

Submission to the Quality Initial Teacher Education Review

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Submission to the Quality Initial Teacher Education Review

Background

This submission is provided by the Graduate Teacher Performance Assessment (GTPA[®]) research team in the Institute for Learning Sciences and Teacher Education (ILSTE), Australian Catholic University (ACU). ILSTE hosts the largest TPA Collective: 19 Higher Education Institutions (HEIs) across six states and territories (<https://www.graduatetpa.com>).

The GTPA Collective began with the successful large-scale one-year trial in 2017. The Collective has grown considerably since that time and represents a major investment of teacher educator expertise working with a multi-disciplinary team including digital architects and system thinkers; assessment and evaluation specialists; teacher education researchers; curriculum, pedagogy, and policy leaders. The achievement of the GTPA lies in *how* it has enabled the profession to mobilise and contribute to building the national evidence base to show quality in ITE. Information about participating HEIs and GTPA developments over the period 2017-2021 are shown in Attachment A. In brief, this has involved:

1. 14443 GTPAs completed between 2017 and 2020.
2. Significant staff time commitment and cash contribution by participating HEIs in the GTPA Collective.
3. Strong network of industry support providing time commitment: Queensland College of Teachers, Australian Institute for Teaching School Leadership, Independent Education Union of Australia, Queensland Teachers' Union, Queensland Catholic Education Commission, Australian Primary Principals Association, Australian Secondary Principals' Association, Australian Children's Education and Care Quality Authority, Australian Government Department of Education, Skills and Employment, and Queensland Department of Education and Training.
4. A new digital library to support HEIs, schools and school leaders in GTPA implementation: Fact Sheets about the GTPA for communicating essential information to schools and other industry partners, including professional associations and the Unions; onboarding videos and other information videos to familiarise teacher educators with the instrument, scoring, moderation, and reporting processes; and data confidentiality information sheets.
5. Digital infrastructure including the GTPA Data App and Data Warehouse, online cross-institutional moderation, and data security. These support processes for GTPA data collection, scoring, analysis, and reporting to respective HEIs and teacher educators. Together they constitute the Evidence for Quality in Initial Teacher Education (EQuITE) software system (see Wyatt-Smith, Adie et al., forthcoming; Wyatt-Smith, Haynes et al., 2020).
6. The use of data visualisation to produce innovative reports showing the application of the standard as set in 2017, and the characteristics of quality and performance in respective teacher education programs. The Institute would be pleased to discuss analysis and reporting methods should the panel be interested.

Readers interested in these developments are invited to see publications by Wyatt-Smith and colleagues in the reference list including chapters by teacher educators in the 2021 Springer publication (Wyatt-Smith, Adie et al., 2021).

WHAT HAVE WE LEARNT SINCE THE TRIAL IN 2017?

Since 2017 we have learnt much. Key learnings include:

1. TPAs shown to be valid and reliable are an initial step towards demonstrating graduate readiness for the classroom and improve the quality of ITE programs (see Figure 1, Layer 1). **The potential of TPAs lies in the data they produce and how these are used to sustain a culture of evidence-informed improvement in ITE.**
2. In the context of TPAs, the standard of graduate readiness has the potential to act as a common yardstick when it is applied across HEIs. Teacher educators, parents and carers, the business community and the wider public all benefit when there is confidence in the comparability of the standard being applied.

3. A sustained approach to monitoring the application of a common standard is essential. This in turn requires a range of quality assurance systems and processes (see Figure 1, Layers 2-4) in a coordinated approach that brings together teacher educators, regulatory authorities, policy personnel, school leaders, teachers and researchers.
4. It is essential that teacher education commits to:
 - a. a sustained program of rigorous longitudinal research studies
 - b. research at-scale applying quantitative analytic methods supplemented by suitable qualitative approaches
 - c. appropriate digital technologies and platforms to promote effective and efficient data analysis, reporting and data visualisation
 - d. reporting practices that adhere to the necessary privacy and security protocols at all stages of the TPA data lifecycle:
 - encrypted data upload
 - automated stack formation
 - digital distribution of materials for undertaking cross-institutional moderation online, including authentic GTPA samples
 - customisation of HEI-specific reports showing how: the standard has been applied in each program, and the characteristics of quality at the criterion-level using whole cohort data (see Figure 1, Layers 5 and 6).
5. Calibration training, customised decision aids, illustrative exemplars and descriptive commentaries on how the standard has been applied are essential in building judgment dependability.
6. Internal university moderation alone will not ensure a comparable standard of graduate readiness is applied.
7. Publishing a standard of graduate readiness alone will not guarantee consistent application of that standard.
8. Reporting results of cross-institutional moderation supports the development of teacher educators' data literacy. It also promotes the formative use of data as evidence to inform program improvements.

RESPONSE TO PART B: Q8 – HOW CAN TEACHING PERFORMANCE ASSESSMENT ARRANGEMENTS BE STRENGTHENED TO ENSURE GRADUATE TEACHERS ARE WELL-PREPARED FOR THE CLASSROOM?

TPAs are linchpin to efforts to ensure graduate preparedness for the teaching workforce

As identified in the Discussion Paper, the move to introduce TPAs was an accepted recommendation of the TEMAG review. In our opinion, this represents the most significant reform in teacher education in Australia since the introduction of the Australian Professional Standards for Teachers (APST; Australian Institute for Teaching and School Leadership [AITSL], 2011). However, the potential of the reform remains unrealised: the uptake of TPAs has been slow over the past six years and the expectations relating to evidence, especially as it relates to the application of a standard and moderation, appears to have weakened.

The Discussion Paper reports the state of the nation regarding TPA development both in consortia and individual providers, as well as those in development. **The significant missing piece in the profile concerns the essential preconditions to optimise the potential of TPAs to ensure that graduate teachers are well-prepared for the classroom.** While the endorsement of a TPA is essential in the process, it falls well short of the suite of actions needed to quality assure graduate readiness on entry to the profession. The upskilling of the teacher education workforce in realising the potential of the TPA involves culture change especially as it concerns **the use of data, standards, and moderation.**

Figure 1 below depicts a conceptualisation of the developmental layers of work that we believe to be integral to the productive introduction and use of TPAs for summative (reporting) and formative (improvement) purposes. The advantage of taking a joined-up approach to both purposes is that the focus can be on reporting and using the data generated through cross-institutional moderation for curriculum review and program renewal. Figure 1 attempts to convey how a TPA is 'not just another assessment'. While the design of the instrument is shown as above the waterline, other layers of activity, all below the waterline, are essential for building the infrastructure to promote and sustain high performance in ITE and position Australia at the forefront.

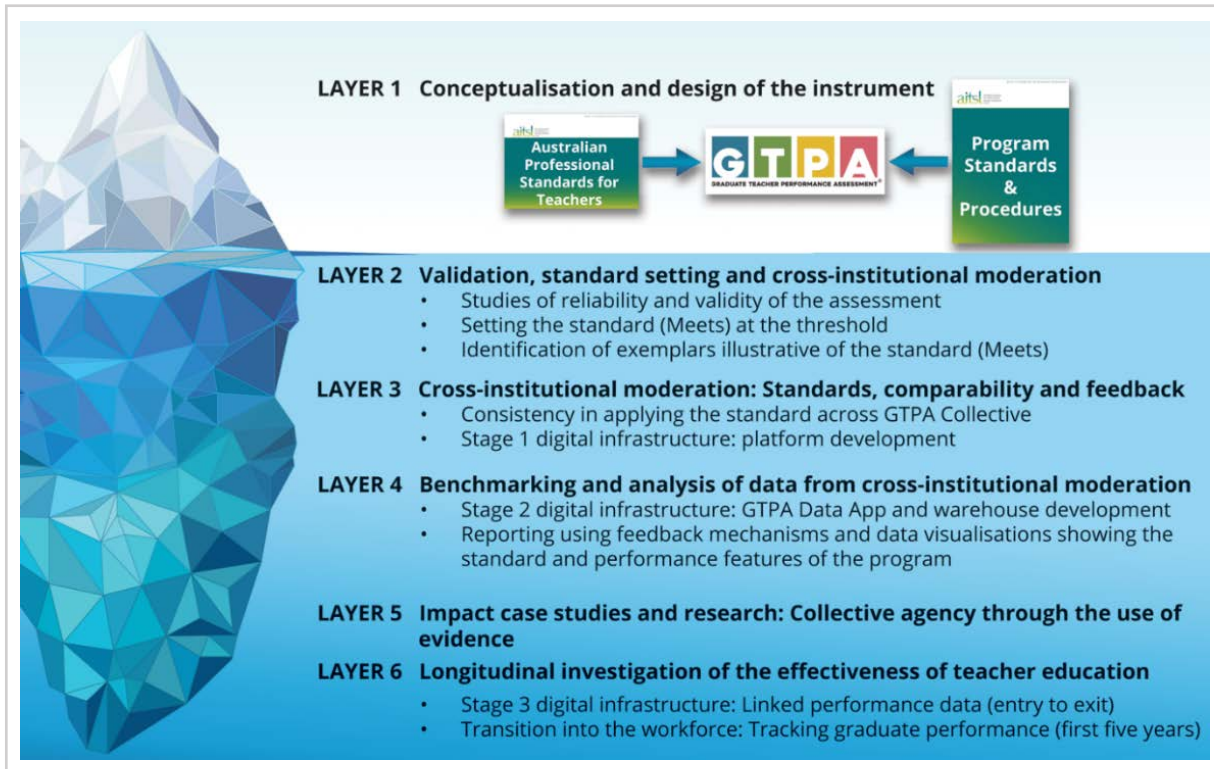


Figure 1. Conceptualising the GTPA and moderation as connected layers of Research and Development

A key outcome from the GTPA project to date includes new evidence showing that ITE programs are of varying quality across the country, and that internal moderation alone, as undertaken within individual HEIs, does not necessarily deliver comparability in the application of an established standard. It is through the large-scale collaboration and initiatives including calibration training, the use of exemplars chosen to illustrate the standard, and investment in digital infrastructure that judgement dependability can be built, enabling the Australia public to have confidence that a common standard is being applied across the country and is evident in the quality of graduates entering the workforce.

Without a focus on comparability and rigorous mechanisms for demonstrating that a common standard is being achieved across teacher education providers, we could simply revert to each HEI having their own TPA and their own HEI-specific standard. The resultant limitation would be a step back from the prospect of establishing agreed quality expectations across the country. We are not arguing for standardising programs, nor are we arguing for a single TPA. Rather, we assert that while programs must take account of demographic variables, this priority should not be confused with a weakened focus on an agreed standard for entry to the profession. Australian parents/carers need confidence that all teachers have met the requirements of graduate readiness (Craven et al., 2014) irrespective of the HEI from which their degree was awarded. In our view, the status of the profession depends on this.

At this critical juncture in the history of teacher education in Australia, we must avoid the prospect of a two-tiered (or more) system of teacher preparation. So, **we have to get TPAs right**. It is time for Australia to make transparent a common or agreed standard of graduate readiness that applies irrespective of location, mode of delivery, or ITE program. Incentivising groups of HEIs to work together in cross-institutional moderation to demonstrate consistency in scoring is a necessary precondition for moving to a more ambitious enterprise of benchmarking teacher education nationally. Investment in digital infrastructure and quality assurance systems and processes is also necessary. Such investment extends to establishing data custodians and data security, confidentiality, and privacy expectations to facilitate online moderation processes at scale. The nation is not well-placed to advance an evidence base for teacher education in the absence of such provision.

Why do we have to get TPAs right?

A TPA is not just another assessment. The purpose and consequences of a TPA are far more significant than other assessments completed in ITE: its function is to attest to profession readiness. It is expected to function as a complex, authentic performance assessment that is recognised by the profession itself.

Until the introduction of TPAs, there was no approved exit or terminal assessment and no established standard intended as a common reference point or benchmark for gauging graduate readiness for classroom practice. Further, there was no quality assurance system for verifying a common standard of readiness across programs within HEIs, or across HEIs. Seven years after the release of TEMAG, this is still the case.

Evidence of demonstrated comparability in what counts as the passing standard in ITE is a non-negotiable expectation in getting TPAs right. This is essential for the Australian public to have confidence in the quality of education systems and the quality of graduates entering classrooms.

A national conversation about teaching quality and the demonstration of professional competence at the point of completing a preparation program is long overdue. Parents and carers want to have confidence in the competence and capabilities of their child's teacher. They want to know that their child's teacher is setting their child up for success and that this is a realistic expectation. An expectation of professional competence is not particular to teaching: patients want to know they have a good doctor; litigants want to know they have the best lawyer.

The move to TPAs opened the door to exploring authentic assessment of teaching competence in an actual classroom context at the point of completing a preparation program. The expectation at the time was that competence could be assessed against an established or agreed standard, recognised by the profession.

In the next section, we identify the suite of actions taken in the GTPA Collective to ensure the rigour of the instrument, the reliability of scoring and the innovative use of digital technologies in cross-institutional moderation. Given the scale of the GTPA, cross-institutional moderation online was the only possible choice.

What is involved in getting TPAs right?

In addressing this question, we draw on the work done in the GTPA Collective since its trial in 2017. In our experience, getting TPA implementation right involves:

1. Rigorous data-informed processes enabled through digital architecture and the expertise of a large disciplinary team with expertise in assessment and measurement, teacher education, digital design and systems thinking, and data analytics. This expertise is necessary for decisions regarding TPA collection, scoring, analysis, coding, and reporting processes.
2. Clearly stated and defined **conditions for addressing fidelity** in TPA implementation.
3. A **validated scoring rubric** that accompanies the TPA, with evidence of demonstrated reliability.
4. **Exemplars** (authentic TPA samples) showing the range of quality with a crystalline focus on samples illustrating Meets (at the threshold) and Does Not Meet (just below the threshold). These exemplars are concrete illustrations of what the standard looks like in practice.
5. **Principles for forming stacks and allocating to scorers** with the highest number of scorers allocated to judging the standard at the minimum.
6. **Cross-institutional moderation (CIM)** to be a mandatory requirement. CIM is foundational to the goal of assuring graduate teachers are well-prepared for the classroom. A weakly framed position on CIM and evidence undermines the prospect for delivering the promise of TEMAG to improve the quality of teacher education. The move to online cross-institutional moderation is necessary to build knowledge of the standard across jurisdictions.
7. The combination of **rigorous statistical analyses** using recognised methods to demonstrate scorer reliability, severity, and lenience with selected qualitative processes. Figure 2 below shows the severity and leniency of an individual rater relative to the pool of scorers involved in CIM-Online™. The MFRM analysis produces this estimate on the logit scale to 95% confidence limits. Each blue dot represents a rater. The six larger and lettered (A - F) orange dots are de-identified scorers from one HEI. The two dashed green lines represent the upper and lower confidence limits. Most raters sit between the acceptable boundaries; in the case of this hypothetical HEI these are scorers B, C, D and E. However, some fall outside the boundaries showing that they are lenient or severe judges, raising questions about the reliability of their judgements. In the illustrated case in Figure 2, the judgements of rater A are considered overly severe; the judgements of rater F are considered too lenient. Both raters A and F should have further training on recognising and using the established standard.

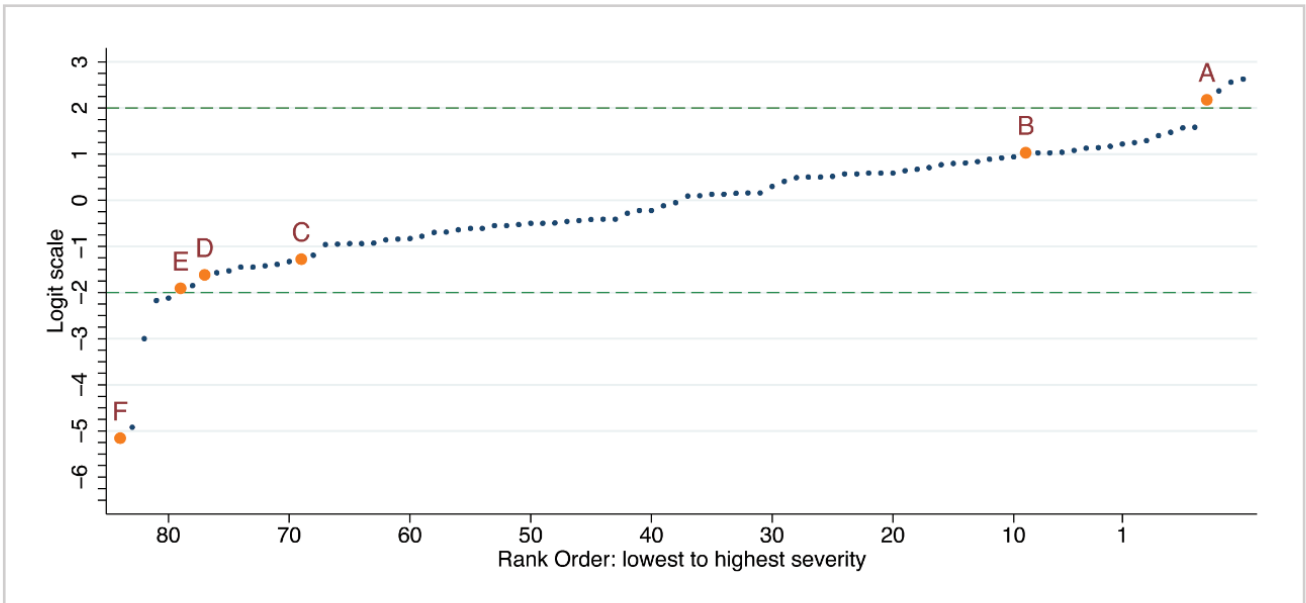


Figure 2. Hypothetical representation of rater severity in GTPA scoring.

8. A best-practice methodology for benchmarking the quality of graduate performance against an established or agreed standard. CIM-Online™ contributes to benchmarking across participating HEIs in the GTPA Collective.
9. **Data visualisation and reporting of customised results** to participating HEIs that are fit-for-purpose (summative and formative):
 - a. to show how the established standard has been applied in each HEI program
 - b. to show how the stated criteria (scoring rubric) have been applied at the cohort level in each HEI program
10. Formalising a **feedback loop** from the TPA to ITE programs using data as evidence at the standard and criterion levels to inform curriculum review and program renewal. In the past, standards have been used to structure program design acting as inputs into teacher education for program planning. Through the analysis of TPA scoring, evidence of standards ‘met’ can be used formatively for program renewal. This forms a feedback loop that connects standards and evidence to quality assure graduate readiness as well as the quality and impact of ITE programs (Figure 3).

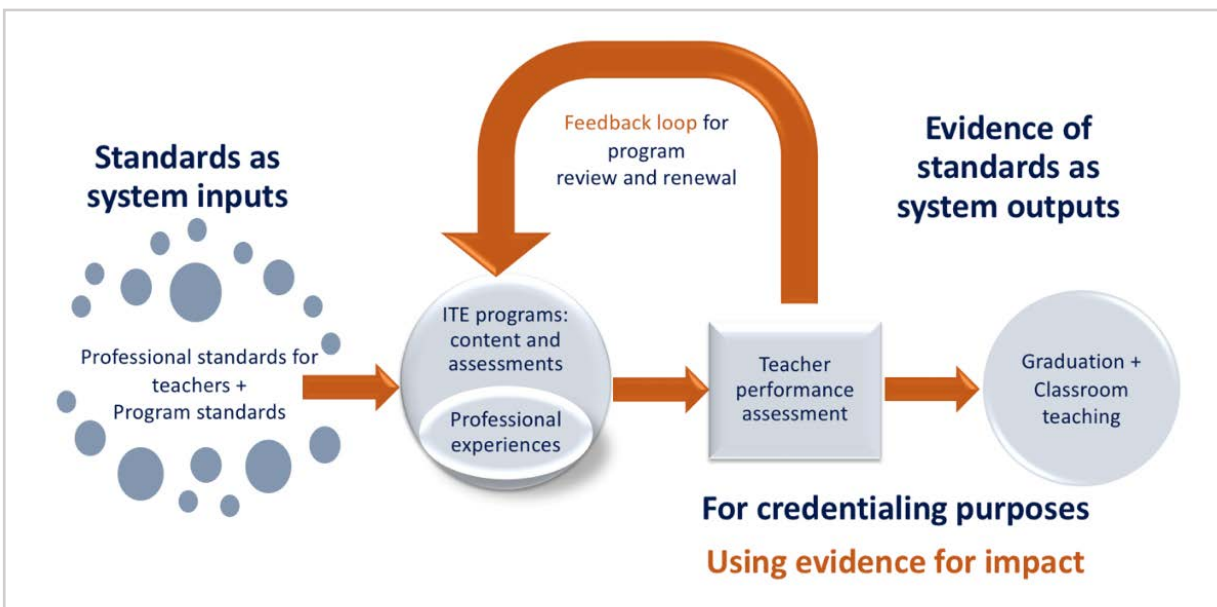


Figure 3. A feedback loop for teacher education connecting standards as system inputs to standards as evidence of system outputs.

11. Data from TPA scoring can be used to generate new insights into the strengths and areas for improvement of teacher education programs, both within and across HEIs. The infrastructure is essential for teacher educators to access reports showing the effectiveness of programs in ways not previously available. They can see, for example, the location of samples relative to the established standard (Figure 4), and cohort and individual performance in planning, teaching, and assessing as recognised core skills of professional practice (Figure 5). For further information contact the [Institute Director at ILSTE](#).

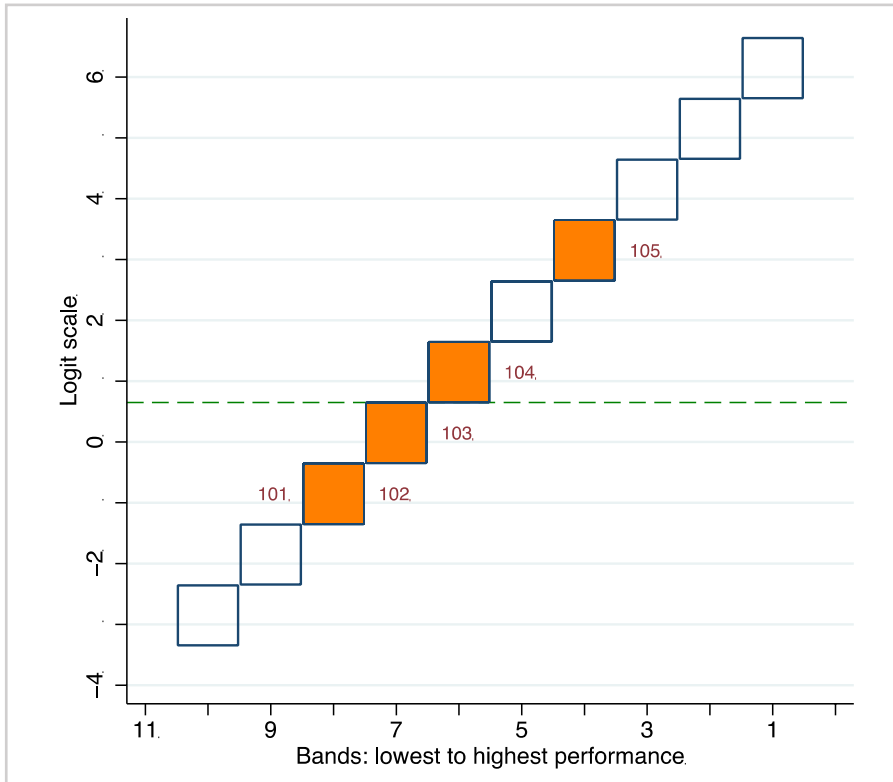


Figure 4. Location of verified samples in like groups relative to the standard.

The Figure 5 graph shows ordered patterns of performance at the criterion level for each of five samples. The GTPA uses five criteria to assess performance – planning, teaching, assessing, reflecting, and appraising – as represented under Figure 4 as criteria 1 to 5. The utility of the graph is that it shows how performance on criteria 2, 3 and 4 compensate for the performance on criteria 1 and 5. Using the information in these graphs, teacher educators can identify samples to explore what quality looks like at the criterion level.

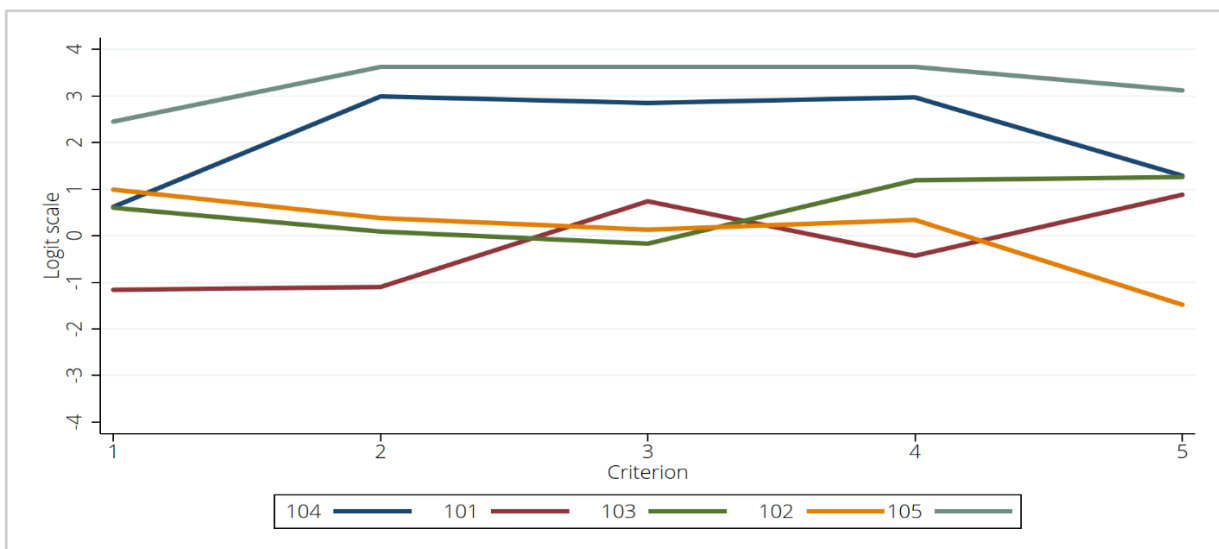


Figure 5. Criterion-level performance information [lines].

12. Building data literacy in the teacher education workforce through participation in calibration training, CIM-Online™, scoring, interpreting HEI reports. Teacher educators' engagement with and use of the reports is dependent in large part on their expertise in reading evidence or performance data presented through a range of data visualisations. In the GTPA Collective, reports are encrypted and sent securely online going directly into the hands of Deans, Program Directors, and other teacher educators across the country.
13. Tracking the movement of the standard over time using anchor samples. Unless attention is paid to capturing this movement, the case could be made that it was easier to graduate from teacher education last year or the year before. This brings into play issues of fairness in tests of graduate readiness to enter teaching. Legal precedence for cases contesting grading decisions in the case of the Educative Teacher Performance Assessment (edTPA) and Performance Assessment for California Teachers (PACT) are instructive for Australia (see Wyatt-Smith, Adie et al., forthcoming).
14. The role of the teacher educator in program evaluation. We propose that this is a role that could be undertaken with optimal effect when it involves and engages colleagues in the schooling sector, and in particular, principals and mentor teachers.

Extending the Evidence Base: The Workforce Studies Series

A second major front of research being led by ACU is the Workforce Studies Series designed as longitudinal investigations of preservice teacher trajectories from entry to exit. The first of these studies was completed earlier this year as a pilot for the series (Wyatt-Smith, Haynes et al., 2021). It analysed the performance progression in key ITE assessments for two cohorts of preservice teachers (N=2252) who commenced ITE programs for the undergraduate degree in 2015, and for the postgraduate degree in 2017. This study draws on four key assessments: (1) Professional Experience (PEX), (2) Literacy and Numeracy Test for Initial Teacher Education (LANTITE), (3) Graduate Teacher Performance Assessment (GTPA), and (4) academic program assessments reported as Grade Point Average (GPA).

The next study in the series will build on the pilot, involve a significant number of HEIs, and follow graduates from entry through the first five years of their teaching careers. A strong feature of this extension study is that, like the pilot, it will link evidence types to map progression of individual ITE candidates over their degree studies and follow them into the workforce to examine pedagogical and assessment practices, including their impact on student learning. Funding for these studies including as they rely on digital architecture is being investigated currently.

Drawing on Wyatt-Smith, Haynes et al. (2021, p. 1) a selection of relevant main findings of the pilot study is provided next. The full report is available at <https://www.dese.gov.au/teaching-and-school-leadership/resources/quality-initial-teacher-education>.

1. The four key assessments (named above) have potential to function as a suite of interlocking components of a principled system of quality assurance processes and practices. Currently, however, they appear to function as discrete or separate events with failure on any one of them experienced as consequential for progression. This finding provides an opportunity for considering targeted, point in time interventions to support candidates who experience such failure.
2. Age, basis of admission and ATAR have a significant impact on pathway to ITE completion.
3. Candidates enter teacher preparation programs with diverse demographic characteristics and diverse admissions pathways. These factors impact on the timing and successful completion of key assessments culminating with the GTPA.
4. The timing and grouping of key assessments (named above) are consequential for ITE outcomes. Risks of separation intensify where multiple assessments are undertaken concurrently in a single semester.
5. PEX is integral to ITE progression. Failure of PEX is the main assessment barrier to program completion. Failure of a PEX most often leads to separation from the program.
6. Results from key assessments are largely underutilised for review and improvement purposes.
7. Teacher educators advised they had no prior experience of standard-setting, cross-institutional moderation, and benchmarking before joining the GTPA Collective.
8. Teacher educators' data literacy remains in its infancy.

In the next section, we connect further selected findings from Study 1 (Wyatt-Smith, Haynes et al., 2021, p. 2) to identified Terms of Reference and related questions.

RESPONSE TO PART A: Q5 – HOW CAN WE ATTRACT A MORE DIVERSE COHORT INTO ITE SO THAT TEACHERS BETTER MIRROR THE DIVERSITY IN SCHOOL STUDENTS AND SOCIETY?

In Wyatt-Smith, Haynes et al. (2021), Aboriginal and Torres Strait Islander candidates, males, and those aged 25 years or older at entry, were more likely than their counterparts to separate from the program before completion, and were under-represented in the cohorts of preservice teachers commencing ITE. ITE candidates from outer regional and remote locations and those from the two lowest SEIFA quintiles were also under-represented. Targeted support for these groups to consider a career in teaching is necessary prior to admission. Study 1 identified that support should be continued throughout the program at **critical points of known risk of separation**.

As Year 12 qualifications and age at admission were important for ITE completion, **a staged program of encouragement for a teaching career should be targeted towards school students initially in their primary years and sustained through to their senior years of secondary school, and their families**. A differentiated program of support should engage with known risks facing identified target groups including: Aboriginal and Torres Strait Islander students, male students, students from areas of both low and high socioeconomic status, and those from outer regional and remote areas. For some of these students, the demands of an ITE program will be high and failure highly likely in the absence of such differentiation.

Research should be undertaken to track the trajectories of these identified groups in far more systematic ways. To date, there have been a number of policy and practice initiatives at government and university levels to attract a more diverse cohort into ITE (e.g., bonus points, guest programs, early entry opportunities).

In earlier studies by ILSTE researchers it has been identified that school counsellors and teachers can provide negative feedback to school students and who are considering teacher preparation as a post-school pathway (Wyatt-Smith, Du Plessis et al., 2017). The authors recommended it was high time for teaching to be given a make-over: a differentiated marketing campaign for prospective candidates should be developed to promote teaching as a career of choice. Respondents' answers to the question, 'Why Choose Teaching?' provided a rich resource for such a marketing campaign.

RESPONSE TO PART B: Q6 – WHAT MORE CAN WE DO TO ENSURE THAT ITE CURRICULUM IS EVIDENCE-BASED AND ALL FUTURE TEACHERS ARE EQUIPPED TO IMPLEMENT EVIDENCE-BASED TEACHING PRACTICES?

Candidates with characteristics that represent known risks for separation should be identified early in preparation programs. Interventions should be made available at the immediate point of failure on key assessments. Interventions should also be introduced at the end of (i) the second year of BEd programs to ensure continuing participation in school placements in third and fourth years, and (ii) the first year of MTeach programs to ensure continuing participation in school placements in the second year.

The effectiveness of interventions should be the subject of research to establish their impact on retention and progression in programs and for subgroups of special interest.

RESPONSE TO PART B: Q7 – WHAT MORE CAN ITE PROVIDERS AND EMPLOYERS DO TO ENSURE ITE STUDENTS ARE GETTING THE PRACTICAL EXPERIENCE THEY NEED BEFORE THEY START THEIR TEACHING CAREERS?

Explicit attention should be given to effective methodologies for preparing ITE candidates for completion of school-based placements from the first year of ITE study. HEI-school partnerships feed into how the academic and practical program align to build knowledge, skills and capabilities as well as the emerging disposition of the teacher. This extends to opportunity for success on TPAs as teachers and teacher educators together build the know-how of teaching including the use of evidence to inform inclusive practice, diagnose learning difficulties and prepare for next-step teaching.

New digital platforms including simulations of classrooms should be investigated to support PEx preparation.

Issues of reliability and validity remain largely unaddressed in PEx assessments. The standards and quality assurance processes used to assess performance in PEx should be investigated. Agreed judgement protocols and moderation processes should be developed.

Concluding Comment

There is evidence of a changing vernacular. The first wave came with the arrival of terms such as professional standards, program/accreditation standards, and terms used with the wave of new mandatory assessments in ITE (LANTITE, TPA) supplementing the contribution of PEx. Of particular interest is the latest changes in the vernacular with the arrival of terms including data, evidence, benchmarking, and moderation as a form of benchmarking. Perhaps the most recent arrival is the practice of cross-institutional moderation online used in the GTPA.

For some years the Australian teaching workforce has enjoyed the benefit of professional standards for teachers. These standards have served to mark teaching as a profession. Much remains to be learnt about the nature and function of these professional standards and the program/accreditation standards (see AITSL, 2015) as they contribute to ongoing professional development. Detailed analyses should be undertaken of the APST, program standards, and the evidence requirements of mandatory key assessments, including LANTITE, PEx, and the TPA. It is timely that the evidence required to demonstrate competence in each of these assessments is made clear and the coherence across these assessments articulated. It is also timely that attention turns to address fairness issues and legal implications of teaching performance assessments and the part these play in the licensure of educators in schools.

Against this background we call for public recognition that the focus shifts from *having* a TPA to the *evidence* that the TPA produces, and further, the use of that evidence for sustaining a culture of inquiry and improvement in ITE. There is opportunity for Australia to deploy TPAs to demonstrate that graduates entering teaching meet a common standard of graduate readiness. Of equal importance is HEIs having access to the evidence the TPA produces and using that evidence for curriculum review and program renewal. Only when these actions are taken can we get off the treadmill of continual reviews triggered by governments. The Institute has already initiated calls for research into cross-institutional moderation and cross-institutional moderation online and would welcome discussions with other parties interested in cross-TPA moderation.

[Professor Claire Wyatt-Smith](#) would be pleased to discuss this submission in more detail with interested parties.

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BUILDING THE EVIDENCE BASE TO SHOW THE QUALITY AND IMPACT OF ITE



2017

LARGE-SCALE TRIAL

Designing and validating a new teaching performance assessment

Architecture of change

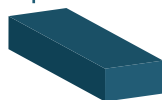
- ✓ Ethics and contracts
- ✓ Design the Instrument
- ✓ Trial two judgement methodologies
- ✓ Establish the Standard: Meets
- ✓ Design the scoring rubric
- ✓ Demonstrate the reliability of the scoring rubric
- ✓ Design decision aids e.g., Performance Level Descriptors (PLDs), cognitive commentaries
- ✓ Identify exemplars that illustrate application of the standard
- ✓ Design resources to support calibration training and build rater reliability
- ✓ Develop networking approaches to build community
 - › Monthly Zoom meetings
 - › Fact sheets
 - › Twice yearly in-person group meetings for training and scoring
- ✓ Develop principles for assessment fidelity and integrity
- ✓ Principles and practices for in-person standards-referenced moderation
- ✓ Trial online scoring platform

Data type

- › Complete GTPAs showing range of quality

Details

- › 6 states/territories
- › 162 samples used in moderation activities



Completions:

2343

Based on HEI provided data



2018

IMPLEMENTATION & INNOVATION AT SCALE

Designing an approach to national benchmarking

Areas of focus

- › Quality assurance systems to support national implementation
- › Cross-institutional moderation online
- › New data visualisation methods to report results of cross-institutional moderation

Extending the architecture of change

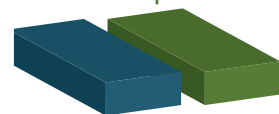
- ✓ Develop partnerships with HEIs
- ✓ Develop resource strategies to support the onboarding of new HEIs to use:
 - › Endorsed Instrument and scoring rubric
 - › The established Standard
 - › Exemplars and accompanying commentaries
- ✓ Build the online GTPA Library
- ✓ Build the corpus of data
- ✓ Design the digital infrastructure
- ✓ Design for data security: Privacy and confidentiality protocols
- ✓ Develop deidentification protocols and training
- ✓ Develop customised confidential reports to inform curriculum review and program renewal

Data type

- › Complete GTPAs showing range of quality

Details

- › 100 samples used in cross-institutional moderation
- › 27 teacher educators participating in calibration training
- › 109 teacher educators participating in cross-institutional moderation



2018 PST Completions:

3898

Based on HEI provided data



2019

IMPLEMENTATION & INNOVATION AT SCALE (Continued)

Trialling a newly designed software system: Evidence for Quality in Initial Teacher Education (EQUITE)

Consolidating the architecture of change

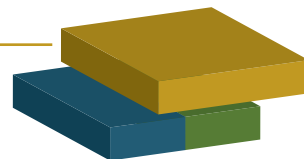
- ✓ Build the corpus of data
- ✓ Build and trial the digital infrastructure
 - › GTPA Data App & Data Warehouse
- ✓ Enhance data security
- ✓ Reinforce deidentification protocols and training
- ✓ Extend data visualisation methods to report results of cross-institutional moderation
- ✓ Enhance customised confidential reports to inform curriculum review and program renewal
- ✓ Build data literacy among teacher educators in the Collective

Data types

- › Category 1: Moderated GTPA samples showing the application of the standard
- › Category 2: Cohort records at the criterion level

Details

- › 252 samples used in cross-institutional moderation
- › 3,483 cohort data records
- › 155 teacher educators participating in calibration training
- › 172 teacher educators participating in cross-institutional moderation



2019 PST Completions:

3483

Based on HEI provided data



2020

TRANSFORMATIVE POTENTIAL OF THE GTPA

COVID-19: The turn to respond to the global pandemic

Areas of focus: Response to COVID-19 restrictions on school access

- › Design data scenarios
- › Protect the pipeline of graduates into the teaching workforce

Appraising the architecture of change

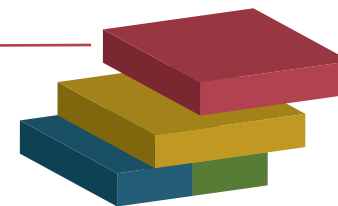
- ✓ Evaluate the potential of GTPA data scenarios
- ✓ Extend the digital infrastructure
 - › Data Warehouse
 - › Automation of data processing and reporting steps
 - › Introduce GTPA Cross-Institutional Moderation (CIM-Online™) as a customised method of benchmarking
- ✓ Develop Workforce Studies Series: Large-scale longitudinal studies of impact
- ✓ Sustain investigation of the application of the standard across diverse contexts

Data types

- › Category 1: Moderated GTPA samples showing the application of the standard
- › Category 2: Cohort records at the criterion level

Details

- › 251 samples used in CIM-Online™
- › 4,719 cohort data records
- › 119 teacher educators participating in calibration training
- › 118 teacher educators participating in CIM-Online™



2020 PST Completions:

4719

Based on HEI provided data



2021

EVIDENCE & IMPACT

Asking the question: Has the reform initiative led to enhanced quality assurance and improvement in ITE?

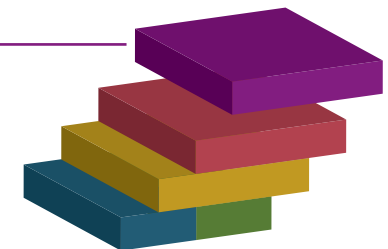
Evidencing the architecture of change for benchmarking performance

- ✓ Analyse the data from CIM-Online™ to:
 - › Track the movement of the standard over time using anchor samples
 - › Demonstrate scorer reliability, severity and leniency
 - › Apply the feedback loop in HEI impact studies
 - › Contribute to the build of an ITE database showing graduate quality
- ✓ Extend Workforce Studies Series: Large-scale longitudinal studies
- ✓ Develop teacher educators' data literacy skills
- ✓ Investigate the relationship between the results of the professional experience and the TPA results

Data types

- › Category 1: Moderated GTPA samples showing the application of the standard
- › Category 2: Cohort records at the criterion level

Details for 2021 to be announced



Accumulated Completions:

14443

As of 2020, based on HEI provided data





GTPA: Building the evidence base to show the quality and impact of ITE

Overview

The Graduate Teacher Performance Assessment (GTPA®) is an authentic, summative culminating assessment undertaken in a final-year professional experience placement. Its purpose is to demonstrate graduate readiness on program completion.

The GTPA was developed by ILSTE in 2015, piloted in 2016 and trialled in partnership with a large Collective of Australian Higher Education Institutions (HEIs) in 2017. In January 2018, the GTPA was endorsed by the Australian Institute for Teaching and School Leadership (AITSL). It is supported by researchers, teacher educators, education authorities, industry leaders and union representatives.

In 2021, the GTPA is being implemented in a Collective of 19 HEIs from across six Australian states and territories. In this large-scale project, teacher educators and ILSTE researchers collaborate to undertake cross-institutional moderation (CIM-Online™) and analysis of scoring to establish comparability.

To date, more than 15,000+ preservice teachers have completed the GTPA across the full range of initial teacher education programs and education phases.

To learn more about the GTPA, visit www.graduatetpa.com and contact [Institute Director Professor Claire Wyatt-Smith](#).



2021 GTPA Collective

