Missouri Pre-Service Teacher Assessment (MoPTA)

Explanation

The Missouri Preservice Teacher Assessment (MoPTA) is a performance-based portfolio assessment that SOE candidates must complete during their culminating clinical experience. The MoPTA was designed by a group of higher-education and P-12 school professionals under the direction of the Missouri Department of Elementary and Secondary Education (DESE) and in collaboration with the Educational Testing Service (ETS). The MoPTA is aligned to the Missouri Teacher Standards (MTS) and, as such, provides a measurement of what our candidates should know and will be expected to do in Missouri schools. Technical information about the MoPTA--including the MTS alignment chart--is found in the candidate handbook. The MoPTA design committee followed the *ETS Standards for Quality and Fairness* (2015) as they constructed this assessment.

The SOE supports candidates through the MoPTA process with a professional development seminar during the culminating clinical experience. This seminar is designed to lead candidates through the handbooks and support the technical components of the assessment.

The MoPTA is a holistic performance assessment that consists of four task. The chart below summarizes each task and tags its alignment to the MTS, InTASC, and CAEP standards.

Task	Candidate Prompt	DESE / MTS Component	InTASC	CAEP
Task 1 Knowledge of students and the learning environment	In this task, you will demonstrate the knowledge and skills that pertain to your understanding of the context of your classroom in regard to your students, the school, and the community; and you will identify implications of these factors on instruction and student learning.	2.4: Differentiated lesson design. 2.5: Prior experiences, multiple intelligences, strengths, and needs. 2.6: Language, culture, family and knowledge of community values.	Learner and learning. Instructional practice.	1.1 1.4

		3.2: Lessons for diverse learners. 4.2: Appropriate use of instructional resources to enhance student learning. 5.1: Classroom management techniques. 5.3: Classroom, school, and community culture. 6.2: Sensitivity to culture, gender, intellectual, and physical differences. 8.3: Professional rights, responsibilities, and ethical practices. 9.3: Cooperative partnerships ins support of student learning.		
Task 2 Assessment and data collection to measure and inform student learning.	In this task, you will demonstrate your understanding, analysis, and application of assessment and data collection to measure and inform student learning.	1.5: Diverse social and cultural perspectives. 2.2: Student goals. 2.5: Prior experiences, multiple intelligences, strengths, and needs. 2.6: Language, culture, family, and knowledge of community values. 3.1: Implementation of curriculum standards. 3.3: Instructional goals and differentiated instructional strategies. 7.1: Effective use of assessments.	Content. Learner and learning. Instructional practice. Professional responsibility.	1.1 1.2 1.4 1.5

		7.2: Assessment data to improve learning. 7.4: Effect of instruction on individual/class learning. 8.1: Self-assessment and improvement.		
Task 3 Designing instruction for student learning.	In this task, you will demonstrate your ability to develop instruction, including the use of technology, to facilitate student learning.	1.2: Student engagement in subject matter. 2.3: Theory of learning. 2.4: Differentiated lesson design. 2.5: Prior experiences, multiple intelligences, strengths, and needs. 2.6: Language, culture, family, and knowledge of community values. 3.1: Implementation of curriculum standards. 3.2: Lessons for diverse learners. 3.3: Instructional goals and differentiated instructional strategies. 4.1: Instructional strategies leading to student engagement in problem-solving and critical thinking. 4.2: Appropriate use of instructional resources to enhance student learning. 4.3: Cooperative, small group, and independent learning. 5.1: Classroom management	Content. Learner and learning. Instructional practice. Professional responsibility.	1.1 1.2 1.4 1.5

		techniques.		
		6.4: Technology and media communication tools.		
		7.1: Effective use of assessments.		
		7.2: Assessment data to improve learning.		
		7.4: Effect of instruction on individual/class learning.		
		8.1: Self-assessment and improvement.		
Task 4 Planning, implementing, analyzing, and adjusting instruction to promote student learning.	In this task, you will demonstrate your ability to plan and implement a sequence of lessons within a unit using standards-based instruction. You will also show how you are able to analyze data and adjust instruction for the whole class as well as for individual students within the class. Finally, you will demonstrate an understanding of reflective practice.	1.1: Content knowledge and academic language. 1.2: Student engagement in subject matter. 2.1: Cognitive, social, emotional, and physical development. 2.2: Student goals. 2.4: Differentiated lesson design. 2.5: Prior experiences, multiple intelligences, strengths, and needs. 3.2: Lessons for diverse learners. 3.3: Instructional goals and differentiated instructional strategies. 4.1: Instructional strategies leading to student engagement in problem-solving and critical thinking. 7.1: Effective use of	Content. Learner and learning. Instructional practice. Professional responsibility.	1.1 1.2 1.4 1.5

		assessments.		
		7.2: Assessment data to improve learning.		
		7.4: Effect of instruction on individual/class learning.		
		8.1: Self-assessment and improvement.		

Data Table Key

The table tables presented on the next page summarize aggregate candidate scores by licensure area for Fall 2015, Spring 2016, and Fall 2016. Each table lists overall average scores, score range, average scores on each task, and the SOE pass rate.

Data Tables

Fall 2015

	Average Score (max 60)	Score Range	Task 2 (max 12pts)	Task 3 (max 16pts)	Task 4 (max 32pts)	Passrate
Elementary	34.3	30-42	7	9	18	100%
K-12 Mild/Mod Special Ed.	40	39-41	8.8	8.3	23	100%
Early Childhood Ed.	33	33	7	9	17	100%
Early Childhood Special Ed.	33	33	7	9	17	100%
Biology (Secondary Ed.)	46	46	7.5	11	27	100%
Middle School Mathematics	46	46	10.5	12	23	100%
Middle School Language Arts	42.5	39-46	10.1	11.3	21.2	100%

Spring 2016

	Average Score (max 60)	Score Range	Task 2 (max 12pts)	Task 3 (max 16pts)	Task 4 (max 32pts)	Passrate

Elementary	42.6	37-48	8.7	10.8	23	100%
K-12 Mild/Mod Special Ed.	42.5	37-45	9	10.3	23	100%
Early Childhood Ed.	41.5	41-42	8.3	11.8	21	100%
Early Childhood Special Ed.	41.5	41-42	8.3	11.8	21	100%
Social Science (Secondary Ed.)	38	35-44	7.8	9.5	20.3	100%
English (Secondary Ed.)	47	47	10	12.5	24	100%
Middle School Mathematics	35.5	33-38	8.3	8.5	18.5	100%
Middle School Language Arts	40.8	33-46	8.5	9.5	22.5	100%
Middle School Science	40	40	7.5	12.5	20	100%
Mathematics (Secondary Ed)	42	42	8.5	9.5	22.5	100%

Fall2016

	Average Score	Score Range	Task 2	Task 3	Task 4	Passrate

	(max 60)		(max 12pts)	(max 16pts)	(max 32pts)	
Elementary	39.5	28-46	7.6	10.5	21.2	100%
Early Childhood Ed.	46.5	46-47	8.8	12.8	24.5	100%
Early Childhood Special Ed.	46.5	46-47	8.8	12.8	24.5	100%
Social Science (Secondary Ed.)	45.5	45-46	9.8	11.3	24.5	100%
English (Secondary Ed.)	40	40	8.5	11.3	20	100%
Math (Middle School Ed.)	46	46	9.5	12	24	100%

Conclusion

These data indicate that SOE candidates met the performance expectations outlined in the MTS. At the same time, MoPTA data shows that our candidates can enact their professional knowledge in content, learner and learning, instructional practice, and professional responsibility. However, even though 100% of SOE candidates passed the MoPTA in Fall 2015, Spring 2016, and Fall 2016, our candidates' scores indicate that we can improve our programming in the areas of instructional planning and delivery.

References

Education Testing Service. (2015). *ETS standards for quality and fairness.* Princeton, NJ: Educational Testing Service.