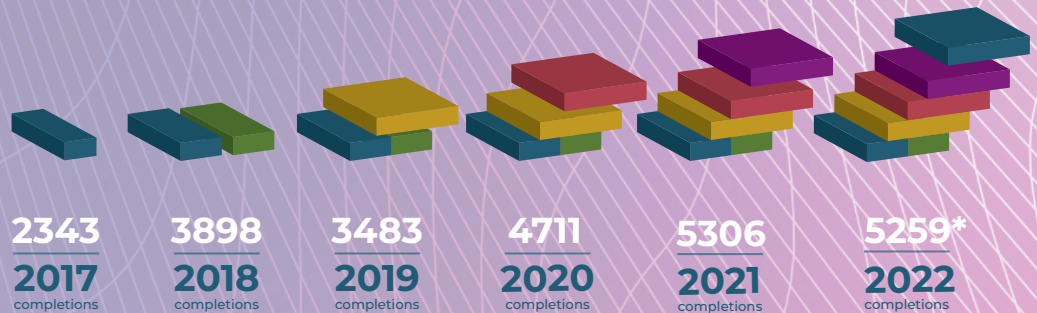


GTPA: BUILDING THE EVIDENCE BASE TO SHOW THE QUALITY AND IMPACT OF INITIAL TEACHER EDUCATION

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

25000
TOTAL
PRESERVICE
TEACHER
COMPLETIONS
2017-2022
Based on HEI provided data (*indicative)



2022
GTPA COLLECTIVE

In 2022, the GTPA is being implemented in a Collective of 19 Higher Education Institutions 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®). CIM scores are analysed to establish judgement reliability.





GTPA: BUILDING THE EVIDENCE BASE TO SHOW THE QUALITY AND IMPACT OF INITIAL TEACHER EDUCATION

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.

2017

LARGE-SCALE TRIAL DESIGNING AND VALIDATING A NEW TEACHING PERFORMANCE ASSESSMENT

Architecture of change

- ✓ Complete ethics and contracts
- ✓ Design the Instrument
- ✓ Trial two judgement methodologies
- ✓ Establish the Standard: Meets
- ✓ Design the scoring rubric
- ✓ Investigate 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
- ✓ Develop principles and practices for in-person standards-referenced moderation
- ✓ Develop and trial online scoring platform



DESIGNED THE INSTRUMENT



ESTABLISHED THE STANDARD: MEETS



INVESTIGATED RELIABILITY

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

Evidencing the architecture of change for benchmarking performance

- ✓ Develop partnerships with HEIs
- ✓ Develop resource strategies to support the onboarding of new HEIs to use:
 - › Endorsed Instrument and scoring rubric
 - › The Standard established for Meets
 - › 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 for each HEI to inform curriculum review and program renewal



NATIONAL IMPLEMENTATION

12 HIGHER EDUCATION INSTITUTIONS



ENDORSED OFFICIALLY BY AITSL



DEVELOPED PARTNERSHIPS WITH HEIS



DESIGNED DIGITAL INFRASTRUCTURE

2019

IMPLEMENTATION & INNOVATION AT SCALE

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

CORPUS DATA



CROSS-INSTITUTIONAL MODERATION

172 JUDGES PARTICIPATED*

from

16 HIGHER EDUCATION INSTITUTIONS

Note. *Two rounds of CIM were conducted over the course of the year.



SAMPLE DATA

15 PROGRAMS

from

12 HIGHER EDUCATION INSTITUTIONS

DEGREE



Bachelor Master



COHORT DATA

3483 GTPA RECORDS SUBMITTED



MEET THE GRADUATE TEACHER STANDARDS

MAJOR TEACHING AREA



English, Maths, HASS, Science

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



PLACEMENTS COVID RESPONSE

19 SCENARIO TYPES

used by

13 HIGHER EDUCATION INSTITUTIONS



Placement Scenario

CORPUS DATA



CIM-Online®

118 JUDGES PARTICIPATED*

from

19 HIGHER EDUCATION INSTITUTIONS**

Note. *One round of CIM-Online® conducted over the course of the year. **Three new HEIs participated in CIM-Online®.



SAMPLE DATA

21 PROGRAMS

from

16 HIGHER EDUCATION INSTITUTIONS

DEGREE



Bachelor Master



COHORT DATA

4711 GTPA RECORDS SUBMITTED



MEET THE GRADUATE TEACHER STANDARDS

MAJOR TEACHING AREA



English, Maths, HASS, Science

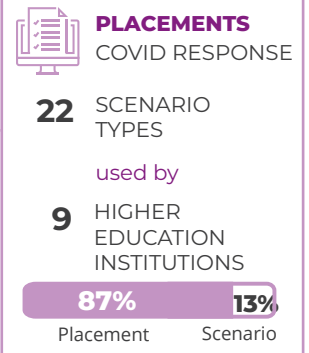
2021

EVIDENCE & IMPACT

ASKING THE QUESTION: HAS THE REFORM INITIATIVE LED TO ENHANCED QUALITY ASSURANCE AND IMPROVEMENT IN INITIAL TEACHER EDUCATION (ITE)?

Evidencing the architecture of change for benchmarking performance

- ✓ Analyse the data from GTPA 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



CORPUS DATA



138 JUDGES PARTICIPATED*

from

19 HIGHER EDUCATION INSTITUTIONS**



SAMPLE DATA

20 PROGRAMS

from

19 HIGHER EDUCATION INSTITUTIONS



COHORT DATA

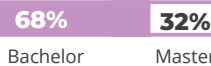
5306 GTPA RECORDS SUBMITTED



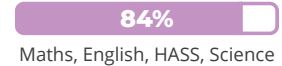
MEET THE GRADUATE TEACHER STANDARDS

Note. *One round of CIM-Online® conducted over the course of the year.

DEGREE



MAJOR TEACHING AREA



2022

WORKFORCE STUDIES SERIES

DATA ANALYTICS, SYSTEMS THINKING AND CUSTOMISED DIGITAL DESIGN

The Workforce Studies Series engages with repeated calls for reforming teacher education: it is building an Australian evidence base to show the impact of the policy-driven reform to introduce a competence assessment to show graduate preparedness for entering the workforce.

The Teacher Education and Workforce Studies Series includes three focus areas:

- › **Focus Area 1:** Culminating assessment to demonstrate readiness. Examining data from the Graduate Teacher Performance Assessment (GTPA®) to generate new knowledge about the readiness of graduates entering Australian classrooms.
- › **Focus Area 2:** Performance pathways. Generating new knowledge about: (a) performance trajectories of teacher education candidates from entry to exit, (b) characteristics associated with performance and academic outcomes, and (c) utility of ATAR as a predictor of degree completion.
- › **Focus Area 3:** Examining attraction, progression, entry to the workforce and teacher retention.

Recent Publications:

- › Wyatt-Smith, C., Adie, L., Haynes, M., & Day, C. (2022). *Professionalizing teacher education: Performance assessment, standards, moderation, and evidence*. ISBN: 9780429318504
- › Wyatt-Smith, C., Holloway, J., Alexander, C., Harris, L., Day, C., & Marcy, A. (2022). Reviewing the evidence base: Attraction, pathways and retention. Association of Independent Schools New South Wales and Australian Catholic University. (Part 1: [A focus on attracting candidates](#); Part 2: [A focus on pathways to teaching](#); Part 3: [A focus on teacher retention](#)).
- › Wyatt-Smith, C., Haynes, M., Day, C., Spallek, M., & Smith, A. (2021). *Quality of initial teacher education through longitudinal analysis of linked datasets. Study 1: Examining performance trajectories from admission to graduation: Executive Summary*. ISBN: 978-1-922097-99-6

To learn more:

- › Visit www.graduatetpa.com or contact Institute Director [Professor Claire Wyatt-Smith](#)

