



Capturing Instruction

Technical considerations

All teacher education candidates engaged with the TCAP are required to gather appropriate permission to video in the classroom in line with expectations of their host school building administrators.

Sec V(c.) of RSA 189:68 of the *Student Information Protection and Privacy Act* states nothing in the law shall “preclude the use of audio or visual recordings for use in the instruction of student interns or student teachers.” Still, teacher candidates must seek administrative and parental consent.

Parents who prefer their child’s anonymity be maintained are assured that the candidate will not capture the student’s image, and the video process will not prevent the student from participating in the lesson.

Protecting the confidentiality of New Hampshire students

When teacher interns request permission to video minors in the classroom, many building leaders and mentor teachers express concern and request more details.

As teacher educators and future teachers, we share the priority of protecting the confidentiality of minors in the classroom. The TCAP presents programs with an occasion to discuss teachers’ role in protecting students’ confidential information.

Teacher candidates are furnished with standard language for reaching out to parents regarding candidates’ requirements for capturing video, and are required to protect the anonymity of pupils with whom they work.

Questions regarding protocols and protection of student anonymity during the NHTCAP process may be addressed to teacher interns’ Teacher Education Program.

The NHIHE Network

Concord, NH
www.iHENetwork.org

The NHTCAP

The New Hampshire
Teacher
Candidate
Assessment of
Performance



The NHTCAP: Assessing preparedness

In 2013, all New Hampshire institutions of higher education (IHEs) that prepare educators voted unanimously to adapt, pilot and validate a common assessment of teacher interns.

All IHE's were committed to adapting a common assessment tool that would evaluate teacher candidates' preparedness for the classroom, and simultaneously serve as a tool for candidate and programmatic learning.

To that end, the IHE Network adapted the California PACT for New Hampshire classrooms.

A central goal of the NHTCAP is to act as an assessment *of* learning as well as an assessment *for* learning.



The TCAP is a way to really make you be aware of how you are as a reflective and practicing teacher.

-Tara

Following the example of a high quality assessment of teacher performance designed by teachers and teacher educators called the PACT, the New Hampshire TCAP requires teacher candidates to demonstrate strategies they will use to make learning accessible to their students. They will explain the thinking underlying their teaching decisions & analyze strategies they use to teach. They will examine the effects of their instructional design & teaching practices on students' learning. The TCAP consists of five "strands."

Five Strands:

- I. Contextualizing Learners & Learning
- II. Planning & Preparing
- III. Instructing Students & Supporting Learning
- IV. Assessing Student Learning
- V. Reflecting & Growing Professionally

Candidates' performance on these five strands is assessed across twelve rubrics:

- 1) Establishing instructional focus
- 2) Making content accessible
- 3) Designing assessments
- 4) Engaging students in learning
- 5) Monitoring student learning
- 6) Analyzing student work
- 7) Using feedback to promote learning
- 8) Using assessment to inform teaching
- 9) Monitoring student progress
- 10) Reflecting on learning
- 11) Understanding language demands
- 12) Developing students' academic language

Research studies have found that candidates' performance on this assessment is correlated with candidates' impact on student learning and preparedness for the classroom.

(Reagan, Terrell, Rogers, Schram, Tompkins, Ward, Birch, McCurdy, McHale, 2016).

