



Fact Sheet

Information for Schools and Supervising Teachers

About the Graduate Teacher Performance Assessment

What is the Graduate Teacher Performance Assessment?

The Graduate Teacher Performance Assessment (GTPA) is an integrated competence assessment that connects the academic program and the placement program in schools. It requires preservice teachers to connect research, theory and practice. The GTPA is a single authentic assessment undertaken for summative purposes in a final-year professional experience placement. It includes five practices: planning, teaching, assessing, reflecting and appraising. It provides evidence of competence for classroom practice and ability to meet the Australian Professional Standards for Teachers at the Graduate level (Australian Institute for Teaching and School Leadership [AITSL], 2011, www.aitsl.edu.au).

Why has the GTPA been developed?

In a move to drive improvement in initial teacher education (ITE), the Education Council, comprising all Australian Education Ministers, endorsed the revised *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* in December 2015, updated in 2018. Program Standard 1.2 requires that 'pre-service teachers ... have successfully completed a final-year teaching performance assessment prior to graduation' (p. 10).

The GTPA is a research-informed teaching performance assessment developed to:

- meet the new national requirement for all preservice teachers to undertake a summative assessment to demonstrate professional readiness.

- 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 student learning.
- incorporate planning, teaching, assessing, reflecting on and appraising teaching practices as an integrated process.
- promote strong partnerships across universities, teacher employers, state-based regulatory authorities and other education stakeholders.
- produce previously unavailable evidence of graduate competence aligned with the Graduate Teacher Standards.

The objective of the GTPA is to provide an opportunity for the preservice teacher to demonstrate their competence for professional practice.

What was the outcome of the 2017 Trial?

The large-scale nationwide Trial of the GTPA was completed in 2017. The Trial included the validation of the instrument, standard setting, moderation, and establishing the standard at the minimum acceptable level. The GTPA was endorsed by AITSL in January 2018 for implementation nationally.

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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 the preservice teacher to demonstrate planning, teaching, assessing, reflecting and appraising of teaching practices regardless of school context, year level of teaching, or discipline/curriculum or content area or speciality. This includes a primary teaching specialisation, a teaching major in secondary education, or teaching in a special education site.

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

The GTPA learning sequence or unit of work undertaken by the preservice teacher is part of the overall planned teaching, learning and assessment for the term (Diagram 1).

Preservice teachers develop and implement a learning sequence or unit of work, with accompanying assessments for formative and summative purposes. Completing the GTPA involves the collection and use of evidence of a range of types. Evidence is used to 1) inform teaching, 2) monitor student learning, and 3) gauge the effectiveness of teaching and its impact on student learning.

Student learning is at the core of the GTPA. In completing the GTPA, preservice teachers focus on whole class teaching and differentiated practice. To demonstrate differentiation in whole class contexts, the preservice teacher identifies three focus students to represent the range of achievement levels in the class. The preservice teacher presents evidence of practices they implemented to remove barriers to student learning. The connections between theory and practice form part of this evidence.

In addition, the GTPA includes two purposefully selected scenarios (teaching and learning episodes/events/incidents) that illustrate pedagogic decisions that informed teaching strategies. The scenarios are to demonstrate 1) whole class teaching, and 2) teaching to meet the learning needs of individuals and small groups.

"... the GTPA really boosted my confidence in terms of planning, teaching, and assessing in the classroom. I felt it gave me a real purpose for each individual decision that I made..."

Cyra Real, Graduate Teacher, Oonoonba State School

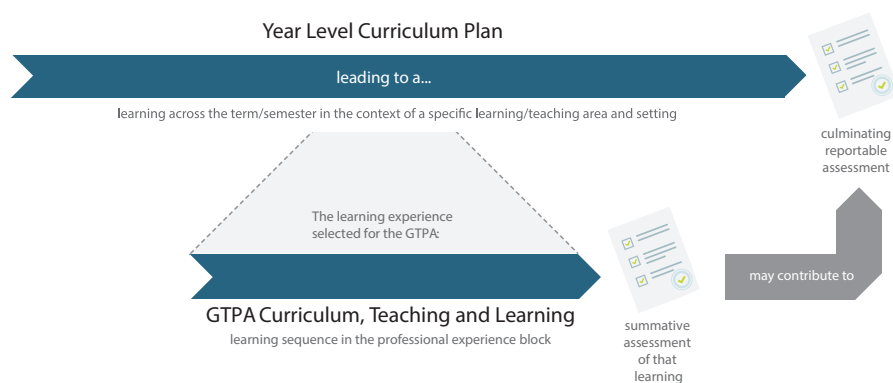
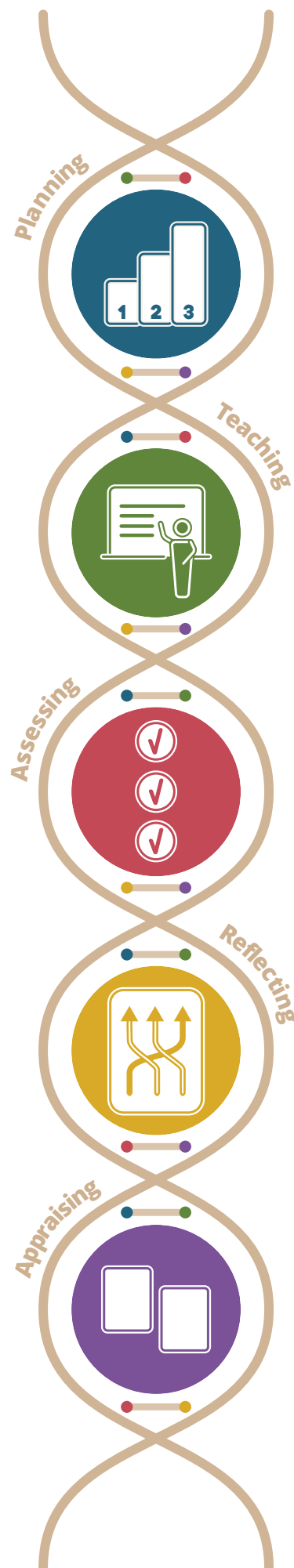


Diagram 1: Relationship of the GTPA to classroom learning context.

Diagram 1 illustrates the relationship between the classroom context, Year level curriculum plan and the GTPA learning sequence. It also shows the relationship between the teaching, learning and assessing cycle, including the summative assessment implemented in the GTPA, and the culminating reportable assessment that is a part of the class and school program.



What kind of data supports completion of the GTPA?

The data of student learning that is collected, analysed and used for the GTPA is of the range and type that the classroom teacher accesses to inform decisions about planning for optimal student learning. This may include data for formative and summative purposes, and for whole class, small group and individual teaching. Please note that in using the data to inform teaching decisions, preservice teachers are bound by professional codes of conduct, including confidentiality.

What makes this an authentic assessment?

The assessment is authentic in the way it addresses:

1. the alignment of curriculum, assessment and pedagogy, as well as general capabilities including literacy and numeracy as part of the requirements in the Australian Curriculum;
2. curriculum decision-making and pedagogic practices informed by student data;
3. the learning experience for the full range of students in the class;
4. the preparedness of the preservice teacher to demonstrate the full cycle of teaching, learning and assessment;
5. preservice teachers' practices and reasoning about how their teaching meets individual students' learning needs.

How does this assessment fit with other assessments across the teacher education program?

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

The GTPA incorporates Graduate Teacher Standard descriptors aligned to the teaching cycle in interrelated, authentic ways.

How does the GTPA meet Program Standard 1.2?

The GTPA is aligned with the National Program Standards, with a specific focus on Program Standard 1.2. This standard requires preservice teachers to undertake an assessment that focuses on the interrelated elements of classroom practice inclusive of planning, teaching and assessing. The GTPA has been endorsed as offering a set of clear, measurable and justifiable achievement criteria for assessing performance.

The criteria are used in a well-developed, validated quality assurance system that combines internal and external moderation. This system ensures that a common, established standard is applied across all participating teacher education providers.

In order to meet Program Standard 1.2, the following conditions must be satisfied to assure the fidelity of the GTPA as implemented:

1. The GTPA is a summative assessment to be completed in a final year, sustained professional experience placement of four weeks duration (minimum).
2. The GTPA is to be undertaken in one class with a focus on a single curriculum area or integrated teaching unit. Preservice teachers demonstrate their practices in a significant learning sequence taught across the duration of the professional experience placement. The learning sequence is to be implemented across a significant series of teaching episodes/ lessons that have clearly defined learning goals.
3. In responding to the GTPA, preservice teachers present their practice in the teaching, learning, and assessing cycle in a whole class context, and with differentiation for small groups and individual learners.
4. The GTPA is to be completed as an integrated, intact assessment giving preservice teachers an opportunity to demonstrate the specified GTPA practices of planning, teaching, assessing, reflecting and appraising.
5. The completed GTPA is a single submission, that is, it is not to be submitted in parts over time.
6. Preservice teachers submit their completed GTPA within two weeks of concluding a final year professional experience placement.
7. On submission, the completed GTPA is to be accompanied by the preservice teacher's signed declaration that it is original work, undertaken over the full course of the professional experience placement, and not previously submitted for credit in their program or elsewhere. Where other materials are included in the submission (e.g., commercial materials, resources developed by supervising teachers and other school staff), they are to be acknowledged and appear in the references.
8. Assessment (scoring and internal moderation) of completed GTPAs is to be undertaken by teacher educators with relevant curriculum content knowledge and pedagogic expertise.

The GTPA is aligned with the National Program Standards. Graduate Teacher Standards are embedded within the GTPA. For details on the Standards see www.aitsl.edu.au



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 scoring the GTPA rests with the higher education institution (HEI). The GTPA is graded by teacher educators within the HEI. It is complementary to, but separate from, the Professional Experience Report.

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

The role of the supervising teacher is primarily consultative and advisory in nature. It could include, for example, assisting the preservice teacher to select student data representing the range of capabilities in the class and the relevant achievement standards. It also includes the teacher and the preservice teacher undertaking moderation discussions to review the use of standards and criteria in assessing student work.

It should not involve additional administrative or workload responsibilities for teachers and schools in implementing the GTPA.

The GTPA constitutes the core planning, teaching and assessing work of the preservice teacher.

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 teacher education providers about the GTPA?

It is expected that HEIs will undertake timely discussions with partner schools to communicate the purpose of the GTPA and the timing of the assessment. Roles and responsibilities need to be addressed to assure schools that the GTPA is not an additional workforce demand, but rather a part of the further strengthening of ITE programs.



"The GTPA ... was a really great culminating assessment because it allowed me to put everything I've learnt into practice."

(Leslie Veschetti, Graduate Teacher, Cairns West State School)

GTPA and program accreditation

Has the GTPA been reviewed by the National Expert Panel?

The National Expert Panel, convened by the Australian Institute for Teaching and School Leadership (AITSL), has reviewed the GTPA and supporting Trial evidence. The Panel endorsed the GTPA as meeting the requirements necessary for satisfying Program Standard 1.2, if implemented as intended. The GTPA is now available for implementation by Australian Higher Education Institutions, consistent with conditions established by ACU.



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