Performance-Based Pedagogy Assessment of Teacher Candidates

Dr. Terry Bergeson
State Superintendent of
Public Instruction

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Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

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Prepared by
Dr. Andrew Griffin, Assistant Superintendent
Dr. Arlene Hett, Director of Professional Education and Certification

Higher Education, Certification and Community Outreach
Office of Superintendent of Public Instruction

Dr. Terry Bergeson
Superintendent of Public Instruction

Dr. Mary Alice Heuschel
Deputy Superintendent, Learning and Teaching

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Part I: Conceptual Framework

The primary audience for the State of Washington "Performance-Based Pedagogy Assessment of Teacher Candidates" includes teacher candidates, teacher education faculty, and higher education faculty supervisors and P-12 cooperating teachers of student teaching internships. Another audience with a close interest in this document includes P-12 administrators, policy makers with statewide responsibility for public education, and nongovernmental organizations that deliberate on issues pertaining to teacher quality.

The Washington Association of Colleges for Teacher Education (WACTE) and the Office of the Superintendent of Public Instruction (OSPI) collaborated in the design of the "Performance-Based Pedagogy Assessment of Teacher Candidates." The instrument is based on the Washington Administrative Code (WAC) effective teaching requirements for teacher preparation program approval by the State of Washington Board of Education, on contemporary research related to teaching and learning, on the work of the Multi-Ethnic Think Tank (2001), and the federal law "No Child Left Behind Act of 2001." Throughout the design process of the "Performance-Based Pedagogy Assessment of Teacher Candidates," representatives of statewide professional education associations provided input to and support for the creation of an authentic assessment tool of teacher candidates in real classrooms over a sustained period of time.

The assessment instrument incorporates expectations that are in response to state and national concern over an academic "achievement gap" based on race, socio-economic class, level of English-language learning, and gender. The academic achievement gap is generally evidenced (i.e., not exclusively) between (a) white economically advantaged students and (b) students of color, immigrant children, and students from lower socio-economic families. Federal legislation decries this achievement gap and calls for strategies "to close the achievement gap" with accountability, flexibility and choice so that "no child is left behind" (federal guidelines for Public Law 107-110). OSPI further elaborates on this need in *Addressing the Achievement Gap: A Challenge for State of Washington Educators* (Shannon & Bylsma, 2002).

A paradigm shift in Washington and across the United States is necessary for creating an inclusive approach to P-12 public education that is determined to leave no child academically behind. Thus, this change is characterized in teaching and learning from being centered on just teacher actions to a focus on student learning. The pedagogy assessment reflects this shift by evaluating teacher performance on the basis of student outcomes and engagement in learning. At the preservice teacher education level, the 21 colleges approved to offer teacher education have recognized the need for a paradigm shift through the collaborative efforts of WACTE and OSPI to create a

meaningful performance-based assessment of teacher candidates for use in full-time student teaching internships in P-12 classrooms. The pedagogy assessment emphasizes *what P-12 students are actually doing and learning in classrooms.* This focus reflects the paradigm shift articulated in the WAC (180-78A-270) that requires teacher education programs "to prepare educators who demonstrate a positive impact on student learning." Preservice teacher education, however, cannot accomplish this task alone. WACTE and OSPI recognize that to effectively close the achievement gap, a broad-based collaboration that shares responsibility—one that includes public school teachers, administrators, school boards, legislators, families, communities, and tribal councils—is necessary for the systemic success of this project (also see Kober, 2001).

This project is nationally unique in that a state educational agency collaboratively created with higher education an assessment instrument with the dual goal (a) to educate qualified P-12 school teachers and (b) to eliminate an achievement gap that leaves no child behind. To set our state target lower than this risks the perpetuation of inequities in achievement.

Taken together, Part II, "Directions" and Part III, "Observation Scoring Rubric," can have a positive impact on student learning through effective instructional planning and teaching. The performance-based expectations contained in this document hold the potential to accelerate student learning in all subject matter content areas while concurrently closing the academic achievement gap. This document represents authentic assessment of teacher candidate performance in P-12 school settings, especially as it impacts student learning.

Throughout this document the expectations are for *all* students to be engaged in meaningful learning that is based on the state's Essential Academic Learning Requirements (EALRs). The pedagogy assessment requires future teachers to plan instructional lessons informed by research and best practices that directly relate to effective teaching for increased student learning and achievement. Given our culturally diverse society and schools, it is essential that all students be afforded the opportunity to learn meaningful academic content and that individuals beginning a teaching career have foundational knowledge, skills, and dispositions to that end. Conventional research on effective teaching in this document is placed within a broader research base indicative of a paradigm shift in teaching and learning. Educational policy research recognizes that:

> The promise of standards-based reform will not be fulfilled unless we close the achievement gap. *Equal opportunity* and *educational excellence* are sometimes cast as competing priorities, but to close the gap we must approach them *as complementary parts* of a unified approach to reform. The rewards will be long-term economic and social benefits for the entire nation. (emphasis added) (Kober, 2001, p. 29)

Hence, this pedagogy assessment document assumes that excellence in education is inseparable from equal and equitable opportunities for all students to learn meaningful subject matter content as expressed through the EALRs.

The state's educational reform in the early 1990s mirrored similar reform initiatives in other states where the purpose was to make classroom assessment "more fundamentally a part of the learning process" (Shepard, 2000, p. 6). The intention remains to create a "learning culture" in every classroom that connects a "reformed vision of curriculum" with both "cognitive and constructivist learning theories" and "classroom assessment" (p. 5). The following section on authentic assessment helps frame this continuing paradigm shift that is demanded by both the state's Education Reform Act of 1993 (see OSPI n.d.a) and the "Performance-Based Pedagogy Assessment of Teacher Candidates."

Authentic Assessment of Teacher Candidate Performance and Student Learning

Authentic assessment of (a) teacher candidate planning and performance and (b) student learning is foundational to the "Performance-Based Pedagogy Assessment of Teacher Candidates." Authentic assessment is an overarching concept that refers to the measurement of "intellectual accomplishments that are worthwhile, significant, and meaningful" (Wehlage, Newmann, & Secada, 1996, p. 23). When applying authentic assessment to student learning and achievement, a teacher candidate must attend to criteria related to "construction of knowledge, disciplined inquiry, and the value of achievement beyond the school" (p. 24; also see Glossary). The centrality of authentic assessment in the pedagogy assessment reflects a recommendation from educational policy research that places "high priority on strategies that research has already shown to increase student learning" (Kober, 2001).

The concept of authentic assessment is congruent with the state of Washington Basic Education Goals which are also referred to as Student Learning Goals (OSPI, n.d.b, n.d.c). The Basic Education Goals permeate all areas of the school curriculum and contain expectations for students to be able to intellectually "read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings" (OSPI, n.d.b). Authentic assessment by a teacher candidate must be applied to subject matter content in order that students can "think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems" (OSPI, n.d.b). The Basic Education Goals are clear that intellectual development of students also needs to be extended to potential life opportunities and experiences that exist in careers and post-secondary education. Underlying infusion of the Basic Education Goals throughout the curriculum is an expectation that parents and community members will be involved with school districts in helping students meet these goals. This is one reason why a teacher candidate is expected to communicate with families to support student learning.

The pedagogy assessment's authentic assessment expectations for a teacher candidate are related directly to the EALRs. The EALRs are specific learning targets that are "based on the student learning goals" (OSPI, n.d.c). The EALRs represent "the specific academic skills and knowledge students will be required to meet in the classroom" (OSPI, n.d.c). Authentic assessment of student learning requires that a

teacher candidate's instructional planning include pedagogical approaches designed to engage students intellectually with subject matter content. Research indicates that teachers who use pedagogical approaches that focus on authentic assessment of student learning can improve "academic performance at all grade levels" (Marks, Newmann, & Gamoran, 1996, p. 69). Furthermore, pedagogy directly connected to authentic assessment "can be distributed equitably to students from all social backgrounds with reasonably equitable benefits" (p. 70).

An overview of key concepts and terms that are foundational to the Part II, "Directions," and Part III, "Observation Scoring Rubric," are presented in the following sections. Each approach is essential for a teacher candidate to promote and increase the learning of all students. These interrelated concepts include the necessity of (a) effective teaching, (b) the establishment of clear learning targets and assessment approaches, (c) the engagement of low status/historically marginalized students, (d) a multicultural perspective, (e) the incorporation of transformative academic knowledge into the curriculum, (f) culturally responsive teaching, (g) the provision of classroom management approaches for inclusive and supportive learning communities, and (h) caring and democratic classrooms.

Effective Teaching

Pedagogy, in its contemporary usage, is a perspective that envisions effective teaching "as a process, not a technique" (Hamilton & McWilliam, 2001, p. 18). Pedagogy situates effective teaching more as "two-way communication than a mode of one-way transmission or delivery" of information to students (p. 18). A teacher candidate, then, practices approaches to teaching and learning that build relationships with and among students and "prioritizes the constitution of learning over the execution of teaching" (p. 18). This is congruent with research that finds achievement is improved through active student participation in the learning process (Gallego et al., 2001). Hence, it is imperative that a teacher candidate create instructional conditions where students are actively engaged in learning. National standards "clearly favor teachers who emphasize advanced content, deep understanding, reasoning, and applications over a strong focus on just basic skills and facts…[and] leans more toward constructivist teaching than toward direct instruction" (Porter, Young, & Odden, 2001, p. 292). In essence, then, an evaluator of a teacher candidate is focused on the *effects of teaching* on students that result in active learning of subject matter content (see Floden, 2001).

Effective teaching encourages student interaction within an academically rigorous curriculum. Based on cognitive research, Resnick and the Institute for Learning note, "For classroom talk to promote learning it must be accountable—to the learning community, to accurate and appropriate knowledge, and to rigorous thinking" (Institute for Learning, 2001). This requires a learning environment that promotes student application of their intelligence. Additionally, research on effective teaching also supports a learning environment that:

- Provides clear learning expectations.

- Uses fair and credible assessments of student learning.
- Models and analyzes complex thinking.
- Recognizes authentic accomplishment by every student.
- Teaches students to self-monitor their learning (Institute for Learning, 2001; Ready, Edley, & Snow, 2002).

Effective teaching is congruent with what is often referred to as "best practices." Daniels and Bizar (1998), for example, describe "six basic structures that help to create Best Practice classrooms…[and] inherently give students a real voice and meaningful choices" in their learning community (pp. 5, 8). These teaching and learning structures include integrative units, small group activities, representing-to-learn, classroom workshop, authentic experience, and reflective assessment. As examples of effective teaching strategies, the following are descriptions of these six structures:

- *Integrative units* are evident in instructional plans and teaching when a teacher candidate crosses "subject boundaries, translating models from one field into another, importing ideas from other subjects, designing cross-curricular investigations, and developing rich thematic units that involve students in long-term, deep, sophisticated inquiry" (pp. 20-21).

- *Small group activities* exist in "classrooms with effective sub-groups [that] are usually well structured places where students follow carefully developed norms and routines, and where working together is not a disruptive departure but rather business as usual" (p. 63). This best practice is generally referred to as cooperative learning. Within such activities student collaboration with one another "is the mainstay of these classrooms" (p. 59).

- *Representing-to-learn* refers to learning activities that provide students an opportunity to both construct meaning of content being learned and share this learning with others. A teacher candidate can help students understand new material by selecting "examples and metaphors that illuminate new ideas and skills, connecting new content to students' knowledge, interests, and a school's culture" (Danielson, 1996).

- Students in a *classroom workshop* "choose individual or small group topics for investigation, inquiry, and research" (Daniels & Bizar, 1998, p. 131). This best practice approach differs from a teacher presentation and places value on teacher modeling where students work "with real materials…[and] become active, responsible, self-motivating, and self-evaluating learners, while the teacher [serves] as model, coach, and collaborator" (pp. 131, 135).

- *Authentic experience* makes meaningful connections to "real world" activities. The National Academy of Science states, "Inquiry into authentic questions [are] generated from student experiences….Teachers focus inquiry predominately on real phenomena…where students are given investigations or guided toward fashioning investigations that are demanding but within their capabilities" (cited in Daniels & Bizar, 1998, p. 171). Authentic experience, therefore, is developmentally appropriate and linked to "real issues that people face in the world" in a manner

that helps students make connections "to the importance of what they are learning" (p. 173).

- *Reflective assessment* nurtures student reflection, goal-setting, and self-assessment of learning. The concepts contained in the following section on "Learning Targets and Assessment" address this best practice for effective teaching.

These six structures are not intended as an exhaustive list and are only meant to provide a teacher candidate with examples of what is entailed in effective teaching practices that can promote student achievement.

Learning Targets and Assessment

Lessons designed and implemented around developmentally and grade-appropriate EALRs demonstrate that a teacher candidate is fulfilling the state's expectation on what the focus of the school curriculum should be. EALRs and their respective frameworks form the basis of learning targets. Stiggins (2001) explains that "*a target* defines academic success, what we want students to know and be able to do" (p. 57). Types of targets vary according to the academic goals of a particular content-area that is being learned. Stiggins describes five types or categories of targets:

- *Knowledge*—mastery of substantive subject matter content, where mastery includes both knowing and understanding it;

- *Reasoning*—the ability to use that knowledge and understanding to figure out things and to solve problems;

- *Performance Skills*—the development of proficiency in doing something where it is the process that is important, such as playing a musical instrument, reading aloud, speaking in a second language, or using psychomotor skills;

- *Products*—the ability to create tangible products, such as term papers, science fair models, and art products, that meet certain standards of quality and that present concrete evidence of academic proficiency; and

- *Dispositions*—the development of certain kinds of feelings, such as attitudes, interests, and motivational intentions (p. 66).

For effective student learning, an instructional plan must provide learning targets that are capable of assessment. To be valid and meaningful, assessments must be aligned with learning targets. To measure student learning and determine if a unit of instruction has had a positive impact on student learning, pre-assessment data must be gathered. At the conclusion of instruction, a comparison of pre-assessment and post-assessment data can provide an indication of the degree to which student learning has occurred.

Stiggins (2001) describes four assessment methods that can be matched with the above described learning target categories. The assessment methods are:

- *Selected response*: "includes all of the objectively scored paper and pencil test formats" (p. 88).

- *Essay*: "[R]espondents are provided with an exercise (or set of exercises) that calls for them to prepare an original written answer….Evidence of achievement is seen in the conceptual substance of the response (i.e., ideas expressed and the manner in which they are tied together)" (p. 88).

- *Performance*: "[R]espondents actually carry out a specified activity under the watchful eye of an evaluator, who observes their performance and makes judgments as to the quality of achievement demonstrated" (p. 89).

- *Personal communication*: "includes questions posed and answered during instruction, interviews, conferences, conversations, and listening during class discussions and oral examinations. The examiner listens to responses and either (1) judges them right or wrong if correctness is the criterion, or (2) makes subjective judgments according to some continuum of quality" (p. 89).

A critical task for a teacher candidate "is to identify and choose the most efficient" assessment method that appropriately relates to the identified learning target for a specific learning context (p. 91).

Student motivation in learning is increased when students are aware of learning targets and assessment expectations throughout an instructional unit. A teacher candidate needs to be explicit about both learning targets and assessment methods so that students learn how they can engage in assessments that measure their own learning relative to learning targets. For classroom assessment to accelerate student learning and be successful, it must be student centered so that both students and parents can observe improvements in learning (Stiggins, 2001).

Engaging Low Status/Historically Marginalized Students

A teacher candidate must create learning experiences that enable all students to have valid academic accomplishments, especially for those students who historically score below their peers on measures of academic achievement. Whereas more than 90% of Washington teachers and teacher candidates are white and middle-class, student demographics indicate growing racial, economic, and cultural diversity in our public school classrooms as well as the larger society. Research indicates that teachers need to recognize this difference in order to begin closing the achievement gap for those students habitually assigned "low status" and inferior academic competence (Cohen, 1994; also see Dilworth & Brown, 2001).

In a review of related research, the Learning First Alliance (2001), an organization of which OSPI and WACTE are members, explains that "failure to support the academic achievement of students is related to students' disengagement from school" (p. 6). A

review of recent court decisions finds that "the constitutional criterion for an adequate education tends to emphasize opportunity" (Rebell, 2002, p. 242). Low-status students are among those who lack opportunities to receive the equitable benefits of pedagogical approaches designed to help students acquire meaningful and engaging academic content that can help them meet state learning standards.

"Low status" students include individuals whose academic rights have been historically marginalized by institutions and people in privileged positions. This discrimination continues to be experienced by many students of color, immigrant children, and students from low-income families (Banks, 2001). Based on her extensive research, Cohen (1994) found:

> Examples of status characteristics are race, social class, sex, reading ability, and attractiveness. Attached to these status characteristics are general expectations for competence. High status individuals are expected to be more competent than low status individuals across a wide range of tasks that are viewed as important….Since in our culture people of color are generally expected to be less competent on intellectual tasks than whites, these racist expectations came into play in the innocent [learning activities] (pp. 33-34).

Cohen further observed that low status students working, for example, in small learning groups "often don't have access to the task…and don't talk as much as other students. Often when they do talk, their ideas are ignored by the rest of the group" (pp. 35-36). When the low status/ historically marginalized student become disengaged in learning, teachers often see this as a discipline problem rather than a status problem that needs teacher intervention and support in order that such students can demonstrate academic competence (also see Adams & Hamm, 1998; McEwan, 2000). As one possible solution, research finds that effectively mediated "cooperative learning promotes students' enjoyment of school and interpersonal relations, development of social skills, sense of the classroom as community, and academic achievement" (Learning First Alliance, 2001, p. 11).

Teacher candidates are expected to plan instruction that includes strategies to engage low status/historically marginalized students. Plans must be explicit as to how instruction will develop critical thinking and problem solving skills of all students, including those considered low status/historically marginalized. If, when a teacher candidate is observed, these particular students are rarely engaged in learning opportunities or do not receive teacher support to demonstrate academic competence, the teacher candidate will be rated "below standard." One way in which a teacher candidate can be "at standard" for this category of students is by creating learning opportunities for students to work both individually and in different groups, including heterogeneous groups that build and recognize academic competence in subject matter content. Thus, a teacher candidate is expected to have students engaged in learning community activities that foster their active inquiry, collaboration, and supportive interactions.

Multicultural Perspective*[1]

A multicultural perspective is an inclusive orientation that is manifested in instructional planning and the classroom environment through evidence of culturally responsive teaching, a learning community, democratic classroom management, caring, multiculturalism, multicultural education, and transformative academic knowledge (see sections below). A multicultural perspective requires an education that is multicultural. In its broadest sense, multicultural education is "*a total school reform effort designed to increase educational equity for a range of cultural, ethnic, and economic groups*" (emphasis in original) (Banks, 1993b, p. 6). This is particularly critical in an era when "intolerance for difference seems to have risen as the diversity of the U.S. population has increased" (Lloyd, Tienda, & Zajacova, 2002, p. 175). Multicultural education goals are multidimensional. Dimensions include (a) content integration for an inclusive elementary and secondary school curriculum, (b) multicultural knowledge construction processes, (c) prejudicial discrimination reduction, (d) an equity pedagogy, and (e) an empowering school culture and social structure for all children and youth (Banks, 1993c, 2001).

Whereas a teacher candidate's focus is on classroom instruction and not necessarily on school reform, the planning and teaching practices of a candidate from a multicultural perspective can contribute positively to a school's climate for multicultural inclusiveness and support. For example, when a teacher candidate integrates multicultural subject matter content into the curriculum, a candidate is involved in a multicultural knowledge construction process with and for students. When practicing an equity pedagogy, a teacher candidate is also reflecting a multicultural perspective when trying to reduce classroom prejudicial social discriminatory behavior among students.

For the "Performance-Based Pedagogy Assessment of Teacher Candidates" student learning must be relevant and include the use of appropriate multicultural metaphors and representations. At some point during a teacher candidate's internship students are expected to be engaged in multicultural inquiry that can involve conflicting meanings and interpretations of concepts and issues. Incorporating a multicultural perspective into the curriculum is a dimension of the knowledge construction process. Construction of knowledge is central to authentic assessment (Wehlage, Newmann, & Secada, 1996). A multicultural perspective exists when multiple viewpoints, especially from populations of color, are positively incorporated into a teacher candidate's entire approach to teaching and learning. Multicultural content integration in an instructional plan considers the degree "to which teachers use examples, data, and information from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline" (Banks, 1993c, p. 5). Treating multicultural information as a stand alone or add-on to the curriculum is insufficient. A multicultural perspective needs to be incorporated into the curriculum in a relevant and meaningful manner that can interconnect the experiences of various cultures and groups (Banks, 1993a, 1994; Cochran-Smith, 2000; Lynch, 1986).

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[1] * Significant content from this section to the "Conclusion" on page 11 is adapted by permission from Vavrus (2002).

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A teacher candidate's planning, materials, and instruction must clearly demonstrate approaches differentiated from those that represent dominant cultural exclusions of multiple perspectives and different ways of knowing and learning. This involves plans that incorporate a multicultural perspective into effective instructional strategies for students at all levels of academic abilities and talents. A multicultural perspective in teaching and learning uses transformative academic knowledge that includes viewpoints representative of people of color, immigrants, the poor, and those who work for gender equity.

Transformative Academic Knowledge. To counter an additive content integration curriculum strategy, Banks (1993a) calls for the incorporation of transformative academic knowledge that:

> consists of concepts, paradigms, themes, and explanations that challenge mainstream academic knowledge and that expand the historical and literary canon...[under the recognition] that knowledge is not neutral but is influenced by human interests, that all knowledge reflects the power and social relationships within society, and that an important purpose of knowledge construction is to help people improve society (p. 9).

Incorporation of a multicultural perspective requires the application of transformative academic knowledge. *This is the case regardless of the demographic composition of a teacher candidate's classroom or school* because all students in this diverse democracy need to develop cultural competence based on the inclusiveness that a multicultural perspective can provide.

A teacher candidate represents an outdated dominant cultural model when students are primarily engaged in traditional Eurocentric learning materials and instructional activities (Cochran-Smith, 2000). Eurocentrism often avoids considerations of cultural differences and, therefore, attempts to regulate what counts as legitimate culture, academic knowledge, and expressions of academic competence. Transformative academic knowledge, however, resists an underlying assumption in Eurocentric teaching and learning that considers individuals with a non-European heritage as lacking a history or a coherent culture worthy of recognition (Dussel, 1995, 1998; Goldberg, 1993; McLaren, 1995; Mignolo, 1998; Wallerstein, 1999).

Conceptual variables such as race, class, and gender are rarely validated within a dominant cultural framework for teaching and learning. A dominant approach can encourage teachers to act as though race is non-recognizable when it is nearly impossible in the United States to do so (Crenshaw, 1998; Kousser, 1999; McLaren & Torres, 1999; Nieto, 1995; Powell, 1996; Winant, 1998). For example, in classrooms with students of color, Valli (1995) found that, for white teacher candidates, they "had to first see the color of the child in order to design a multicultural curriculum, but then they had to move beyond color sightedness to value a multicultural curriculum for everyone" that can lead to an equity pedagogy for all students (p. 125).

A teacher candidate, therefore, must provide evidence in the instructional plan that in the construction of learning targets and assessments a multicultural perspective

with transformative academic knowledge has been incorporated into subject matter content and instructional practices. A teacher candidate is "at standard," for example, when students use learning materials and activities that incorporate a multicultural perspective. Students would also be seen exhibiting mutual respect through expressing and listening to divergent, multicultural perspectives.

Culturally Responsive Teaching. Culturally responsive teaching differs from historical practices of schools that exclusively attend to and privilege middle class and Eurocentric values. In contrast to assimilationist teaching that denies the cultural heritage of significant numbers of children, culturally responsive pedagogy values and appropriately incorporates a student's culture into instruction (Gay, 2000; Irvine, 2001; Ladson-Billings, 1995). Gay's (2000) criteria for culturally responsive teaching is based on the degree to which a teacher candidate is able to use "cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to make learning encounters more relevant and effective" for P-12 students (p. 29). Such measures can help to assess if a teacher candidate focuses on student strengths that are "culturally *validating and affirming*" (p. 29). In summary, current research on culturally responsive teaching finds that what is needed are classroom learning communities that support "empowering forms of acculturation and teacher-student relations based on collaboration rather than coercion" (Gallego et al., 2001, p. 982).

Culturally responsive teaching requires a supportive learning community environment in classrooms. A teacher candidate is expected in the instructional plan to describe how instructional methods, the curriculum, and assessment of learning are culturally responsive to students of color, immigrant children, second language learners, and students from lower socioeconomic classes. Culturally responsive teaching also requires a teacher candidate to describe in the instructional plan how knowledge of students and their community are used as frameworks and supports for activities, resources, and learning strategies.

Classroom Management for Inclusive, Supportive Learning Communities

Classroom management is intricately connected to effective teaching. A teacher candidate must involve students in learning the participatory skills necessary to engage successfully in learning subject matter content (Evertson & Randolph, 1999). Effective teaching is predicated on a classroom environment where activities and assignments "invite students to participate in the development of classroom expectations and norms, to develop widely dispersed friendship patterns, to shoulder some leadership and responsibility, to communicate with others through a broad array of communication channels, and to negotiate and resolve conflict" (p. 11).

In order to engage all students, especially those traditionally assigned low status, a teacher education program and its P-12 partner schools need to help a teacher candidate create a democratic learning community that includes and welcomes all

students and places a positive value on the academic competence and intellectual ability of every student. The Learning First Alliance (2001) notes that research:

> substantiates the importance of belonging and support for students…[and that] students who feel 'connected' to school—measured by the strength and quality of their relationships with teachers and other students—are more likely to have improved attitudes toward school, learning, and teachers; heightened academic aspirations, motivation, and achievement; and more positive social attitudes, values, and behavior (pp. 4, 9).

Inclusive classrooms where there is this sense of belonging are student-centered and include characteristics that reflect culturally responsive teaching and are caring and democratic.

Caring and Democratic Classrooms. John Dewey (1916) conceived of a democratic learning community founded upon "good will" which he equated with "intelligent sympathy" (p. 141). Good will or intelligent sympathy in social groupings results when individuals can empathetically see across their self-interests and biases—be they socio-economic or racial—to work toward common learnings and understandings. In this context Dewey warned against one group acting under the guise of benevolence by dictating to others what was in their best interest. In contemporary terms we can characterize the application of intelligent sympathy as Noddings' (1992) notion of caring communities in schools and classrooms. Critical for Noddings is open-ended dialogue as a process in "a common search for understanding, empathy, or appreciation" (p. 23) where affect interacts with cognitive knowledge acquisition. Caring implies "a continuous drive for competence" where students feel safe and secure to have "the courage to wander forth both physically and intellectually into new territory" so that each child can grow individually (Noddings, 2001, pp. 101, 104).

Recent court decisions point to the expectation that an adequate education should "prepare students to be citizens and economic participants in a democratic society" (Rebell, 2002, p. 239). Hence, in a democratic learning community, means are not disassociated from ends. An effective learning community that serves the aims of deepening student learning is an intentional undertaking. "Community life does not organize itself in an enduring way purely spontaneously," Dewey (1938/1974) explained. "It requires thought and planning ahead" (p. 56).

When a teacher candidate plans instruction, there must be evidence of strategies that will be used to create an inclusive, supportive learning community. A teacher candidate must have a clear outline of management tasks and methods of monitoring students that are democratic and caring and involve students in becoming intrinsically motivated and engaged in their own learning. In such a learning community a teacher candidate's students would be observed giving input to their own learning experience and to other students and interacting in a respectful manner.

Conclusion

As research and the sad experience of children being academically left behind indicates, a new, inclusive way of approaching teaching and learning is necessary. The collaboration between WACTE and OSPI provides a performance-based approach to addressing this problem. Higher education and OSPI, however, cannot do this task alone. As higher education, OSPI, and the State Board work together in providing qualified beginning teachers, public school teachers, administrators, school boards, legislators, families, communities, and tribal councils must also join in a paradigm shift that is beneficial and effective for all children.

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State of Washington
Performance-Based Pedagogy Assessment of Teacher Candidates
Part II: Directions to Teacher Candidates

The Performance-Based Pedagogy Assessment (PPA) requires you to provide evidence of the ability to meet the WAC Residency standards and positively impact student learning. Performance-based assessment means the standards must be met through direct observation of your teaching and the collection of evidence of student learning during student teaching.

Carefully study Part I, Conceptual Framework, of the State of Washington Performance-Based Pedagogy Assessment prior to beginning the assessment. The Conceptual Framework contains information critical to understanding the purpose of the assessment and the performances you must demonstrate.

You must complete the PPA a minimum of two times during student teaching. Each time you complete the PPA, you must, first, provide a written description of Classroom/Student Characteristics, write an Instructional Plan, and write an Instructional Plan Rationale. Next, you must teach the lesson, during which time your performance will be evaluated. Finally, you must collect evidence of student learning.

All criteria under each of the 10 standards, as well as all other requirements of the recommending institution, must be met in order to satisfy the requirements for a Residency Teaching Certificate. In other words, while you must successfully complete all PPA criteria as a necessary condition for teacher certification, other institutional requirements may mean that the PPA is not sufficient (i.e., the only requirement) for teacher certification.

You are not required to address every PPA criterion in each lesson. However, a criterion must be addressed and met at least once during the two or more administrations of the PPA.

The following is an overview of the PPA process, followed by directions that provide specific guidelines for completing each part of the PPA.

OVERVIEW OF THE PPA PROCESS

	What to do	What to submit for each lesson
A. Written Sources of Evidence (Provided Prior to Observation) (PPA Standards 1, 2, 3, 4, 5)	• In collaboration with the cooperating teacher and university supervisor, select a lesson to teach. • Using the PPA Standards 1-5 as a reference, prepare the written materials specified in the "What to Submit for Each Lesson" column.	• Classroom and Student Characteristics. • Instructional Plan, including descriptions or documentation related to assessment strategies.

OVERVIEW OF THE PPA PROCESS (continued)

	What to do	**What to submit for each lesson**
A. Written Sources of Evidence (Provided Prior to Observation) (PPA Standards 1, 2, 3, 4, 5)	• Provide the written materials to your cooperating teacher and/or supervisor. • Meet with your cooperating teacher and/or supervisor to discuss the written materials. • Revise the materials based on feedback from the cooperating teacher and/or supervisor. • Provide the final draft of written materials to the cooperating teacher and/or supervisor for their evaluation, based on PPA Standards 1-5.	• Instructional Plan Rationale, including your plan for personal contact with families. (Note: Your cooperating teacher and/or supervisor will evaluate your materials based on PPA Standards 1-5).
B. Observation (PPA Standards 6, 7, 8, 9, 10)	• Teach the lesson outlined in the instructional plan. • Collect evidence of student learning.	• Evidence of student learning. (Note: Your cooperating teacher and/or supervisor will use PPA Standards 6-10 to evaluate your teaching)

A. WRITTEN SOURCES OF EVIDENCE (PRIOR TO OBSERVATION)

Classroom and Student Characteristics

Please use the Classroom and Student Characteristics form. The completed form should be no more than 2 pages in length. The Classroom and Student Characteristics describe the context in which you teach and provide information the evaluator (e.g., university supervisor or cooperating teacher) will use in determining whether you meet various PPA standards.

Classroom Characteristics

Describe the classroom in which you are teaching the lesson. You should describe the classroom rules and routines, physical arrangements, and grouping patterns that affect learning and teaching.

Student Characteristics

Describe the students in the classroom, including the number of students and their ages and gender, range of abilities, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, and special needs. You should specifically note students who are on Individualized Education Plans (IEPs) and the objectives cited in the IEPs that pertain to the lesson you are teaching.

CLASSROOM AND STUDENT CHARACTERISTICS

Teacher Candidate:_____   Date:_____

Cooperating Teacher: _____   School/District:_____

Grade: _____   Supervisor:_____

Lesson Title:_____

1. Classroom rules and routines that affect the lesson:_____
_____
_____

2. Physical arrangement and grouping patterns that affect the lesson:_____
_____
_____

3. Total number of students:_____ Females:_____ Males:_____ Age range:_____

4. Describe the range of abilities in the classroom:_____
_____

5. Describe the range of socio-economic backgrounds of the students:_____
_____

6. Describe the racial/ethnic composition of the classroom and what is done to make
the teaching and learning culturally responsive:_____
_____

7. How many students are limited English proficient (LEP)?_____

8. Describe the range of native languages and what, if any, modifications are made for
LEP students:_____
_____

9. How many special education and gifted/talented students are in the class and what
accommodations, if any, are made for them?

Special Education Category	Number of Students	Accommodations/Pertinent IEP Objectives
_____	_____	_____
_____	_____	_____

10. How many 504 students are there?_____What accommodations are made for
these students?_____
_____

11. Are there additional considerations about the classroom/students for which you
need to adapt your teaching (e.g., religious beliefs, family situations, sexual
orientation)?

Instructional Plan

For each PPA lesson, please prepare a written Instructional Plan. Include descriptions or documentation related to your assessment strategies (e.g., copy of assignments, rubric) and any other materials or resources you will use. A sample Instructional Plan format is provided that includes the minimum requirements described below. Each college/university may have additional requirements you need to include in the Instructional Plan.

Learning Targets

In this section of the Instructional Plan, you must list the learning targets for your lesson. Your learning targets should clearly state what you expect students to know and be able to do as a result of the lesson. You should select learning targets appropriate to the EALRs and state learning goals, district goals, or school and classroom goals. Your learning targets must be meaningful, developmentally and instructionally appropriate, focus on outcomes that can be assessed, and incorporate a multicultural perspective.

Assessment Strategies

In this section of your Instructional Plan, you must describe the assessment strategies you will use to determine that your teaching has positively impacted student learning. Provide your supervisor with descriptions or documentation related to the assessment strategies. Your assessment strategies must measure the outcomes reflected in the learning targets. You must use multiple approaches to assessing learning and use assessment information for both formative and summative purposes. Your assessment strategies should indicate how you will provide feedback to the students about their performance, and include opportunities for students to self assess and reflect on their learning.

Grouping of Students for Instruction

Create opportunities for students to work individually and in different group arrangements that build academic competence for low status/historically marginalized students.

Learning Experiences

This section of your Instructional Plan must describe the specific learning experiences you will use to support student learning of the outcomes delineated in the learning targets. Your learning experiences should address multiple approaches to learning, including those that are responsive to students' cultural backgrounds, ethnicity, first language development, English acquisition, socio-economic status, and gender.

You must include accommodations for the specific learning needs of students. Your learning experiences must also:

- Account for students' prior knowledge, skills, experiences, and developmental levels;
- Reflect the research and principles of effective practice;
- Engage low status/historically marginalized students;
- Incorporate a transformative multicultural perspective; and
- Stimulate student problem solving and critical thinking skills.

Your learning experiences must include strategies for creating an inclusive, supportive learning community, and provide opportunities for students to become intrinsically motivated and engaged in their own learning.

Instructional Materials, Resources, and Technology

In this section, describe or provide to your evaluator the resources you plan to use for the lesson. You should describe the community resources you will use for the lesson, as well as the technology that you will use to support and enhance instruction and student learning. Materials and other resources should incorporate a transformative multicultural perspective.

Instructional Plan

Teacher Candidate: _____ **Date:** _____

Cooperating Teacher: _____ **Grade:** _____

School District: _____ **School:** _____

University Supervisor: _____

Unit/Subject: _____

Lesson Title/Focus: _____

Learning Targets:

Assessment Strategies (Attach descriptions or documentation related to your assessment strategies)

Grouping of Students for Instruction

Learning Experiences (For example, you might specify the following: introduction, questions, learning activities, closure, and independent practice)

Instructional Materials, Resources, And Technology (Attach a copy of any materials students will use during the lesson; e.g., handouts, questions to answer, and worksheets)

Instructional Plan Rationale

For each lesson, please respond to the questions, below, and provide a plan for interacting with families. If a question is not relevant to your class, please indicate that the question does not apply. For example, if English is the first language of all students in your classroom, then questions that relate to modifications for students for whom English is not their first language do not apply to you. Additionally, if you plan to address a question in a subsequent lesson, but not in this lesson, please indicate this next to the question. For example, if you are unable to address, in the first lesson, the question about learning targets that incorporate a multicultural perspective, then indicate that you will address this in your next lesson.

Learning Target(s)

a. How do the learning targets relate to EALRs, state learning goals, district goals, school goals, or classroom goals?

b. How do the learning targets relate to previous and future lessons (explain or provide a unit plan)?

c. How do the learning targets incorporate a multicultural perspective?

d. Why are the learning targets appropriate for all students in the class (highlight any modifications for individual students)?

Assessment Strategies

a. How does the strategy accommodate students at different developmental or achievement levels?

b. How does the strategy respond to differences in students' cultural and linguistic backgrounds?

Learning Experiences

a. How have you demonstrated your understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, socioeconomic status (SES), and gender?

b. How do the experiences accommodate the learning needs of students with disabilities or 504 students?

c. How do the experiences incorporate multicultural perspectives?

d. How do the experiences stimulate student problem solving and critical thinking?

e. How do the experiences create an inclusive and supportive learning community?

f. Describe the research base or principles of effective practice that form the basis of the learning experiences.

<u>Family Interactions</u>

        Describe your plan for collaboration with families to support student learning. Your plan must address how you will use personal contact (e.g., telephone, home visit, written correspondence) to communicate with families. Your plan for collaboration with families may extend beyond the specific lesson you are teaching for the observation and may incorporate plans that are part of the larger unit of instruction. Prior to the observation of your teaching, provide your evaluator with copies of any materials you plan to use in your planned interactions with families.

B. OBSERVATION

While you teach the lesson that is based on your Instructional Plan, your performance will be observed and evaluated using the attached scoring rubric. To address the extent to which your teaching positively impacts P-12 student learning, the rubric focuses on student behaviors. By observing the behaviors of P-12 students, the evaluator will assess the impact of your teaching performance on student learning.

During the observation, the evaluator will indicate your performance for each criterion under Standards 6-10. To achieve a "Met" rating, you must clearly demonstrate the expectations described for the criterion. Should you receive a "Not Met" rating, the evaluator will provide specific written feedback that addresses areas needing improvement relative to the standard. To assess performance relative to the standards, the evaluator may consider additional sources of information about the teaching-learning context, including information gained through conferences with the teacher candidate and cooperating teacher and conversations with P-12 students.

For teacher candidates completing student teaching in a special education setting, interpretation of P-12 student performance relative to the standards should be made in consideration of IEP goals and objectives. In addition, for candidates in early childhood settings, the performance of children ages 0-5 years should be scored with consideration given to age-appropriate expectations.

Every criterion under Standards 6-10 may not be evidenced in every lesson. Therefore, in consultation with the evaluator, a particular lesson may focus on selected criteria. Those criteria not evaluated during a particular lesson are recorded as "Not Observed." However, during the course of your student teaching, all criteria must be observed and evaluated.

To successfully complete the Performance-Based Pedagogy Assessment, you must be at the "Met" level for all criteria under the 10 standards. Therefore, it is critical that you keep a copy of the scored rubric for the Written Sources of Evidence (Pre-Observation) and Observation phases of each lesson and that you check with the evaluator to insure that all criteria have been evaluated.

The Performance-Based Pedagogy Assessment may be used in combination with other assessments required by your university or college as evidence of meeting the standards for the Residency Certificate and verification of program completion. In other words, while you must successfully complete all PPA criteria as a necessary condition for teacher certification, other institutional requirements may mean that the PPA, alone, is not sufficient for successful program completion and a recommendation for a teacher certification.

PART III: Scoring Rubric

Overview

The Scoring Rubric consists of 10 standards and accompanying criteria. The first five are used to assess the written Sources of Evidence, and the second five are used during observation of teaching. The following shows the Washington Administrative Code (WAC) Residency Standards addressed in the Scoring Rubric. The Scoring Rubric begins on the next page. Your evaluator will record your progress relative to meeting each criterion in the Scoring Rubric on either the Scoring Rubric, itself, <u>or</u> the Assessment Record that follows the Scoring Rubric.

Sources of Evidence (Prior to the Observation)

1.   *The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals*.
<u>Targeted Residency Standards:</u> (WAC 180-78A-270): a, s, p

2.   *The teacher candidate demonstrates knowledge of the characteristics of students and their communities.*
<u>Targeted Residency Standards:</u> (WAC 180-78A-270): m, n, o, s

3.   *The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.*
<u>Targeted Residency Standard:</u> (WAC 180-78A-270): v

4.   *The teacher candidate designs assessment strategies that measure student learning.*
<u>Targeted Residency Standards:</u> (WAC 180-78A-270): m, n, o, t

5.   *The teacher candidate designs instruction based on research and principles of effective practice.*
<u>Targeted Residency Standards:</u> (WAC 180-78A-270): l, m, n, o, s, x

Observation

6.   *The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.*
<u>Targeted Residency Standards:</u> (WAC 180-78A-270): b, s

7.   *Students participate in a learning community that supports student learning and well-being.*
<u>Targeted Residency Standards:</u> (WAC 180-78A-270): r, ri, rii, l, m

8.   *Students engage in learning activities that are based on research and principles of effective practice.*
<u>Targeted Residency Standards:</u> (WAC 180-78A-270): m, n, o, p, q, r, x

9.   *Students experience effective classroom management and discipline.*
<u>Targeted Residency Standards:</u> (WAC 180-78A-270): r

10. *The teacher candidate and students engage in activities that assess student learning.*
<u>Targeted Residency Standards:</u> (WAC 180-78A-270): m, n, o, ri, t

Candidate_____   Supervisor_____   Cooperating Teacher_____

School_____   School District_____   Grade Level(s)_____

PPA Administration Dates: 1st_____   2nd_____   3rd_____   4th_____

1. ***The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals***.

<u>Source of Evidence</u>   *Instructional Plan, Instructional Plan Rationale*

Criterion	Not Met	Met	Comments (evidence of performance)
A. Alignment	The plan's learning targets are not aligned with EALRs, state learning goals, district goals, and school and classroom goals.	The plan's learning targets are explicitly aligned with EALRs, state learning goals, district goals, and school and classroom goals.	☐ Met ☐ Not Met ☐ Not Observed
B. Meaningfulness/ Importance	The plan's learning targets represent trivial learning and lack potential for fostering student critical thinking and problem solving.	The plan's learning targets represent valuable learning and foster student critical thinking and problem solving.	☐ Met ☐ Not Met ☐ Not Observed
C. Developmental and Instructional Appropriateness	The plan's learning targets are not appropriate for the development, pre-requisite knowledge, skills, experiences, and backgrounds of students or student characteristics and needs.	The plan's learning targets are suitable for all students in the class and are adapted where necessary to the needs of individual students.	☐ Met ☐ Not Met ☐ Not Observed
D. Accuracy	The plan's learning targets represent activities rather than learning outcomes and cannot be assessed.	The plan's learning targets define learning outcomes and can be assessed.	☐ Met ☐ Not Met ☐ Not Observed
E. Multicultural Perspectives	The plan's learning targets lack transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.	The plan's learning targets are grounded in transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.	☐ Met ☐ Not Met ☐ Not Observed

2. The teacher candidate demonstrates knowledge of the characteristics of students and their communities.

Source of Evidence: *Instructional Plan, Instructional Plan Rationale*

Criterion	Not Met	Met	Comments (evidence of performance)
A. Developmental Characteristics	The plan reflects minimal or inaccurate understanding of students' developmental characteristics.	The plan reflects understanding of students' developmental characteristics.	☐ Met ☐ Not Met ☐ Not Observed
B. Exceptionalities	The plan reflects minimal or inaccurate understanding of students' exceptionalities and special learning needs.	The plan reflects understanding of students' exceptionalities and special learning needs.	☐ Met ☐ Not Met ☐ Not Observed
C. Cultural Backgrounds, Ethnicity, Language Development, Socioeconomic Status (SES), Gender	The plan reflects minimal or inaccurate understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.	The plan reflects understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.	☐ Met ☐ Not Met ☐ Not Observed
D. Approaches to Learning	The plan reflects minimal or inaccurate understanding of students' varied approaches to learning.	The plan reflects understanding of students' varied approaches to learning.	☐ Met ☐ Not Met ☐ Not Observed
E. Prior Knowledge and Skills	The plan reflects minimal or inaccurate understanding of students' knowledge and skills relative to the learning targets.	The plan reflects understanding of students' knowledge and skills relative to the learning targets for each student, including those with special needs.	☐ Met ☐ Not Met ☐ Not Observed
F. Community Factors that Impact Student Learning	The plan reflects minimal or inaccurate understanding of community factors that impact student learning.	The plan reflects understanding of how to use students' community as support for activities, resources, and learning strategies.	☐ Met ☐ Not Met ☐ Not Observed

3. The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.

Source of Evidence: *Plan for using personal contact with families (e.g., telephone, home visit, family conferences, and/or written messages)*

Criterion	Not Met	Met	Comments (evidence of performance)
A. Appropriateness	There are no plans for interactions with families OR interactions presented in the plan are inappropriate for the language and level of understanding of families.	The plan's interactions with families are specifically adapted to the language and level of understanding of each student and his or her family, including low-status/historically marginalized families.	☐ Met ☐ Not Met ☐ Not Observed
B. Purpose	Interactions in the plan focus primarily on negative student behavior and performance.	The plan for family interaction provides and elicits information regarding student learning and well-being, including low-status/ historically marginalized families.	☐ Met ☐ Not Met ☐ Not Observed
C. Cultural Responsiveness	Interactions in the plan are routine with little or no effort to make interactions culturally responsive.	The plan's interactions with families are culturally responsive for each student and his or her family.	☐ Met ☐ Not Met ☐ Not Observed
D. Two-Way Communications	The plan provides limited opportunities for families to engage in communication about the learning progress and well being of their children.	The plan provides adequate opportunities for families to engage in communication or activities to support student learning and well-being.	☐ Met ☐ Not Met ☐ Not Observed

4. The teacher candidate designs assessment strategies that measure student learning.

Source of Evidence: *Instructional Plan. Include descriptions or documentation related to the assessment strategies (e.g., copy of assignments, description of strategies, rubric)*

Criterion	Not Met	Met	Comments (evidence of performance)
A. Alignment	The plan's assessment strategies are not aligned with the learning targets.	The plan's assessment strategies are aligned with the learning targets.	☐ Met ☐ Not Met ☐ Not Observed
B. Technical Soundness	The plan's assessment strategies do not measure the intended outcomes of the learning targets.	The plan includes assessments that measure the student outcomes reflected in the learning targets.	☐ Met ☐ Not Met ☐ Not Observed

Criterion	Not Met	Met	Comments (evidence of performance)
C. Formative and Summative Assessment	The plan does not provide for the use of both formative and summative assessment data to evaluate the impact on student learning.	The plan provides for the use of both formative and summative assessment data to evaluate impact on student learning.	☐ Met ☐ Not Met ☐ Not Observed
D. Multiple Modes and Approaches	The plan's assessment strategies employ a single assessment mode or approach.	The plan includes opportunities for students to engage in a variety of assessments that measure their performance relative to the learning targets.	☐ Met ☐ Not Met ☐ Not Observed
E. Feedback	The plan's assessment strategies provide no opportunities for students to receive feedback.	The plan includes opportunities for students to receive feedback regarding their performance relative to the learning targets.	☐ Met ☐ Not Met ☐ Not Observed

5. The teacher candidate designs instruction based on research and principles of effective practice.

Source of Evidence: *Instructional Plan, Instructional Plan Rationale*

Criterion	Not Met	Met	Comments (evidence of performance)
A. Alignment	The plan's learning activities are not aligned with learning targets and assessments.	The plan's learning activities are aligned with learning targets and assessments.	☐ Met ☐ Not Met ☐ Not Observed
B. Lesson Sequence	The plan's learning activities are unrelated to prior learning and do not support the learning targets.	The plan's learning activities account for prior learning and support the learning targets.	☐ Met ☐ Not Met ☐ Not Observed
C. Research-Based Pedagogy	The plan fails to connect instruction to research and principles of effective practice that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students.	The plan is based on research and principles of effective practices that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students.	☐ Met ☐ Not Met ☐ Not Observed
D. Academic Knowledge and Perspective	The plan reflects a single viewpoint OR uses multicultural or gender academic knowledge only as an add-on to instruction that reflects the dominant culture.	The plan describes how instructional strategies extend beyond the existing diversity of the students in the class and expand material to incorporate a range of transformative multicultural and gender-relevant subject matter content.	☐ Met ☐ Not Met ☐ Not Observed

Criterion	Not Met	Met	Comments (evidence of performance)
E. Culturally Responsive Learning Activities	The plan employs a single learning strategy or method throughout the lesson OR limits student opportunity to learn from one another in a democratic and caring environment.	The plan employs a variety of learning experiences that build on and recognize the academic competence of each student and encourages critical thinking and collaborative learning in a democratic and caring environment.	☐ Met ☐ Not Met ☐ Not Observed
F. Materials and Resources	The plan utilizes learning materials and learning tasks that primarily represent the dominant culture or a single gender.	The plan utilizes learning materials and engages in learning tasks that incorporate transformative multicultural and gender perspectives**.	☐ Met ☐ Not Met ☐ Not Observed
G. Use of Technology	The plan incorporates few opportunities for students to learn with varied technologies.	The plan utilizes technology to support and enhance instruction and student learning.	☐ Met ☐ Not Met ☐ Not Observed
H. Heterogeneous Grouping	The plan's learning activities exclude heterogeneous cooperative learning groups.	The plan provides opportunities for students to engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of all students, including low-status/historically marginalized students.	☐ Met ☐ Not Met ☐ Not Observed
I. Student Engagement	The plan provides no opportunities for students to become intrinsically motivated or engaged in their own learning.	The plan describes how students will become intrinsically motivated and engaged in their own learning.	☐ Met ☐ Not Met ☐ Not Observed

6. *The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.*

Source of Evidence: *Classroom Observation*

Criterion	Not Met	Met	Comments (evidence of performance)
A. Alignment	Classroom instruction and the instructional plan are not aligned.	Classroom instruction is aligned with the instructional plan.	☐ Met ☐ Not Met ☐ Not Observed
B. Meaningful Opportunities to Learn	Students have limited opportunities to learn the key skills and concepts needed to reach the learning targets.	Students are learning the key skills and concepts needed to reach the learning targets.	☐ Met ☐ Not Met ☐ Not Observed
C. Accuracy	The teacher candidate makes content errors.	The teacher candidate demonstrates accurate knowledge of the content.	☐ Met ☐ Not Met ☐ Not Observed

Criterion	Not Met	Met	Comments (evidence of performance)
D. Interdisciplinary Instruction	Students participate in tasks that focus on a single discipline without making connections to other subject areas.	Students are engaged in tasks that provide interdisciplinary connections with other subject areas.	☐ Met ☐ Not Met ☐ Not Observed
E. Culturally Responsive and Gender-Sensitive Instruction	Students participate in tasks that represent limited cultural and gender-sensitive perspectives.	Students respond using multicultural and gender-sensitive perspectives.	☐ Met ☐ Not Met ☐ Not Observed

7. Students participate in a learning community that supports student learning and well-being.

Source of Evidence: *Classroom Observation*

Criterion	Not Met	Met	Comments (evidence of performance)
A. Democratic Classroom	Students do not participate in the development of classroom behavioral expectations and norms.	Students participate in the development of classroom behavioral expectations and norms (e.g., provide input regarding rules or procedures; are involved in conflict resolution).	☐ Met ☐ Not Met ☐ Not Observed
B. Respect	Classroom interactions between students and teacher candidate or between peers are disrespectful.	Classroom interactions between students and teacher candidate or between peers reflect respect for others.	☐ Met ☐ Not Met ☐ Not Observed
C. Learning Community	In group activities, some students act independently or fail to support one another's inquiry/learning or exclude low-status/historically marginalized students.	Students support one another in group learning activities and include low-status/historically marginalized students.	☐ Met ☐ Not Met ☐ Not Observed
D. Self-Directed Learning	Students have no opportunity to express their opinions and provide suggestions regarding their own learning.	Students express their opinions and provide suggestions regarding their own learning.	☐ Met ☐ Not Met ☐ Not Observed
E. Diverse Perspectives	Students demonstrate disrespect for the multicultural and gender perspectives expressed by others.	Students show respect for multicultural and gender perspectives expressed by others.	☐ Met ☐ Not Met ☐ Not Observed

Criterion	Not Met	Met	Comments (evidence of performance)
F. Heterogeneous Groups	Students do not participate in heterogeneous cooperative learning groups OR heterogeneous cooperative learning groups fail to build the academic competence of all students including low-status/historically marginalized students.	Students engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of students, including low-status/historically marginalized students.	☐ Met ☐ Not Met ☐ Not Observed

8. Students engage in learning activities that are based on research and principles of effective practice.

Source of Evidence: **Classroom Observation**

Criterion	Not Met	Met	Comments (evidence of performance)
A. Questioning and Discussion Techniques	Students experience learning activities that include limited opportunities to pose and answer questions.	Students answer and pose questions and engage in cooperative discussions that enhance learning, critical thinking, transformative multicultural thinking, and problem solving.	☐ Met ☐ Not Met ☐ Not Observed
B. Delivery and Pacing	Students experience learning activities that are too slow or rushed OR are not mindful of the academic competence of low-status/historically marginalized students.	Students engage in learning activities that are paced appropriately for all students, are culturally responsive, and allow for reflection and closure as appropriate.	☐ Met ☐ Not Met ☐ Not Observed
C. Differentiated Instruction	Students experience undifferentiated learning activities.	Students engage in learning activities that are adjusted to meet their individual backgrounds, strengths, and needs and are culturally and gender responsive.	☐ Met ☐ Not Met ☐ Not Observed
D. Active Learning	Students are not engaged in learning activities OR low-status/historically marginalized students are disproportionately disengaged.	Students are cognitively engaged in the learning activities and initiate or adapt activities to enhance understanding.	☐ Met ☐ Not Met ☐ Not Observed
E. Technology	Students have no opportunities to use technology as part of the learning or assessment process.	Students use technology when engaging in learning or the demonstration of their learning.	☐ Met ☐ Not Met ☐ Not Observed

9. Students experience effective classroom management and discipline.

Source of Evidence: *Classroom Observation*

Criterion	Not Met	Met	Comments (evidence of performance)
A. Use of Classroom Materials	Students use the classroom space and materials with little regard for order and others.	Students find, use, and return classroom materials respectfully and efficiently with regard for order and others.	☐ Met ☐ Not Met ☐ Not Observed
B. Equitable Discipline	Some students, such as low-status/historically marginalized students, are disproportionately disciplined in comparison to other students.	Students are fairly and equitably disciplined.	☐ Met ☐ Not Met ☐ Not Observed
C. Transitions	Students have limited success changing from one learning task to another without disruptions in the flow of learning.	Students move between learning tasks in an efficient manner.	☐ Met ☐ Not Met ☐ Not Observed
D. Response to Interventions	Students demonstrate little or no response to interventions.	Students positively respond to teacher suggestions and interventions in order to make adjustments to appropriate learning behaviors.	☐ Met ☐ Not Met ☐ Not Observed
E. Democratic Practices	Students have limited opportunities to experience democratic classroom practices.	Students are engaged in democratic classroom management practices.	☐ Met ☐ Not Met ☐ Not Observed

10. The teacher candidate and students engage in activities that assess student learning.

Source of Evidence: *Classroom Observation, documentation of student learning (e.g., formative or summative results)*

Criterion	Not Met	Met	Comments (evidence of performance)
A. Alignment	Students are not engaged in assessments that are aligned with learning targets.	Students engage in assessment activities that are aligned with learning targets.	☐ Met ☐ Not Met ☐ Not Observed
B. Multiple Modes and Approaches	All students engage in the same assessment strategy to measure their performance.	Students engage in a variety of assessments that measure their performance relative to the learning targets.	☐ Met ☐ Not Met ☐ Not Observed
C. Feedback	Some students receive limited feedback regarding their performance.	Students receive constructive, timely feedback based on assessment results.	☐ Met ☐ Not Met ☐ Not Observed

D. Understanding of Assessment	Students demonstrate a lack of understanding of the relationship between assessment activities and the learning targets.	Students demonstrate an understanding of the relationship between the assessments and learning targets.	☐ Met ☐ Not Met ☐ Not Observed
E. Self-Assessment	Students are not involved in self-assessment related to the learning targets.	Students engage in self-assessment related to the learning targets.	☐ Met ☐ Not Met ☐ Not Observed
F. Student Reflection	Students do not reflect on their performance relative to learning targets.	Students reflect on their performance in order to evaluate progress over time relative to learning targets.	☐ Met ☐ Not Met ☐ Not Observed
G. Positive Impact on Student Learning	Assessment results reflect insignificant learning relative to the learning targets by at least some students.	Assessment results show the expected amount of learning relative to the learning targets by all students.	☐ Met ☐ Not Met ☐ Not Observed

The Candidate ☐ has ☐ has not met all the standards and criteria of the Performance-Based Pedagogy Assessment.

Candidate Signature_____   Supervisor Signature_____   Date_____

ASSESSMENT RECORD

Candidate_____ Supervisor_____ Cooperating Teacher_____

School_____ School District_____ Grade Level(s)_____

PPA Administration Dates: 1st_____ 2nd_____ 3rd_____ 4th_____

Written Sources of Evidence

1. The teacher candidate sets learning targets that address the EALRs and state learning goals		Comments (evidence of performance)
A. Alignment	☐ Met ☐ Not Met ☐ Not Observed	
B. Meaningfulness/Importance	☐ Met ☐ Not Met ☐ Not Observed	
C. Developmental and Instructional Appropriateness	☐ Met ☐ Not Met ☐ Not Observed	
D. Accuracy	☐ Met ☐ Not Met ☐ Not Observed	
E. Multicultural Perspectives	☐ Met ☐ Not Met ☐ Not Observed	
2. The teacher candidate demonstrates knowledge of the characteristics of students and their communities.		**Comments (evidence of performance)**
A. Developmental Characteristics	☐ Met ☐ Not Met ☐ Not Observed	
B. Exceptionalities	☐ Met ☐ Not Met ☐ Not Observed	
C. Cultural Backgrounds, Ethnicity, Language Development, SES, Gender	☐ Met ☐ Not Met ☐ Not Observed	
D. Approaches to Learning	☐ Met ☐ Not Met ☐ Not Observed	
E. Prior Knowledge and Skills	☐ Met ☐ Not Met ☐ Not Observed	
F. Community Factors that Impact Student Learning	☐ Met ☐ Not Met ☐ Not Observed	
3. The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.		**Comments (evidence of performance)**
A. Appropriateness	☐ Met ☐ Not Met ☐ Not Observed	
B. Purpose	☐ Met ☐ Not Met ☐ Not Observed	
C. Cultural Responsiveness	☐ Met ☐ Not Met ☐ Not Observed	
D. Two-Way Communication	☐ Met ☐ Not Met ☐ Not Observed	
4. The teacher candidate designs assessment strategies that measure student learning.		**Comments (evidence of performance)**
A. Alignment	☐ Met ☐ Not Met ☐ Not Observed	
B. Technical Soundness	☐ Met ☐ Not Met ☐ Not Observed	
C. Formative and Summative Assessment	☐ Met ☐ Not Met ☐ Not Observed	
D. Multiple Modes and Approaches	☐ Met ☐ Not Met ☐ Not Observed	
E. Feedback	☐ Met ☐ Not Met ☐ Not Observed	

5. The teacher candidate designs instruction based on research and principles of effective practice.		Comments (evidence of performance)
A. Alignment	☐ Met ☐ Not Met ☐ Not Observed	
B. Lesson Sequence	☐ Met ☐ Not Met ☐ Not Observed	
C. Research-Based Pedagogy	☐ Met ☐ Not Met ☐ Not Observed	
D. Academic Knowledge and Perspective	☐ Met ☐ Not Met ☐ Not Observed	
E. Culturally Responsive Learning Activities	☐ Met ☐ Not Met ☐ Not Observed	
F. Materials and Resources	☐ Met ☐ Not Met ☐ Not Observed	
G. Use of Technology	☐ Met ☐ Not Met ☐ Not Observed	
H. Heterogeneous Grouping	☐ Met ☐ Not Met ☐ Not Observed	
I. Student Engagement	☐ Met ☐ Not Met ☐ Not Observed	

Observation

6. The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.		Comments (evidence of performance)
A. Alignment	☐ Met ☐ Not Met ☐ Not Observed	
B. Meaningfulness Opportunities to Learn	☐ Met ☐ Not Met ☐ Not Observed	
C. Accuracy	☐ Met ☐ Not Met ☐ Not Observed	
D. Interdisciplinary Instruction	☐ Met ☐ Not Met ☐ Not Observed	
E. Culturally Responsive and Gender-Sensitive Instruction	☐ Met ☐ Not Met ☐ Not Observed	
7. Students participate in a learning community that supports student learning and well-being.		Comments (evidence of performance)
A. Democratic Classroom	☐ Met ☐ Not Met ☐ Not Observed	
B. Respect	☐ Met ☐ Not Met ☐ Not Observed	
C. Learning Community	☐ Met ☐ Not Met ☐ Not Observed	
D. Self-Directed Learning	☐ Met ☐ Not Met ☐ Not Observed	
E. Diverse Perspectives	☐ Met ☐ Not Met ☐ Not Observed	
F. Heterogeneous Grouping	☐ Met ☐ Not Met ☐ Not Observed	
8. Students engage in learning activities that are based on research and principles of effective practice.		Comments (evidence of performance)
A. Questioning and Discussion Techniques	☐ Met ☐ Not Met ☐ Not Observed	
B. Delivery and Pacing	☐ Met ☐ Not Met ☐ Not Observed	
C. Differentiated Instruction	☐ Met ☐ Not Met ☐ Not Observed	
D. Active Learning	☐ Met ☐ Not Met ☐ Not Observed	
E. Technology	☐ Met ☐ Not Met ☐ Not Observed	

9. Students experience effective classroom management and discipline.		Comments (evidence of performance)
A. Use of Classroom Materials	☐ Met ☐ Not Met ☐ Not Observed	
B. Equitable Discipline	☐ Met ☐ Not Met ☐ Not Observed	
C. Transitions	☐ Met ☐ Not Met ☐ Not Observed	
D. Response to Interventions	☐ Met ☐ Not Met ☐ Not Observed	
E. Democratic Practices	☐ Met ☐ Not Met ☐ Not Observed	
10. The teacher candidate and students engage in activities that assess student learning.		Comments (evidence of performance)
A. Alignment	☐ Met ☐ Not Met ☐ Not Observed	
B. Multiple Modes and Approaches	☐ Met ☐ Not Met ☐ Not Observed	
C. Feedback	☐ Met ☐ Not Met ☐ Not Observed	
D. Understanding of Assessment	☐ Met ☐ Not Met ☐ Not Observed	
E. Self Assessment	☐ Met ☐ Not Met ☐ Not Observed	
F. Student Reflection	☐ Met ☐ Not Met ☐ Not Observed	
G. Positive Impact on Student Learning	☐ Met ☐ Not Met ☐ Not Observed	

The Candidate ☐ has ☐ has not met all the standards and criteria of the Performance-Based Pedagogy Assessment.

Candidate Signature_____ Supervisor Signature_____ Date_____

State of Washington
Performance-Based Pedagogy Assessment of Teacher Candidates
Part IV: Glossary

Note: This glossary is supplemental to Parts I-III of this document.

assessment, authentic:

(a) A concept that refers to "intellectual accomplishments that are worthwhile, significant, and meaningful" (Wehlage, Newmann, & Secada, 1996, p. 23)

(b) When applied to student learning, defined through the following criteria:

- "*construction of knowledg*e found in significant intellectual accomplishments" (p. 24).
- "*disciplined inquiry* consists of three main features: (1) use of prior knowledge base, (2) striving for in-depth understanding rather than superficial awareness, and (3) expressing one's ideas and findings through elaborated communication" (pp. 24-25).
- "*value of achievement beyond the schoo*l…reflects aesthetic, utilitarian, or personal value evident in significant intellectual accomplishments" (p. 26).

assessment, methods of:

- *selected response*: "includes all of the objectively scored paper and pencil test formats" (Stiggins, 2001, p. 88).

- *essay*: "[R]espondents are provided with an exercise (or set of exercises that calls for them to prepare an original written answer.…Evidence of achievement is seen in the conceptual substance of the response (i.e., ideas expressed and the manner in which they are tied together)" (p. 88).

- *performance*: "[R]espondents actually carry out a specified activity under the watchful eye of an evaluator, who observes their performance and makes judgments as to the quality of achievement demonstrated" (p. 89).

- *personal communication*: "includes questions posed and answered during instruction, interviews, conferences, conversations, and listening during class discussions and oral examinations. The examiner listens to responses and either (1) judges them right or wrong if correctness is the criterion, or (2) makes subjective judgments according to some continuum of quality" (p. 89).

caring:

(a) "values the individual and conveys belief in their capacity to learn…[;] entails listening sincerely to students, knowing something about students and their lives, and developing positive relationships with them…[;] creates the relationship, the 'bonds,' necessary to ensure learning" (Shannon & Bylsa, 2002, p. 28).

(b) *a caring teacher*: "someone who has demonstrated that she can establish, more or less regularly, relations of care in a wide variety of situations" (Noddings, 2001, pp. 100-101).

class, socio-economic:

(a) "economic, social, and political relationships that govern life in a given social order[;]…reflects the constraints and limitations individuals and groups experience in the areas

of income level, occupation, place of residence, and other indicators of status and social rank" (Grant & Ladson-Billings, 1997, p. 44).

(b) "groups of people who share certain characteristics of prestige, patterns of taste and language, income, occupational status (though not necessarily the same jobs), educational level, aspirations, behavior, and beliefs[;] arranged in a pyramid-shaped hierarchy according to members' wealth, power, and prestige."

- *wealth*: "the control of material resources or economic clout"

- *power*: "authority in the political realm"

- *prestige*: "the control of ideological resources or cultural influence" (deMarrais & LeCompte, 1995, p. 168).

classroom management:

(a) "myriad educational decisions, including the ways in which rules are established and reinforced, how consequences are enacted or exacted, how frequently communications with parents takes place, the physical set-up of the room, the ready availability of materials, the methods used for resolving conflicts, and verbal interactions with students" (McEwan, 2000, p. 5).

(b) *democratic management*—characteristics:

- "typically centers more on societal expectations that promote the common welfare"

- "reflects society's expectations of cooperation where the basis of the rules is derived from the language of individual freedom balanced against mutual responsibilities"

- "relies on presenting guidelines and expectations to students and having students make choices about how to behave appropriately within those parameters"

- "Student participation in the decision-making process is one essential element"

- "arranging the classroom to be welcoming for all students is important" (pp. 19-20).

critical thinking

"the ability to judge and evaluate information and/or evidence, drawing conclusions that are objective and logical. A *critical thinker* is one who is able to identify and/or know premises, assumptions, hypotheses, appropriate theory, the quality (e.g., nonambiguous, ambiguous) of statements, false arguments, generalizations, the reliability of observations, and other factors that contribute to or detract from the process of critical thinking" (Dejnozka & Kapel, 1991, p. 147).

culturally responsive teaching:

(a) Teaching that uses "the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming" (Gay, 2000, p. 28).

(b) supports "empowering forms of acculturation and teacher-student relations based on collaboration rather than coercion" (Gallego et al., 2001, p. 982).

culture:

(a) "The values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, and/or religion" (Nieto, 2000, p. 383).

(b) "in relationship to school learning…those values and practices that shape the content, process, and structure of initial and subsequent intellectual, emotional, and social development among members of a particular group[;]…provides the conditions under which human growth and development naturally occur" (Grant & Ladson-Billings, 1997, p. 74).

democratic education:

"the education of children and youth—planned cooperatively and in a principled way—by parents, professional educators, and citizens[;]…aimed at preparing children and youth for a life of civic self-government [and] to create citizens who are competent to share in the rights and obligations of ruling. This aim must also be applied to the planning of education experiences. In this way, democratic education is itself one instance of popular sovereignty" (Grant & Ladson- Billings, 1997, pp. 85-86).

diversity:

"differences among people…usually referring to group differences" (Grant & Ladson-Billings, 1997, pp. 93-94).

English-language learners:

(a) Students for whom standard English is not their first language and whose "linguistic and cultural backgrounds are different from the language and culture" of the curriculum of the mainstream classroom (Costantino, 1999, p. 1).

(b) Also referred to as "second language learners" (see Cary, 2000).

equity:

(a) "The quality of being equal or fair; fairness, impartiality, evenhanded dealing";

(b) "What is fair and right; something that is fair and right";

(c) "The recourse to general principles of justice…to correct or supplement the provisions of the law" (*Oxford English Dictionary*, 1989)

(d) *educational equity:*

(1) "used to contrast 'equal education' with opportunity being viewed as a necessary, but not sufficient, step for educational equity to occur[;]…

(2) "Justice and respect for individual and group rights, which actively promotes the view that all persons are equal, personally and socially, although living within a fundamentally unequal, stratified, and biased dominant culture[;]…

(3) "pursuit of equity in education is a dynamic process that recognizes contextual realities (e.g., institutional racism and sexism) and barriers to the achievement of a truly just distribution of power and opportunity, and works constantly to name, address, and dismantle systems of oppression which keep inequality in place" (Grant & Ladson-Billings, 1997, pp. 100, 103).

engagement:

"the extent to which learners actively and persistently participate until appropriate responses are firmly entrenched in their repertoires…[and is] indicated by absence of irrelevant behavior, concentration on tasks, enthusiastic contributions to group discussion, and lengthy study" (Walberg, 1999, p. 77).

Essential Academic Learning Requirements:

(a) Specific learning targets that are based on the state's Student Learning Goals (Education Reform—Improvement of Student Learning Act, 1993).

(b) Represent "the specific academic skills and knowledge students will be required to meet in the classroom" (Office of the Superintendent of Public Instruction, n.d.).

Eurocentrism:

"a world-view [that] includes several beliefs: (1) belief in the inherent superiority of all things European (i.e., European cultures, perspectives, values, behaviors); (2) belief that these various aspects of European culture are valid universal norms for judging non-European cultures; (3) belief that non-European cultures are inferior; and (4) belief that non-European cultures should be denigrated and dominated" (Grant & Ladson-Billings, 1997, p.117).

gender:

(a) "Consists of behaviors that result from the social, cultural, and psychological factors associated with masculinity and femininity within a society. Appropriate male and female roles result from the socialization of the individual within the group" (Banks & Banks, 1997, p. 434).

(b) "in addition to physiological traits, refers to the cultural understandings and behaviors associated maleness and femaleness[;]…learned through a process of socialization [beginning] at birth" (deMarrais & LeCompte, 1995, p. 319).

(c) *heterosexism*: "Discriminatory beliefs and behaviors directed against gay men and lesbians" (Nieto, 2000, p. 383).

learning community:

(a) "fundamentally implies that a group of individuals are learning together in a supportive atmosphere toward a common purpose. The work of this community is guided by knowledge acquisition. Ample opportunities exist for both affective and cognitive responses. This learning in turn benefits not only the individual members of the community, but contributes to shared understandings and new points of view for all participants. Community in this sense combines both a task orientation toward a goal as well as the development of a bond among community participants imbedded in a democratic ethos." (Vavrus, 2002, p. 142; also see Merz & Furman, 1997) (b) "recognizes and validates the individuality and responsibility of each participant" (Cunat, 1996, p. 130).

learning targets:

"defines academic success, what we want students to know and be able to do" (Stiggins, 2001, p. 57). Types of targets vary according to the academic goals of a particular subject matter content that is being learned. Five types or categories of targets:

- *Knowledge*—mastery of substantive subject matter content, where mastery includes both knowing and understanding it.

- *Reasoning*—the ability to use that knowledge and understanding to figure out things and to solve problems.

- *Performance Skills*—the development of proficiency in doing something where it is the process that is important, such as playing a musical instrument, reading aloud, speaking in a second language, or using psychomotor skills.

- *Products*—the ability to create tangible products, such as term papers, science fair models, and art product, that meet certain standards of quality and that present concrete evidence of academic proficiency.

- *Dispositions*—the development of certain kinds of feelings, such as attitudes, interests, and motivational intentions (p. 66).

low-status, historically marginalized students:

"Examples of status characteristics are race, social class, sex, reading ability, and attractiveness. Attached to these status characteristics are general expectations for competence. High status individuals are expected to be more competent than low status individuals across a wide range of tasks that are viewed as important.…Since in our culture people of color are generally expected to be less competent on intellectual tasks than whites, these racist expectations came into play in the innocent [learning activities]" (Cohen, 1994, pp. 33-34).

multicultural education:

(a) "*a total school reform effort designed to increase educational equity for a range of cultural, ethnic, and economic groups*" (emphasis in original) (Banks, 1993b, p. 6; also see Banks, 2001).

(1) "prepares all students to work actively toward structural equality in the organizations and institutions of the United States…"

(2) "[provides] knowledge about the history, culture, and contributions of the diverse groups that have shaped the history, politics, and culture of the United States…"

(3) "provides instruction in familiar contexts that are built upon student's diverse ways of thinking…"

(4) "teaches critical thinking skills, as well as democratic decision making, social action, and empowerment skills" (Grant & Ladson-Billings, 1997, pp. 171-172).

(b) *Dimensions* include:

(1) content integration for an inclusive elementary and secondary school curriculum,

(2) multicultural knowledge construction processes,

(3) prejudicial discrimination reduction,

(4) an equity pedagogy, and

(5) an empowering school culture and social structure for all children and youth (Banks, 1993c, 2001).

multicultural perspective/approach:

(a) An inclusive orientation that is manifested in instructional planning and the classroom environment through the interactions of *caring*, *culturally responsive teaching*, a *learning community, democratic classroom management, multiculturalism, multicultural education*, and *transformative academic knowledg*e (see definitions in Glossary).

(b) evident when educators "explore alternatives to systemic problems that lead to academic failure for many students[;]… fosters the design and implementation of productive learning environments, diverse instructional strategies, and a deeper awareness of how cultural and language differences can influence learning. School reform with a multicultural perspective thus needs to begin with an understanding of multicultural education with a *sociopolitical context*" (Nieto, 1997, p. 389).

(c) organization of curricular "concepts around the perspectives of different ethnic, gender, socioeconomic, and ability groups, and curriculum is culturally responsive to the culture, language, and learning styles of students" (Grant & Ladson-Billings, 1997, p. 175).

multiculturalism:

"a philosophical position and movement that assumes that the gender, ethnic, racial, and cultural diversity of a pluralistic society should be reflected in all of its institutionalized structures but especially in educational institutions, including the staff, norms and values, curriculum, and student body" (Grant & Ladson-Billings, 1997, p. 182).

pedagogy:

a contemporary perspective that regards "teaching as a process, not a technique. It is more a variety of two-way communication than a mode of one-way transmission or delivery. In turn, teaching is held to be more about transformative relationships of production and exchange than about distributive mechanism for the dissemination and consumption of knowledge. Pedagogic thinking, therefore, prioritizes the constitution of learning over the execution of teaching" (Hamilton & McWilliam, 2001, p. 18).

perspective consciousness:

"recognition or awareness on the part of an individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that other have views of the world that are profoundly different from one's own" (Grant & Ladson-Billings, 1997, p. 213).

problem solving:

"Cognitive processing aimed at figuring out how to achieve a goal. In problem solving, the *problem solver* seeks to devise a method for transforming a problem from its current state into a desired state when a solution is not immediately obvious to the problem solver….A *problem* occurs when a problem solver has a goal but initially does not know how to achieve the goal" (Mayer, 2003, p. 1441).

race:

(a) "a term with no scientific meaning that has been used historically to categorize people based on beliefs about their common ancestry and/or physical characteristics" (deMarrais & LeCompte, 1995, p. 320).

(b) "a concept that signifies and symbolizes sociopolitical conflicts and interests in reference to different types of human bodies[;]…selection of…particular human features for purposes of racial signification is always and necessarily a social and historical process" (Grant & Ladson-Billings, 1997, p. 227).

race, gender, and class:

"In the integrative and interactive analysis the relative significance of each factor [i.e., race, class, gender] in determining social inequality is neither fixed nor absolute, but rather, is dependent on the sociohistorical and cultural context under analysis" (Grant & Ladson-Billings, 1997, p. 230).

representation:

(a) "a discursive system that codes and encodes individuals and groups in ways that construct, reflect, and reproduce the hegemonic political, social, cultural, and economic order[;]…social subjects (individuals and groups) are situated or positioned in relation to each other and to the world" (Grant & Ladson-Billings, 1997, p. 232).

(b) *hegemony*: "a form of social control. It exists in the form of a social consensus created by dominant groups who control socializing institutions such as the media, schools, churches, and the political system; these institutions prevent alternative views from gaining an audience or establishing their legitimacy" (deMarrais & LeCompte, 1995, p. 319).

Student Learning Goals, state of Washington:

"[T]he goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

(1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

(2) Know and apply the core concepts and principles of mathematics; social, physical, and life science; civic and history; geography; arts; and health and fitness;

(3) Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities" (Education Reform Act, 1993).

transformative academic knowledge

(a) "consists of concepts, paradigms, themes, and explanations that challenge mainstream academic knowledge and that expand the historical and literary canon...[under the recognition] that knowledge is not neutral but is influenced by human interests, that all knowledge reflects the power and social relationships within society, and that an important purpose of knowledge construction is to help people improve society" (Banks, 1993a, p. 9).

(b) "changes the structure of the curriculum to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups" (Banks, 1993a);

compare to:

• *contributions & additive multicultural content*: "focuses on heroes, holidays, and individual cultural events…[and] adds content, concepts, themes, and perspectives to the curriculum without changing its structure" (Banks, 1993a).

• *transformative multicultural education*:

(a) a "concept that explicitly articulates educational transformation in a society that addresses issues of race, class, gender, disability, and sexual orientation" (Grant & Ladson-Billings, 1997, p. 176);

(b) "changes the structure of the curriculum to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups" (Banks, 1993a, 2001).

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