assessing and reflecting cycle regardless of school context, year level of teaching, or discipline/speciality. This includes a primary teaching specialisation, a teaching major in secondary education, or teaching in a special education site.

2. GTPA implementation – roles and responsibilities

Who is responsible for assessing the GTPA?

Although the GTPA is undertaken during a final-year professional experience placement, responsibility for assessment of the GTPA rests with the HEI.

What is the role of the supervising teacher regarding the GTPA?

The GTPA constitutes the core planning, teaching and assessing work of the preservice teacher. It should not involve additional administrative or workload responsibilities for teachers and schools in implementing the GTPA. The role for the supervising teacher is consultative and advisory in nature. It could include, for example, assisting the preservice teacher to select student data and evidence representing the range of capabilities in the class and the relevant achievement standards. It could also include engaging the preservice teacher in moderation discussions to assist them in completing the GTPA. If there are any contextual issues that may preclude the preservice teacher from fully completing the GTPA, the HEI should be notified.

What communication should schools receive from HEIs prior to preservice teachers undertaking their final-year professional experience?

It is expected that HEIs will undertake timely discussions with their partner schools to communicate the purpose of the GTPA and the timing of the assessment in the approved program. Roles and responsibilities will be explained and clarified to assure school personnel that the GTPA is not an additional workload demand, but rather a part of the further strengthening of ITE programs.

Published by Learning Sciences Institute Australia, Australian Catholic University

Brisbane Office
Cathedral House
Level 4, 229 Elizabeth Street
Brisbane Qld 4000

GPO Box 2587
Brisbane Qld 4001

+617 3623 7858
lsia@acu.edu.au