

AN ABSTRACT OF THE DISSERTATION OF

Sita Tisadondilok for the degree of Doctor of Philosophy in
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Title: Investigating the Validity of the Washington State Performance-based Pedagogy Assessment Process for Teacher Licensure.

Abstract approved:

Edith Gummer

This study examined the validity of the WA PPA process which was developed to assess teacher candidates for licensing purposes. Three validities were investigated using Messick's view. Content validity was addressed using the raters' judgment to establish alignment between the WAC standards and the INTASC. Evidential validity refers to the confidence of faculty members and supervisors about: 1) inferences that teacher candidates have the ability to demonstrate that they meet the standards; and 2) all of the criteria are necessary and sufficient to license a beginning teacher. The consequential basis of validity refers to the effect of the use of the WA PPA process on teacher preparation programs and student teachers. Data sources included the raters' judgments concerning the standards' alignment, exploratory questionnaires, and interviews. Nineteen participants responded to the questionnaire, and eleven of them were interviewed.

Alignment data analysis showed that nine out of ten of the WAC standards

were rated as partially aligned with the INTASC. Each INTASC principle was addressed adequately by multiple WAC standards. Consequently, the WA PPA process has substantial content validity; although, there are some missing areas including teacher disposition evaluation. The findings indicated that the university evaluation requirements were intended to compensate for the weakness of the WA PPA process for assessing teacher candidates' abilities to meet state teaching standards (WAC).

The WA PPA process has a significant degree of the evidential and consequential validity. Participants felt confident in their judgments about student teachers' abilities to meet standards. They believe that all of the criteria are necessary and sufficient to license a beginning teacher. However, a number of participants were not completely confident in the inferences they made about student teachers' abilities based on evidence gathered from the WA PPA process. They had concerns about the clarification of standards, the lack of sufficient evidence to support the WA PPA standard judgments, and the need for additional information from cooperating teachers. Nevertheless, the WA PPA process along with other university evaluation processes facilitates valid decisions about the qualification of teachers for licensing in the State of Washington.

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Investigating the Validity of the Washington State
Performance-based Pedagogy Assessment Process for Teacher Licensure

by

Sita Tisadondilok

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Dean of the Graduate School

I understand that my dissertation will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my dissertation to any reader upon request.

Sita Tisadondilok, Author

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**VALIDITY OF THE WASHINGTON STATE
PERFORMANCE- BASED PEDAGOGY ASSESSMENT PROCESS
FOR TEACHER LICENSURE**

**CHAPTER I
INTRODUCTION**

The current teacher preparation and certification programs reform movement argues that quality teachers are a crucial factor for improving American education (National Commission on Teaching & America's Future, 1996). High quality teachers produce students who demonstrate high achievement and help students achieve their maximum potential (Goldhaber & Brewer, 2000). Several reforms of teacher education programs and the assessment for initial teacher licensure have been attempted.

As of 1980, most states required preservice teachers to pass some sections of, or all parts of, the National Teachers Examination tests (NTE) or the Praxis Series: Professional Assessments for Beginning Teachers, a standardized norm referenced test, before applying for licensure. Many of the remaining states required similar tests. Some states developed their own tests as a substitute for the NTE (Natriello, 1990).

However, by the late 1980s, teacher testing, the NTE tests in particular, were criticized for mainly measuring subject matter knowledge as fact recognition, basic literacy, and numeric skills. They were criticized for failing to adequately

measure actual teaching performance and missing the complex parts of teaching, such as the varied approaches and sophisticated responses of individual teachers to their students.

A number of researchers (Ayer, 1989; Lovelace, 1984; Mitchell & Barth, 1999; Olstad, 1988; Ukpolo, 1998) claimed that the multiple-choice test format is insufficient and inaccurate to assess teacher competency. Multiple-choice tests delimited the domains that should be assessed. Standardized tests appeared to be inappropriate, inauthentic, or invalid for decisions regarding teaching performance, certification and promotion (Ayer, 1989; Lovelace, 1984; Olstad, 1988). The prevailing notion became that assessments needed to include significant performance components in an articulated assessment system in order to be able to measure beginning teacher quality (Darling-Hammond, 1986; Haertel, 1991; Millman, 1991; Mitchell & Barth, 1999). Furthermore, researchers indicated that the NTE and the Pre-Professional Skill Test (PPST) should not be used as the sole criteria for admission to or completion of a professional education or teacher licensure program. Programs were advised to use such tests in combination with measures of the actual performance of teaching to provide a more accurate description of the quality of a student's performance as a beginning teacher (Ayer, 1989; Lovelace, 1984).

The inadequacies in standardized forms of teacher assessment are highlighted by the work that the teacher education community has done in establishing standards for high quality teacher knowledge, dispositions, and skills. Grounded in early work by Lee Shulman (1987a), high quality teachers are those

with deep knowledge of the subjects they plan to teach along with high quality teaching practices, as appropriate, based on knowledge of students' interests, abilities, skills, knowledge, family circumstances and peer relationships (National Board for Professional Teaching Standards [NBPTS], 1989). The Interstate New Teacher Assessment and Support Consortium (INTASC) developed a set of standards for beginning teacher licensing and development, compatible with the NBPTS and the National Council for Accreditation of Teacher Education (NCATE) standards. INTASC proposed model standards for beginning teacher licensing and development describing what beginning teachers should know, be like, and be able to do (INTASC, 1992). NCATE (1988) indicated that effective teachers should demonstrate the knowledge, skills, and dispositions that represent what the consortium believes to be the new basics for accomplished teacher practice.

As a result of the limitations of traditional methods of assessment, performance-based assessments have become a feasible way for beginning teachers to accurately demonstrate their competencies. The literature refers to performance-based assessments as multiple artifacts including portfolios, teacher documentations, teacher work samples, instructional lesson plans, and teaching lessons. Most research about performance-based assessment emphasizes the use of portfolios for teacher licensing. Research has indicated that performance-based assessments are documentations of the preparation of the candidate that simulates teaching events. Some performance-based assessment, such as portfolios, may include a variety of teaching evidence such as teacher-developed plans and

materials, teacher work samples, a collection of student work samples, performance activities and demonstration, analysis of classroom observations or videotapes showing classroom instruction and interactions between teachers and students, interviews that focus on teachers' knowledge and thinking, and the teachers' reflection on their own teaching (Dutt-Doner & Gilman, 1998; Millman, 1991; Wolf, 1991; Zidon, 1996).

Performance-based assessments have been promoted as having several advantages over traditional examinations. They are considered to be effective tools to assess preservice teacher competency (including intellectual skills), to develop students' professional and academic growth, and to promote self-reflection. The creations of performance-based assessments demand that student teachers reflect on their own best work (Wolf, 1991; Zidon, 1996).

Performance-based assessments are scored holistically using scoring rubrics and checklists as the scoring criteria. Criteria are adopted from the national teacher standards such as NBPTS and INTASC (Gibson, 1995; Naizer, 1997; Wolf, 1991). Performance-based assessment tasks are based on the teachers' knowledge of students and how they learn, how instruction is implemented over time, and how teachers apply theoretical knowledge to actual classroom practice. In addition, the aforementioned tasks claim to describe the teachers' knowledge about assessment of student work (Haertel, 1991; Nweke, 1991; Wolf, 1991; Zidon, 1996).

Many teacher education programs have adopted portfolios to assess beginning teachers' abilities because they more accurately capture teachers' knowledge and proficiency in classroom practice that cannot be evaluated through

the standardized tests. Swiss's study (1997) found that the teacher education faculty and school administrators in Indiana used portfolio assessment more frequently than the Praxis to evaluate beginning teacher competency. Hudson, Grissmer, and Kirby (1991) also found that performance-based assessments including teaching portfolios were viewed as more effective than the Praxis tests in assessing beginning teacher disposition competencies.

Statement of the Problem

The complexity in terms of what it means to be a high quality teacher is compounded by the difficulty of designing high quality assessments to measure the construct. Standardized tests appear to be an invalid measure to assess the content knowledge and pedagogical knowledge of teachers because they primarily focus on measuring basic skills rather than professional knowledge (Darling-Hammond, 1986; Haertel, 1991; Shulman, Haertel, & Bird, 1988). Therefore, numerous states are seeking new ways to improve teacher licensure assessments.

The implementation of performance-based assessments has been proposed as one improvement. Most research about performance-based assessment emphasizes the use of portfolios for teacher licensing. Portfolios are used as an assessment tool in multiple states as part of the licensure process for beginning teachers in various subjects such as science, mathematics and languages. Portfolios have been developed and designed to measure the knowledge, skills and dispositions that are important for effective teaching, and they are used as an assessment tool for the licensure of beginning teachers (Budzinsky, 2000; Denner,

Norman, Salzman, & Pankratz, 2003). Researchers indicate that performance-based assessments are better for measuring complex teaching performance and higher thinking skills, such as analysis and application skills (Porter, Youngs & Odden, 2001). Budzinsky (2000) indicates that performance-based assessments, including portfolios, used by Connecticut State Department of Education met the criterion-related validity concern by comparing the interpretations of performances from science teaching portfolios to the Expert Science Teaching Educational and Evaluation Model (ESTEEM), a description of the expectations for effective science teachers. Denner, Norman, Salzman, and Pankratz (2003) also supported the content validity of the Renaissance Teacher Work Sample for assessing teacher candidates' abilities to meet the targeted teaching standards. Florida is another state that developed a system of portfolio assessment designed to demonstrate beginning teaching criteria (Terry & Eade, 1983 cited in Doty, 2000).

Although performance-based assessment is considered to be an effective tool to assess the competencies of preservice teachers, the development of high quality performance-based assessments to assess the complex areas of teacher knowledge, disposition and teaching abilities has been problematic. The major concern is whether the performance-based assessment is a high quality assessment tool that measures these complex areas of teaching. Performance-based assessments have been critiqued because of a lack of validity (Millman, 1991; Nweke & Noland, 1996). As an essential psychometric indicator of an assessment instrument in particular, these assessment tools often have an inconsistency in their scoring procedures because of human judgment. All assessments including performance-

based assessments need validity support (Messick, 1995; Standards, 1985).

The state of Washington is in the initial stage of an effort to enhance traditional forms of assessment for teacher licensure. The decision in Washington to use a performance-based assessment as an assessment tool for the licensure of beginning teacher and implementation processes is based on the recognition of the need for a paradigm shift to create a meaningful performance-based assessment of teacher candidates (Bergeson, 2004). The Washington Office of Superintendent of Public Instruction (WAOSPI) and the Washington Association of Colleges for Teacher Education (WACTE) collaborated to develop the Washington Performance-Based Pedagogy Assessment of Teacher Candidates (WA PPA) to ensure that preservice teachers were prepared to contribute maximally to the closure of the academic achievement gap. WA PPA process is a tool intended for use in assessing teacher candidates in actual classrooms.

The WA PPA was developed for a teacher preparation program to ensure that preservice teachers were prepared to contribute maximally to the closure of the academic achievement gap and has been used since 2003; all teacher preparation programs must administer this instrument to teacher candidates in a residency certificate program. As designed, the WA PPA process requires preservice teachers to provide evidence of their abilities by selecting two lessons to teach, planning those instructional lessons that include pedagogical approaches and assessment strategies, teaching those lessons, and collecting evidence of student learning. These requirements of the WA PPA process are similar to evidence found in portfolios. While portfolios are widely used for licensing preservice teachers in many states, the

WA PPA process does not have a specific requirement of a portfolio, although it requires similar evidence.

This study examines the process involved for the WA PPA to make judgments of preservice teachers' teaching capability based on supervisors' observations and analysis of selected lesson plans. Since the WA PPA is a performance-based assessment, it requires a carefully designed study of its validity. In this process, both content and construct validity concerns need to be addressed. One measure of content validity can be provided by considering its alignment with professionally-accepted standards. However, this measure of content validity alone is not sufficient for establishing the validity of the performance-based assessment (Pechione & Carey, 1989). Construct validity is also needed to support the system. Construct validity addresses the multiple and interrelated validity questions that must be provided to justify the score interpretations for teacher licensure (Messick, 1995). Prior to its acceptance as an adequate measure of teacher ability, construct validity of the WA PPA must also be investigated.

For this study, validity of the WA PPA is explored using Messick's framework (1995). According to Messick, construct validity is the core of unified validity. That is, the appropriateness, meaningfulness, and usefulness of score-based inferences are considered together; the unifying force behind this integration is the trustworthiness of empirically-grounded score interpretation. A unified validity framework consists of two dimensions—the outcome and the justification of the performance-based assessment. The outcome dimension consists of the interpretation and the use of the performance-based assessment. The justification

dimension includes the evidential and consequential basis. The evidential basis is the evidence and rationale supporting the trustworthiness of score meaning. This evidence for the relevance of the scores and for the utility of the scores is applied to the setting. Whereas, the consequential basis is the value implication of score meaning and social relevant that activates scored-based actions and appraisal of actual and potential effects of the use of an assessment. In particular the consequential basis addresses issues of bias, adverse impact and distributive justice (Messick, 1989). Messick's framework is used to generate the research questions of this study.

Research Questions

This study examines the validity of the WA PPA from the perspective of the teacher education faculty and supervisors at University X on the process of assessing preservice teachers and their teaching for licensing purposes. The research questions guiding the design of this study are:

1. To what extent is the WA PPA process aligned with standards of good beginning teaching practices such as the INTASC Standards?
2. To what extent is the use of the WA PPA process a valid measure of beginning teacher knowledge and practice to those who are charged with its use?
 - 2.1 How do those charged with student teaching supervision characterize their confidence about inferences they make?

2.2 Do faculty members and supervisors in this program believe that all of the WA PPA criteria are necessary and sufficient to license a beginning teacher?

2.3 How has the use of the WA PPA process influenced the teacher preparation programs?

Significance of the Study

This study aims to clarify the issues of validity that surround the use of a performance-based assessment process in the licensing of beginning teachers in the state of Washington. Pedagogy performance-based assessments have been developed as supplements for evaluating preservice teachers for licensing, requiring preservice teachers to provide evidence of their ability to meet the teaching standards and positively impact student learning. The WA PPA process relies on classroom observations of preservice teachers and the collection of evidence of student learning during student teaching. In order to be an effective tool for certification, it is crucial that validity is established for the WA PPA. The validity of the WA PPA process is fundamentally linked to how well the scores reflect the underlying construct qualified for teaching (Messick, 1995).

The results and implications of this study are useful in providing information regarding the validity of the WA PPA in evaluating preservice teachers for licensing purposes in Washington state. These results inform the Department of Education of Washington in guiding future decisions regarding the interpretation and the use of performance-based pedagogy assessments for licensing preservice

teachers and assessing their teaching. The faculty and educators involved in developing this process may use this information for improving the standards, scoring rubric criteria, and the implementation of the WA PPA in assessing preservice teachers' abilities. In addition, the results from this study contribute to the literature with regard to the use of performance-based assessments in teacher education programs.

CHAPTER II

REVIEW OF LITERATURE

The review of the literature related to the research of teacher assessment for identifying the competency of preservice teachers for licensing is divided into four sections. The first section describes the research on teacher assessment using traditional standardized methods that reveals the inadequacy of standardized tests of teacher knowledge and practice. The second section presents the research on performance-based assessments in the field of preservice teacher education, describing their use for teacher licensing. These performance-based assessments are designed to measure the knowledge, skills, and dispositions of the highly qualified teachers. In the third section, the reliability and the validity of performance-based assessment is presented. The research involves a consideration of validity issues associated with the design of teacher performance-based assessment, and discusses the validity studies regarding performance-based assessment. Finally, the fourth section discusses Messick's framework of validity (1989).

Standardized Assessments for Evaluates Teacher Knowledge

Beginning in the 1970s and the 1980s and continuing into the present, all 50 states in the U.S. required teacher evaluation approaches for assessing teacher knowledge and practice. A large majority of these assessments were tests that were to be taken for entry into teacher education programs, exit from the programs,

initial teacher certification, or regular or permanent certification (Haertel, 1991). By 1986, all but four states had implemented teacher competency testing. This mode of testing focused on assessing basic skills, knowledge of subject matter, and general pedagogy knowledge (Darling-Hammond et al., 1988).

The common assessment method used in approved teacher education training programs for many years has traditionally required passing a set of courses. Institutional program approval was gained by successful student demonstration of required courses specified by state certification patterns. In reality, state-approved programs varied widely in terms of content and quality. This inconsistency in content and quality precipitated additional accountability requirements for preservice teacher competency (Sander, 1993). By 1987, 23 states required preservice teachers to pass some sections of, or all parts of, the National Teachers Examination (NTE) before applying for licensure. Many of the remaining states required other tests similar to the NTE. Some states even developed their own tests as a substitute for the NTE (Andrews & Barnes, 1990; Natriello, 1990).

The traditional tests most broadly used were the NTE and the Pre-Professional Skill Test (PPST) (Andrews & Barnes, 1990; Natriello, 1990). The NTE is a standardized norm-referenced test used in the education field to screen potential teachers (Bowman, Petry, Rakow, & Emanuel, 1991). The NTE was first introduced in 1940 as a measure of an individual's potential performance as a teacher in the classroom. The NTE was designed with multiple-choice questions requiring a single correct answer from five choices given. The NTE's Central Core of Knowledge for all Teachers was based on three areas important for all teachers

to know. Part One of the NTE, the Communication Skills Test was designed to assess listening, reading, and writing abilities. Part Two was the general knowledge test to assess knowledge on literature, fine arts, mathematics, science and social studies. Finally, Part Three of the NTE was the professional knowledge that evaluated skills directly related to teaching, such as classroom management, organizational skills, and interpersonal relationship skills (Educational Testing Service [ETS], 1984). The NTE served as the primary assessment of preservice teachers in the 1990s. These tests basically contained multiple-choice questions that tested for basic literacy and numeracy, professional teaching knowledge and, sometimes, subject matter knowledge.

The Praxis Series (Professional Assessments for Beginning Teachers) offered by ETS was developed as a newer option for a teacher test and included three assessment parts. Praxis I, the academic skill assessment, was designed to measure proficiency in the basic skills of reading, writing, and mathematics through a criterion-referenced or objective-referenced format (ETS, 1992). The intent of administering this test was to determine whether the student had acquired essential foundational knowledge. Therefore, student teachers were expected to take these tests as a preservice teachers while in college. Praxis II was the subject matter assessment, designed to measure knowledge in content specific areas. The first two components, Praxis I and II, were standardized paper and pencil tests. The final component, Praxis III, was the classroom performance assessment. The test consisted of actual observation of classroom teaching performance and an interview of the prospective teaching candidate. This test was intended to most directly

replace the NTE. It attempted to examine the complicated decision-making that occurred during instruction. The assessors were teachers and administrators trained by ETS. Evaluation depended on the assessor's judgments of the appropriateness of instruction given to students (ETS, 1992).

Since the late 1980s, teacher testing has been criticized for consisting mainly of multiple-choice questions to measure subject matter knowledge for fact recognition, basic literacy and numeric skills, and decision making in teaching. These tests also included questions about the laws and regulations that surround teaching. The teaching tests, particularly the NTE tests, were criticized for failing to adequately measure actual teaching performance and for missing the complex parts of teaching, such as the varied approaches and sophisticated responses of individual teachers to their students.

Haertel (1991), in a review of teacher assessment, insisted that traditional tests were not valid and comprehensive measures of the knowledge base of required for teaching. In reviewing traditional measures, Haertel suggested that this measure only assessed a teacher's factual knowledge, not the critical understanding required of teachers that produced extended responses rather than selecting preexisting answers. Little or no evidence existed that traditional assessment predicted effective classroom performance. Haertel suggested that in traditional methods, the performance being judged was different than the performance of interest. Therefore, he labeled these assessments as invalid teaching assessments.

In addition, researchers have investigated the nature of standardized tests using different methods. For example, Mitchell and Barth (1999) and Darling-

Hammond (1986) directly analyzed actual exams, such as the Praxis series and the NTE Core Battery test. Other researchers have investigated the relationship between standardized test scores and teacher classroom effectiveness as evaluated by their principals (Ukpolo, 1998), scores achieved on objectively-scored observation instruments (Ayer, 1989), and admission into a teacher certification program (Olstad, 1988). Lastly, Lovelace (1984) examined how well the scores from the NTE predicted actual teacher classroom performance.

The finding of this review revealed that the multiple-choice tests failed to adequately measure actual teaching performance. These tests were criticized as measuring general knowledge rather than specific subject matter knowledge. Most of the content knowledge found in the tests was at the high school level. These tests did not certify that teachers had sufficient subject matter knowledge to teach students to high standards (Darling-Hammond, 1986; Mitchell & Barth, 1999).

Specifically, the NTE was found to be a weak predictor of teaching classroom performances (Lovelace, 1984; Ukpolo, 1998). There was no significant difference in the teaching abilities between student teachers who passed the NTE and those who did not pass the exam (Ukpolo, 1998). The findings from the study conducted by Lovelace (1984) suggested that the NTE and the American College Test measured the same variables. Finally, Olstad's study found that there was a significant correlation between the NTE's General Knowledge test and college grade point average (GPA). This recognition meant that the NTE General Knowledge test and GPA did not predict successful teaching ability (Olstad, 1988).

The researchers claimed that the multiple-choice test formats were

insufficient and inaccurate in assessing teacher competency because they delimited the domains that needed to be assessed. Standardized tests appeared to be inappropriate, inauthentic, or invalid for use in decisions regarding teaching performance, certification and promotion (Ayer, 1989; Lovelace, 1984; Olstad, 1988). The assessments needed to include significant performance components in an articulated assessment system in order to be able to measure beginning teacher quality (Darling-Hammond, 1986; Haertel, 1991; Mitchell & Barth, 1999; Millman, 1991). Shulman (1987) also indicated some reasons that standardized tests such as the NTE were deficient. For example, standardized tests left out critical features of teaching such as creating a supportive learning environment and the content-specific component of teaching such as pedagogical content knowledge. These exams disregarded the reflective nature of teaching such as modification of instruction based on the analysis of student feedback and progress.

As a result of the research, the NTE and PPST were not recommended as the sole criterion for admission to a professional education or teacher licensure program. They were recommended for use in combination with actual performance teaching to provide a more accurate description of the quality of students' performance (Lovelace, 1984; Ayer, 1989).

Performance-Based Assessment of Teacher Knowledge

The inadequacies in standardized forms of teacher assessment previously identified were highlighted by the work that the teacher education community has completed in establishing standards for high quality teacher knowledge,

dispositions, and skills. Professional groups, such as the Holmes Group (1990), the Carnegie Task Force on teaching as a profession (the National Board for Professional Teaching Standards [NBPTS], 1989), the National Council for Accreditation of Teacher Education (NCATE, 1988), and the National Commission on Teaching and America's Future (1996), all attempted to promote the standards of teaching and define what is meant by excellence in teaching. The alignment of these professional groups promoted a review of beginning teacher and professional teaching standards. These new standards required teachers to have the professional expertise to prepare a diverse group of students for a high standard of achievement, as well as to take part in school management and curriculum design. The blending of the knowledge base defined effective teaching from which the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS) were derived and applied to assess beginning and experienced teachers (Milanowski, Odden, & Youngs, 1998).

INTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. INTASC was established in 1987 and linked to standards developed by the NBPTS. INTASC developed a set of standards for beginning teacher licensing and development compatible with the NBPTS and NCATE standards. In 1992, INTASC (1992) proposed model standards for beginning teacher licensing and development describing what beginning teachers should know, be like, and be able to do. These standards

demonstrated the knowledge, skills, and dispositions that represent what the consortium believes to be the basics for accomplished teacher practice.

Performance-based assessments were based on conceptions of professional practice consistent with the requirements of standards-based reform. They were expected to be more specific in regards to different subject matter and age/grade levels than the standardized tests. Teachers were expected to (1) plan instructional lessons, (2) interact with parents, staff, and administrators, (3) participate in school governance and mentor less experienced teachers, and (4) participate in peer evaluation and other collegial interactions. Heartel (1991), in a review of teacher assessment, suggested that the assessment of teaching needed to reflect the complexity of the task and the intricacy of decision-making. Performance-based assessments more accurately assessed capabilities, including complex intellectual skills that cannot be evaluated through written tests.

The performance-based assessments in the literature refer to multiple artifacts that include portfolios, teacher documentations, teacher work samples, instructional lesson plans, and teaching lessons. Most research about performance-based assessment emphasizes the use of portfolios for teacher licensing. This study examined the process of using the WA PPA to make a judgment of teaching capability based on supervisors' observations and analysis of selected lesson plans. The WA PPA process is a performance-based assessment that requires preservice teachers to provide evidence of their abilities by selecting two lessons to teach, planning those instructional lessons to include pedagogical approaches and assessment strategies, teaching those lessons, and collecting evidence of student

learning. These requirements of the WA PPA process are similar to the evidence found in portfolios. While portfolios are widely used for licensing preservice teachers in many states, the WA PPA process does not have a specific requirement as a portfolio, although the evidence that is included is similar.

Krause (1996) summarized some of the attractions and distinct characteristics of portfolios as an outcome of performance-based assessment. Portfolios are capable of assessing the knowledge of teaching and learning that standardized tests cannot. Second, since beginning teachers need to take responsibility for their own learning, they need to collect and select artifacts for inclusion in their portfolios. Portfolios are organized and assembled around teaching standards that display teaching competencies. Lastly, self and peer-evaluations are conducted as a final analysis of learning. Each of these stages requires complete involvement and ownership of learning.

In 1986, the Carnegie Corporation of New York funded the Teacher Assessment Project (TAP) under the supervision of Shulman (. The study was designed to generate research on teacher assessment approaches seeking to explore and develop new approaches to teacher evaluation. TAP focused on two approaches (simulation exercises and portfolios) and two subjects (elementary literacy and high school biology). Wolf (1991) reported that for one school year, 20 elementary school teachers and 20 high school biology teachers developed portfolios in their subject areas. The team's purpose was to collect enough evidence to make decisions about a teacher's knowledge and skills as a way to examine the effectiveness of portfolios as an assessment measure. Wolf described a portfolio

more as an attitude of teacher behavior than as a container for storing and displaying evidence of a teacher's knowledge and skills. He believed that a portfolio was sufficient to measure the complexity of teaching and learning. Portfolios were not only for teachers' evaluation, but also for promoting the development of an individual teacher and highlighting exemplary practices.

The TAP study portfolio format began with a clear purpose for documentation of limited evidence submitted for each portfolio entry. The teachers were to select 5 to 10 pieces of evidence that illustrated their classroom efforts. The teachers were also advised to attach brief, written captions identifying and explaining the purpose for each piece of evidence. Their portfolios included, for example, teacher-developed plans and materials, teacher logs, videotaped teaching episodes, samples of student work, photographs and diagrams, and the teacher's reflection on his or her own teaching. TAP study emphasized that the portfolios' construction focused on substance rather than appearance. Wolf found that teachers needed direction in portfolio assembly such as how much evidence to include, whether a portfolio contained the teacher's best work, and whether teachers were expected to complete their portfolios without assistance. Videotapes were helpful because they showed the actual classroom context, teacher performance, student participation, and teacher management.

Teachers' portfolios were scored holistically rather than with a point-by-point analysis because of the belief that a portfolio was more coherent and informative when scored holistically. This approach relied on professional judgment and require trained evaluators with experience and knowledge of the

content area and grade level to rate each portfolio entry. The criteria were adopted from the five criteria of the NBPTS. Each entry of the portfolio was evaluated using a five-point scale: unacceptable, weak, adequate, proficient, and superb. The broad standards and descriptive paragraphs that explained each standard in more detail were given after the development of the portfolio entries. Wolf reported that the development teams and participant teachers considered the portfolios to be an accurate reflection of what happened in the classroom. In addition, the researchers found that portfolios were feasible for assessing not only teachers' pedagogical competence, but also reflected their own work and the act of teaching (Wolf, 1991). However, the authors noticed that even though portfolios promoted teacher self-reflection and decision making, the potential of portfolio procedures relied on the policy makers and institutions. This pioneer work of Shulman's project provided the foundation for additional inquiry about teaching portfolios.

Nweke (1991) investigated the use of the portfolio assessment techniques based on two assumptions: portfolios complemented conventional assessment methods and portfolios provided more reliable and valid information than traditional methods. The focus of the study was: 1) to examine whether achievement level, characterized by scores, ranks or group membership, varied significantly with differing definitions and usage of the portfolios; and 2) to investigate whether progress determined through portfolio assessment differed from the progress determined by using a variety of traditional assessment methods such as pencil and paper tests, interviews, and cumulative grade point average.

Data analysis revealed that portfolio performance was related to traditional

measures such as college GPA, the American College Test (ACT), and essays. The findings indicated that portfolio performance had the highest correlation with an essay written during the sophomore year. The results showed a negative relationship between portfolio performances and ACT scores. The researcher suggested that the portfolio score was a measure of progress because of its higher relationship with the scores of the essay.

The Newke study attempted to address the important issues of reliability and validity of portfolios in comparison to traditional measures in teacher education. The researcher stated that the reliability of portfolios depended on the comprehensive contents of the portfolio. The inconsistency in the graders was only a concern for comparison among the interviews, essays, and portfolios. However, the students and teachers were not provided clear criteria and evidence for portfolio construction. No common definitions, expectations, or guidelines were provided to assist in developing the portfolio. The investigation of the reliability and validity of portfolios needed to have more accurate data. Consistency in rating portfolios and clearly established portfolio standards and evidence were needed.

Dutt-Doner and Gilman (1998) claimed that there has never been an attempt to understand how students perceived their experience with portfolio evaluations. Therefore, they investigated the advantages and limitations of portfolio evaluation for student teachers. The participants in this study were 621 university students enrolled in courses in secondary and elementary teacher preparation. The data were collected from an open-ended survey and student teachers' final portfolio conferences. The researchers reported that this experience was the first one for

these students in developing a portfolio and being evaluated by a portfolio. The student teachers were required to determine the evaluative criteria for themselves and their fellow students.

The researcher reported the techniques that students had developed in the creation of their portfolios in response to the questionnaires. Students were concerned about what material was to be included and how much to include. In order to come up with this solution, students reported that they had to read and reflect, and often discuss the issue with class members. The second step was the actual process of constructing the portfolio. For this step, students looked at examples of completed former portfolios. Students decided what they needed to construct in an outline form, writing notes, making drafts, determining organizational criteria, designing the best representation in the contents of their portfolios. Then they selected materials to include in their portfolios.

The students indicated that the portfolios provided some potential benefits: a more accurate reflection of student learning than tests, knowledge about teaching and the teaching profession, skills in organization and development, development of professional attitudes, enhanced personal skills and self confidence, improved relationships with the professor in charge and classmates, practice in constructing portfolios, the beginning of a portfolio to be used in job searches and interviews, and a reference work for their beliefs and knowledge base for the teaching career.

However, the students expressed concerns about being evaluated by portfolios. For example, they were uncomfortable about determining the ways to develop portfolios. They needed more directions for the evaluation process despite

the fact that the results revealed that the students felt the portfolio experience helped them develop knowledge about themselves as well as about their teaching. The portfolio process helped them develop self-confidence, better relationships between instructor and students, organizational skills, professional attitudes, knowledge about the teaching career, job interviewing skills, and a knowledge base for teaching practice. The students reported that they gained more related teaching skills in producing portfolios than were produced by the use of the tests and more traditional forms of assessment (Dutt-Doner & Gilman, 1998).

Zidon (1996) investigated students' views of the portfolio assessment in their preservice teacher education microteaching course in the secondary education program at a university. Sixty-six students were enrolled in this course for two semesters. Twenty-three students from two semesters were randomly selected and interviewed for 20 to 30 minutes each, at the end of the semester. All the interviews occurred after students had compiled their portfolios, written a self-reflection statement, presented their portfolios in class during the last three weeks of the semester, and received their final grade for the course. An external interviewer was chosen for this study.

Zidon (1996) coded the students' responses into three stages: "frustration," "exploration," and "demonstration and celebration." In the stage of frustration, students felt they had limited information and the overwhelming task of organizing their portfolios. In the second stage, exploration, students learned how to organize the portfolios and assemble them. Students indicated an improvement in writing and expressing their ideas, in spelling and finishing their thoughts, and in being

more critical and reflective. They realized that their intellectual growth increased through the process of developing their portfolios. In the final stage, demonstration and celebration, students saw the portfolio as an experience that demonstrated their accomplishments. The author reported that most of the students' reflective statements focused on the struggles and rewards of freedom of choice and interpretation during the portfolio construction. Preservice students' reflective statements of analysis and synthesis level were low. The process of growth was more important than the display of the final product.

The preservice teachers gave Zidon the following suggestions. Instructors should give students indicators and objectives to assist them during the selection process. The students felt that the program expectations should be communicated so that their portfolio contents are aligned with the program goals. Students needed to maintain individual freedom to select pieces. Faculty needed to emphasize the portfolio as a learning tool. All interviewed students emphasized that the portfolio should not be graded.

The researcher concluded that the portfolios showed the preservice students' professional and academic progress. Portfolios demonstrated their strengths and their weaknesses. Additionally, portfolios helped them focus on and set future goals. The results indicated that portfolios stimulated interest, provided guidelines for construction, offered opportunities for discussion and sharing with peers and faculty, and taught self-reflection. The results also showed that the experiences of doing teacher portfolios did not force student teachers to implement this performance assessment with their own students.

Milman (1991) analyzed the new performance-based assessment for teacher licensure in Texas, Connecticut and New York. The researcher described the methodology of performance-based assessments for teacher licensure used in those states and examined their effectiveness. Milman cited several advantages of the new methodologies, such as portfolio, followed by evaluative comments that expressed reservations about the possible advantages.

The test used in Texas, the Texas Master Teacher Examination, required that candidates prepare teaching plans, analyze presented materials or statements, and describe and justify steps to overcome a student attitudinal problem. The test used in Connecticut, the Connecticut Elementary Teacher Certification Test, developed by IOX Assessment Associates, consisted of short, videotaped classroom scenes approximately two to three minutes long. For each scene, the candidate was to discuss the appropriateness of a specified aspect of the teacher's behavior. Finally, the New York State Teacher Examination required, for permanent certification, that the candidates submit a videotape of a class that he or she taught with a completed form explaining the background and goals and context for the lesson and provide brief comments on the success of the session. The candidate was also asked to show cooperative learning, one-to-one instruction and the more traditional whole-class instruction.

The new approaches, such as with a portfolio, were concluded with tasks and responses closer to those in the real classroom, responses with fewer limitations, and scoring rules that were more complex. The portfolio assessments included written constructed responses, such as creating lesson plans, writing items,

preparing essays, answering what-would-you-do-if questions, reviewing materials, sequencing topics, preparing concept maps, making a presentation, responding to interview questions, videotaping of classroom teaching segments, and exhibiting of students' work.

In summary, these studies examined the nature of portfolio assessments, their designs, and their implementation to capture teacher knowledge and proficiency in the classroom. The findings indicated that a portfolio of a teacher's work was documentation prepared by the candidate that simulated teaching events including the following entries: teacher-developed plans and materials; a collection of student work samples and performance activities; classroom observations or videotapes showing classroom instruction and interactions between teachers and students; interviews that focus on teacher knowledge and thinking; and the teachers' reflection on their own teaching (Dutt-Doner & Gilman, 1998; Millman, 1991; Wolf, 1991; Zidon, 1996).

Portfolios were scored holistically rather than taking them apart for a point-by-point analysis. Scoring rubrics, differential scales, and the Checklist for Evaluating Teacher Portfolios were used as scoring criteria. The criteria were adopted from the National Teacher Standards such as NBPTS and INTASC (Gibson, 1995; Naizer, 1997; Wolf, 1991). It was found that the teacher portfolio evaluators needed to be trained and have experience and be knowledgeable in that content area and grade level (Wolf, 1991; Nweke, 1991; Gibson, 1995).

Zidon (1996) was interested in improving her portfolio assessment process by requesting feedback from her students. She found that portfolios demonstrated

students' professional and academic development. The findings also revealed that developing teachers had difficulty in designing the instruction and choosing appropriate assessment tools to evaluate student learning. Students needed guidelines and assistance during portfolio development as well as opportunities for communication among peers and faculty (Zidons, 1996; Budzinsky, 2000).

Performance-based assessments, perhaps including portfolios, were viewed as more valid than traditional assessments because they emphasized higher order thinking skills such as analysis and application rather than recognition and recall (Haertel, 1991; Nweke, 1991; Wolf, 1991; Zidon, 1996). Performance-based assessment had the capability of evaluating processes that student teachers used as well as the product that resulted from completing the task. They had the potential to assess the preservice teachers' pedagogical content knowledge and their behaviors, which were direct evidence needed to predict effective classroom performance (Haertel, 1991; Nweke, 1991; Wolf, 1991; Zidon, 1996). The tasks were authentic requiring candidates to represent their understandings and apply their teaching skills in a real context. They required candidates to perform relevant teaching skills such as writing test questions, identifying misconceptions, sequencing topics, and analyzing lessons or textbooks. Nweke's (1991) study also suggested that a portfolio score was a measure of progress because of its higher relationship to a second essay written during the sophomore year.

Finally, a portfolio assessment provided a reflective component that required beginning teachers to review their thinking, instructional planning, and learning for a deeper understanding; in the process, they clarified and substantiated

their teaching actions. As learning becomes dynamic and recursive, beginning teachers become reflective practitioners. In addition, the portfolio development process was promoted as a first-hand experience for preservice teachers with meaningful evaluation procedures. These experiences assisted them in their knowledge development about assessing student work (Haertel, 1991; Nweke, 1991; Wolf, 1991; Zidon, 1996).

Reliability and Validity of Performance-Based Assessment

The Connecticut State Department of Education (CSDE) process was redesigned to use a science portfolio as an assessment tool for the licensure of beginning teachers. This portfolio assessment was designed to measure the knowledge, skills and dispositions important for effective teaching. However, with portfolio assessments, the issue of criterion-related validity was a concern because portfolio assessments had little power to predict how well teachers might perform in the future. Budzinsky (2000) explored the criterion-related validity of the Connecticut State Department of Education's Beginning Science Teaching Portfolio assessment by comparing the interpretations of performances from science teaching portfolios to those derived from another assessment method, the Expert Science Teaching Educational and Evaluation Model (ESTEEM).

The study employed a combination of qualitative and quantitative methods. The data included two sets of assessment results collected from 46 beginning science teachers throughout Connecticut and cohorts of the Connecticut Beginning Educator Support and Training (BEST) induction program. The sample of teachers

was generally representative of the entire Connecticut State Department of Education (CSDE) population of beginning science teachers participating in the BEST program from 1996-1999.

Three instruments were used in this study: the Expert Science Teaching Educational Evaluation Model (ESTEEM), the Beginning Science Teaching Portfolio, and interview protocol. The first assessment tool, ESTEEM, consisted of three instruments: the Science Classroom Observation Rubric, the Teaching Practices Inventory, and the Student Outcome Assessment Rubric. The second assessment tool, the Beginning Science Teaching Portfolio, was developed by each beginning science teacher. Finally, a semi-structured interview protocol was used to explore the teachers' background and enabled triangulation of data.

Data were collected from classroom observations along with the results of the Beginning Science Teaching Portfolio from state records, written surveys, and interviews. The analysis of correlations between the Beginning Science Teaching Portfolio and ESTEEM instrument scores was used to establish criterion-related validity. Qualitative techniques were used to examine data from the portfolio documentation, interviews, and the relationship between teacher performances and the various aspects of state support.

The researcher found that the Connecticut State Department of Education's Beginning Science Teaching Portfolio met the criterion validity because there was a significant relationship between all portfolio and ESTEEM category scores and total performance scores. This finding presented compelling evidence for the validity of the decisions made about teacher performances as measured by the

science teaching portfolios. This study also supported the validity of the portfolio assessment process, as there was evidence that the task and the process of developing the portfolio improved teaching practice and student learning. In other words, the portfolio assessment supported an improvement of teaching practice and student learning. Both the portfolio assessment tasks and the portfolio development process appeared to contribute to effective teaching and student learning.

Additionally, it was reported that the portfolio assessment process revealed evidence that beginning science teachers had difficulties in both the planning and implementation of science instruction. They had problems designing the instruction to build students' conceptual understanding. They also struggled with designing and choosing appropriate assessment tools to evaluate student learning in a science class. Finally, beginning science teachers seldom engaged in reflective teaching practices.

Gibson (1995) examined the reliability and validity of portfolios used with preservice teachers in regular and special education teacher training programs. Gibson integrated teaching portfolios as an alternative assessment method for documenting teacher competency and determining preparation for student teaching. Quantitative and qualitative research methods were used to investigate inter-rater reliability between the rater's evaluations of teacher portfolios and evaluations from observed classroom instruction. A modification of Campbell and Stanley's (1963) One Group Pre-test/Post-test Design was used for this study. The portfolio ratings were used as pre-test indicators of readiness for student teaching and the Scale for Coaching Instructional Effectiveness (SCIE) ratings were used as post-test markers

for performance in student teaching.

Participants in this study included 12 preservice teachers and five raters. These preservice teachers were enrolled in a special education teacher training program at a university. Two instruments were used in this study: the Checklist for Evaluating Teacher Portfolios (CETP) was used to evaluate preservice teachers' portfolios; and the Scale for Coaching Instructional Effectiveness (SCIE) was used to measure preservice teacher skills and instructional behaviors during an observation of classroom instruction.

Portfolios were developed by the 12 preservice teachers, including professional plans after graduation, description of their personal instructional philosophy and classroom management philosophy, a resume including a brief autobiography, a college transcript, three letters of recommendation, and two work samples with reflective statements to represent activities planned and taught. The reflective statements discussed modifications necessary to improve the lesson and enhance student learning.

Two raters were trained to evaluate the preservice teachers' portfolios using the CETP and evaluate teaching behaviors during classroom instruction using the SCIE protocol. Raters scored each portfolio and evaluated two lessons taught by each preservice teacher during student teaching. Acceptable inter-rater agreements were achieved during the second training session. Kappa and KappaMax were used to determine inter-rater agreement on item scores from each category of the 12 preservice teacher portfolio ratings. Inter-rater agreement exceeded the acceptable level of moderate agreement of the rating opportunities. Four of the six categories

had good reliability. Spearman's Rho coefficients were calculated to examine the relationship between preservice teachers' CETP overall portfolio evaluation scores and total SCIE scores.

The findings from this study indicated moderate inter-rater reliability in the evaluation of structured teacher portfolios rated using the CEPT and classroom instructional behaviors measured by the SCIE. The data indicated inter-rater reliability existed in the moderate range or higher for trained raters' evaluations of special education preservice teacher portfolios that were developed using structured formats.

A statistically significant relationship was found between scores on classroom observation and overall portfolio scores. The results indicated that preservice teachers' portfolios were valid and have potential utility for determining preservice teachers' achievement for student teaching. There is also a need to prepare raters to reliably evaluate preservice teachers' portfolios developed using a structured content format. Finally, the trained raters supported using teacher portfolios as supplemental information for evaluative decision-making to determine preservice teachers' readiness.

Naizer (1997) investigated the reliability and validity of performance portfolios in a preservice team-taught problem-based, integrated mathematics/science elementary methods course at a university. Thirty-five female undergraduate students in their senior year of an elementary preservice program were required to complete four performance portfolios. Random samples of 10 individual portfolios were selected. The instructors developed an analytic/holistic

scoring rubric to assess four components of the teaching and the reflective processes for a total of five scores for the course.

The validity of a preservice teaching portfolio was examined based on the learners' domain and general knowledge. The test of Logical Thinking (TOLT), the Motivated Strategies for Learning Questionnaire (MSLQ), the number of education courses taken, and the total hours of teaching experience were examined as predictors of portfolio scores. The various measures predicted portfolio scores in about 68 percent of the cases. The best predictors of portfolio scores were the TOLT and the number of education courses completed. The findings showed that the students with more strategic knowledge and more teaching experience scored higher on the performance portfolios. This finding supported validity of preservice teaching portfolios because the portfolios were claimed to be a means for assessing critical thinking and the pedagogical knowledge after completing multiple education courses.

Reliability was tested using agreement between the two instructors and the students' scores. The researcher reported that performance portfolios were reliably and consistently graded. It was found that portfolios could be reliably and consistently graded. The students' self scores and the teachers' scores were closely matched due to the clear understanding of the expectations and rubrics which all parties had from the beginning.

Nweke and Noland (1996) investigated the effectiveness of using performance and portfolio assessment techniques to diversify assessment in a minority teacher education program in Alabama. Both performance and portfolio

assessments served as the exit examination. There were three reasons that these techniques were used in the teacher education program. First, the Alabama courts discarded a state traditional exam because it had a negative impact on minority populations. Second, the university served a mainly minority population; and finally, the traditional tests were not considered adequate measures of teaching performance in the classroom. The comprehensive examination replaced the traditional standardized test in the teacher education program. The comprehensive examination had two parts: Part I was a performance-based evaluation; Part II was a portfolio. Both parts used the same Praxis Series criteria for evaluation. Two to four raters, including the students' cooperating teachers, university supervisors, and two other university professors, evaluated each portfolio. A portfolio grade was the average of scores from all raters.

Students' grades from portfolio and performance assessments were correlated with grades in method courses, foundation course, and overall grade point averages. Inter-rater reliability among cooperating teachers and teacher education faculty was also investigated. Data were obtained from the files of thirty secondary, elementary and early childhood graduates of the teacher education. These students graduated from the teacher education program in a university from 1993 to 1995.

There was no significant correlation between portfolio scores and overall GPA or grades in foundation courses. The portfolio assessment scores showed a significant relationship with the scores from methods classes, but it had no relationship to the GPA. The findings showed that portfolio assessment measured

elicited skills and abilities that were relatively independent of those elicited by traditional tests as represented by the GPA and were independent of each other. It was concluded that performance and portfolio assessments showed good promise for diversifying assessment for teacher certification.

However, inter-rater reliability coefficients between cooperating teachers and teacher education faculty were low. Inter-rater correlations were higher among the teacher education faculty. The researcher described some possible explanations for the low reliability coefficients. The first was a kindness or compassion error. There were indications that cooperating teachers tried to help their student teachers. Second, there was evidence of inadequate comprehension of some criteria of the Content Knowledge for Teaching. The final explanation was lack of training. Both teacher education faculty and cooperating teachers had not received any formal training in portfolio or performance assessment. It was concluded that though performance and portfolio assessment were effective measures for diversifying assessment for teacher certification, portfolio assessment itself needed to be improved.

Denner, Norman, Salzman, and Pankratz (2003) investigated the use of the Renaissance Partnership Teacher Work Sample (RTWS), performance-based assessment, as an accountability measure for demonstrating teacher candidates' abilities to meet targeted teaching standards. Preservice teacher candidates were required to complete the RTWS during student teaching to demonstrate their level of teaching proficiency relative to seven targeted teaching standards. The RTWS was developed to assess teaching performance levels when teacher candidates were

asked to show evidence of their impact on student learning.

The authors examined the content validity of the RTWS for the purpose of making high-stakes decisions about teacher candidates' overall abilities to meet the targeted teaching process standards, the relationship between the targeted standards and national teaching standards as represented by the INTASC standards, and the degree to which performances on the RTWS provided quality assessment evidence for student learning. The data included the teacher work samples collected from across nine of the universities participating in the Renaissance Partnership to Improve Teacher Quality. A total of 312 teacher work samples were collected over three years. These samples were then divided into four categories based on performance level. Then, a total of 49 Teacher Work Samples were randomly selected with all performance levels represented.

The instruments included RTWS Scoring Rubrics, Validity Questionnaire, and Quality of Learning Assessment Rating Scale. RTWS Scoring Rubrics were rated on a three-point scale. In order to establish content-related evidence for validity, a Validity Questionnaire was developed to ask a panel of raters about the alignment among the RTWS prompt, the targeted teaching processes (the RTWS standards), and the scoring rubrics on a four-point scale. To assess the content-related evidence for validity of the RTWS requirements with regards to state and national teaching standards, the INTASC standards were selected. The panel of rater was asked to indicate the extent to which the RTWS standards were aligned with INTASC standards on a three-point scale. Finally, the Quality of Learning Assessment Rating Scale was developed to independently assess whether RTWS

performance reflected a representation of teacher impact on student learning that provided quality evidence for student learning.

Five raters including an administrator, faculty members and a teacher were selected and trained. The training consisted of a review of the teaching processes and standards targeted by the RTWS assessment, examination of the relationship between the standards and the RTWS components, instruction on how to use the scoring rubrics to rate teacher work sample (TWS) performances, and training. All raters scored their assigned set of TWS independently using the RTWS scoring rubric. Percentages were calculated for reporting the responses of the validity assessment panel to the content validity questionnaire.

There was a consistency of the RTWS scores for experienced raters. The findings indicated that the RTWS could be administered and scored with sufficient inter-rater reliability to be used to make high-stakes decisions about overall teaching performance across the targeted teaching performance standards. It was suggested that the training and experience of the raters was an important consideration when using the RTWS to make decisions about the quality of teaching performance levels. The findings supported the content validity of the RTWS for the purpose of assessing teacher candidates' abilities to meet the targeted teaching standards. Most panel members indicated that the task required by the RTWS reflected and represented the targeted standards. The finding also indicated the alignment of the RTWS tasks with the INTASC standards. Finally, the findings revealed that the RTWS performance levels were linearly associated with evidence for learning gains across achievement goals and students. In essence

then, RTWS performance was an indication of teacher candidates' abilities in showing positive impacts on student learning.

In summary, this review investigated some limitations of portfolios including reliability and validity. The findings of some researchers in this review indicated that validity and reliability issues were not problematic with portfolios (Budzinsky, 2000; Denner, Norman, Salzman, & Pankratz, 2003; Gibson, 1995; Naizer, 1997; Nweke & Noland, 1996). They emphasized that portfolios were reliable and valid instruments because they have larger and more varied samples of teacher performance. The findings of Budzinsky (2000) indicated that the performance-based-assessments including portfolios were a valid assessment of science teaching competency. The findings from the study of Denner, Norman, Salzman and Pankratz (2003) also supported the content validity of the Renaissance Teacher Work Sample for assessing teacher candidates' abilities for meeting the targeted teaching standards. Gibson (1995) investigated inter-rater reliability between raters' evaluations of teacher portfolios. It was found that there was an inter-rater reliability among raters in the evaluation of structured teacher portfolios and classroom instructional behaviors. The author reported that there was a need to prepare raters to reliably evaluate preservice teachers' portfolios. Finally, Naizer (1997) investigated the reliability and validity of preservice teacher portfolios in mathematics and science method course. It was found that the performance portfolios were reliably and consistently graded. The students' self scores and the teachers' scores were closely matched because of the clear understanding of the expectations and rubrics, which all parties had from the beginning.

The evidence indicated that the inter-rater reliability for evaluating teacher portfolios could be enhanced by trained evaluators. The study of Nweke and Noland (1996) found that the inter-rater reliability between cooperating teachers and teacher education faculty were low and that they were higher among teacher education faculty as they had common ideas about what constituted a superior portfolio. The authors also indicated a concern for the lack of training. Both teacher education faculty and cooperating teachers had not received any formal training in portfolio assessment. Indeed, numerous studies supported that inter-rater reliability in the evaluation of structured portfolios was increased if evaluators were properly trained (Budzinsky, 2000; Denner, Norman, Salzman, & Pankratz, 2003; Gibson, 1995; Naizer, 1997). In addition, having appropriate rating formats assisted rater training and also enhanced reliability among raters (Gibson, 1995). Gibson reported that in the first evaluator training session, the inter-rater agreement was below an acceptable level of reliability. However, in the second round of training evaluators, the rater agreement arrived at the acceptable levels of reliability.

Finally, it was suggested that the multiple assessment tools were more reliable for determining whether or not a preservice teacher was ready for licensure. Performance-based assessment was recommended for preservice teachers because portfolios allowed preservice teachers the opportunity to demonstrate their knowledge of the content and reflect on what they learned in the classroom (Ukpolo, 1998).

In essence, performance-based assessments are widely used in teacher education programs for assessing the teaching effectiveness of preservice teachers.

Evidence supported the validity of using preservice teacher performance-based assessment. Significant relationships were found with portfolio scores and logical thinking abilities, the number of education courses completed (Naizer, 1997), classroom observations (Gibson, 1995), and grade in method courses (Nweke & Noland, 1996).

Performance-based assessments used in teacher preparation programs were highlighted by stronger validity than that of multiple-choice tests. The issues of validity of the performance-based assessment instruments were addressed. However, some researchers still questioned whether performance-based assessments provided accurate, consistent, and meaningful information and whether performance-based assessments met the validity criteria and provided an accurate picture of the preservice teacher skills and competence (Dollase, 1996; Shapley & Bush, 1999).

The studies previously reviewed investigated the validity of performance-based assessment in teacher education program by using quantitative research methods and using statistics to analyze the data. This assessment was a different validity analysis than that suggested by Messick's framework of validity. There is little evidence supporting the validity of performance-based assessments used for licensing preservice teachers from the perspective of evidential and consequential validity in Messick's view (1989). Therefore, this study investigated the validity evidence related to the use of performance-based assessments of the Washington state (WA PPA) for licensing by examines the perspective of those who use the WA PPA process to inform licensing decisions.

Messick's Framework of Validity

Messick (1989) defined validity as “an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment” (p. 5). He further described validity as “an overall evaluative judgment of the appropriateness of a measure for specific inferences or decisions that result from the scores generated”(you need a page number here). For Messick, validity assessment depends on the purpose, population, and environmental characteristics in which the measurement takes place. American Psychological Association Standards (APA, 1999) defined validity as “the degree to which evidence and theory support the interpretations of assessment scores entailed by proposed uses of assessments” (p. 9). Further, it was stated that validity should be seen as a unitary concept reflecting “the degree to which all evidence collected supports the intended interpretation of assessment scores for the proposed purpose” (American Psychological Association Standards, 1999, p.11). From these views, therefore, the concept of validity needed to be discussed in terms of the extent to which the evidence and underlying principles supported the interpretation and use of scores, and that all forms of evidence sought should bear on the valid interpretation and use of the scores (Messick, 1992).

Standards for Educational and Psychological Testing (1985) proposed that validity data be related to the specific methods or procedures for investigating the relationship between performance on an assessment and other independently observable facts about the behavior being assessed. These collected procedures of

validity evidence were classified in three categories: content-related, criterion-related, and construct-related.

Content-related evidence was required for developing any assessment tool. Content-related evidence was defined as the extent to which the sample items or tasks were judged to be representative of some appropriate universe or larger domain of subject content (McMillan & Schumacher, 1997; Standards, 1985; Moss, 1992). Consequently, in order to obtain content validity evidence, for a correct specification of the domain of content, the assessment needed to represent and obtain a representative sample of content. The assessment domain needed to be appropriate, given the proposed use of the assessment. In establishing content-related evidence, expert judgment is needed to examine the items and specify whether the items measure predetermined criteria, objectives, or content (McMillan & Schumacher, 1997). Assessing the knowledge of beginning teachers for certification required that the college and university faculty and public school teachers and administrators judging the content domain were certain that it represented what beginning teachers needed to know (McMillan & Schumacher, 1997). Some aspects of content related validity were the focus of this study.

Criterion-related evidence referred to the extent to which a score on one variable was used to infer performance on a different and operationally independent variable, called the criterion variable. Messick (1981) indicated that criterion-related validity should engage in an empirical strategy in which items were selected to meaningfully discriminate between relevant criterion groups, or greatly predict relevant criterion behaviors. While this was an important aspect of validity, it was

not the focus of this research because the criterion-related validity study needed to be conducted by quantitative research method after the WA PPA process was determined to have adequate evidence of fundamental validity.

Construct-related evidence was defined as “an interpretation or meaning that is given to a set of scores from instruments that assess a trait or theory that can not be measured directly, such as measuring an intelligence, creativity or anxiety” (McMillan & Schumacher, 1997, p. 237). Researchers suggested that the concept of validity must be expanded to link concepts, evidence, social and personal consequences and values. They suggested that an interpretive component of the content domain be included in any relevant decision guiding the use of the assessment (Cronbach, 1980; Cole & Moss, 1989). Messick (1989) proposed a new concept of validity, suggesting that different kinds of inferences required different kinds of evidence, not different types of validity. He further proposed expanding the concept of validity as an integrated concept including specific consideration of consequences connected with the interpretation and use of the assessment (Messick, 1989). According to Messick, construct validity was the core of validity. The appropriateness, meaningfulness, and usefulness of score-based inferences were inseparable and the unifying force behind this integration was the trustworthiness of empirically grounded score interpretation and score used.

Messick highlighted construct validity in six distinguishable aspects that provided a means for evaluating validity that justified the score interpretation and use. These aspects of construct validity were content, substantive, structural, generalizability, external and consequential aspects of construct validity. These six

aspects functioned as standards for all educational and psychological measurement (Messick, 1995). The content aspect of construct validity represented evidence of content relevance, content representativeness, and the general technical quality of the construct (Lennon, 1956; Messick, 1989b). The substantive aspect of construct validity represented evidence relating the theoretical rationales for the observed consistencies in test responses and actual processes in which respondents were engaged, including the process models of task performance (Embretson, 1983). The structural aspect corresponded to evidence that appraised the constancy of the scoring structure and the structure of the construct domain being assessed (Loevinger, 1957; Messick, 1989b). The generalizability aspect represented evidence that examined the extent to which properties and interpretations of scores were generalizable and across populations, groups, settings, and tasks, including validity of generalization across criterion measures (Cook & Campbell, 1979; Hunter, Schmidt, & Jackson, 1982; Shulman, 1989). The external aspect provided convergent and discriminant evidence, in other words, evidence from multitrait-multimethod comparisons (Campbell & Fiske, 1959), as well as evidence of criterion relevance and applied utility (Cronbach & Gleser, 1965). Lastly, the consequential aspect provided evidence that appraised the value of implications related to a score interpretation as a basis for action, and the actual and potential consequences of the assessment use (Messick, 1980, 1989b).

The six aspects of construct validity provided a mechanism for determining the theoretical rationale linking the evidence gathered by the performance-based assessments or teaching to the inferences drawn. These six aspects were used as

evidence collected in order to support the interpretation of the assessment scores and the use of those interpretations. According to Messick, construct validity was the core of validity. That is, the appropriateness, meaningfulness, and usefulness of score-based inferences were always together and the unifying force behind this integration was the trustworthiness of empirically-grounded score interpretation.

The validity model used in this study was based on Messick's framework, which consists of two dimensions—the outcome and the justification of the performance-based assessment (Figure 2.1). Messick's framework was a progressive matrix, where construct validity overlaps with each other and with all four cells. The outcome dimension consisted of the interpretation and the use of performance-based assessment. The justification dimension included the evidential and consequential basis.

The evidential basis for the interpretation of an assessment referred to an appraisal of the evidence for construct validity and rationales supporting the trustworthiness of score meaning. The evidence for construct validity needed to be supported by evidence of the use, relevance and utility, of the assessments as well. The consequential basis considered the value implications of the score meanings and the socially relevant part that activates scored-based action and appraisal of actual and potential effects of the use of an assessment, particularly, issues of bias, adverse impact and diversity (Messick, 1989).

Figure 2.1: Unified conception of validity as modified from Messick's (1989)

The Justification	The Outcome	
	The Interpretation	The Use
Evidential Basis (The evidence connected for and analyzed through the WA PPA process necessary and sufficient for the faculty and supervisors to feel confident that this is a valid process)	Construct Validity	Construct Validity + Relevance/Utility
Consequential Basis (Effect of the interpretation and use of the WA PPA process on preservice teacher preparation programs)	Value Implications	Social Consequences

The evidential basis of validity was a construct validity that referred to the interpretability, relevance, and utility of the assessment scores (Messick, 1989b). Scores were defined as any summary of observed consistencies on a performance-based assessment, questionnaire, observation procedure, or other performance on assessment tool. Messick identified the evidential basis of assessment interpretation as representing evidence that supports the credibility of the score meaning. He also presented the evidential basis of assessment use as construct validity suggesting the inclusion of evidence that supported the relevance of scores in a particular setting.

Consequential basis was a value implication and social consequences of assessments. Value implications were socially relevant parts of score meaning that require an investigation of three components. First, the values of the construct

labels, criteria from the scoring rubric, needed to be evaluated to determine whether the assessments were accurate descriptions of knowledge and skill said to be assessed. The second component was the theories underlying the meaning of assessment. Theory referred to the underlying assumption or logic of how assessment is supposed to work. The third component was “an appraisal of shared values, affects and beliefs that provides an existential framework for interpreting the world” (Messick, 1989, p.62). Consequential basis of the use referred to the unintended social consequences of the use of the assessment including instructional, systemic and social effects. The samples of the unintended side effects of the use of the WA PPA on preservice teacher preparation program included narrowing the curriculum to teach to the test, prerequisite or minimum consequence decisions, gender and ethnic differences in score distributions.

In this study, Messick (1989)’s framework was used to investigate the validity of the performance-based assessment process (WA PPA) used in Washington state for licensing preservice teachers. Even though Messick emphasized construct validity in six aspects that provided a means for evaluating the validity to justify the score interpretation and use, this study only focused on three aspects of validity: the content relevance and representativeness, evidential basis and the consequential basis aspects of construct validity (Figure 2.1). Content relevance and representativeness of the WA PPA were examined using an alignment between the WA PPA process and the INTASC. The evidential aspect in this study was the evidence connected for and analyzed through the WA PPA process necessary and sufficient for the faculty and supervisors to feel confident

that this was a valid process. This aspect included the substantial and structural aspects from Messick's view. The external and the generalizability aspects of validity were not a focus in this study. The external aspect of validity involved evidence gathered from multi-method comparisons and evidence of criterion relevance, which needed to be conducted by quantitative research methods after the WA PPA process was found to have adequate fundamental validity. The generalizability aspect was not included because this study did not focus on student teachers. In contrast, this study was a social constructionist study focusing on the validity of the WA PPA based on evidence from the perceptions of faculty who developed the WA PPA and faculty and supervisors who implemented the WA PPA process.

The three features of validity and the descriptions of WA PPA validation are described in detail in Figure 2.1. The first feature of construct validity of the WA PPA standards, the content relevance and representativeness was investigated by comparing the WA PPA process with the national teaching standards, the INTASC standards. A panel of experts was asked to indicate the extent to which the WA PPA process was aligned with INTASC standards.

The second feature of validity, evidential-basis validity, included the substantive theories and process models, which were the evidential basis that supported the justification of the construct validity of the WA PPA (Figure 2.2). This feature of validity was based on rationales or theories supporting the structure of the WA PPA production processes, which were the student teachers' instructional lesson plans and the classroom observations processes. The WA PPA

production processes was examined by looking for evidence of how the faculty structured the coursework for preservice teacher in the teacher preparation program, how supervisors organized what student teachers needed to produce in the lesson plans, and the process of classroom observations. This aspect also included evidence supporting the justification focusing on scoring rubric of the WA PPA, whether or not the process of developing lesson plans and analyzed classroom observations provided the student teachers with the opportunity to demonstrate that they met the criteria outlined in the WA PPA process. This evidence was collected from the perceptions and reflections of the university faculty and supervisors through a questionnaire and interviews.

Finally, the third aspect was a consequential basis supporting the justification of the construct validity of the WA PPA. This evidence focused on teacher preparation program and the WA PPA process was consistent and whether student teachers' scores from the WA PPA process were appropriately interpreted and appropriately used.

Applying Messick's perspective into this study, the data sources identified (see Figure 2.2) were collected from the perceptions and reflections of the faculty who developed the WA PPA and supervisors who implemented a Pedagogy Performance-Based Assessment process in the licensing of beginning teachers in Washington state using a questionnaire and interviews.

Figure 2.2: The Features of Validity and the Descriptions of WA PPA validation

Features of Validity	Descriptions
<p>1. Content validity</p> <p>RQ 1: To what extent is the WA PPA aligned with standards of good beginning teaching practices, specifically the INTASC standards?</p>	<p>Examine an alignment between the WA PPA process and the INTASC</p>
<p>2. Evidential Basis Validity</p> <p>RQ 2.1: How do those charged with student teaching supervision characterize their confidence about inferences they make?</p> <p>RQ 2.2: Do faculty members and supervisors believe that all of the WA PPA criteria are necessary and sufficient to license a beginning teacher?</p>	<p>Examine whether or not faculty and supervisors feel confident about their judgments in evaluating student teachers' abilities to meet the WAC standards based on the evidence gathered through the WA PPA process.</p> <p>Examine whether or not the scoring rubric and its criteria are sufficient and necessary providing student teachers with the opportunity to demonstrate that they should be license.</p>
<p>3. Social Consequences</p> <p>RQ 2.3: How has the use of the WA PPA process influenced the teacher preparation programs?</p>	<p>Examine whether or not the students' scores from the WA PPA are appropriate score interpretation and use.</p> <ul style="list-style-type: none"> - Influences from the use of WA PPA process on preservice teacher preparation programs. - Influences on student teachers, particularly student teachers who failed the process.

The WA PPA Process

In 1999, the Washington legislature pushed for a pencil test of pedagogy to assess student teachers' ability to teach in the state. The Washington Association of Colleges for Teacher Education (WACTE) objected to this push and asserted that an accurate assessment of pedagogy could not be measured through the proposed use of a standardized paper and pencil test. Therefore, the Board of Education initially agreed to allow WACTE to pursue a nationally-unprecedented effort to create a state-wide performance-based assessment of teacher candidates in their actual teaching internships in P-12 classrooms. The WACTE pedagogy Assessment Committee was formed and began developing a statewide pedagogy assessment in 2000. The WACTE developed the State of Washington performance-based pedagogy assessment of teacher candidates (WA PPA) in collaboration with the Office of Superintendent of Public Instruction (WA OSPI) for use in full-time student teaching internships in P-12 classrooms.

The WA PPA process was developed based on the Washington Administrative Code's (WAC) effective teaching requirements for a teacher preparation program approval by the State of Washington Board of Education. The WA PPA process was also based on contemporary research related to teaching and learning, on the work of the Multi-Ethnic Think Tank (2001), and the federal "No Child Left Behind Act of 2001" (Bergeson, 2004). This process was developed to ensure that student teachers from the 21 colleges in Washington state approved to offer teacher education were prepared to contribute maximally to the closure of the academic achievement gap. The resulting WA PPA claimed a focus on student

outcomes and engagement in learning as evidence that preservice teachers have mastered the knowledge, skills, and dispositions contained in Washington's Residency Certification Standards (WAC 180-78 A-270) (Bergeson, 2004).

The WA PPA process incorporated expectations that were developed in response to state and national concern over the academic achievement gap. The academic achievement gap was based on race, socio-economic class, level of English language learning and gender. The WA PPA process strongly emphasized the success of all students and increased student learning and achievement. All students were expected to be engaged in meaningful learning based on the state's Essential Academic Learning Requirements (EALRs). In addition, the emphasis of this instrument focused on the effects of teaching on students that result in active learning of subject matter content. In the 2002-2003 academic years, a field test was conducted in which all higher education institutions introduced the WA PPA process and used it to evaluate all preservice teacher education candidates. After the field test, the WA PPA process was refined and full implementation began in 2003-2004.

The initial version of the WA PPA process looked only at what students were doing, and had no requirement to observe what teachers were doing. The initial format of this instrument was that all the standards were sequentially listed and was revised to a column-listed version with a column of "Unit Plan Pedagogy Assessment" and a column of "Observation Rubrics of Performance Indicators," listing the classroom students' performance. Every single standard in the original WA PPA was keyed to one of the WAC law standards. This instrument underwent

several revisions and some validation. The document was reviewed by a large number of people and continually revised based on that feedback (Anonymous, 2005). During the first half of the 2001-02 academic year, six WACTE institutional members participated in a pilot study of a statewide pedagogy assessment instrument.

Results from this pilot study (Molloy & Aronson, 2002) indicated the instrument did not meet a high threshold of agreement about its effective use. The greatest concern found from the pilot study was that supervisors were not able to observe all indicators or provide adequate evidence for all indicators. The evaluators concluded that the wording of the instrument (standards and indicators) was not meaningful to supervisors. The recommendation was that the form needed to be re-conceptualized, not merely edited (Molloy & Aronson, 2002). Based on this study, the instrument and associated procedures were revised including input from WACTE's pedagogy Assessment Committee.

In 2003, an implementation committee was formed by WACTE. The implementation committee worked on implementing the WA PPA with training, formatting, rewording, and sent their work for review. WACTE members continually provided feedback on the WA PPA process. The document was sent to the state's diversity committee, who looked at it and made suggestions for word changes. In the fall of 2003, this committee took a different direction and started to revise the content again. The formatting of the standards and the criteria, the requirement for a lesson plan, and the requirements for a rationale were modified for clarity. These requirements were present in some form in the earlier versions,

but the expectations were difficult to understand in those earlier versions. The committees received different sources of evidence and responses on the WA PPA process from the supervisors, although the committee tried to clarify all the directions. In response to these comments and problems, the version that existed for this study was created. In essence, the validity was strengthened by this continual review by many different groups of people, although the conceptual framework has remained consistent (Anonymous, 2005). The designers of the instrument claimed the decision on the implementation of these processes was based on the recognition of a need for a paradigm shift to create a meaningful performance-based assessment of teacher candidates and to prepare teachers who demonstrated a positive impact on student learning.

The new version of the WA PPA process was implemented initially in 2003 and has been continually revised and refined based on feedback. The current version of WA PPA underwent a reliability study by the Northwest Regional Educational Laboratory in 2004 (NWREL, 2005). This study investigated the content validity and inter-rater reliability of the WA PPA process. The content validity of the WA PPA process was examined by two rater's judgments. These two raters were the university professors in teacher education program outside the state of Washington. They were asked to align the WA PPA process with two set of standards: Connecticut's Common Core of Teaching Standards (CCCTS) and the standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). Results indicated that the two raters agreed that the WA PPA was partially aligned with the INTASC and the CCCTS. The main areas that

were not presented in the WA PPA were the affective domain (disposition), teacher self-reflection, and interactions with colleagues for professional growth. These components were identified as the responsibility of each university to integrate them into the universities' programs.

The inter-rater reliability of the WA PPA process was conducted to provide information on level of consistency between two supervisors when they applied the assessment rubric to the same lesson. The reliability results are based on 38 paired observations from 11 universities and colleges. Results indicated that seven out of the ten standards had levels of agreement 85 percent or higher. WAC Standard 1 recorded the highest agreement (97%). The greatest proportion of disagreements were for standards 3, *Teacher candidates plans effective Interactions with families to support student learning*, and 10, *Teacher candidate and students engage in activities that assess student learning*. Moreover, the results indicated that some specific criteria had levels of agreement below 75 percent. These criteria included;

Standard 2 (F): The teacher candidate demonstrates knowledge of the characteristics of students and their communities (Community factors that impact student learning),

Standard 3 (B): The teacher candidate plans and establishes effective interactions with families to support learning and well-being

Standard 8 (E): student engages in learning activities that are based on research and principles of effective practice (technology)

Nevertheless, another aspect of validity study was not done at the same time. A validity study was essential for accurately assessing the teacher candidates'

abilities and skills for teaching. Therefore, this study investigated the validity of the WA PPA process based on the perceptions of the faculty and supervisors as the users implementing this process with their student teachers. The validity in this study focused on the alignment of the WA PPA standards, evidential basis and consequential basis of validity.

WA PPA Process Requirements

The scoring rubric of the WA PPA process consists of 10 standards and 57 associated criteria (Appendix B). The 10 standards are:

1. The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.
2. The teacher candidate demonstrates knowledge of the characteristics of students and their communities.
3. The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.
4. The teacher candidate designs assessment strategies that measure student learning.
5. The teacher candidate designs instruction based on research and principles of effective practice.
6. The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.
7. Students participate in a learning community that supports student learning and well being.
8. Students engage in learning activities that are based on research and principles of effective practice.
9. Students experience effective classroom management and discipline.
10. The teacher candidate and students engage in activities that assess student learning.

In the WA PPA process, the student teachers' performances are evaluated using all 57 criteria developed by the assessment standards, as a required condition for teacher certification. In order to meet the WA PPA process requirements, preservice teachers needed to satisfy three conditions during a student teaching

placement period that varies depending on the university; the duration time of student teaching for the university in this study is 16 weeks. The first condition is to plan instructional lessons that include pedagogical approaches designed to engage students intellectually with content subject matter in order to increase student learning and achievement. For the second condition, student teachers must meet the assessment standards through direct observation of their teaching in real classrooms based on their instructional plans and the collection of evidence of their students' learning during their student teaching. Student teachers are required to complete the assessment a minimum of two times during student teaching. Each time, preservice teachers must provide a written description of classroom and student characteristics, write an instructional plan rationale, and teach a lesson. Finally, student teachers must collect evidence of student learning, such as student work samples and student research project (Bergeson, 2004).

The criteria rubric assesses performance in 10 domains based on Washington standards for the residency certificate (WAC 180-78A-270); all expectations are stated in terms of positive impact on P-12 students (Bergeson, 2004). The assessment of a teacher candidate is conducted over the course of several supervisory visits. Supervisors and candidate agree beforehand which standards will be assessed during a particular visit. Candidates who fail to meet a selected standard may be reassessed on subsequent visit. The rubric rates student teachers as "Met" or "Not Met" or "Not Observed" in each criterion. However, teacher candidates must meet all criteria in each standard by the end of the student's teaching internship experience. If a student teacher fails to meet even one

criterion, he or she is in danger of not being awarded a teacher certificate.

However, when evaluating student teachers, some universities use the combination of the WA PPA process and additional assessments. This combination means student teachers must pass the requirements of both assessments in order to get a teacher certificate.

Summary of the Literature

The literature has recommended that performance-based assessment is more valid than using only standardized tests when evaluating student teachers in teacher licensure programs or a professional education. One of the performance-based assessments, a portfolio, is widely used because of its strength in measuring the process of teaching in the real classrooms. However, the use of performance-based assessment still needs more improvement, especially for validity and reliability. At the same time, Messick's framework of validity supports evaluating performance-based assessment. Little research has been completed with this framework. Additionally, the Washington state performance-based assessment is in the initial stage of development. Therefore, this study sought the validity of the Washington state performance-based assessments according to Messick's view.

CHAPTER 3

METHODOLOGY

In this chapter, the theoretical framework for this study is presented followed by a description of the research methodology employed in the study of the validity of the Washington State Performance-Based Pedagogy Assessment (WA PPA) Process. Next, the research questions are introduced, and a description of the research design, participants, data collection, the procedures, and the analysis of data are provided.

Theoretical Framework

This study is interested in the validity of the WA PPA process as an assessment tool for assessing preservice teachers' preparation for licensing. The theoretical framework supported for collecting and analyzing the data gathered from the study of the WA PPA is based on a social constructionist epistemology.

Social Constructionism

Social constructionism is an approach to a body of knowledge based on the assumption that “the terms by which the world is understood are social artifacts, product of historically situated interchanges among people” (Gergen, 1985, p. 267). Knowledge like all human activity is a product of human interaction and is the product of a specific time and place. Knowledge is constructed by humans in response to their interactions and experiences (Schwandt, 1994). The social

constructionist states that reality is constructed by people through social exchange (Gergen, 1985). In effect, people's understanding defines their own reality. Gergen (1994) subscribes to a relational theory of social meaning because human language is central to the interchange of ideas and is a central element of concern for a social constructionist. Language is how knowledge is created. Social constructionism is a means for investigating the breadth of issues involved in the way humans interpret reality based on the assumption that individuals produce their own explanation of reality and that knowledge is constructed within the shared systems of intelligibility through a spoken and written language (Gergen, 1994). The system of knowledge in social constructionism is viewed as an expression of relationships among people. The focus is on the collection and generation of meaning as shaped by conventions of language and other social processes.

Social constructionism refers to constructing knowledge about reality, not constructing reality itself (Burr, 1995). Constructionist views assume that knowledge is contextual, socially constructed, and limited because people cannot know a reality outside of themselves (Neimiyyer, 1993). Social constructionism emphasizes the binds of culture, shaping the way in which things are viewed as a distinctive view of the world (Crotty, 1998).

In this study, different stakeholders involved in the WA PPA process, such as university faculty and supervisors, have different experiences and perceptions of the performance-based assessment. All of their perceptions deserve attention and need to be understood as reality. The researcher proposed to capture these different perspectives through various data sources to interpret their reality. Then the

researcher examined the implications of the different perceptions, without pronouncing which set of perceptions are “right” or more “true” or more “real” as a means of describing validity of the assessment (Schwandt, 2003).

Research Questions

This study examined the issue of validity regarding a performance-based assessment process in the licensing process for preservice teachers. The results of this research can be used in Washington state to guide future decisions regarding the performance-based assessment for assessing the preservice teachers and their teaching for licensing purposes. The research questions guiding the design of this study are:

1. To what extent is the WA PPA process aligned with standards of good beginning teaching practices such as the INTASC principles?
2. To what extent is the use of the WA PPA process a valid measure of beginning teacher knowledge and practice to those who are charged with its use?
 - 2.1. How do those charged with student teaching supervision characterize their confidence about inferences they make?
 - 2.2. Do faculty members and supervisors in this program believe that all of the WA PPA criteria are necessary and sufficient to license a beginning teacher?
 - 2.3. How has the use of the WA PPA process influenced the teacher preparation programs?

Research Design

The research design for this study relied on social construction through an examination of the validity of WA PPA process by collecting the evidence from the experiences and perspectives of the participants. These participants were faculty and supervisors from a university involved in the implementation of the WA PPA process in their particular university position. Since the experiences and perspectives of these participants likely varied based on their roles and their responsibilities, the participants' experiences and their perspectives were viewed as personal in nature, needing to be examined in their own words (Patton, 2002). This study applied both qualitative and quantitative methodologies. Multiple data sources, such as the responses from the questionnaire and interviews, were used to triangulate and confirm patterns that emerged (Denzin & Lincoln, 2003). The pattern coding helped in reducing the large amount of data into a smaller number of analytic units, helping the researcher build a cognitive map for understanding and establishing the groundwork by surfacing common themes (Miles & Huberman, 1994).

The two main research questions were aimed at testing the content validity, evidential basis and consequential basis of validity modified from Messick's view. This design was conceptualized in Figure 3.1. The first research question related to the content aspect of validity based on Messick's view. This question was addressed using the raters' judgment comparison method to establish the alignment between the WAC standards and the INTASC principles. Four raters including the researcher served as a panel to assess this alignment. The other raters were

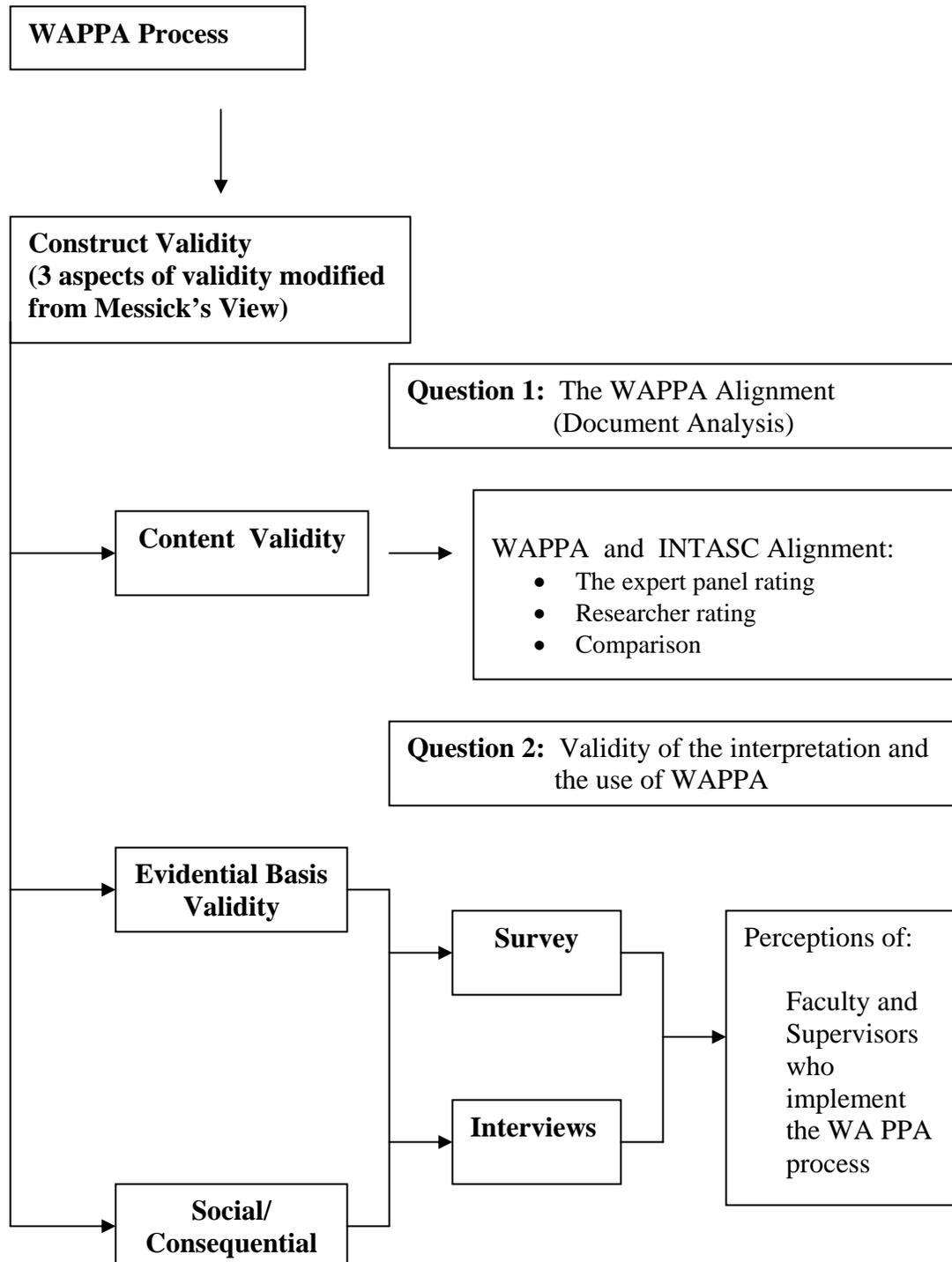
university faculty members of a teacher preparation program and a supervisor outside the group of participants. The researcher examined the extent to which the WA PPA process was aligned with the INTASC principles. This background assisted the researcher in analyzing the content validity of the WA PPA process. This process is discussed in more detail in a subsequent section.

The second research question was related to the evidential aspect and consequential aspect of validity based on Messick's view. These two aspects of validity supported the justification of the construct validity of the WA PPA process. In this study, evidential basis of validity focused on the perspective of faculty members and supervisors about: 1) their confidence about inferences that student teachers have abilities to demonstrate that they meet the standards through the evidence gathered from the WA PPA process requirements (Research Question 2.1); and 2) the opportunities that student teachers have to demonstrate through the evidence gathered from the WA PPA scoring rubric and its criteria (Research Question 2.2). The first two sub-questions searched for a deeper understanding of the university faculty and supervisors who were implementing the WA PPA process. The study focused on reflecting on the depth of the participants' understanding and their perception on the student teachers' instructional lesson plans and the classroom observations analyzed with the WA PPA process and scoring rubric. The third sub-question related to the consequential aspect of validity based on Messick's view. The consequential basis of validity in this study focused on the effect of the use of WA PPA process on teacher preparation programs and the effect on student teachers who failed the WA PPA process. The perceptions of

the faculty and supervisors toward performance-based assessment provided evidence indicating the validity of the interpretation and the use of the WA PPA process (evidential basis and consequential basis aspect of validity).

Both close-ended questions and qualitative techniques were used to collect data. The close-ended questions, an exploratory questionnaire, used a Likert-Scale. The qualitative technique involved interviews. An exploratory questionnaire was used in this study to collect evidence and perceptions from university faculty and supervisors from all campuses of one public university in Washington state. The exploratory questionnaires were collected by electronic mail over a two week period. Based on the initial analysis from the exploratory questionnaires, all participants were selected for a phone interview to more carefully examine and interpret their perceptions. These processes are discussed in more detail in the subsequent sections.

Figure 3.1: Summary Diagram of Research on the WA PPA Process



Participants

Initial Intended Participant Selection

The study was initially designed to investigate the validity of the WA PPA process by capturing the understanding and reflections of the participants on the assessment process from throughout the state. The selected participants were to be faculty members in public universities that were the members of the Washington Association of College in Teacher Education (WACTE), supervisors and state education agency personnel who were involved in the WA PPA process development and who were responsible for implementing the assessment process. These representative groups were involved and responsible for the assessment process for licensing preservice teachers in the state.

The original design, a purposeful sampling strategy, was focused on selecting information-rich cases for gathering an in-depth understanding through the representation of the diversity of the groups (Patton, 2002). The faculty and supervisors' names from the nine universities were identified. During July and August 2005, the researcher contacted the Teaching and Learning Department Chair of each of the identified universities by asking permission to contact faculty members in those departments. In addition, the lists of faculty members and supervisors who had been involved in the WA PPA process were requested. A few responses were received but the response rate was low, perhaps partially because many of the faculty members were on vacation and sabbatical. A response from the Director of Teacher Education of one university indicated that their faculty did not

want to participate in this study at the time.

The researcher then contacted individual faculty of the remaining universities. Over 150 electronic mails were sent to those faculty and supervisors from the universities' teacher education programs. The faculty members were asked if they were involved in the WA PPA process and were willing to participate in this study. About 15 faculty members responded and 11 out of 15 faculty members declined to participate. Because of the limited availability of an adequate representation of the important groups of faculty, the decision was made to modify the design of the study after describing these problems with the researcher's committee members. At this point the decision was made to identify a single university and conduct the study within that university in order to provide a description of the validity from the perspective of that one university. The university selected was one that was able to provide adequate representation of the diversity of the faculty and supervisors responsible for implementing the WA PPA process.

Modified Participant Design

This study investigated the validity of the WA PPA process by capturing the understanding and reflections of the participants on the assessment process. The study used an opportunistic selection by limiting the research to only one university. This type of selection is flexible when the researcher needed to take advantage of limited resources or follow new leads while participating in fieldwork (Patton, 2000). The researcher limited the group of study by focusing on only the

group of faculty and supervisors who implement the WA PPA process (the users). Specifically, the reasons for this limited study focused only on the University X and its campuses since this university prepared a significantly large number of student teachers each year and met the following criteria:

- The faculty members and staff were actively involved in the WA PPA process.
- The faculty members and supervisors were instrumental in the design and implementation of the WA PPA process.
- They were willing and interested in being studied.
- The researcher was able to more carefully describe what happened at University X by interviewing few people in more depth.

In essence, the participants were the faculty members and supervisors in the University X who were representative groups involved in implementing the assessment process for licensing preservice teachers in Washington state. All participants volunteered for answering the questionnaire and follow up by the phone interviews.

After initial attempts to recruit participants failed, the researcher attended the WA PPA implementing training workshop held for faculty and supervisors who had been using the WA PPA process at University X in August 2005. Supervisors in this context were the educators and retired principals hired by the university to work with student teachers. This participation provided the researcher the opportunity to familiarize herself with the faculty and supervisors who had been involved in this process.

The faculty and supervisors' names from all campuses of University X were identified from the teacher education program of the university database and the list of the attendants from the WA PPA training workshop in August, 2005. A total of

83 faculty members and supervisors were selected including 55 faculty members and 28 supervisors. They were selected by asking if they were willing to participate in the study by electronic mail. Eighty-three electronic mails were sent out to all faculty and supervisors from the teacher education program of University X in September, 2005. In those electronic mails, they were asked if they were involved in the WA PPA process and were willing to participate in this study.

Sixty-six faculty and supervisors, about 80%, responded to the electronic mail. Forty-five of those who responded were faculty and 21 were supervisors. Seventeen faculty and supervisors (20%) did not respond. Among those who responded, 39 (59%) agreed to participate in the study. Twenty-seven of those who responded (33%) included 24 faculty and 3 supervisors who did not wish to participate in the study. The reasons for not participating were various: They were not involved in the WA PPA process, they had no time, they taught only graduate courses, they did not work with the WA PPA or were not familiar with the process, they were on sabbatical, and they were new teachers and not interested in participating. Therefore, a total of 37 participants including 21 faculty and 18 supervisors were selected based on their qualifications that included activity with the WA PPA process.

Questionnaires pertaining to the participants' perception about the WA PPA process were sent to all the selected participants in October, 2005. They were requested to provide feedback within two weeks. After the two week period, they were sent a reminder to return the completed questionnaire. By the third reminder, the researcher had received a total of 19 completed responses from 10 faculty and 9

supervisors. Two uncompleted responses were received and 16 did not return their responses. Of those 19 faculty and supervisors, 11 were willing to schedule a follow up interview during November and December 2005. Six were faculty and five were supervisors. The 11 interviewees were contacted one week before their interviews. They were sent the original questionnaire in order to refresh their memories, as well as the protocols that were to be used in the telephone interview.

The recruitment process of the participants in University X including the roles of participants and the number of respondents and the number of faculty and supervisors who responded and participated in the interviews were illustrated in Table 3.1 and Table 3.2 (Appendix E). Nine university faculty members and 10 supervisors in University X volunteered to participate in this study. In the group of supervisors, 3 of 10 held doctoral degrees and 7 of the 10 held master degrees. Their experiences in working with teacher candidates ranged from one to six years. Three supervisors were involved in the design of the WA PPA process by participating in the pilot study for reliability of the project for two years. These supervisors had from one to five years of experience implementing the WA PPA process by evaluating student teachers. Each supervisor had worked with between 3 and 70 student teachers in the teacher preparation program in this university. In total they had worked with approximately 295 teacher candidates ranging from grade levels K- 12 and special education with all subjects, including mathematics, science (biology, chemistry, and physics), English, language arts and social studies, music, instrumental music, health, history, Japanese, art, physical education, Spanish, reading, social studies, and agriculture. All supervisors attended the WA

PPA training at least once, either at the university or in a training session sponsored by the Office of Superintendent of Public Instruction (OSPI).

In the group of university faculty who volunteered to participate in this study, all had of teaching responsibilities in the teacher preparation course(s) along with supervision responsibilities. These participants had been in their positions from 3 to 27 years. Three faculty members were involved in designing the WA PPA process. Two indicated that they assisted with the development of the implementation guidelines, helped revise the format and content based on feedback from a range of professionals, and assisted with conceptualizing training for supervisors. One additional faculty member indicated involvement in early meetings about the development of the instrument. Each faculty member had worked with at least three student teachers in all subjects in the program each year; their experiences ranged from one to five years in that capacity.

Data Collection

This study used a variety of data collection strategies for triangulating multiple data sources. Three data sources were analyzed for this study, including document analysis, exploratory questionnaires, and interviews. These various data sources yielded fairly different results, helping to produce a deeper and more meaningful understanding of the WA PPA process and thus allowing the researcher the opportunity to “crosscheck” emerging patterns and themes (Patton, 2000).

WA PPA Standards Alignment

Raters' judgments were used to establish the alignment between the WA PPA process, including the Washington Administrative Code (WAC) Residency Standards, the scoring rubric criteria, and the INTASC principles. Four raters including the researcher who worked outside of the state of Washington examined the extent to which the WAC standards were aligned with the critical elements of the INTASC standards. None of the raters had been involved in the WA PPA process. First rater, who holds a doctoral degree, is a professor emeritus of Science and Mathematics Education and has experience in directing the preservice teacher preparation program for 15 years. The second rater has experience working with Language Arts Licensure as a field supervisor more than 10 years and has strong background in professional development and leadership. The third rater, who holds doctoral degree, has experience working as a supervisor, with a primary goal of raising quality education, for 15 years. Finally, the researcher is a Ph. D candidate who has background in teaching chemistry and science education in a college more than 10 years. All of these raters have a strong interest in improving a quality of education and are involved in teacher preparation program.

Each rater was asked to complete a matrix that compared the WAC residency standards with the INTASC standards. The raters were asked to identify the cells in the matrix that represented overlap in order to document areas of alignment between the WA PPA and the INTASC and to comment on the overlap. The overlap of these two sets of standards was rated using a three-point scale: Align, Touched upon, or Not at all. They were also asked to provide a summary

narrative that highlighted the INTASC principles that they felt were thoroughly addressed in the WA PPA, those that were only touched upon, and those that were ignored.

Prior to analyzing the data, the researcher also completed her assessment of the alignment between the INTASC principles and the WAC standards. The researcher started by reviewing the conceptual frameworks of both sets of standards and reviewed all the details of the two sets of standards. The researcher compared the INTASC Principle 1 with the WAC Standards 1 through 10 to find similarities between the two standards. The researcher then compared all principles from the INTASC to all standards from the WAC in order to determine whether the WAC reflected the core of essential skills of beginning teachers. The cells in the matrix were identified. The summary and comments on the overlap were also identified.

The results from all the assessment raters were summarized. The evidence obtained from various perspectives of the raters helped in thoroughly analyzing the content validity of WA PPA and INTASC. The matrices alignment rating form, the summary of raters' judgments on alignment of these two set of standards, and an example of content alignment analysis are presented in Appendix C.

Exploratory Questionnaire

Exploratory questions were used in this study (see Appendix D). The initial exploratory questions were developed by the researcher to identify questions relevant to the conceptual analysis based on the literature and the research (Fowler, 1995; Salant & Dillman, 1994). A Likert scale was used to allow a range of

perceptions or opinions to be identified and to provide greater flexibility since the descriptions in the scale varied to fit the nature of the question or statement. The exploratory questionnaire consisted of three parts. Part I provided general information about the participants. Part II was a set of Likert scale questions about the WA PPA process. The items were based on the 10 standards of the WA PPA process. Participants were asked the extent to which they were confident that the candidates had the ability in their preparation programs to meet the 10 WAC standards based on the evidence gathered through the WA PPA process. Participants were asked to respond to these statements on a 6-point Likert scale, ranging from strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, and strongly agree. Part III of the questionnaire was composed of opened-ended questions. Participants were asked about the strengths, weaknesses and overall reactions to the use of the WA PPA process for assessing student teachers preparation based on their perceptions and experiences in order to make a determination of their preparation for teacher licensing. The questions in Part II and Part III involved the interpretation and the use of the WA PPA process.

The questionnaire items were validated prior to their use through an informal critique of the individual items as they were prepared. In addition, the questionnaire items were reviewed by the experts to validate the content as to whether they were appropriate for practice and represented the contemporary issues that were being addressed. These experts included a former president of the WACTE and an educator from Office of Superintendent of Public Instruction who was involved in the development of the WA PPA process.

The exploratory questionnaires were distributed to all selected participants through electronic mail. A letter describing the purpose of the study and instructions concerning how to complete the survey were attached to the message along with the survey for each participant. The participants were requested to complete and return the feedback within two weeks. A follow-up electronic mail reminder was sent two weeks after the initial mailing. An email reminder was made two weeks after the first follow-up date, in consideration of the fact that the participants were volunteers with limited time. The total of 21 questionnaires (57%) including 11 faculty and 10 supervisors were returned after the third reminders. An approximate response rate of 50%-80% was considered acceptable (Lynn, Beerten, Laiho & Martin, 2001). Two out of the 21 returned questionnaires were not completed after the third reminder. Therefore, the preliminary analysis was made from the data gathered from the 19 questionnaires.

Interview Protocol

A semi-structured interview protocol was conducted in this study to explore and amplify the participants' perspectives and rationales behind their responses. The interview questions were used to probe, follow up, clarify, and elaborate on the ideas in the questionnaire (McMillan, 2000; McMillan & Schumacher, 1997). The interview protocol first introduced the purpose of this study and provided a description of the interview. Participants were reassured that the interview would be confidential. The interview protocol was made up of two parts (Appendix D). In the first part, the participants were asked their perceptions about the opportunity

student teachers had to demonstrate that they met the criteria of the WA PPA process. The second part explored the effect of the use of the WA PPA process on the preservice teacher preparation programs based on their perspective and their experience. The length of interview was approximately 60 to 80 minutes.

The interview protocol was validated using an informal critique of individual items as they were prepared. The interview items were tested by practicing with some supervisors who were not among the participant group in order to determine if the items were understandable and answerable. In addition, the interview protocol was reviewed by a former president of the WACTE and educators from OSPI who were involved in the development of the WA PPA process to validate the content as to whether it was appropriate for practice and was addressed in the contemporary issues.

The total of 19 faculty members and supervisors responding to the questionnaires were asked for follow-up interviews. A total of 11 participants were willing to schedule an interview. Six faculty members and five supervisors completed the interview. The 11 participants were contacted one week before the interview. Their questionnaire responses were returned to them in order to refresh their memories about their responses and the interview protocol was also provided. In addition, a letter describing the purpose of the study and the Consent Forms of the Research Approval from the University Institutional Review Board (IRB) Human Protections were mailed to each participant. The participants were reassured that confidentiality was to be maintained throughout this study. The interviewees were asked to sign their names in the approval forms and return the

forms to the researcher, maintaining a copy for their records. A stamped, self-addressed return envelope was included with the package. These interviews were audio-taped, with the consent of the interviewees, and notes were also taken during the interview. All the interviews were transcribed and reviewed immediately following each interview. The data from these interviews were combined with the results from the exploratory questionnaires to triangulate the data. The comparison of multiple data collection methods will provide reliability and validity of data (Patton, 2002).

Data Analysis

The data gathered for this study included the judgments of the raters with regards to the standards' alignment, the exploratory questionnaires, and the interviews. Both quantitative and qualitative data analyses were used. The perceptions of faculty members and supervisors from exploratory questionnaires were first analyzed quantitatively and the results then informed the qualitative analysis of the participants' interviews. In the case of quantitative data, the Statistical Package for the Social Sciences (SPSS) program was used as discussed in the section of Exploratory Questionnaire.

For qualitative method, analytical induction was used to analyze the data collected from the perceptions of university faculty and supervisors on the WA PPA process. Each participant's perception was collected as a piece of evidence that was interconnected, and then the whole picture or meaning was compiled from that evidence (Patton, 2002; Merriam, 1988). The implications of their perceptions were examined and interpreted, without categorizing their perceptions as right or wrong as a means of describing the validity of the assessment. Data analyses were divided into three parts.

Alignment

The first part of analysis, the judgments of the raters, was used for content validity assessment regarding alignment between the Washington Residency Codes' (WAC) Standards and the INTASC Standards. The alignment rating and comments on each of the INTASC principles were summarized. The general

comments on the WAC criteria and the WA PPA process requirement were summarized as well.

Exploratory Questionnaires

All participants' responses on the WAC standards gathered from the questionnaires (N=19) were initially categorized. The first parts of the questionnaire, backgrounds of participants, and the last parts of the questionnaires, the strengths and weaknesses of the WA PPA process, were summarized. The second part of the questionnaire asked faculty members and supervisors their perceptions on the extent to which they were confident that they were able to make decisions about the teacher candidates' abilities and skills in teaching based on the evidence gathered through the WA PPA process. These Likert scale responses were analyzed in two ways.

First, these participants' perceptions were analyzed using SPSS. Faculty members and supervisors' responses were coded 0 to 5. The higher score indicated the more confident they were that student teachers had opportunities to demonstrate their abilities to meet the WA PPA standards. Descriptive statistics, such as frequency, percentage, and mode, of the responses were determined for all items of the participants' perceptions. The Mann-Whitney test was used to determine whether differences existed between the response on those standards based on their positions (faculty members and supervisors) and gender (male and female).

Second, the number of faculty and supervisors who responded on each of the WAC standards was identified and was further analyzed by dividing them into

two groups. The first group was the number and percentage of the faculty and supervisors who felt confident in making judgments about teacher candidates' abilities to meet the standards based on the evidence gathered through the WA PPA process. The second group was the number and percentage of the faculty and supervisors who did not feel confident in making judgments about teacher candidates' abilities to meet the standards based on the evidence gathered through the WA PPA process. The results were presented based on the evidence that participants were confident in the ability of student teachers to meet the WAC standards. Results of this analysis were then further explored in more detail using the interviews to provide additional evidence supporting their judgments.

Interviews

Verbatim transcripts were made of all the interviews (N=11). The researcher read through all transcribed and identified words or phrases that described the participants' responses. Color-coding each participant's interview was useful in presenting the data. The researcher organized the responses according to the questions in the interviews. Once this reorganization was completed, the researcher focused on the three aspects of the second research question: how faculty and supervisors characterized their confidence about inferences they made; what faculty and supervisors in this program believed about the opportunity that student teachers had to demonstrate meeting the standards through the evidence developed during the use of WA PPA process; and how the use of the WA PPA influenced the teacher preparation programs. All data were divided into three

groups based on these research questions. The researcher focused on eliciting common themes in the participants' responses through reading and re-reading the responses.

For Research Question 2.1, the participants' perceptions on the WAC standards were analyzed by looking for common themes of evidence and sorts of evidence that faculty and supervisors used for making the decisions about student teachers' teaching abilities to meet the WAC standards. This evidence was placed into two categories. The first category was the evidence identified as the reasons to support their confidence in making judgments about the teacher candidates' abilities in teaching. The second category was the evidence identified as the reasons that they were not confident in making a judgment about the teacher candidates' abilities in teaching through the WA PPA process. In each case the researcher assigned codes as they emerged and then re-read other responses to see if a particular category was present. This iterative process involved assigning the categories, combining them, and splitting them up into more refined categories (Miles & Huberman, 1994). The researcher was also attentive to the overlap of the participants' responses among the other groups while doing this analysis. The evidence in the confidence category was presented by each standard. The evidence in non-confidence category was presented by the patterns that emerged from the faculty and supervisors responses.

For Research Question 2.2 and 2.3, the participants' perceptions on the WA PPA scoring rubric and its criteria and on how the use of the WA PPA influenced the teacher preparation programs were analyzed. In order to categorize the data, the

codes were applied based on a review of the data and the patterns emerging from the data. The responses of one participant were compared with those of other participants in the same questions, as well as the same participant across other questions through the entire interview.

CHAPTER IV

RESULTS

This study examined the validity of the Washington State Performance-Based Pedagogy Assessment (WA PPA) process, which is used for licensing preservice teachers. Results of the study were organized into three sections. The first section presents the results from analysis of alignment between the WA PPA standards and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards that answers the first research question in this study. This analysis was based on the judgment of the experts and the researcher. The second section summarizes the background information about the participants. The third section summarizes the participants' responses to the exploratory questionnaires and the interviews. Results of the study were presented in order to answer the research questions below:

1. To what extent is the WA PPA process aligned with standards of good beginning teaching practices such as the INTASC Standards?
2. To what extent is the use of the WA PPA a valid measure of beginning teacher knowledge and practice to those who are charged with its use?
 - 2.1 How do those charged with student teaching supervision characterize their confidence about inferences they make?
 - 2.2 Do faculty members and supervisors in this program believe that all of the WA PPA criteria are necessary and sufficient to license a beginning teacher?
 - 2.3 How has the use of the WA PPA process influenced the teacher preparation programs?

Alignment between INTASC Principles and WAC Standards

Research Question 1

The first research question asks: To what extent is the WA PPA aligned with standards of good beginning teaching practices such as the INTASC Principles? In order to answer this question, an alignment between INTASC principles and Washington Administrative Code (WAC) including the WA PPA process information was established. The question was addressed using the rater's judgment to establish the alignment between the WA PPA process, including the WAC Residency Standards and the scoring rubric criteria, and the INTASC principles. The raters include the researcher and two experts who are faculty members of teacher preparation programs outside of Washington state and who worked as consultants examining the extent to which the WAC standards are aligned with the critical elements of the INTASC principles. The third external rater is a supervisor of teacher preparation programs. The evidence obtained from various perspectives of the raters helped to more thoroughly examine the content validity of the WA PPA process and INTASC. The INTASC principles and WA PPA standards and criteria are shown in Appendix B.

INTASC (1992) is consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. INTASC proposed model standards for beginning teacher licensing and development describing what beginning teachers should know, be like, and be able to do. These standards demonstrate the knowledge, performance, and disposition components that represent what the consortium believes to be the basics for accomplished teacher

practice. The first component, *knowledge*, focuses on the common principles and foundations of practice including the areas of the knowledge of student learning and development, curriculum, and teaching. The second component, *performance-based*, describes what the teacher should know and be able to do in order to be awarded a license. The third component, *disposition*, is the natural mental and emotional outlook required for teaching. Disposition includes the core values of honesty, respect, responsibility, and more--values that are essential to citizenship and democracy that teachers need to practice responsibly when they enter teaching.

Each rater was asked to fill out a matrix in which the WAC residencies standards were the column headings and the INTASC standards were the heading for the rows (see Appendix C-1). The experts were asked to identify the cells in the matrix that represented overlap in order to document areas of alignment between the WA PPA and the INTASC, and to comment on the overlap. The overlap of these two sets of standards was rated using a three-point scale: Aligned, Touched upon, and Not at all. They were also asked to provide a summary narrative that highlighted the INTASC principles that they felt have been thoroughly addressed in the WA PPA process, those that have only been touched on, and those that have been ignored.

The following are the results of the alignment rating analysis. This analysis of the INTASC principles to WAC standards is described as either aligned or not aligned. Alignment was determined if at least 3 out of 4 raters agreed with the particular principle. Table 4.1 illustrates that all raters agreed that none of the WAC standards were adequately aligned with any INTASC principles. The raters agreed that most INTASC principles were partially aligned with WAC standards. For this determination, the raters identified which of the WAC standards were

partially aligned with the INTASC principles. Finally, raters agreed that INTASC Principle 9 was not addressed by any WAC standards.

Table 4.1: Alignment between the WAC standards and the INTASC principles

INTASC Principles	WAC Standards		
	Aligned	Partially Aligned	Not Addressed
1		1, 6	
2		2, 8, 9	
3		1, 2, 7, 8	
4		6	
5		2, 7, 8	
6		7, 9	
7		1, 2, 3, 6	
8		4, 5, 10	
9			All WAC
10		2, 3, 7	

INTASC Principle 1

INTASC Principle 1 states that “The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) taught; creates learning experiences to make them meaningful for students.” All raters agreed that this principle was partially reflected in the WAC Standard 1, *Set learning targets*, and WAC Standard 6, *Instruction alignment and communication*. Evidence supported that INTASC Principle 1 was only partially aligned with WAC Standard 1 to the extent that the essential learning requirements and stated learning goals reflected the central concepts, tool of inquiry and structures of the discipline. Three raters, including the researcher, indicated that the WAC was not represented

in the disposition component of the INTASC standards. A sample comment was that “this WAC standard is focused on the teacher candidate’s plan; there are questions of alignment with the disposition and performance aspects.”

INTASC Principle 2

INTASC Principle 2 states that “The teacher understands how children learn and develop; provides learning opportunities that support their development.” All raters agreed that the INTASC Principle 2 was partially reflected in WAC Standard 2, *Knowledge of student characteristics*, WAC Standard 8, *Student engages in learning activities*, and WAC Standard 9, *Classroom managements*. The researcher commented that “WAC Standard[s] 2 and 8 focus on the plan [that] reflects understanding of student’s knowledge and their background, which [is] similar to the core concept of this principle.” Three raters, including the researcher, indicated that the WAC standard did not represent the disposition component in this INTASC principle.

INTASC Principle 3

INTASC Principle 3 states that “The teacher understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.” All raters agreed that INTASC Principle 3 was partially reflected in WAC Standard 1, *Set learning targets*, WAC Standard 2, *Knowledge of student characteristics*, and WAC Standard 8, *Student engages in learning activities*. Three raters, including the researcher, also agreed that this principle was touched on in WAC Standard 7, *Student participates in a learning community that supports student learning*. The researcher indicated that Criterion 7F of WAC

Standard 7, *Student engage[s] in a variety of learning experiences including heterogeneous cooperative learning groups*, implied that the student teacher needed to understand how children are different in the ways they learn as stated in INTASC Principle 3. One rater said that “Given the attention to issues of diversity and gender, this Principle is given stronger emphasis. The implication here is that the Principle is embedded though not stated explicitly.” Three raters including the researcher indicated that the WAC standard was not represented in the disposition component of this INTASC principle.

INTASC Principle 4

INTASC Principle 4 states that “The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.” All raters agreed that INTASC principle 4 was only touched upon by WAC Standard 6, *instruction alignment and communication*, and WAC Standard 8, *Student engages in learning activities*. One of the raters stated that “this principle was not implicitly stated in WAC Standard 6 but it was inferred in some criteria of the WAC.” The researcher indicated that this principle highlighted teachers’ understanding and use of multiple instructional strategies and communication skills, which were embedded in various WAC criteria. For example, WAC Standard 8 (criterion A), *Questioning and discussion techniques*, and criterion C, *Differentiated instruction*, implied that student teachers used multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of students and enhance student learning. Three raters, including the researcher, indicated that the WAC standard was not represented the disposition component in this INTASC principle.

INTASC Principle 5

INTASC Principle 5 states that “The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.” All raters agreed that INTASC Principle 5 was adequately reflected in WAC Standard 2, *Knowledge of student characteristics*, WAC Standard 7, *Student participates in a learning community that supports student learning*, and WAC Standard 8, *Student engages in learning activities*. The researcher gave samples of WAC criteria that were aligned to this Principle even though it is not directly stated. For example, WAC Standard 7; Criterion C (WA PPA: 7C) stated that students support one another in group learning activities and WA PPA: 7D stated that students express their opinions and provide suggestions regarding their own learning. Another example of a WAC standard that was aligned with this principle is WA PPA: 8B, which stated that student engage in learning activities that are paced appropriately for all students, are culturally responsive, and allow for reflection. One rater said that “because of the strong direction given to fostering understanding of diverse cultures, this principle is strongly supported.” Three raters, including the researcher, indicated that the WAC standard was not represented in the disposition component of this INTASC principle.

INTASC Principle 6

INTASC Principle 6 states that “The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.” All raters agreed that the INTASC Principle 6 was only somewhat addressed by two WAC standards including Standard 7, *Students participate in a learning community that supports*

student learning and WAC Standard 9, *Classroom management*. Two raters including the researcher indicated that this Principle was also touched upon in WAC Standard 8, *Student engages in learning activities*. All raters agree that this Principle was not adequately represented by the WAC. One rater said “Verbal, nonverbal and media communication techniques are never specifically indicated.” The researcher indicated that even though this Principle was not clearly stated in the WAC standards, it was inferred in some of the criteria of the WA PPA. For example, the WA PPA: 8A, *Questioning and discussion techniques*, and WA PPA: 8E, *Technology*, implied that student teachers used knowledge of effective communication techniques to enhance student learning. Three raters, including the researcher, indicated that the WAC standard was not represented in the disposition component in this INTASC principle.

INTASC Principle 7

INTASC Principle 7 states that “The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.” All raters agreed that the INTASC Principle 7 was adequately reflected in multiple WAC standards including WAC Standard 1, *Set learning targets*, WAC Standard 2, *Knowledge of student characteristics*, WAC Standard 3, *Plans and establishes effective interactions with students’ families*, and WAC Standard 6, *Instruction alignment and communication*. This Principle was aligned with WAC Standard 1 because WAC Standard 1 focuses on “the plan’s learning target [that] are explicitly aligned with EALRs, state learning goals and school goals.” The researcher indicated that WAC Standard 2 Criteria B and C (WA PPA: 2B and 2C), which state that the plan reflects understanding of students’ characteristics and their

communities, are similar to the core concept of this principle. Three raters, including the researcher, indicated that the WAC standard was not represented in the disposition component in this INTASC Principle.

INTASC Principle 8

INTASC Principle 8 states that “The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of students.” All raters agreed that INTASC Principle 8 was adequately reflected in WAC Standard 4, *Designs assessment strategies that measure student learning*, and WAC Standard 10, *Teacher candidate and students engage in activities that assess student learning*. One rater said “there is adequate emphasis on this principle.” However, in the area of assessment [of WAC] no mention is made of making accommodations for diverse learners. Two raters, including the researcher, agreed that this Principle was somewhat addressed by WAC Standard 5, *Designs instruction based on research and principles of effective practice*. Raters indicated that it was referred to, rather than implicitly stated. Three raters, including the researcher, indicated that the WAC Standard was not represented in the disposition component in this INTASC principle.

INTASC Principle 9

INTASC Principle 9 states that “The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.” All raters agreed that INTASC principle 9 was not represented in any WAC standards. All raters agreed

that the WAC standards and WA PPA criteria seemed to ignore teachers' self-reflection and teachers as professionals. One rater indicated concern: "I find these omissions to be critical elements that need to be addressed." Another rater stated that "The WAC standards seemed to ignore "teachers as reflective practitioners" and "teachers as professionals." The researcher indicated that there are no standards related to reflecting on practice, working with colleagues, and developing professionally as stated in the INTASC principles. Student teachers are not evaluated on their reflection of their teaching.

Regarding this issue, the study of the Northwest Regional Educational Laboratory (Kozlow & Gummer, 2005) reported that the areas of teachers' self-reflection and teachers as professionals were removed from the WA PPA process by the developers of the WA PPA process. It was indicated that universities or colleges must assume their own responsibility (disconnected from the WA PPA process) to assess teacher candidates with respect to this principle.

INTASC Principle 10

INTASC Principle 10 states that "The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being." All raters agreed that INTASC Principle 10 was partially reflected in the WAC Standard 2, *Knowledge of student characteristics*, WAC Standard 3, *Plans and establishes effective interactions with students' families*, and WAC Standard 7, *Students participate in a learning community that supports student learning*. Evidence to support this alignment is the WAC focus on the plan, reflecting understanding of students' characteristics and their communities and the relationship with families to support student

learning and well being, which is comparable to the core concept of this Principle. Three raters including, the researcher, indicated that the WAC standard was not represented in the disposition component in this INTASC principle.

Additional Issues in the Alignment Process

Regarding the use of the WA PPA process, two raters were concerned about the limitation of collecting data from two lessons and two observations of student teaching. They said the limitation of data collection was inadequate to make judgments for certification. One rater was concerned that student teachers will create artificial teaching constructs to meet all of the criteria within these standards in two lessons due to the limitations of the WA PPA requirements. The researcher was concerned that coverage of all required criteria in one or two lessons was difficult.

One rater stated that with respect to the efforts that are made in the WA PPA standard to address the issues of diversity and multicultural understanding, the focus is overdone and distracts from the effectiveness of planning and assessing instruction and classrooms that develop respect for all students.

The following are some comments given by the raters regarding the WA PPA standards and some criteria. Regarding the WA PPA Standard 3 related to establishing effective interaction with families, one rater was concerned that this is “unlikely to occur within the framework of a lesson or unit unless it is specific to reporting assessment outcomes.” However, no mention was made of reporting assessment outcomes to parents in the standards related to assessment. Another rater indicated that the WAC Standard 3 “emphasizes “family” which was limiting in comparison to the INTASC.” The researcher was concerned that the broad

statement of WAC Standard 5, *Candidate designs instruction based on research and principles of effective practice*, might be difficult for student teachers to implement if they lack experience in designing their instruction to meet this standard. One rater agreed that “when dealing with teacher candidate[s], it [WAC Standard 5] is perhaps better to be explicating rather than leaving the breadth to the reader.” However, it was indicated that the broad standard was better than the explication of specific practices that resulted in the standard becoming too limiting.

Regarding WA PPA Criteria 6 D, which is related to *Interdisciplinary instruction*, one rater was concerned about artificially constructing a situation to meet the criteria. The concern was that the student teacher may not have an opportunity to practice this standard at the high school level unless cooperating teachers supported this concept.

One rater suggested that WA PPA Criteria 6 E which requires requiring “students to respond using multicultural and gender-sensitive perspective” might be better placed in WA PPA Standard 7 related to student participating in learning community.

Summary

The findings of this study found that the WAC standards were rated by a majority of the raters to at least partially address the INTASC principles. The following are the summary of the findings:

1. None of the WAC standards adequately addressed any single INTASC principle. Most of INTASC principles including Principle 1, 2, 3, 5, 7, 8, and 10 were adequately represented by multiple WAC standards.

2. All INTASC principles except Principle 9 were rated to at least partially be addressed by multiple WAC standards. The INTASC Principles 4 and 6 were rated as somewhat aligned with the WAC standards.

3. All raters agreed that INTASC Principle 9 was not addressed at all in any of the WAC standards. The main areas in this principle that were not addressed are *reflecting on practice, working with colleagues and developing professionally,* and *the disposition component*. However, the study of the Northwest Regional Educational Laboratory (Kozlow & Gummer, 2005) reported that the areas of teachers' self-reflection and teachers as professionals were removed from the WA PPA process by its developers. Each university or college had the responsibility to assess teacher candidates on this Principle, although disconnected from the WA PPA process.

Participants' Backgrounds

Participants were the university faculty and supervisors from a single university who volunteered to participate in this study. These university faculty members had teaching responsibilities in teacher preparation course(s) and worked as supervisors of student teachers. The university supervisors were educators or retired teachers or principals who were hired to work with and assess student teachers in teacher preparation programs at University X. All of the participants were involved in the implementation of the WA PPA process, and some of them were involved in the creation of the WA PPA process.

Nineteen university faculty and supervisors at the university volunteered to respond to the questionnaires in this study, including ten supervisors and nine university faculty members. Although 19 faculty and supervisors responded to the questionnaire, only 11 of these faculty and supervisors volunteered to be interviewed. Table 4.2 briefly categorizes the background of interviewees involved in this study. Interviewees were six faculty members and five supervisors composed of eight males and three females at University X. They had been in their positions ranging from 1-27 years. All faculty (F) members had two responsibilities: 1) teaching teacher preparation course(s), and 2) working with supervisors and/or student teachers for grades K-12. All supervisors (S) had responsibilities in supervision of student teachers. All interviewees had experience implementing the WA PPA process by evaluating student teachers for a range of one to five years. Two of them indicated that they were involved in designing the WA PPA process. All interviewees had worked with at least three student teachers in all subjects in the program each year. They all attended the WA PPA training at

least once, at various locations and sponsored by various groups. The detailed descriptions of each participant are included in Appendix F.

Table 4.2: Backgrounds of interviewees

Number	Pseudonyms	Experience in their positions (Years)	Experience in implementing the WA PPA (Years)	With Subjects	Number of student teacher and Grade level
1	Frank (F)	27	4	agriculture education	40 Grade 9-12
2	Robin (F)	17	4	agriculture education	48 Grade 8-12
3	George (S)	5	5	science, math, PE, language arts, shop	48 Grade K-12
4	Cindy (S)	5	4	biology, math, social study, language & literacy	32 Grade K-12
5	David (F)	3	3	All subjects	All students
6	Terry (F)	10	4	All subjects	180 All levels
7	Sam (F)	25	1	language arts, social study, history	3 Grade 2, high school
8	Angela (F)	6	3	biology, history, language arts, contemporary world problems	39 Grade 1-12
9	Bob (S)	4	4	math, history, Spanish	15 up Grade 1-12
10	Anna (S)	1	1	math, reading, social study	4 Grade 2-5
11	Bill (S)	3	3	science, math, Ag, social study, PE, business	40 up

Questionnaires and Interviews

Research Question 2.1

Research question 2.1 asked: How do those charged with student teaching supervision characterize their confidence about inferences they make? Or in other words, what do faculty members and supervisors in this program believe about the opportunity that student teachers have to demonstrate meeting the standards through the evidence developed during the use of the WA PPA process? To answer this question, the exploratory questionnaire and follow up interview were designed to examine the extent to which the university faculty and supervisors felt confident about the inferences they made about whether or not a teacher candidate met the WAC standards as embodied by the criteria in the WA PPA scoring rubric. They were specifically asked to reflect on experiences they had encountered in using the WA PPA process with the student teachers they supervised.

Individual feedback responses about the WAC standards were gathered from the Likert scale questionnaires (Appendix G). Nineteen university faculty members and university supervisors responded to these questionnaires. Their feedback on the WAC standards ranged from Strongly Agree (SA) to Strongly Disagree (SD). These data were further analyzed by using descriptive statistical analysis and non-parametric independent two-group comparisons. The Mann-Whitney Test was used to determine if there were different responses between the faculty members and supervisors and to compare if differences existed in the responses from males and females. The frequency and percentage of the participants who responded and the degree of their confidence ranging from

strongly agree to strongly disagreed about student teachers' abilities to meet each WAC standards were categorized and is shown in Table 4.3.

No significant difference was found between the group of faculty members and supervisors' responses on the WAC standards. No significant difference was found between the group of males and females who responded to the WAC standards, except for the WAC Standard 3, which found that the group of males and females responded differently.

The data gathered from the participants (Table 4.3) illustrated some patterns of agreement. First, overall the faculty and supervisors were confident that they can make judgments about teacher candidates' abilities in teaching based on the evidence they gathered through the WA PPA Process. Second, there were no WAC standards about which all faculty and supervisors strongly agreed that they felt confident about their judgments. Third, no faculty and supervisors were confident about all the standards. Finally, several standards and criteria stood out with more disagreement than others. An analysis of these standards and criteria are presented in the next section.

Table 4.3: The number and percentage of the university faculty and supervisors' responses based on the WAC standards (N=19)

W A C	I feel that the WA PPA process enable me to make judgments in which I am confident about the teacher candidate's demonstration of each of the following standard:	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1	The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.		1 5.3%	1 5.3%	2 10.5%	4 21.1%	11 57.9%
2	The teacher candidate demonstrates knowledge of the characteristics of students and their communities.	1 5.3%		2 10.5%	7 36.8%	3 15.8%	6 31.6%
3	The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.	1 Male 5.3%	3 3 Male 15.8%	2 Male, Female 10.5%	8 6 Male 2 Female 42.1%	3 2 Female 1 Male 15.8%	2 Female 10.5%
4	The teacher candidate designs assessment strategies that measure student learning.		2 10.5%		6 31.6%	6 31.6%	5 26.3%
5	The teacher candidate designs instruction based on research and principles of effective practice.		3 15.8%		6 31.6%	5 26.3%	5 26.3%
6	The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.		1 5.3%	1 5.3%	2 10.5%	7 36.8%	8 42.1%
7	Students participate in a learning community that supports student learning and well being.		4 21.1%	2 10.5%	3 15.8%	6 31.6%	4 21.1%
8	Students engage in learning activities that are based on research and principles of effective practice.	1 5.3%	3 15.8%		5 26.3%	6 31.6%	4 21.1%
9	Students experience effective classroom management and discipline.	1 5.3%	1 5.3%	2 10.5%	4 21.1%	7 36.8%	4 21.1%
10	The teacher candidate and students engage in activities that assess student learning.		2 10.5%		3 15.8%	9 47.4%	5 26.3%

Research Question 2.1, the extent to which faculty members and supervisors who implement this process characterize their confidence about inferences they make, was examined by the data gathered from the questionnaires and followed up in the interviews. The university faculty and supervisors' responses to the questions were divided into six scales ranging from strongly agree to strongly disagree (Table 4.3). In order to simplify the analysis, these six categories were collapsed into two groups reflecting their judgment about whether or not they felt confident about the extent to which student teachers meet the WAC standards through the WA PPA process. These groups were labeled "confident" and "non-confident." The confident group was counted from the total number of participants who indicated that they slightly agreed, moderately agreed or strongly agreed that the teacher candidates were able to meet the WA PPA standards. The non-confident group was counted from the total number of participants who indicated that they slightly disagreed, moderately disagreed or strongly disagreed. Table 4.4 illustrates the number and percentage of the participants' responses divided into these two groups.

Table 4.4: The number and percent of participants' perception

WAC Standards	Not confident (Number of people/ %)	Confident (Number of people/ %)
1. The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.	2 (11%)	17 (89%)
2. The teacher candidate demonstrates knowledge of the characteristics of students and their communities.	3 (16%)	16 (84%)
3. The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.	6 (32%)	13 (68%)
4. The teacher candidate designs assessment strategies that measure student learning.	2 (11%)	17 (89%)
5. The teacher candidate designs instruction based on research and principles of effective practice.	3 (16%)	16 (84%)
6. The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.	2 (11%)	17 (89%)
7. Students participate in a learning community that supports student learning and well being.	6 (32%)	13 (68%)
8. Students engage in learning activities that are based on research and principles of effective practice.	4 (21%)	15 (79%)
9. Students experience effective classroom management and discipline.	4(21%)	15 (79%)
10. The teacher candidate and students engage in activities that assess student learning.	2 (11%)	17 (89%)

Confidence in the Judgments

The results indicated that a majority of participants were confident that their implementation of the WA PPA process allowed student teachers to demonstrate their knowledge and teaching skills in each of the WAC standards (Table 4.4). The percentage of participants who indicated confidence that student teachers can demonstrate their abilities to meet the WAC standards ranges from 68 to 89 based on evidence that faculty and supervisors gathered through the implementation of the WA PPA process. The following discussion presents a more detailed picture of the evidence of participants' confidence of the ability of student teachers to demonstrate their knowledge and ability to meet the WAC standards

and to highlight specific areas of agreement and to tease out areas where the participants identify problematic issues.

WAC Standard 1

WAC Standard 1 states that the teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals. Eighty-nine percent of the participants indicated that they were confident about their judgment that student teachers can meet this standard based on the evidence gathered through the WA PPA process. The sort of evidence that faculty and supervisors gathered from student teachers to make judgments about student teachers meeting this standard included the lesson plans and their rationale, observations, classroom students' notebooks, and the discussion with student teachers in a weekly seminar. The evidence gathered from the lesson plans included the rationales, objectives, and the learning objectives. For example, one participant stated that:

Evidence that I collect for the most part is the lesson plan and rationale that they produce for the lesson that they teach when we use the PPA. The lesson plan has those EALRs listed on there as part of their lesson plans as evidence that is collected. (Cindy)

In addition to the written lesson plans and rationales most faculty members and supervisors used classroom observations to examine evidence of student teachers' practices. Two faculty and supervisor explained their perceptions as follows:

As the student teacher was teaching, I watched what the students were doing and how well they could follow his or her instruction. (Anna)

Well, they will provide an introduction, which is part of the PPA lesson, introducing, and if they have developed that introduction on students' prior

knowledge and learning and if they have made it personally relevant.
(Cindy)

When asked the reasons that they were confident about their judgments on this standard, most participants stated that student teachers were familiar with the Essential Academic Learning Requirements prior to the actual student teaching. Therefore, they had a good understanding of the state standards and were able to demonstrate meeting these goals based on their experiences in the preservice programs. The following excerpt illustrates these viewpoints:

Because they have gone through a training process, they really have a good understanding of the Essential Academic Learning Requirements - we call the EALRs, and the state learning goals. I think they have a pretty good foundation in this, so they set their learning targets according to that. I see evidence of that over and over again. I suppose I could even change that to strongly agree. (Bob)

WAC Standard 2

WAC Standard 2 indicates that the teacher candidate demonstrates knowledge of the characteristics of students and their communities. Eighty-four percent of the participants indicated that they were confident about their judgment that student teachers can meet this standard based on the evidence gathered through the WA PPA process. Faculty and supervisors gathered evidence from student teachers to make judgments about student teachers meeting this standard in the forms of the lesson plans and their rationale, the classroom students' characteristics form, observations, the discussion with the cooperating teachers and the other projects which were the requirements of another program. The evidence gathered from the lesson plans included the rationales of the lessons that emphasized the relationship of the lesson to the student family. For example, Terry

and Bob indicated the evidence that they gathered from the written part of the

PPA:

It [the written part] would be to the classroom characteristics in which students fill out information regarding the composition of their classroom. (Terry)

Whether they are contacting parents, whether they have participated in parent conferences, whether they are sending periodic progress reports home. Those are pieces of evidence that I would see that that requirement is being met. (Bob)

Additional evidence gathered from the observation included noting the classroom student behaviors and their interaction with each other and the teacher candidates' approaches in teaching. For example,

I looked at the kinds of things, for instance; did their lesson plan show that they understood how the class was actually learning? Did they watch and move around the classroom to see whether or not the students were following? Did they actually use prior knowledge? Did they use pre-questioning? Did they use wait-time? Did they have students work together cooperatively? (Anna)

When asked the reasons for her confidence in her judgments on this standard, one participant, who strongly agreed, stated that having this issue explicitly articulated in the WA PPA criteria helped to make the student teachers aware of the multicultural and diversity issues.

I think that knowing the WP PPA and knowing some of the criteria that they needed to work towards helped the student to plan better how to actually address the different needs in the classroom. For instance students of different cultures, gender sensitive things, like "Did you call on girls more than boys?" things like that. The plan helped to make the student teacher more aware of those issues. It made the student pay attention to meeting those better. (Anna)

WAC Standard 3

WAC Standard 3 indicates that the teacher candidate plans and establishes effective interactions with families to support student learning and well-being. Sixty eight percent of the participants indicated that they were confident about their judgment that student teachers can meet this standard based on evidence gathered through the WA PPA process. The types of evidence that faculty and supervisors gathered to make judgments about student teachers meeting this standard included the lesson plans and their rationale, the Students' Characteristics Form, observations, the discussion with the cooperating teachers or student teachers. Other projects that were part of the requirements of another aspect of the preservice program provided additional evidence. The evidence gathered from the lesson plans and observations included the rationales and those activities that have the student sharing his or her work with family members. In addition such evidence might include an introductory letter introducing the student teacher to their student's families. For example, one supervisor gave a specific example of how her student teacher addressed one criterion in this standard.

The student did address 3c, cultural responsiveness, because she was very careful to make sure to say that each different culture has wonderful things. For instance, family traditions that they celebrate, and it would be exciting for the class to hear about all these and understand each other better. So I collected evidence that in fact the children could bring that back and share with each other and feel happy about it, not feel embarrassed about anything that their families did that might be different. In other words it honored the family's traditions. (Anna)

In addition, George noted the example of the student teacher bringing the home background into the classroom as the evidence he used for support his judgment as follows:

[A student teacher] had them [classroom students] take their science book and go through and write down something from the book that they thought

was really interesting and important for them and this was on the top half of this sheet passed out. The bottom half of the sheet was almost the same thing, only it was the parent. So the student had to take the book home and the sheet home and have the parent write something. Then it had a space at the bottom for the parent and the student to discuss and the parent signed it and brought it back. (George)

Even though most faculty and supervisors (68%) were confident in their judgment about the ability of student teachers to meet this standard, a number of faculty members and supervisors (32%) were not confident in their judgment about the teacher candidates' potential abilities to meet this standard. In cases where faculty and supervisors were not confident, the main reasons given were that there was no evidence to show that student teachers were effectively interacting with the student families. Further explanations of this response are presented in a subsequent section.

WAC Standards 4

WAC Standard 4 indicates that the teacher candidate designs assessment strategies that measure student learning. Eighty-nine percent of the participants indicated that they were confident in their judgment that student teachers can meet this standard based on evidence gathered through the WA PPA process. In order to evaluate the ability of student teachers to meet these standards, faculty and supervisors gathered and analyzed the following evidence: the various lesson plans and their rationales, observations, quizzes and exams, students' lab manual activities, and their own interviews with the cooperating teachers. In addition, one supervisor indicated he collected additional samples of work that student teachers have kept, which were not a part of the explicit WA PPA requirements.

Faculty and supervisors revealed that the evidence gathered from the lesson plans included the rationales, the planning and preparation for the lesson and assessment strategy. For example, one faculty member indicated that she looked for the assessment strategies that student teachers have listed to ensure that they were related to the learning target.

I look at the strategies in which the students have listed and I see does that really measure the learning target or the skills necessary to obtain the learning target then to see if there is a correlation there. I want to make sure the assessments that they have chosen match the learning target and that they are appropriate for the students. For instance, if I have a number of students who don't have computers at home then that assessment cannot be technology based unless they have access in the classroom during that day. So I wanted to make sure that it is not only measurable but doable.
(Angela)

Faculty and supervisors observed student teachers' use of assessments with their students in the classroom and analyzed their performance based upon these criteria: provide classroom students additional time to help each other in learning, adjust their plans according to their students, and listen to the students' answers and the student outcomes. For example, one supervisor looked at a continuum of assessment practices.

The evidence is the assessment pieces that they have been doing over the time that they spend with those students in the classroom. They are doing the different components of assessment. They do diagnostic, a formative, and a summative assessment, any one of those three at any given time. ... Sometimes I may see that as a piece of evidence that they have collected for the outcomes. (Bob)

Another supervisor looked for assessment practices that accommodated different students.

I look for evidence that that student gives those children additional time, either in a small group, pulling them aside for additional help, or that that student teacher has given them some partners in the classroom to make sure that they get help when they need it. So those are the kinds of evidence that I'm looking for. Is the student teacher aware of who needs extra help and how do they get that help to the student? (Anna)

WAC Standard 5

WAC Standard 5 indicates that the teacher candidate designs instruction based on research and principles of effective practice. Eighty four percent of the participants indicated that they were confident about their judgment that student teachers can meet this standard based on the evidence gathered through the WA PPA process. The faculty and supervisors looked for evidence of whether or not student teachers were meeting this standard using the following evidence: lesson plans and their rationale, observations, discussions with the cooperating teachers or student teachers, and discussions with other supervisors in specific criteria such as culturally responsive practices. The supervisors looked to see whether or not there was evidence of effective teaching practices or educational research cited in the lesson plans and rationales. They also looked for statements of strategies that student teachers were using that were based on research and principles of effective practice. Teaching strategies that faculty members and supervisors considered to be effective included Bloom's Taxonomy, Gardner's Multiple Intelligences, cooperative group learning, peer tutors, problem solving, and technology. The following quotes illustrate the multiple ways the supervisors interpreted "effective practice":

Evidence of that would be using Bloom's Taxonomy or Gardner's Multiple Intelligences. I see evidence of that when I observe the lesson presented in the classroom...I see them apply Blooms Taxonomy from basic application of a concept to using higher level thinking, the students basic understanding of the concept, the successful teacher candidates then goes on to higher level thinking and synthesis depending on the level of the grade. (Cindy)

One supervisor looked at how student teachers connect their lesson to what classroom students already know.

I am making sure that what they are teaching is based on what they have

learned in their classes about sensitivity to cultures that it has different kinds of strategies with in that day that is gender sensitive and that the activities are in line with the targets. (Angela)

Another supervisor indicated that she was looking for evidence of whether the student teacher understood the research behind the lesson.

One of the lessons I observed was a science lesson. It was a lab about heating and cooling. So I was looking for whether the student teacher understood the scientific principles involved. Did they understand that the lesson was designed in accordance with some particular research from the University of California? Those were some of the backgrounds of the lesson. So my students began to watch and be aware of the research behind the particular lessons. (Anna)

WAC Standard 6

WAC Standard 6 indicates that the teacher candidate aligns instruction with the plan and communicates accurate content knowledge. Eighty nine percent of the participants indicated that they were confident about their judgment that student teachers can meet this standard based on the evidence gathered through the WA PPA process. The sorts of evidence that faculty and supervisors gathered from student teachers to make judgments about student teachers meeting this standard were the lesson plans and their rationale, observations, the samples of the student works such as lab manual records. During observations of classroom teaching most faculty and supervisors looked for the evidence of alignment between student teachers' lesson plans and their actual teaching for supporting their judgments that student teachers are meeting this standard. In addition, student teachers were also observed to determine if they presented the accurate content knowledge.

I've looked at the plan and then if they have followed their plan. I look to make sure the key concepts are covered, I check for accuracy and sometimes I have to depend on my mentor if I am in a physics class. And then I look for phrases or ways in which they are connecting either to students' prior knowledge in particular outside the course area. (Angela)

In addition, Anna stated that ‘inter-disciplinary instruction’ is a sample of evidence she used to support her judgments that student teachers are meeting this standard. She thought that inter-disciplinary instruction helped students to have a stronger understanding as they learned from each other. She felt that the WA PPA is helpful in guiding the student teacher to be thinking about how all of the subjects connect. She said,

As they were learning about the heating and cooling properties, they began to think about a lot of different real world things that happen with that. They began to make connections with other subjects. They had to use the math skills in measuring degrees. They began to look at communication because they had to write the experiment, and what they were doing. So they began to see how important the writing skills were and how to communicate to each other. When they talked to the other groups they had to present what they did. So they began to see how important it was to communicate orally as well. (Anna)

The other supervisors indicated that during observation they observed both how student teachers implemented instruction and the responses from their students in terms of classroom discourse. One supervisor said that he would walk around the class to see if students were on task or if they understood the assignments.

If it is a math assignment or a reading assignment, I will get up and walk around and see if they are on task, see if they are doing the right thing. I will make notations – students were on task, it appears that all of them understood the directions and the expectation and that they were doing what they were supposed to be doing. (Bob)

WAC Standard 7

WAC Standard 7 indicates that the students participate in a learning community that supports student learning and well being. Sixty-eight percent of the participants indicated that they were confident about their judgment that

student teachers can meet this standard based on the evidence gathered through the WA PPA process. The sorts of evidence that faculty and supervisors gathered from student teachers to make judgments about student teachers meeting this standard were the lesson plans and their rationale, the observations from student teachers and student responses, and the discussion with the cooperating teachers and the students in the classroom. One supervisor indicated that student teachers' behaviors were observed both before the class and during the class, and he used that evidence to support his judgment. Another supervisor included indication of adherence to classroom rules, respectful communication, and the inclusion of lower status students as evidence of a student teacher's meeting the standards.

Most faculty and supervisors interpreted that the 'learning community' stated in this standard as the ways a student teacher structures rules and interactions in a classroom environment that supports student learning and well being. The excerpt below illustrates the viewpoint of one faculty member:

It is pretty explicit in the PPA what you are looking for under this one, we looking at how students interact, how they participate in the classroom, in terms of setting learning outcomes, planning the rules of the classroom, how they support one another. This one is all based on observation, and I think the criteria in the PPA are pretty clear as to what you are looking for. (Sam)

The evidence gathered from the observation was used to reflect on classroom student behaviors and students' interaction with each other. One supervisor included evidence from direct communication with students in the teacher candidates' classroom. Another supervisor observed student teachers' approaches to instructional processes:

I am looking at the kinds of questions they ask and how much time they give students to respond as opposed to them filling the gaps with their response. When I look at the student behavior, I am looking at whether or

not the students keep looking to the teacher for reinforcement or whether they get some of the reinforcement from their classmates. (Bill)

Interestingly, even though most faculty and supervisors (68%) were confident about their judgment about student teachers abilities meeting this standard, a number of faculty and supervisor (32%) were not confident in their judgment about the teacher candidates' abilities meeting this standard. The main reason for lack of confidence was that this standard was unclear to the user, particularly the meaning of the learning community. Further explanation of this will be presented in a subsequent section.

WAC Standard 8

WAC Standard 8 indicates that students engage in learning activities that are based on research and principles of effective practice. Seventy-nine percent of the participants indicated that they were confident about their judgment that student teachers can meet this standard based on the evidence gathered through the WA PPA process. The primary evidence that faculty and supervisors gathered through the WA PPA process to make judgments about student teachers meeting this standard was the planning that student teachers do for the lesson and observation of the actual learning activities that are part of the lesson. Other sorts of evidence gathered included the lesson plans, their handouts, how the technology was being used, the discussion with student teachers and interview classroom students during observations. The following excerpts illustrate this evidence:

I observe both teacher designing instruction and I see students then engaged in those activities...I watch their participation in class, either with the teacher candidates, or if they are working cooperatively, how they discuss the information, how they record the information and how they report it back to the entire class. (Cindy)

The close relationship between lesson planning and implementation is an important form of evidence for one faculty member:

Evidence from the observation would be the actual observing of the learning community and matching that up with the planning and preparation that the student teacher produces. Additional evidence from the observation would be to match up the planning for a supportive learning community that a student does with the actuality of the observation of interactions during a lesson with that school or class community to show whether it is congruent with the planning process. (Terry)

Faculty members and supervisors were confident about their judgments that teacher candidates to meet this standard. One supervisor was strongly confident in her judgment and stated that she looked for students engaging in the classroom activities and using computers:

I strongly agree because I saw not only active engaged learning activities. I saw the students using technology. I saw them using the computers to do a writing exercise. I also watched them run a power point presentation. I saw students actually get up and do a power point with the class. So I know that they could demonstrate using technology as part of their learning. (Anna)

Even though most faculty members and supervisors (79%) were confident about their judgment about student teachers abilities meeting this standard, a number of faculty members and supervisors (21%) were not confident about their judgment about the teacher candidates' abilities meeting this standard. The main reason for their lack of confidence was that this standard is unclear to the user, particularly the description of principles of effective practice. Further explanation of this will be presented in a subsequent section.

WAC Standard 9

WAC Standard 9 indicates that students experience effective classroom management and discipline. As seen in table 4.3, seventy-four percent of the

participants indicated that they were confident that student teachers could meet this standard based on the evidence gathered through the WA PPA process. The evidence included responses from conversations with student teachers, cooperating teachers, principals and classroom students, but the most central form of evidence was based on classroom observations. The observation identified student teachers' and classroom students' actions and how student teachers structure their lessons, activities and labs. In addition, the observation revealed how student teachers responded and reacted with students. One faculty member indicated that in some cases she relied on the cooperating teacher for information as to whether or not there has been a discipline problem and how it was handled. The following excerpt illustrates the observational and query-based evidence that the faculty and supervisor used for making their judgments:

The evidence would be looking at how the teacher responds, how the teacher sets up the classroom, presents the lesson, keeps students motivated, and those things. The evidence is all observational, anecdotal. There is no written or other type of artifacts. (Sam)

One faculty member stated that lesson plan documentation also provided evidence of how student teachers met this standard:

The evidence would be the planning that a student teacher does in regard to classroom management and discipline as part of the lesson planning for the PPA. The other evidence would be that evidence observed during the use of the PPA of a lesson of interactions between students and the student teacher in general classroom environment or classroom management and discipline issues within the classroom during the time of the observations. (Terry)

Another supervisor, Anna, reported that her evidence for making the decision that teacher candidates have met this standard was based on student teachers' observation and the interviews. She interviewed the principals and

mentor teachers to find out whether or not they thought the standards were met. In addition, Frank, a faculty member, revealed that he observes student teachers all day long. He watches how the classroom functions and its dynamics. He said “I never watch them for one hour and go away. You can learn a lot by watching this stuff function through the day.”

Even though most faculty and supervisors (79%) were confident about student teachers abilities to meet this standard, a number of faculty and supervisor (21%) were not confident about their teacher candidates’ abilities to meet this standard. The main reason for their lack of confidence was that this standard is focused more on discipline and control and less on management, which they believe is the more important principle. Some noted inconsistencies in student teachers’ management styles. Further explanation of this will be presented in a subsequent section.

WAC Standard 10

WAC Standard 10 indicates that the teacher candidate and students engage in activities that assess student learning. Eighty-nine percent of the participants indicated that they were confident about their judgment that student teachers can meet this standard based on the evidence gathered through the WA PPA process. The sorts of evidence that faculty and supervisors based their judgments on were mainly the lesson plans, the observations, and the interviews with student teachers and/or cooperating teachers. Some judgments were based on the classroom students’ work. For example,

The lesson plan that student teachers put together as part of the preparation for an observation using the PPA and the second would be observations of student behaviors, observances of student work in the classroom,

observances of interactions between the student teacher and the students regarding assessment and assessment strategies. (Terry)

The processes that some faculty and supervisors used to gather evidence for supporting their judgments were multiple. For instance some supervisors looked at formative practice that the student teachers used and gathered the extra evidence from the written material, which is not required by the WA PPA process including lab books, physical projects and written assignments. For example,

I collect written materials, look at their lab books that students are working through, to see what their thought processes are. ..or I would look at those lab books and those other assignments that they are building and being able to ask the student, “Now what about this? What are you going to use it for? How is it used,” kind of concepts while I am there. (Robin)

Angela mentioned one of the problems she had was the difficulty in seeing students using self assessment and observing students’ feedback based on the assessment because of the limited time in observation.

One of the problems is students receive constructive and timely feedback based on assessment results and that’s hard for me to observe since I’m only there one day a week. So this might be something that comes back the next day or several days later so I will have to ask the mentor, when this came back and has it come back with comments and help for the students because I don’t get to see the student work in that regard. (Angela)

Regarding the issue of limited time and the fact that some student teachers used the assessment developed by the cooperating teacher, some faculty and supervisors stated that they relied on the cooperating teacher for deciding whether student teachers meet this standard. The following was one of the explanations.

Most of the time the student teacher is using the mentor teacher’s assessment thing, because they give the classes back...Most of them do the same type of assessment things that they their mentor does. So the mentors are usually really good on [Standard] #10...They [mentors] have seen the whole thing and they know how their system works and the student teacher is using their system. (George)

When asked the reasons that they were confident about their judgments on this standard, most participants stated that they could see how student teachers were engaging in an assessment of how students are learning during the teaching process or activities that they are involved in. The following excerpt illustrate the viewpoints,

Both in the lesson plans and in the teacher observation are just pretty crystal clear in terms of how they get an assessment piece written into their lesson plan, what does that assessment piece look like, what are the expectations of that assessment, is it written, verbal, project oriented and so forth. The same would be said for the observation. How are the students interacting with the assessment, do they know the answers, is that written, is that a little quiz, is that a performance of some kind, whether it is a stand-up or do a little project or a big project. (Frank)

Even when faculty members and supervisors felt confident about their judgments, other issues about assessment arose among the faculty and supervisors. One faculty member was concerned that the written evidence requirement of the PPA was not explicit:

The PPA doesn't really explicitly require written evidence, for example, that a teacher would turn in evidence that the student has learned, or that they turn in evidence that the student has self assessed, been involved in that assessment process. Some of this could be verbal.. .. I don't think that the PPA is strong enough in requiring evidence that both the teacher and the students engage in assessment activities. (Sam)

Another concern from one supervisor regards to the state testing that will drive the instruction and assessment:

A lot of the instruction that is taking place in a number of the areas is driven by the kinds of questions that are asked on the Washington State Testing, that is given at the 4th and the 8th grades, and is beginning to move into the other grade, that will eventually drive all instruction. Much of the strategies are based on looking at those test questions, and then saying okay teach the kids how to take that kind of a test question. I am not going to get into a debate about whether that is good, bad, or indifferent. I am just saying that as I look at the math programs, at least in this community, it is real clear that that is what is taking place. I am not sure they are assessing

their learning as they are assessing their ability to be able to master a certain kind of test process. (Bill)

Lack of Confidence about Judgments

Based on the feedback from the questionnaires and interviews with the university faculty members and supervisors, several patterns emerged that indicated that faculty members and supervisors were not completely confident about the evidence they gathered through the WA PPA process. These patterns focus on the following issues:

1. Vague standard descriptions and requirements;
2. Lack of sufficient evidence to support the WAC standard judgments;
3. Need for additional information from cooperating teacher.

Vague standard and criteria descriptions and requirements

Interview participants indicated their concerns over the WAC Standards 2, 3, 5, 7, 8 and 9 descriptions and requirements because they felt the standards and criteria were not sufficiently clear. They expressed that standard descriptions were vague and ambiguous resulting in confusion and interpretation difficulties. The participants felt they needed more specific information about these WAC standards in order to effectively evaluate their student teachers.

WAC Standard 2 indicated that the teacher candidate demonstrates knowledge of the characteristics of students and their communities. Seven participants indicated that they did not feel confident that the teacher candidates understand their students' characteristics. The participants indicated that the

meaning of the students “communities” were not clear and interpreted this term in various ways. For instance, while some faculty and supervisors interpreted the community in terms of outside the classroom, another supervisor looked at it in terms of the community within the classroom. One faculty member believed that this standard only required teacher candidates to address accommodations of particular types of students in a classroom. She said:

The PPA only deals with the ethnicity and the SES [Social and Economic Standing] of students or their IEP’s [Individual Education Programs]. It doesn’t deal with the different kinds of learners. (Angela)

Another participant pointed out that student teachers’ rationales of this standard were weak because they did not understand what the expectation were. He indicated that the need for supervisors’ assistance to student teachers in writing the lesson plan and guiding them to be specific about community, as one of the weakest area of the WA PPA.

When I have looked through the rationales that students have written in the past, this has been very, weak. I don’t think they really understand what the PPA is trying to get at with this, and I don’t think the supervisors are pushing them to respond fully to this. The written lesson plan and the rationale I don’t think push the students to respond deeply around this knowledge of characteristics of students and the community. Then I don’t think all the supervisors really look for this when they observe their students teaching. I don’t see evidence that supervisors are delving into this and asking the students to justify their teaching and approve that they are basing it on the characteristics of the students and their communities. (Sam)

One supervisor agreed that student teachers don’t understand the level or the abilities of their classroom students in many situations.

My experience is telling me that most of the kids [student teachers] coming out of school have no clue about the developmental characteristics of the [classroom] student that they [student teachers] are teaching. (Bill)

The other faculty member stated that her student teachers may come up with variety of approaches to help their classroom students, but they are missing the need to understand their classroom students' special needs and characteristics.

I have problems with the lesson plan showing me that there is a varied approach to the learning that really matches the students. They can show me a variety of approaches but not necessarily how they meet their particular students needs. (Angela)

Another faculty member believed that the WA PPA process cannot capture enough evidence needed to make the decision that student teachers meet this standard. Thus, he thought that another evaluation form was needed to produce sufficient evidence for evaluating student teachers.

I think there might be better ways to capture that evidence than the PPA. The characteristics I believe do provide a great way to look at the composition of the class and make determinations on how to accommodate or adjust instruction based on those classroom characteristics. That almost in certain ways is separate than the PPA. We could do that with any form. To me there is not a strong tie between that and the PPA other than it was included with the PPA at a later point. (Terry)

WAC Standard 3 directed that the candidate plans and establishes effective interactions with families to support student learning and well-being. The participants indicated a number of reasons they were not confident with their evaluations on WAC Standard 3. The participants expressed difficulty in understanding the descriptions and written requirements of the criteria for the standard as they were vague, not specific, and ambiguous. One faculty member agreed that the WA PPA process needed stronger requirements in this standard. In addition, he suggested that the WA PPA process should have some additional requirements for student teachers to demonstrate the interaction with students'

families. The samples of this additional evidence were the written association with student families or the interviews with their parents.

The students are only required to write about this [their plan on how to interact the family], and they are not required to actually demonstrate it. So we evaluate them only on their written plan for communicating with the families, and we don't actually see them interacting with families. (Sam)

Another supervisor who strongly disagreed with this standard noted that because the level of communications and interactions at home of various student grades from kindergarteners to high school seniors are different, there was no single obvious effective plan or process to support all grades of student learning and well-being.

It [the WA PPA process] doesn't address the entire range of the kinds of communication nor does it address the issues of the different kinds of communication that goes home from kindergarteners compared to a senior in high school. That is two different populations to deal with, and you can't use one instrument to measure that. (Bill)

Bill said that he created a seminar talking about the importance of communication with student parents and how to accomplish this communication. He evaluated student teachers' abilities to meet this standard using his created process. He stated clearly, "It is my process that I put in place that makes me feel confident, but the PPA does nothing for that."

WAC Standard 5 indicated that the teacher candidate designs instruction based on research and principles of effective practice. Eight faculty members and supervisors indicated some confusion about the meaning of "designing instruction based on research and principles of effective practice." They indicated that student teachers were not able to understand the meaning of this term. One faculty member said:

I think sometimes that is confusing to classroom teachers or even student teachers. Research and principles of effective practice, is it validated research, is it anecdotal evidence, is it action research? I think there is some confusion there on just the term 'research and principles of effective practice' and what that attempts to describe. (Terry)

In addition, a faculty member pointed that this standard is difficult and relies upon supervisors' understandings because each subject area has certain principles and certain research that supports some of the teaching. In order to evaluate how student teachers meet this standard, supervisors need to know all the content areas and effective research-based practices in each of the content areas. This fact is impractical because supervisors do not know all the effective research-based practices in each of the content areas. Therefore, he felt student teachers does not fully design instruction based on this WA PPA standard.

It is based on the supervisor's understanding of what are the research and principles of effective practice. It is very kind of judgmental and students are supposed to write about this in the rationale that accompanies the lesson plan. The rationale states what are the research and principles of effective practice. The student writes to that, but I don't think it is one that they are held to be very accountable for by the supervisors. Maybe it is more of an element of the training that is part of the PPA, but I don't think it really pushes students to think and write and talk about the research and principles of effective practice that under-gird their teaching. (Sam)

WAC Standard 7 indicated that the students participate in a learning community that supports student learning and well being. Six participants indicated that this standard and associated criteria description were unclear to the user. Not enough evidence was gathered from the WA PPA process to support their judgments. They indicated that the evidence was artificial and superficial. They needed extra evidence from the other sources to support their judgment. The following excerpts illustrate this issue.

I don't think the PPA is clear about what they mean by student community and how you evidence that. (Bill)

What is the learning community? Is that inside the classroom or we are talking learning community as a subset inside the school. (Frank)

One faculty member indicated that he was not confident that student teachers were able to achieve this standard. He was uncertain that student teachers were able to demonstrate this requirement each time in their student teaching.

I'm not sure that the student can and says, "Yes, they are effective in this." They might be effective one time, but again I see a small snapshot and I don't know that they can routinely do this on an everyday process. (Robin)

WAC Standard 8 indicates that the students engage in learning activities that are based on research and principles of effective practice. Four faculty members and supervisor were not confident about their judgment about the teacher candidates' abilities to meet this standard. The central reason for this lack of confidence was that the description of this standard is unclear to the users, particularly the description of principles of effective practice.

The instrument needs to be much more specific to explanations of what research, a description of activities that are based on research and principles of effective practice. I would think that there is some confusion when student teachers or lay people look at that information and exactly what are we talking about in regard to a description of principles of effective practice. (Terry)

One faculty member said that the interpretation of this standard relied upon the judgments of supervisors.

I don't think we are all prepared well enough to stress this part of the PPA. It think it is just one of those areas that is real difficult, because there is so much research and so many different principles of effective practice, depending on what it is you are teaching and how you are teaching. (Sam)

Another supervisor believed that the student teacher did not understand how to integrate research and the principles of effective practice in their learning

activities. He referred to what the classroom students did, such as cutting and pasting rather than concerning the subject matter. He said:

I just don't think they are well founded in what we know about research and the principles of effective practice that you spend so much times where kids are cutting and pasting and not making connections between what they are doing and the time that they are spending. I can give you lots of specific examples of those kinds of activities, but my sense is that if you want your learning activities to be based on research and principles of effective practices, then you also have to look at what your goal is. (Bill)

WAC Standards 9 indicates that the students experience effective classroom management and discipline. Four faculty members and supervisors were not confident about their judgments about the teacher candidates' abilities to meet this standard. The main reason for their lack of confidence was that this standard was focused on discipline and control and less on management, which they believed was a more important principle.

I see both things are important, but they are very limited in terms of management. Management is so critical and so comprehensive in terms of the number of things that it encompasses. The discipline is just a small portion of it. (Bill)

Another faculty member indicated the inconsistencies in student teachers' management styles:

I think the reason is probably that it takes time to see these classroom management strategies. I think this is a hard issue for the student teachers. The WA PPA tries to address everything...It's just hard to see these consistently met. You may see it met two times, and then not met three other times. It is hard one because kids are difficult. (Anna)

Lack of sufficient evidence to support the WA PPA standard judgments

The faculty and supervisors responded that the major sorts of evidence used to evaluate student teachers to meet the WAC Standards 3, 4 and 7 were the lesson plans, the written requirement and the classroom observations. However, they

indicated that this evidence were not enough to make a decision. They need additional evidence, which is not included in the WA PPA process requirement.

WAC Standard 3 indicates that the candidate plans and establishes effective interactions with families to support student learning and well-being. Five faculty members and supervisors identified the lesson plans and the written rationale in which student teachers have to describe how they plan to interact with the families as evidence to make judgments about student teachers meeting this standard.

However, the faculty and supervisors said that not enough evidence was gathered to evaluate student teachers' performance based on the written documents.

Participants needed to gather the extra evidence from the other sources to support their judgment including informal interviews with student teachers and cooperative teachers, other projects such as Home Visit Project, Take Home Science Book, and other documents that student teachers produce such as an introductory letter that student teachers have sent home to the parent introducing themselves. For

example:

The source of evidence they give are to use telephone calls, e-mails, family conferences all are things that wouldn't show up in a lesson plan and so I have, sometimes, unless I have sat down with the candidate beforehand and explained to them what I see in that criteria and ask them what they see in that criteria we sometimes have difficulty finding that in a plan. (Angela)

Participants indicated that they were not confident in making judgments about teacher candidates' knowledge and skills in teaching to meet this WAC standard. One faculty member indicated that most supervisors have difficulty in guiding student teachers to produce lesson plans including community interaction or family participation in their learning activities.

Most supervisors around the state who I work with find more difficult to get their kids [student teachers] to really recognize how you pull families

in.” Frank further explained, “There is a lot of community interaction that actually doesn’t end up in the lesson plans. (Frank)

Another faculty member agreed that the evidence gathered through the implementation of the WA PPA process was not enough to show that student teachers effectively interacted with the student families.

Lesson plan can not show how they interact with student families... and how do they tie that into that classroom and that instruction.” And “We have this snapshot ...we cannot say that this candidate is effective in interacting with the family. (Robin)

One supervisor indicated that student teachers had a minimum interaction with student family because of limited time.

I don’t see the student teacher playing a major role in parent/teacher contact. They are there for just a – even though a semester may seem like a long period of time – by the time they actually do their observations, by the time they actually get in there and do their teaching, the amount of interaction between the student teacher and families is very minimal. (Bob)

WAC 4 indicates that the teacher candidate designs assessment strategies that measure student learning. Some faculty and supervisors indicated that they needed more evidence from another source to support their judgment such as the pre and post lesson discussions with student teachers.

We talk to them about all of the different ways that they can check for the understanding, from the formal assessment, informal assessment, summative, and over the entire range of that. That is not addressed very well in the PPA in terms of what constitutes good assessment. It just says do you assess and do you have both short range and long range assessment pieces. Essentially that is all it is asking. (Bill)

Two participants were doubtful because the available evidence, the student teachers’ assessment strategies, were modified from existing assessment strategies which were developed by the cooperating teachers. They were uncertain that student teachers were able to do their own assessment. For example,

I'm not sure that they could do it on their own. I made the comment to them, "I want to see some other rubrics as to how this assessment is going, how you have designed it." In one case they could not provide any others outside of what their master teacher had designed with them. I'm not sure that they could do it themselves. (Robin)

One supervisor indicated that this standard was the most difficult for her student teachers in planning and carrying out the plan to meet this standard.

They had more trouble on the assessment section. They had a harder time planning for the assessments and they had a harder time carrying them out, and they also had a harder time dealing with students that did not meet the assessments that they had planned. They had a harder time figuring out what to do next. I don't know that it's something that the instrument can help them with, they just need more time on doing that. (Anna)

WAC Standard 7 indicates that the students participate in a learning community that supports student learning and well being. Participants indicated that the evidence of the learning community in the lesson plan felt more artificial and superficial, and it was difficult to capture by the simple observations indicated in the WA PPA. They identified the need to capture evidence from extra sources beyond the WA PPA requirement, such as through interviews of student teachers and extra projects that student teachers conducted.

Candidates may participate in some of those. It may be an individual project rather than a group or learning community, but I am not sure that they can effectively do this in many cases. (Robin)

One participant stated that without extra effort to deepen the supporting evidence, the supervisors' judgments may be inaccurate.

I capture those kinds of things through an entire separate interview with candidate through the ...project both in the classroom and beyond the classroom either as a class group project or individual student. (Frank)

Need for information from cooperating teacher

Based on the interview analyses, most participants indicated the important role of the cooperating teachers. Participants revealed that the decision in evaluating student teachers' abilities to meet the WA PPA standards relied upon cooperating teachers in many cases. For example, with WAC Standard 1 (The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals), one faculty member indicated that he was there for a short period of time. He said "I am not as confident that we can always see that the EALR has been met to a sufficient depth." Therefore cooperating teachers can better observe student teachers' abilities in more depth because they work together with student teachers everyday.

As a supervisor I get to see a quick snapshot. I don't see the long-term depth that they can really perform it. This is where we rely upon our master teachers out there to really be those eyes for us. (Terry)

For WAC Standard 2 (the teacher candidate demonstrates knowledge of the characteristics of students and their communities), one supervisor indicated that they had a discussion with cooperating teachers before making judgment about student teachers' abilities to meet all standards.

I talked with the mentor at the same time. We go through each one individually when we finished. Both of us sit down with what we have put down and go through it. We are fairly close most of the time. (George)

For WAC 4 (the teacher candidate designs assessment strategies that measure student learning), one faculty member indicated that he had a conversation with cooperating teachers to guide teacher candidates designing their own assessment.

We have to work with (the) master teacher to ensure that the student is allowed or being forced to design an assessment piece, and then for them to critique that with them, not redesign it for them. (Robin)

For WAC Standard 9 (students experience effective classroom management and discipline), one faculty member indicated that she had conversations with the cooperating teacher in making decision whether or not student teachers have the abilities to meet this standard.

I also interviewed the mentor teacher to find out whether or not they thought the standards were met. (Anna)

Another faculty member discussed the evidence she used for making judgments about teacher candidates' abilities including classroom observations and conversation with classroom students and cooperating teachers.

I rely on the mentor or the cooperating teacher because I'll ask if there has been a discipline problem how was it handled. (Angela)

For WAC Standard 10 (the teacher candidate and students engage in activities that assess student learning), one supervisor said cooperating teachers were in a better position to make judgments about student teachers' abilities to meet this standard. He indicated that most of the time student teachers use the cooperating teachers' assessment.

Usually the mentor teacher is way better on #10 than me, because they have seen everything leading up and they know how their assessment system works. (George)

To effectively make the evaluation, the participants expressed the need to include cooperative teachers as key informants in the evaluating process of WA PPA. The cooperating teachers were identified as essential because they worked directly with student teachers on a daily basis. In addition, cooperating teachers

were seen as the key people who provided guidance to student teachers to demonstrate their abilities to meet the WA PPA standards. Helping cooperating teachers better understand the WA PPA process not only provided student teachers with effective guidance, but also reduced the workload of the supervisors in guiding student teachers as they demonstrate their teaching abilities in meeting the standards.

In sum, the results presented in this section indicated that a majority of faculty members and supervisors in this university felt confident in their judgments about the student teachers' quality as a competent teacher based on the evidence gathered from all standards through the WA PPA process. However, there were some participants who were not completely confident about the evidence they gathered through the WA PPA process.

Research Question 2.2

Research Question 2.2 asked: Do faculty members and supervisors in this program believe that all of the WA PPA criteria are necessary and sufficient to license a beginning teacher? To answer this question, the responses of 19 faculty members and supervisors were gathered from the questionnaires and 11 interviews regarding the WA PPA scoring rubric itself as a focal point of the process.

Participants were asked whether or not the WA PPA criteria were necessary and sufficient conditions to determine if the student teacher has the knowledge and skills to be a teacher in Washington State. Their responses were presented in two categories. The first addressed the sufficiency of scoring rubric criteria and the second addressed the necessity of the scoring rubric criteria of the WA PPA process. Each category was analyzed as the researcher looked for the patterns of the nature of the participants perspectives.

Necessity of the WA PPA Scoring Rubric Criteria

Supervisors and faculty members indicated that some of the WA PPA scoring criteria were not necessary. Various explanations were given. The majority of their comments addressed issues about the number of criteria, the clarification of particular rubric statements, and the similarity, or redundancy of the criteria.

Complexity

Overall, most participants indicated that the WA PPA contained too many criteria. They argued these criteria were cumbersome to use, resulting in loss of a focus in the assessment process. Student teachers were required to meet **all** 57

criteria of the WA PPA process in order to be recommended for licensure. Faculty members thought this requirement was inappropriate. One faculty member said,

You are asking them [student teachers] to cover 57 rubrics and if they don't meet one of those standards, technically they don't get certified as a teacher. That is absurd, right? 56 out of 57 is not good enough. What does that mean? If they have hit 56 out of 57, surely someone is going to make up #57. What I am trying to say is these things that the PPA is getting at are so complex and so different than the way most teachers teach, that a series of rubrics are not going to make it happen, if you want fundamental change. (David)

Another faculty member suggested that from his experience, there was one student teacher who failed the WAPPA process. The failure was a result missing only two out of 57 criteria. He had difficulty in making a decision for passing the process by requiring the student teacher to meet all 57 criteria:

I actually had to flunk a student last year based on this very element. It is brought very clear, but this is only one or two items in that 57 item list that we have to deal with. But it is key beyond—having one item—it is pretty spooky to have to basically fail a kid based on passing 55 of the PPA items and missing out on two of them. This is a tough game for a teacher supervisor. (Frank)

All participants indicated that the WA PPA was lengthy and cumbersome to use. A few supervisors suggested that the WA PPA requirement was limited. It was difficult to assess all criteria in one or two lessons resulted in a reliance on the cooperating teachers in many cases. One supervisor said:

The major weakness is that in a single lesson no one can find all the traits as listed. Thus, we make assumptions and rely upon the cooperating teacher if and when the criteria have been met for any questionable area. (Bob)

Regarding the format of scoring criteria, one participant indicated that the scoring rubric was in a wrong format to evaluate the intent of the WA PPA. The intent of the process is to emphasize the opportunity to be successful in increasing

student learning and achievement. Teachers are expected to engage all students in meaningful learning experiences that are based on the state's Essential Academic Learning Requirements (EALRs). The participants argued that these expectations are subjective issues that are difficult to evaluate by using a scoring rubric. These excerpts illustrate the sample of this viewpoint.

The PPA is really about equalizing educational opportunities for all children and being aware of race and culture and class and how that impacts the classroom. You can't do that in a rubric. You need relationships between people that are supportive in order to create fundamental change, and help them through the change process because they may be dealing with issues that they have never dealt with in their life as they try and become change agents in the public school. You can't do that by looking down at 57 rubrics. (David)

Clarity

Ten participants indicated that some criteria in the scoring rubric were vague. They expressed having difficulty in understanding the descriptions and written requirements of some standards. They also indicated that ambiguous language used in the document resulted in a difficulty in understanding the intent of the criteria, for example, the term *transformative multicultural*.

The problem is that nobody understands what that [transformative multicultural knowledge] means. I was at a workshop a year and a half ago where the people from OSPI were there, and they did training on the PPA. One of the supervisors raised their hand and said, "I don't understand what transformative multicultural knowledge means?" Nobody from the state can answer that question. Nobody had an example on videotape of a student teacher actually doing that. It is so complex and complicated. (David)

Another example of an ambiguously defined terms used in the document was diversity. Faculty members and supervisors pointed out that some of the student teaching placements had relatively little apparent diversity with which the

student teacher could work. One supervisor appeared to interpret diversity as cultural with respect to race,

I think it is too idealistic. Let's say for example, you go up to xx Middle School where you might sit in a class where they are all Caucasian kids. Are you going to see a lot of diversity? Well, maybe boys and girls. The intent of it was to show cultural diversity. Now we have to get into diversity between boys and girls, because we don't see cultural diversity. I think in some of these areas the intent of it was one thing, and we are making it into something else. I don't think it is appropriate for everything, for every lesson. (Bob)

Other participants suggested clarifying the language and consolidating the criteria to produce a clearer and more manageable document. The vague language and large number of criteria led to confusion among teacher candidates and cooperating teachers, resulting in reliance upon their supervisors' guidance. One supervisor said "[PPA criteria] is not understood by cooperating teachers and therefore the burden falls completely on the supervisors to assist the interns." It was suggested that the criteria need to be reworded or simplified

I would say some of it just had to do with cleaning up some language there...As soon as you take it all down to dry words, I suppose every thing is nuance... It is so full of pieces, and to parse teaching out that way, it makes it a little dry. (Frank)

Another faculty suggested combining multicultural issues into one effective standard category in order to strengthen the requirement regarding documentation and analysis of evidence of student learning

They [criteria] are redundant. I think they could collapse a lot. For instance the multicultural perspective for instance is almost the same wording all the way through. And the two way communication and the purpose of those two are almost the same. (Angela)

Redundancy in the Criteria

Supervisors and faculty reported that the some criteria in the WA PPA scoring rubric were not necessary. They felt the criteria were redundant with overlap in the language or terminology across the standards. They also identified an over emphasis on diversity, multiculturalism, family issues, and technology. One supervisor stated that addressing multicultural diversity and technology caused student teachers to move toward ignoring or missing other major issues:

Students lose track of issues like “management” not just control; nurturance and acceptance not just multicultural correctness; and practicing different modes of instruction not just technology. (Bill)

The participants indicated a need to combine or reword or simplify. They recommended that the criteria across the standards that emphasized multicultural or technology issues needed to be collapsed into one effective standard category in order to strengthen the requirement regarding documentation and analysis of evidence of student learning:

Sometimes they seemed to ask the same thing over and over. As I was writing out the assessments, I felt like I had said the same thing in another place. I would say that some of it is repetitive, for instance, the part where it talks about diversity, multi-cultural perspective and things. I think that was in there so often. Also, the other one that was in there a lot was the technology thing. It seemed like the technology part and the multi-cultural subject were in there so often. I felt like I was writing to that three or four different times. (Anna)

A number of faculty and supervisors said that some criteria were vague and overlapping. One faculty member said some of the criteria, such as Criteria 1A (*Alignment*), and 1C (*Developmental and instructional appropriateness*) were highly correlated and needed to be reduced to eliminate the redundancy.

It [Standard 1A] has to do with writing learning targets related to the EALRs, the state learning goals, and in the same standard there is one

about writing learning that are appropriate [1C] ...well, if you are writing something for the EALR and state learning goals, then they had better be appropriate. Items like that probably duplicate. If you answer one, then it answers the other one... and I guess what would help would be for someone to go through and see if any of these duplicate. (Sam)

Sufficiency of the WA PPA Scoring Rubric Criteria

Regarding the question whether or not all of the WA PPA criteria are sufficient, all of the supervisors and the faculty members agreed that the criteria left out some essential elements. They felt the WA PPA criteria did not address two major issues that were important for being a competent teacher: professional disposition and student teacher reflection in teaching. Ten out of eleven faculty members and supervisors stated that the WA PPA process missed the professional disposition criteria, which included interaction with the other teachers, or colleagues, abilities to work with other people, interpersonal communication, and professional appearances (such as punctuality and responsibilities). According to one faculty member, the WA PPA criteria were unable to detect whether student teachers had an acceptable temperament or could control their emotions. Most faculty and supervisors also stated that their university developed a professional disposition form which they used for evaluating student teachers' disposition and behavior accompanying the WA PPA.

It [PPA] doesn't talk about professionalism. We have another sheet which is called the professional dispositions evaluation for the field experience and that really talks about enthusiasm, sensitivity to culture, getting along with peers in other words are they a professional person. (Angela)

Moreover, one faculty member expressed that the WA PPA criteria did not address student teachers' reflections on their teaching. The WA PPA process did not require student teachers to reflect on their teaching skills by using the evidence

of their students' learning in the classroom to improve their teaching. The following excerpt illustrates the sample of this response.

The area in the PPA I think that is a shortcoming, is that we don't require teachers to take evidence of student learning based on their teaching and to reflect on it, and to talk about changes they would make based on the evidence of student learning. (Sam)

Difficult Criteria for Student Teachers

Participants indicated that there were a few standards and criteria with which most student teachers apparently struggled. These standards and criteria included classroom management and discipline, the interaction with student's families and transformative multicultural and diversity issues. Table 4.5 illustrates that four participants reported that student teachers struggled with the Standards 3, *Interaction with the students' families*, Standard 4, *Assessment and planning instruction*, and Standard 9, *Classroom management and discipline*. Four participants indicated that teacher candidates struggled with criteria 1E, 5D, and 5F which related to transformative cultural knowledge and gender. A few participants indicated that teacher candidates struggled with Standard 2 (related to the community in the classroom) and criteria 5G, 8E (related to the use of technology in physical education).

Participants revealed some reasons they felt student teachers struggled with these standards and criteria. One supervisor indicated that student teachers struggled with the WAC Standard 3, *the interaction with student families*, because they had difficulty establishing connections to the students' families. One participant indicated that teacher candidates were not in the classrooms long enough to understand this expectation and needed more time to create a

relationship with the students' families. Participants said that concrete examples were difficult to identify. One faculty member indicated difficulty in observing evidence in a single lesson.

I find it real difficult to find every single component there. For example, parent interaction – you are not going to see that in a single lesson, but you can ask the student, when you look at the lesson design, and it will say family interaction, and it will say notes home. You don't see that in the lesson itself. You would have to spend the whole day there to see something like that.

Another faculty member indicated that teacher candidates have difficulty in demonstrating their abilities to meet the WAC standard 9, *Classroom management and discipline*, because they lacked confidence and experience in implementing the lessons.

I would say generally over the long spectrum it is only in maybe 10 or 20 percent of the cases is it the lesson plan that is the problem child. The problem is that the teacher either lacks the confidence or lacks the skill to implement the lesson plan or just is not comfortable directing students in a way that the students know and/or appreciate or respect that allows teaching to happen. (Frank)

Another supervisor indicated that teacher candidates had difficulty demonstrating their abilities to meet the Criteria 5 G, *technology*. He commented that although technology is an effective tool, student candidates find it difficult to integrate in their lesson plans. For example, such as in physical education, while some content can be taught with technology, other content can not. The student teachers needed help in preparing themselves to achieve this criterion.

How do we do technology for physical education? You are really very limited there. In some other classes, too, you know, if the school does not have a great deal of technology like computers and things in the classroom, then the teacher are limited to maybe an overhead. Well, there again, that can be a piece of technology, but that is a stretch of the imagination. I think the technology one is one that in some cases we are hard-pressed to put our fingers on it. I think that is a struggle. (Bob)

Finally, participants provided some suggestions in how to help student teachers improve either their lesson plans or their teaching performance. Mainly they indicated that the cooperative teachers had an important role in helping student teachers improve the quality of their lesson plans in order to provide evidence of student learning. Most participants worked closely with the cooperating teachers in helping student teachers meet these criteria. In addition, they indicated that they provided student teachers with extra time walking them through their lesson plans, gave student teachers some samples, and some questions.

We have met almost three times a week and we go over the lesson plans. I've got a set of questions that I am asking that he has to answer so that each lesson is almost like a mini PPA, I do use that format in that way, so I've got why would a student want to learn this, how will you know when a student has learned this, how will you know when to move on in the lesson, how will you know if students are engaged in contact with you, so I'm asking him those same questions over and over again and he has to show me how he has planned for that in his plan. (Angela)

Table 4.5: Standards and criteria difficult for teacher candidates

Participants	Standard number/criteria	Descriptions
Frank	9	-Classroom management and discipline
Robin	2	-Related the community into the classroom
George	3	Interaction with the students' families
Cindy	1E, 5D, 5F 3	-Transformative cultural knowledge and gender, particularly in math and science at the secondary level -Connection with students' family
David	1E 3	-Transformative multicultural -Connecting with the family
Terry	4, 5, 9	-Assessment and planning instruction -Classroom management and discipline
Angela	5, 9	-Developing lessons that students find meaningful and engaging. -Classroom management and discipline
Bob	5G, 8E	- Use of technology in physical education
Anna	4, 9	-Design assessment strategies -Classroom management and discipline
Sam	1E, 2, 4	- The one related to diversity. So understanding students in their community, which is the primary one around diversity - Demonstration of student learning based on actually getting assessment data to show students
Bill	1E	- A whole series on multicultural issues

Research Question 2.3

Research Question 2.3 asked: How has the use of the WA PPA influenced the teacher preparation programs? To answer this question, the exploratory questionnaire and follow up interview were designed to examine the consequences of the use of the WA PPA process. The participants were asked if the WA PPA process had an impact on their instruction and on the entire teacher preparation program. They also were asked if the use of the WA PPA process impacted the supervision practice and efforts with teacher candidates who failed the process.

Participants indicated that the implementation of the WA PPA process had an impact on the entire teacher preparation program. It had an impact on the faculty who taught methods classes. The process particularly influenced faculty members attempting to introduce the WA PPA process and criteria in their classes. The process had also impacted faculty and supervisors who do supervision with student teachers since the whole supervision process changed. Lastly, the process had an impact on student teachers and cooperating teachers. One faculty member agreed that the WA PPA impacted not only the supervisors, but also the student teachers and how they conducted themselves as teachers.

Influences of the WA PPA process on the teacher preparation program

When the participants were asked if the WA PPA process influenced their instruction and the entire teacher preparation program, most of them responded in the affirmative. As Sam said, “It has had a huge change overall in the state, and I know at the University X, it has had a huge impact.” The theme of some influences from the use of WA PPA process indicated by participants is described as follows:

Common format/expectation for the whole state

Most participants indicated that the WA PPA created a consistent and uniform standard applied throughout the state. This process helped all engage 22 teacher education organizations in Washington state in roughly the same language framework, talking about common understanding, and common expectations.

I think the long-term good will be some general framework expectations across the state of Washington. It gives us a common framework for teacher preparation language within the state. .. When we say something like support student learning and well being, we have generically a common understanding of that, rather than people from ..xxx... think about it this way and people from ..yyy...think about that way. That is what is on the plate currently. (Frank)

Additionally, one faculty member indicated that the WA PPA process helped cooperating teachers and student teachers better understand the nature of their expectations of effective teaching and she had better support from the cooperating teachers.

What it has done is validate my roll as far as the student teacher and the cooperating teachers are concerned. You can't help that when someone is going to 'evaluate you' they can't think that you're biased and that they didn't really realize that I was working on some standards in my head as to what was a good effective teacher and now they see that the state agrees with those same standards and they're much more willing to take it, to agree with it, to say well gee now there is really a lot to teaching that, particularly the cooperating teachers really help me break down what is teaching when they're talking to their students. (Angela)

Awareness

Even though participants argued that gathering evidence about a multicultural focus in teaching was difficult, a number of participants indicated that the WA PPA was a helpful teaching tool to remind student teachers about the diversity and cultural issues in the classroom and the need to provide students with

multiple perspectives. It helped teacher candidates become aware of the diversity in their classroom.

We use PPA as a teaching tool...Remember that you need to try and meet all the learners in the classroom. Remember that there are many cultures in this country, and even if they are not in front of you, even if you are a white teacher in an all white classroom, it is important that you still deal with cultural issues and expose students to multiple perspectives. (David)

One supervisor indicated that the WA PPA process improved the teacher preparation programs by creating awareness of what good teaching should be.

It really makes them more aware of the magnitude of the job. It is more than what meets the eye today.....I think it has improved the program and it has created a greater awareness of what sound instructional practices really are. (Bob)

More focus on some of the PPA criteria in the classes

Most participants revealed that the WA PPA process impacted the preparation of their classes for students who were not yet student teachers. There was an attempt to introduce the WA PPA process and criteria in their classes. For instance, one faculty member said she discussed cultural awareness and its assessment with her juniors who are not using the WA PPA. Thus, they had the opportunity to think about the issues as they were becoming used to the process and terminology used in the standards and criteria. They also gained a better understanding of the expectations of this assessment. Another faculty member said,

I have used it in class where I present it to the students before they are student teacher. I say to them let's look at this. According to this document, what is a good teacher, what do good teachers do and how do we know whether they did it or not. I have them kind of analyze the values that are embedded in the document. That way they can understand it. They can understand where it is coming from, and they can kind of own it, rather than be kind of fearful of it. (David)

The instructors introduced student teachers to the criteria of the WA PPA not only in the teaching method classes, but also in the seminar classes. As George said “I work with the seminar instructor, and I know that the seminar instructor is definitely spending some time on the PPA, too. It has influenced the teaching.” Another faculty said that the faculty members who teach method classes were encouraged to include the PPA in their classes to help student teachers better understand the connection between different approaches in teaching and standards in the PPA.

We are encouraging faculty to when they create their courses and create curriculum to keep the PPA in the back of their mind, so they can help students make connections between different approaches to teaching and standards in the PPA, so that if you are in science methods for example, and there is an approach that is kind of particularly designed to reach multiple learners, then, hey, that is not just a great approach to science, but that is going to help you do better on the PPA. (David)

One supervisor agreed that the WA PPA process had influenced the method classes and the teacher preparation program. He stated that teacher candidates now had a better understanding of some vocabulary in the WA PPA process when compared to the past.

There is now beginning to be some kind of instruction on the PPA itself, where for three years it has been up to us to try to decipher it and work with the kids [student teachers]. Some of the kids are now coming to us with at least an understanding of some of the vocabulary...I think, more sensitivity now to multicultural issues in the instructional area at the universities, that the kids are now coming to us with some preparation in that area that they weren't coming with before. (Bill)

Not everyone, however, was enthusiastic or sure of the benefits of the WA PPA process. While most participants indicated that the WA PPA process influenced the teaching of their classes and the entire teacher preparation program, two faculty members indicated that the use of WA PPA process did not

influence the way they taught their classes and the entire teacher preparation program. One faculty member stated that the WA PPA was simply a collection of what good teaching should be, not unlike what they had been doing. Another faculty member believed that University X had a better teacher preparation program and its curriculum and requirements addressed high quality teaching in more detail than as stated in the WA PPA. The WAC did not address aspects of what it meant to be a good teacher.

It hasn't impacted one thing about our state curriculum. I flat out don't agree with this, with the whole PPA thing. I think we are getting into a cookie cutter way of teaching and I don't think that is what we want to do...Are they a good teacher or not? I want to know if they can present the material in quality and use appropriate methods. Can they use varied methods in there? Those things are not addressed in this. (Robin)

Additionally, one instructor called into question the amount of resources involved with the WA PPA process and if the return was of a worthwhile magnitude.

There have been some positive impacts, but the actual use of the instrument, in my opinion, the energy and resources probably could be better used with the design of a different instrument or some other methodology. I think that if you were to ask me has student teaching been impacted by the use of the instrument, no doubt that it has. Is it a significantly positive impact, I would have some great debates there whether the resources entailed in using the instrument are congruent with the positive impact it has on student teaching performance. (Terry)

Changes in Supervision Practice

Most participants reported that the WA PPA process had changed the supervision process for the entire state. In particular, they felt it had changed the focus of the assessment, the process of how supervisors supervise student teachers,

and the quality of student teachers' lesson plans. The further descriptions of these are as follows.

WA PPA process focuses more on classroom students

Participants revealed that the WA PPA process had changed the way supervisors conduct their supervision because the focus of the assessment was different. The WA PPA process focused on classroom student engagement in learning as evidence that student teachers had abilities and skills in teaching rather than directly observing student teachers' behaviors. As Sam, a faculty member, said, "Before the PPA started, the emphasis was totally on the student teacher and not on the students." Another participant illustrated this view point.

We used the leverage of what the students were doing to talk to the student teacher. Now the PPA has shifted the dynamic in the written word from teacher to student. (Frank)

The process of the supervision practice

A number of participants stated that the process used to evaluate student teachers changed. Before the PPA was established, a checklist of student teachers' behaviors was used. These checklists generally described typical criteria for evaluating student teachers, but there were no details or descriptions of the expectations. As Sam said,

The supervisors used [the checklist] however they saw fit. They pretty much had their own personal criteria that they applied to these checklists. There was no consistent training of supervisors. There were no common understandings about what it was that we wanted. There was no rubric.

Another supervisor, Bob, described the minimal ways in which supervisors used the checklist in the past to evaluate student teacher in the classroom.

They [supervisors] would just go into a classroom. They would see the person. They wouldn't even write up anything oftentimes. They would just check in, see how things were going, talk to them a little bit and then leave.

Participants said that the WA PPA process changed the whole process in supervision practice. The WA PPA process required student teachers to produce the instructional plans and be observed based on those plans. Supervisors evaluated student teachers using the same criteria called the WA PPA scoring rubric. Cindy explained "The rubric represents standards felt to measure a candidate's potential success as a teacher." Additionally, Sam further described the training that supervisors had (both formal and informal) in order to have a better understanding of the WA PPA process and consistency in evaluating student teachers.

There is now consistent training. The supervisors go through the same thing at least once a year. They discuss not only how to you use the PPA, but the conceptual underpinnings of it. (Sam)

Quality of lesson plans and actual teaching observed

Based on the interviews, some participants indicated that since using the WA PPA process, the quality of student teachers' lesson plans improved over the past two years. The quality of the sample of classroom student work gathered by student teachers improved as well. One supervisor, Anna, said that "There have been some positive changes...I feel there is much more analysis and reflection done by the candidates in lesson preparation and in performance." A second supervisor agreed with Anna.

I think the lesson plans have gotten better. The samples of student work have changed because you are holding people to not only a higher standard, but you are holding them to a greater awareness of what is going on out there in the classroom. That is good that they can have that awareness so that they can share that with parents and students as well. It is like teaching

with a rubric or teaching without a rubric. Now we have a rubric to follow, I think the quality of the teaching has gotten better. (Bob)

Another supervisor, Bill, felt that this improvement in the lesson plans was due to the student teacher's conformation with explicit WA PPA explanations.

If they have done weak lesson plans and they come to us and go through the process with us, by the time they leave, they know what is expected in terms of a good lesson plan, so they meet the PPA requirements. (Bill)

However, another faculty member pointed that he could not say whether or not the quality of lesson plans and teaching and samples of student work have improved over the years. Student teachers' lesson plans, rationales and classroom student's work were collected but there was no study examining the outcomes of these things.

That is hard to answer... Typically the institutions, they collect these things [lesson plans, rationales etc.] because the state requires them, but we really don't utilize them to examine the quality of the graduate's work and to make program changes based on it. Basically, we have never systematically looked at things over the years. They are collected, filed and not used to evaluate the program. (Sam)

A number of participants indicated that they had not noticed any major changes in the quality of lesson plans, or the quality of teaching. One faculty member worried that content was being lost in the discussion in the lesson plan.

There is a lot more process stuff and a lot less technical content in the lesson plans. I still like to see technical content in a lesson plan, because the kids are most uncomfortable knowing that this scientific principle is what they are going to teach, and they seem sometimes to be more worried about process than product. I don't want that. (Frank)

Paperwork requirements of the WA PPA process

Even though participants reported that the WA PPA process had improved student teachers evaluation process, a number of participants indicated that the WA PPA required them to file a lot of paperwork in comparison with the past. Angela said “It is far more paperwork, redundant paperwork, that I didn’t have to do before.” Another supervisor complained that “A tremendous amount of energy is being spent fulfilling this paperwork.” Their time spent on filling the paperwork resulted in less their being able to focus on observing student teachers. One faculty member said,

I spend more time doing paperwork than I do in observing the students themselves. Probably 70 percent of my time is filling out the form rather than really observing what was going on, what their preparation was, what were the strengths that were really being focused on? I could be focused on assessment and miss the whole topic of the lesson. (Robin)

Impact of the WA PPA Evaluation Process on Student Teachers

When asked if faculty and supervisors have failed students using the WA PPA process, the interview data revealed that some student teachers did fail. The finding revealed several reasons that student teachers failed the WA PPA process. For example, a few student teachers discovered that they did not want to be teachers; as George stated, “Once they get in the classroom, they just don’t like it.” The majority of student teachers who failed the WA PPA indicated that they had difficulty understanding the WA PPA criteria. They were unable to produce lesson plans and demonstrate their ability in teaching to meet the WA PPA criteria.

The young man just couldn’t grasp the concepts that were there, struggled a lot, even though we walked through how to include these, how to work through them. He just didn’t even grasp it. (Robin)

Another supervisor said that her student teacher failed student teaching because she was unable to produce the daily lesson plan, to manage the classroom, and to teach accurate content. In addition this student teacher failed the disposition behaviors, a professional disposition.

That student was overwhelmed with the amount of work on the PPA and she could not control the class. She was not able to produce all of her lesson plans everyday. She was not assessing the students and getting their work back. She made a lot of mistakes while she was teaching the content. Her mentor teacher was always upset with her because she was coming to school late and she did not make it to meetings. At mid-term time, when she was getting ready to produce the PPA lesson plan and be evaluated, she just failed at teaching the math section. At the end of that lesson the principal asked her not to complete the student teaching. At that time she did not finish student teaching. (Anna)

Although a few cases of student teachers failures were reported, one faculty member reported no instances of student teachers failures. No student teachers failed because they did not meet a standard on the WA PPA. Some student teachers failed student teaching because of their professional attitudes evaluated by using the Professional Disposition Form, a university requirement. In addition the WA PPA was used as a teaching tool to help student teachers learn, but not to fail them.

Here at the University X, we have never failed anyone because they didn't meet a standard on the PPA. Student teachers have not passed student teaching, but it is not because of the PPA. People have not passed student teaching because of their professional attitude, evaluated by another form called the Professional Disposition Form. .. Therefore what we decided is that the PPA is a helpful teaching tool. We use them to support students in becoming better teachers, but not to catch them and fail them. (David)

What happens to the student teachers who failed the WA PPA process

Based on the interview, the participants indicated several actions that happened for student teachers failing the WA PPA process. Some student teachers failed at first and were allowed to reapply another semester.

She [student teacher] was withdrawn from the class. She was not given a failing grade. I completed the PPA and I said that all of the criteria were not met. Some of them were 'not observed' but most of them were 'not met.' I completed that form and turned it in. I think at this time she is going to try to student teach another semester. (Anna)

While some student teachers failed the WA PPA, one failed when he was working in the extended time. He just voluntary withdrew, feeling he was wasting time. In another case, the student teacher simply decided not to be a teacher.

He withdrew from the program. This particular student was in second extension, still was not making most of the standards, he could plan beautifully but couldn't execute, so I simply said what evidence do you have that your students are learning and he had none and I see none as well. His mentor teacher, the principle of the school and I met with him, he said well I'm really wasting my time here aren't I? And they said yes and he said well I'm going to leave today and they said fine. (Angela)

This case the student teacher just said, 'Well, I'm not going to pass all those [PPA] anyway. I am just going to give up. I am going to complete the student teaching experience, but I know that I am not going to teach. I am just going to go into business, industry, and I don't want to work on them any harder. (Robin)

Another student teacher failed to meet some criteria of the WA PPA because of distance and poor communication with his supervisor. This student was given another chance and ended up passing.

There were like four or five PPA items that the supervisor had marked the student down on. That particular situation it was a combination of a supervisor issue – this student was far away. The supervisor didn't get up there very much. The student also didn't respond with videotaped samples of his student teaching and so on. So it was really just a bad situation. We ended up having that student do another semester and we got a different supervisor and did it over a period of time. So he ended up passing. (Sam)

Some student teachers failed the WA PPA and they were not able to be certified for a teaching license in Washington state, and they were advised to pursue other careers.

They are not certified. We counsel them into other opportunities that they have for work either in industry or someplace else. (Robin)

Support given to the ones who failed at first

The findings from interviews revealed that the student teachers who failed the WA PPA process had opportunities to try again. Faculty members and supervisors stated that student teachers who failed the WA PPA were provided with enough support to help them meet the WA PPA requirements. To support these student teachers, the interviewees said they responded to the need, brainstormed and provided student teachers with samples for providing the evidence of meeting the criteria and given extra time to finish the WA PPA process.

We do give extensions this guy was in his second extension and it just wasn't coming together so we give him enough support until they find out what it is. We put a lot of extra time with him, we try to work with him, for instance in his particular case with his second extension what he described as an ideal placement, and I put him there and he was very applicative of that, ... we tried to meet all of his needs, and we try to give them the support that they need and then they can either do it or they can't. (Angela)

In addition, a supervisor indicated that some faculty worked as counselors to help student teachers with difficulties. One supervisor said "We have the two university faculty members involved and they have helped a lot. If there has been any trouble with that, they have done a lot of work with them." Additional suggestions to help student teacher pass the WA PPA were listed, such as bringing the master teachers into the program and training them to help student teachers solve the problems and provide assistance if needed because they worked

with student teachers most of the time. Some students needed time extensions to complete the requirements of the WA PPA process and success their program.

Better training for the master teachers would be probably one of the things that I would start with. I think master teachers are used more out of convenience, than they are from quality. In the previous state that I worked that in order to be a master teacher that we required that they go through training every three years to know how to spot problems and take the time that is needed with a student teacher. I am not seeing that in the State of Washington right now. We have some folks who get placed with some favorite teachers, but I'm not sure that they are the best teachers. (Robin)

Summary

The first aim of this study was to investigate the content validity of the WA PPA standard (Research Question 1), examined by assessing the alignment between the WAC standards and the INTASC principles. The findings illustrated that nine out of the ten of the WAC standards were rated partially aligned with the INTASC principles. The data show that each INTASC principle, except Principle 9, was partially represented by multiple WAC standards. Comments were received that the WAC standards only addressed the knowledge component and some parts of the performance components in the INTASC. INTASC Principle 9 was removed from the WA PPA standards with the recognition that this principle was not aligned. The major areas in the Principle 9 included reflecting on teaching practice, working with colleagues and developing professionally. The reason for removing the Principle 9 was that there was an agreement that colleges and universities were to include these areas in their teacher preparation programs. In addition, University X had developed evaluation process to assess student teachers disposition during their teaching practice.

The second aim of this study was to investigate the evidential validity of the WA PPA process. The findings indicated that most of the faculty members and supervisors in this university felt confident in their decisions about the student teachers' abilities to meet the WAC standards based on the evidence gathered from all standards through the WA PPA process (Research Question 2.1). Furthermore, they indicated that the WA PPA scoring rubric and its criteria were necessary and sufficiently to provide student teachers the opportunity to demonstrate that they should be licensed as beginning teachers (Research Question 2.2).

Finally, this study aimed to investigate the consequential validity of the WA PPA process (Research Question 2.3). The findings indicated that the WA PPA process had influenced the preservice teacher preparation program and affected faculty members who taught classes for students who were not yet student teachers. The process had impacted the supervision practice of faculty members and supervisors. In addition, the WA PPA process had an impact on student teachers and cooperating teachers. Discussion and conclusions are presented in the next chapter, followed by the limitations of the study and recommendation for further research.

CHAPTER V

DISCUSSION AND CONCLUSION

This study aimed to investigate the validity of the WA PPA process used for evaluating student teachers for licensing purposes in the state of Washington. Validity in this study was based on the perception of the university faculty members and supervisors who were implementing this process at University X. The study used Messick's view of validity as a framework for investigating the validity of the WA PPA process. Three aspects of validity from his perspective were the focus of this study: content validity, evidential validity, and consequential validity. The study was organized around two main research questions, designed to elicit issues important for the implementation and validity of the WA PPA process. The research questions that guided the study were:

1. To what extent is the WA PPA process aligned with standards of good beginning teaching practice such as INTASC?
2. To what extent is the use of the WA PPA process a valid measure of beginning teacher knowledge and practice to those who are charged with its use?
 - 2.1 How do those charged with student teaching supervision characterize their confidence about the inferences they make?
 - 2.2 Do faculty members and supervisors believe that all of the criteria are necessary and sufficient to license a beginning teacher?
 - 2.3 How has the use of the WA PPA process influenced the teacher preparation programs?

Messick (1989) defined validity as an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationale support the adequacy and appropriateness of inferences and actions based on test scores and other modes of assessment. Validity refers to the degree to which that evidence supports the inferences that are made from the scores (Messick, 1992; AERA, APA, NCME, 1985). Messick points out that validity is a matter of degree; validity is described as not absolutely valid or absolutely invalid. The concept of validity needs to be discussed in terms of the extent to which evidence and underlying principles support the interpretation and use of scores (Messick, 1992).

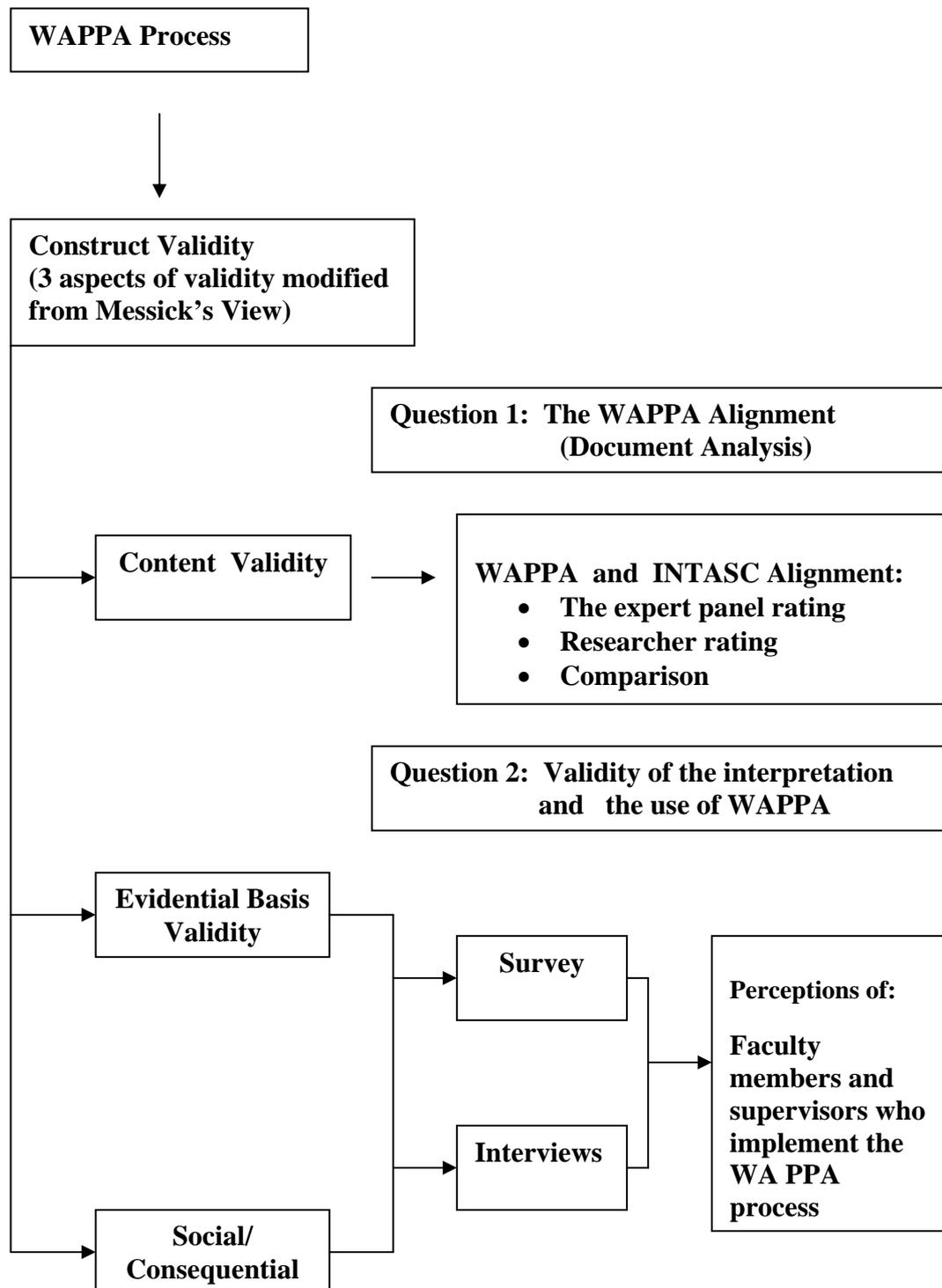
Content validity was defined in terms of content relevance and representativeness (Messick, 1989). In this study, content validity was examined by comparing the WAC standards with the INTASC national teaching standards. A panel of experts was asked to indicate the extent to which the WA PPA process was aligned with the INTASC principles (Research Question 1).

The evidential basis of validity was defined as a construct validity that referred to the interpretability, relevance, and utility of the inferences from an assessment tool (Messick, 1989). The evidential basis of assessment was defined as evidence that supported the credibility of the meaning of the inferences and the inclusion of evidence supporting the relevance of scores in a particular setting. Evidential validity in this study was examined guided by using Research Question 2.1 (the extent to which faculty members and supervisors who implement this process characterized their confidence about inferences they made) and Research Question 2.2 (do faculty members and supervisors believe that all of the criteria are necessary and sufficient to license a beginning teacher?). Their responses were gathered from questionnaires and interviews.

Consequential basis validity was defined as the unintended social consequences of the use of the assessment including instructional, systemic and social effects (Messick, 1989). Consequential validity of the WA PPA process in this study related to the impact of the use of WA PPA on preservice teacher preparation programs and particularly on student teachers who fail the process. Examination of this aspect of validity was guided by Research Question 2.3 (the extent to which the use of the WA PPA process influenced the teacher preparation programs).

A description of the framework is conceptualized in Figure 5.1. This chapter provides a discussion of the major findings of the study and the conclusions that can be drawn from the evidence gathered. Next, the limitations of the study and recommendations for further research on the validity for the WA PPA process are addressed.

Figure 5.1: Summary Diagram of Research on the WA PPA Process

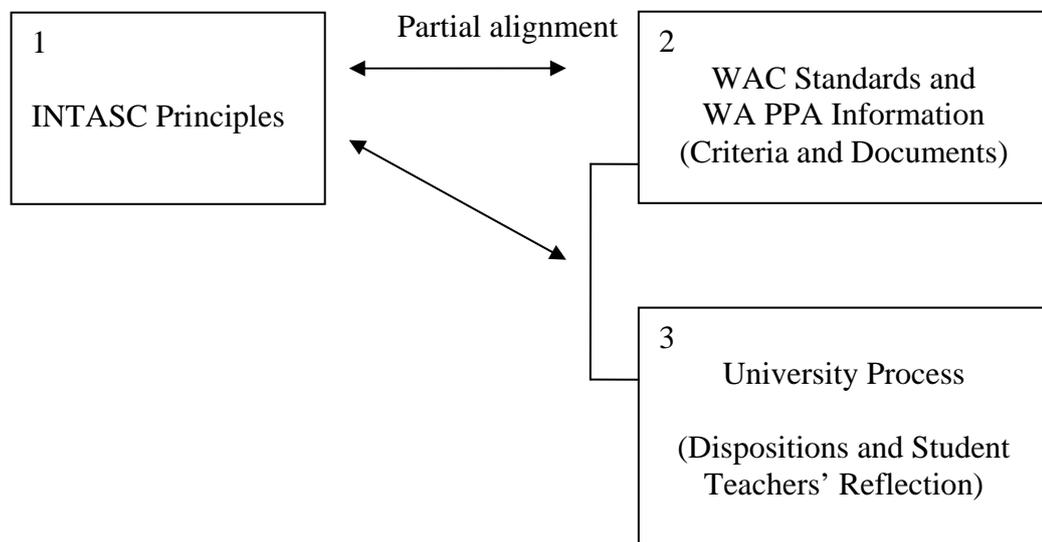


Discussion of Findings

Content Validity

The central point of this section reveals the difficulty in determining a one-to-one correspondence alignment between the Washington Administrative Code and the INTASC principles. The elements of the INTASC principles were determined to be spread throughout the WAC with some explicit exceptions. The analysis results of content validity of the WA PPA process are demonstrated in the following diagram.

Figure 5.2: Content analysis results



As depicted in Figure 5.2, the panel review compared the alignment between the INTASC principles, represented by Box # 1, and the Washington Administrative Code (law as standards), including the process by which those standards were translated into the assessment of new teachers, represented by Box # 2. The WAC standards were judged to partially align with the INTASC principles and the WA PPA process was described as having partial content validity based on Messick's views that validity is described as a continuum (Figure 5.2). The data showed that nine out of the ten of the INTASC principles were partially addressed by multiple WAC standards; none of the WAC standards adequately addressed any one single INTASC principle. All raters agreed that INTASC Principle 9 was not addressed at all, in any of the WAC standards, and that the WAC standards did not address the *Disposition* component written in each of the INTASC principles.

The following discussion is about the strong positive evidence of content validity of the WA PPA process. The raters agreed that the WAC standards adequately addressed the *Knowledge* and some parts of the *Performance* components written in each INTASC principle. INTASC Principles 1, 2, 3, 5, 7, 8, and 10 were considered partially aligned with multiple WAC standards by all raters, while INTASC Principle 4 and 6 were not explicitly addressed in the WAC standards. For example, INTASC Principle 1, highlighting Knowledge of Subject Matter, was addressed partially by WAC Standards 1, 6 and 8.

Even though the WAC standards were only partially aligned with the INTASC standards, many areas identified in the INTASC standards were covered. For example, INTASC Principle 3 focused on adapting instruction for individual needs, relating to the WAC standards that addressed the issues of diversity and

gender. Although the WAC standards did not appear to completely reflect the INTASC principles, the *Knowledge* and *Performance* components of INTASC Principle 3 were considered to be implicitly embedded. Another example, INTASC Principle 5, which focused on creating a learning environment that encouraged positive social interaction and active engagement in learning, was supported because the WAC standards strongly focused fostering an understanding of diverse cultures and gender responsiveness.

Only two INTASC principles (Principles 4 and 6) were rated as only being touched upon by the WAC standards. These principles were focused on teachers' understanding and use of multiple instructional strategies and communication skills. While one rater felt that Principle 4 and 6 were only touched upon by the WAC standards, three raters indicated that these INTASC principles were addressed adequately in the WAC standards, even though they were not explicitly stated in the WAC standards. These principles were sometimes implied through knowledge and skills related to these areas, embedded in various WAC standards, and used for completing the WA PPA process. For example, in order to meet the criteria in WAC Standard 8 stated that students engaged in learning activities that were based on research and principles of effective practice, teacher candidates needed to know how to use multiple instructional strategies (INTASC Principle 4) and used knowledge of effective verbal and communication techniques to foster active inquiry and supportive interaction in the classroom (INTASC Principle 6). This example indicated that INTASC Principle 4 and 6 were implied rather than explicitly stated by the WAC standards.

In contrast to elements that show validity, some elements point away from content validity. The main areas in the INTASC principles that were disregarded

included those reflecting on practice of working with colleagues and developing professionally (Principle 9) and the disposition component of each of the INTASC principles. These areas are crucial for assessing effective teachers and are significant parts of performance based assessments of beginning teachers. A number of studies found that performance-based assessments in a teacher education program enhanced student teachers reflection in practice (Barton & Collin, 1993; Collins, 1990b; Reis, 1999). Moreover, Hudson & Kirby (1991) found that performance-based assessments were viewed as more effective than standardized tests in assessing beginning teacher's dispositions' competencies.

However, the findings identified evidence that University X had another process (a Professional Disposition Evaluation) separate from the WA PPA process, even though the WAC Standards did not attend to the *Disposition* component. The disposition evaluation process assessed enthusiasm, sensitivity to culture, and getting along with peers. Most faculty members and supervisors reported that the University X used the Professional Disposition Evaluation Form to evaluate student teachers' professional behavior. These results are similar to findings by the Reliability and Validity Final Report issued by Northwest Regional Educational Laboratory (Kozlow & Gummer, 2005) indicated that the areas of teacher self-reflection and relationships with colleagues were purposely removed from the WA PPA by the developers of the WA PPA process. It was reported that each university in Washington had the responsibility to include these areas into their teacher education preparation program. Although these important areas seem to be covered by University X, they are not adequately addressed by the WA PPA process. Each university may assess these areas differently based on individual university systems.

Overall the findings indicated that the WAC standards as implemented by the WA PPA process were partially aligned with the INTASC principles. The findings also indicated that there is evidence that University X used an extended evaluation process to assess student teachers' dispositions. This result is relevant because the WA PPA process document stated that in order to get a teaching license in Washington, teacher candidates must meet their university's requirements in addition to passing the WA PPA process. Consequently, it was appropriate to look at both the WA PPA process and the university required assessment (represented by Box # 2 and #3 in Figure 5.2) in order to assess student teachers for licensure. At University X, the WA PPA process along with the other forms of evidence required including the Disposition Evaluation Process and student teachers reflection, was intended to compensate for the weakness of the WA PPA process for assessing teacher candidates' abilities for licensing purposes in the state of Washington.

Evidential Validity

Evidential validity of the WA PPA process refers to 1) whether faculty member and supervisors implementing the WAPPA process felt confident about their judgments in evaluating student teachers' abilities to meet the WAC standards based on evidence gathered through this process, or in other words, what faculty and supervisors in this program believed about the opportunity that student teachers had for demonstrating that they met the standards through the evidence developed during the use of the WA PPA process (Research Question 2.1); and 2) whether the WAPPA scoring rubric and its criteria were sufficient and necessary in

providing student teachers with the opportunity to demonstrate that they should be licensed as beginning teachers (Research Question 2.2).

Overall, the WA PPA process has a significant degree of evidential validity based on Messick's view (1989). Most faculty members and supervisors in this university felt confident in their decisions about the student teachers' abilities to meet the WAC standards based on the evidence gathered from all standards throughout the WA PPA process. However, some participants were not completely confident in their ability to judge all standards. They were concerned with clarification of some WAC standards.

The results from the questionnaires and the interviews indicated that most participants were confident in their judgments about student teachers' abilities to meet all standards based on the evidence gathered through the WA PPA process. Faculty members and supervisors gathered evidence from various sources to support their judgments about student teachers' abilities to meet the standards. In the first five standards, they relied primarily on student teachers' lesson plans and their rationales. Faculty members and supervisors looked to see whether or not there was evidence of expected outcomes of each standard cited in the lesson plans and rationales. For example, WAC Standard 5, *Teacher candidate designs instruction based on research and principles of effective practice*, the faculty and supervisors looked for evidence of effective teaching practices or educational research cited in the lesson plans and rationales. Furthermore, they reported that evidence supporting their decisions about student teachers' teaching abilities was also gathered from observations, the Students' Characteristics Form, the students' classroom notes and lab books, and other projects which were not required for the WA PPA process. In

addition, evidence from these sources was augmented by questions and discussions with the student teachers' cooperating teachers.

For the last five standards, the primary types of evidence that faculty members and supervisors gathered through the WA PPA process to support their judgment was the planning that student teachers do for the lesson and classroom observation of the actual learning activities that are part of the lesson. Faculty members and supervisors observed how classroom students learned during the teaching process or activities in which they were involved. The other sorts of evidence gathered were the lesson plans, student teachers' handouts, how the technology was being used, and the discussion with cooperating teachers and student teachers.

In contrast, the findings indicated that some of faculty members and supervisors were not completely confident in the inferences they made about student teachers' abilities to meet some WAC standards in the WA PPA process. They had concerns about 1) the clarification of those standards, 2) the ability to acquire sufficient evidence to support their evaluation from the WA PPA process and its requirements, and 3) the need for additional information from cooperating teachers.

First, a number of faculty members and supervisors indicated that some WA PPA standards (including Standards 2, 3, 5, 7 and 8) and their criteria were not sufficiently clear. Some unclear standards found in this study (Standards 2, 3 and 8) were consistent with the results from the study of Reliability and Validity for the WA PPA process of Northwest Regional Educational Laboratory (Kozlow & Gummer, 2005). The study found that the Inter-Rater Disagreements on the WA PPA Standard 3, between two supervisors applying the assessment rubric to the

same lesson recorded the greatest proportion of disagreements of any of the WAC standards. Moreover, some specific criteria had levels of agreement below 75 percent, for example, Standard 2 (F): *The teacher candidate demonstrates knowledge of the characteristics of students and their communities (Community factors that impact student learning)*, and Standard 8 (E): *student engages in learning activities that are based on research and principles of effective practice (technology)*.

Faculty members and supervisors at University X indicated difficulties understanding the descriptions and written requirements of the criteria for Standard 3, *Candidate plans and establishes effective interactions with families to support student learning*. In the WA PPA process document, the source of evidence for this criterion is described as “Student teacher will plan for using personal contact with families.” A number of faculty and supervisors indicated that this description was not clear. These sources of evidence, including telephone calls, electronic mail, and family conferences, were not apparent in student teachers’ lesson plans. They suggested clarifying what this statement meant and identifying ways to capture this evidence. For instance, the plan for contacting families could be specifically included in the lesson plan or else student teachers could communicate the information in a separate plan. A number of participants said that they had difficulties finding this evidence from the lesson plans.

Additionally, faculty members and supervisors indicated that the definition of a “learning community” term in Standard 7 and how student teachers might demonstrate it were unclear. In the WA PPA process document, the “learning community” was defined as follows: “a) a group of individuals are learning together in a supportive atmosphere working toward a common purpose; and b)

recognizing and validating the individuality and the responsibility of each participant” (Bergeson, 2004). Obviously, the definition provided by the WA PPA process document was not sufficient for the faculty members and supervisors. Faculty members and supervisors also reported the lack of confidence in their judgment on Standard 5, *Candidate designs instruction based on research and principles of effective practice*, and Standard 8, *Students engage in learning activities that are based on research and principles of effective practice*, because the description of “principles of effective practice” was unclear. The results indicated that the faculty members and supervisors interpreted the “principles of effective practice” differently based on their perspectives and experiences. Principles of effective practice varied with the content areas that student teachers taught and how they taught. It was difficult for faculty members and supervisors to assess student teachers’ implementation of the research base and principles in their practice. Unclear standards and criteria result in confusion and interpretation difficulties. Therefore, the clarification and scope of the meaning of effective practice and professional development for this particular standard and criteria might be needed to help supervisors in evaluating student teachers to meet this standard.

Second, faculty members and supervisors indicated a lack of sufficient evidence in the WA PPA standards to support their judgments based on what was found in the WA PPA documents. For example, to evaluate Standard 3, *Candidate plans and establishes effective interactions with families to support student learning*, the WA PPA requirements and suggested sources of evidence identified in the WA PPA document, were not viewed as sufficient to support the faculty members’ judgments. Faculty and supervisors indicated a need for additional

evidence not included in the WA PPA requirements to support their judgments from sources, such as conversations with cooperating teachers and student teachers, required projects from other programs, and any extra projects that student teachers conducted. The findings suggested that the lesson plans alone may not provide sufficient evidence to support their judgments regarding this standard.

In addition, while the WA PPA process required student teachers to write about their plans for interacting with their students' families, they were not required to demonstrate that they actually implemented the plan. Therefore, a number of faculty members and supervisors reported that they were uncertain about student teachers' abilities in effectively interacting with families because they actually had not seen student teachers engaged in these interactions. These concerns suggested that the WA PPA process requirements may not be sufficient, resulting in inaccurate inferences about student teachers' abilities to meet this standard.

Finally, faculty members and supervisors indicated the need for additional information from cooperating teachers. All faculty members and supervisors brought up the important role of cooperating teachers for assessing student teachers in the teacher education preparation program. In addition, several faculty members and supervisors indicated that the WA PPA process was overwhelming for cooperating teachers. For example, one faculty member, who not interviewed, responded in the questionnaire that:

The WA PPA has weakness in its language and its limited exposure to the larger teaching corps. It is difficult to bring the classroom teacher [master teachers] on board and allow them to participate because of the subjective language and the lack of clear examples of what constitutes evidence.

Cooperating teachers played a major role in helping faculty members and supervisors evaluate student teachers and guide them in producing the evidence to meet the WA PPA standards. These results indicated the need for the WA PPA process to include training cooperating teachers as an important element in making the evaluating procedures more effective. Helping cooperating teachers to better understand the WA PPA process not only results in student teachers with efficient guidance but also reduces the workload of supervisors in guiding student teachers to demonstrate their teaching abilities to meet the standards.

Regarding the evidential aspect of validity in the nature of the scoring criteria, the study examined whether or not the scoring rubric and its criteria are necessary and sufficient in providing student teachers with the opportunity to demonstrate that they should be licensed as beginning teachers (Research Question 2.2). The findings identified issues surrounding the necessity and sufficiency in the conditions of the WA PPA scoring rubric criteria to determine whether or not the student teacher has the knowledge and skills to be a teacher in the state of Washington. Overall, faculty members and supervisors agreed that most of the WA PPA scoring rubric criteria were essential in providing student teachers the opportunity to demonstrate that they should be licensed as beginning teachers. However, all of the faculty members and supervisors agreed that some criteria in the WA PPA scoring rubric were not necessary. They raised issues concerning the complexity of the WA PPA including its requirements, the format of the scoring rubric, and the number of criteria. In addition, the clarity of particular rubric statements and the redundancy of the criteria were also addressed. They indicated that some criteria were too complex for the student teacher to demonstrate mastery in the course of student teaching.

Several faculty members and supervisors indicated that the scoring rubric was an inappropriate format for evaluating student teachers' performance due to the subjectivity and complexity of teaching. They also questioned whether the WA PPA process requiring student teachers to meet all 57 rubric criteria was appropriate. If student teachers failed any one of the criteria, they were not to be certified. This requirement caused difficulties for the faculty and supervisors in making decisions. In practice, the potential existed that someone might inflate scores to help student teachers pass the evaluation process.

A number of faculty members and supervisors asked for clarification of some of the terms in the criteria and in the descriptions of requirements for meeting the criteria. These findings indicated the need for clarifying or simplifying the language and the meaning of terms used in the scoring rubric, such as the Transformative Cultural Knowledge in Criteria 1E, 5D and 5F, cultural responsive and multicultural and diversity issues. Participants indicated that the WA PPA process was cumbersome and forced supervisors to spend time teaching some of the elements such as multiculturalism/multiple perspective and student reflection to the student teachers and to identify critical examples. One supervisor who was not interviewed responded in the questionnaire complaining about the workload for guiding student teachers in understanding multicultural perspectives.

Student teachers do not come very prepared to “engage students’ families,” as they do not have sufficient understanding of the value of multicultural/multiple perspectives. They can be guided in ways to accomplish this, but this responsibility rests on the shoulders of the university supervisor.

A number of faculty members and supervisors also identified redundancy and overlap in the language and terminology across the standards. They indicated that the standards over-emphasized diversity, multiculturalism, and family issues,

and needed to be combined, reworded, or simplified, since most student teachers struggled with these phrases.

All participants agreed that the WA PPA criteria in the scoring rubrics were not sufficient. These results were consistent with the results gathered from the comments of the raters' alignment considerations with the INTASC. The participants indicated that the WA PPA criteria missed the element of professional disposition. Supervisors agreed that this aspect was crucial because it looked at the student teachers' professional behavior, a set of skills that must be learned. In addition, the WA PPA criteria missed the area of student teachers' self-reflections of their teaching, which is important for student teachers to improve their teaching practices, by using the outcome of classroom student learning.

However, the study of NWREL reported that these areas were purposely removed from the WA PPA criteria by the developers. It was agreed that the colleges or universities had the responsibility to include these areas in their teacher preparation programs. This report was consistent with the results of interviews with all participants from University X where another form, called a Professional Disposition Evaluation, was used for assessing teacher candidate's disposition independent of the WA PPA process. These results suggested that the WA PPA process along with other forms of evidence of student teacher performance that the colleges or universities collected, such as the Professional Disposition Evaluation Form, supported valid decisions about the qualification of teachers for licensing or teaching in the State of Washington. Therefore, as the WA PPA process now operates, it can not be evaluated on a statewide basis because each university individually has the responsibility to assure that its teacher candidates meet key elements of the required proficiencies for teacher candidates. The WA PPA

process would be strengthened if these major areas, including teacher candidates' reflection and student teachers' dispositions, were integrated into the core of the WA PPA process to ensure consistent and uniform statewide standards.

Consequential Validity

Consequential validity of the WA PPA process in this study referred to the influences of using the WA PPA on preservice teacher preparation programs and the failure of student teachers. Overall, positive consequences were found to be associated with the implementation of the WA PPA process. Faculty members and supervisors indicated that the implementation of the WA PPA process had influenced the preservice teacher preparation program and affected faculty members who taught classes for students who were not yet student teachers. It also impacted faculty members and supervisors who supervised student teachers. Finally, the WA PPA process had an impact on student teachers and cooperating teachers.

Faculty members and supervisors indicated that the implementation of the WA PPA process created consistent and uniform standards that were applied throughout the state. All 22 teacher education colleges and universities in the state of Washington used roughly the same language framework, suggesting that they had a common understanding and common expectations in the preparation of student teachers. One faculty member said that the use of the WA PPA process validated her supervision and helped to get better support from the cooperating teachers because they had a better understanding of the nature of the expectations of effective teaching. Faculty members who taught method classes spent time on introducing student teachers to the WA PPA process and criteria. Therefore,

student teachers became accustomed to the process and better understood the expectations of this assessment. Another faculty member indicated that the WA PPA process was used as a teaching tool to remind student teachers about diversity and cultural issues in their classroom. These findings were consistent with the intentions of the WA PPA process, which caused student teachers to place additional emphasis on the students' differences and multicultural issues. The study findings were similar to the study of Chudowsky and Behuniak (1998), which found that assessment caused teachers to place emphasis on the expectations of the assessment.

Even though most faculty members and supervisors agreed that the use of the WA PPA process had a positive impact on the teacher preparation program, several faculty members disagreed. They indicated that the use of the WA PPA process did not influence the way they taught their classes and the entire teacher preparation program. One faculty member who was satisfied with and proud of the university instructional program prior to the WA PPA process, indicated that the WAC did not address aspects of what it meant to be a good teacher. Another faculty member questioned the amount of resources involved with the WA PPA process and if the return was worthwhile. The negative consequences associated with the use of WA PPA were similar to those of other studies which reported on the burdens associated with implementing a performance-based assessment including time, energy, and emotional stress (Chudowsky & Behuniak, 1998; Underwood, 1998).

The WA PPA process impacted the supervision practices and the quality of lesson plans. According to the WA PPA process, student teachers were required to produce an instructional plan by using the same criteria, called the WA PPA

scoring rubric. They also had to be observed based on those instructional plans and to collect evidence of student learning. Supervisors evaluated teaching practices by focusing on classroom students' engagement in learning rather than focusing on student teachers' behaviors. Before using this process, supervisors had their own criteria when evaluating student teachers by using the checklist. No training was available for supervisors at the time to ensure a common understanding of the expectations of the evaluation. The potential benefit of the WA PPA process (as a performances based assessment instrument) was as a professional development tool around which faculty and supervisors involved in the process shared their thinking and discussions of how to use the WA PPA and its conceptual underpinning. Thus, this participation had the potential to change supervision practices and support professional growth of the faculty and supervisors.

The WA PPA process improved the quality of the lesson plans, and some supervisors indicated that their student teachers created more effective lesson plans. One clear example was when student teachers used more analysis; their lesson preparation and performance improved significantly. Another supervisor expressed appreciation over the benefit of having additional iterations with student teachers over any lesson plan that their student teachers believed to be weak.

However, some participants indicated that there were some negative consequences associated with the use of the WA PPA process. This evidence included the large amount of time spent on completing paperwork. A number of participants reported that the use of the WA PPA process increased their workload in completing paperwork as compared to past practice. One faculty member stated that about 70% of his time was spent in filling out the form rather than observing

or guiding student teachers. This negative response should be considered when evaluating with the effectiveness of the WA PPA process.

The findings further indicated that the use of the WA PPA process had an impact on student teachers, particularly student teachers who failed the process. The participants indicated that the majority of student teachers failing the WA PPA were identified as having difficulties in understanding the WA PPA criteria. The faculty members and supervisors indicated that student teachers felt overwhelmed and were unable to produce adequate lesson plans and demonstrate their ability in teaching at the level of the WA PPA criteria. In most cases, faculty members and supervisors reported that student teachers had been provided with enough support to help them improve their abilities to meet the standards and criteria, such as extended time, permission to reapply to try again another semester, or recommendations that they consider another career. However, in some cases it was not clear what happened to student teachers who failed. It was reported that one student teacher gave up and felt he was wasting time. In another case, a student failed because of poor communication with his/her supervisors. These situations, considered as the poor communication between student teachers and their supervisors, need to be addressed by those who use the WA PPA process.

Limitations of the Study

As with any study, this research had limitations. These limitations included the focus on a group of the faculty members and supervisors in only one university where the WA PPA process was implemented, the low response rate, and the factor of time. These constraints caused some limitations to this study's ability to investigate the validity of the WA PPA process including content validity, evidential and consequential validity based on Messick (1989) framework.

In this study, content validity was examined by a limited number of raters, and they were in teacher education programs outside of the Washington state. Using external raters might have had some advantages such as reducing bias that may have occurred by the raters who were involved in the WA PPA process. On the other hand, this may have caused some limitations as well. For example, the raters may not really know the conceptual framework, rationale, or history behind the WA PPA process. Furthermore, differences between personal experiences among the raters may introduce some bias due to the rater's experience and their perspectives. As to the number of panel alignment experts is concerned, the panel should consist of a larger number of people who are involved in teacher education programs including administrators, faculty members, and university supervisors in various institutes in Washington. The panel of experts needs to have a good understanding of and to be familiar with the WAC standards and INTASC. The panel experts should also be selected from the various universities and colleges in Washington.

The WA PPA process is a statewide assessment for the teacher education program and includes many stakeholders: the groups of state educators who had

the responsibility for administration of this process, the developers, and the users of this process. The developers of the process were groups of faculty members from the public colleges and universities of the Washington Association of Colleges for Teacher Education (WACTE). The users were universities' faculty members, universities' supervisors, cooperating teachers and student teachers who were implementing the process. These people have their own perceptions and understanding of WA PPA assessment based on their roles and their responsibilities in the process. A research design that called for using a variety of participants from various colleges and universities involved in the WA PPA process would have strengthened the validity of this study. However, the researcher was unable to obtain enough commitment from these three groups. Only a few faculty members were willing to participate in the study. Consequently, the researcher had to limit the study by focusing on one institution and looking at a group of faculty members and supervisors who implemented the WA PPA process. The findings are limited to this group of participants, so they may not be used to generalize about all of the institutions in Washington.

The data obtained for evaluating the evidential aspect of validity in this study was gathered from a specific group of users due to the poor response rate. The data might not be a representative of all groups involved in this process. Data from multiple groups such as administrators, faculty members who work as developers, cooperating teachers and student teachers were essential to provide more comprehensive results. In addition, the data obtained relied upon questionnaires and interviews. The evidential aspect validity study would be strengthened if the classroom observation method and analysis of student teachers

documentation including instructional lesson plans and their rationales were combined to triangulate the data obtained from the questionnaires and interviews.

Consequential validity of the WA PPA process in this study related to the impact of the use of WA PPA on preservice teacher preparation programs and the consequences of decisions that are based on the results of the use of WA PPA process. Messick (1995) identified the key points to consider when looking at the social consequences of a test's use as the bias in scoring and interpretation or with unfairness in test use. Thus there was concern for any social consequences of the use of the WA PPA process when considering if decisions to fail teacher candidates were fair. The findings of this study were analyzed from data gathered from questionnaire responses and interviews of faculty members and supervisors. The findings were based on faculty members and supervisors' perspective. The results indicated that some student teachers failed because they had difficulty understanding the WA PPA criteria and were unable to produce the lesson plans and to demonstrate their ability to meet the criteria. If student teachers failed for this reason, it may not be appropriate to conclude that the student didn't have sufficient abilities to be a teacher. Therefore, student teachers who fail could indicate a problem with the WA PPA process. However, student teachers who fail the WA PPA process were provided with enough support and had a chance to reapply or demonstrate their teaching abilities again. In some cases, it was not clear what happened to the failed student teachers. Extra evidence was needed to make a complete analysis of the data and would more accurately capture the impact of using the WA PPA process on student teachers who failed the WA PPA process. The extra evidence includes the data collected from student teacher lesson plans, rationales, classroom observations, interviews with cooperating teachers and

student teachers, student teachers' grades from the method classes or the results of other tests (if available). These types of evidence were beyond the scope of this study.

The second limitation of this study was the small number of responses and the fact that they were from one institution. The final response rate of this study was 57% of the questionnaires sent, which is considered an acceptable rate (Lynn, Beerten, Laiho & Martin, 2001). The findings were limited to this group of participants, although they may not be representative of all institutions in Washington. Even though this study focused on only one university, rather than all universities in the state, the selected university was a good representative for the entire state for the following two reasons. This university had a high enrollment in its student teacher preparation program each year. The faculty members and staff were actively involved in the design and implementation of the WA PPA process. Therefore, in spite of the limitations of the study, the evidence was fruitful with in-depth data and interviews that provided a foundation for another study involving the WA PPA process and the study of validity based on Messick's view.

The other limitation of this study was that it only focused on the WA PPA process and did not evaluate the university requirements and assessment of teacher candidates, which contributed significantly to the WA PPA process.

The final limitation was the researcher's and participants' time for the study. Because the research project had a time limitation, recruiting the participants began at the end of summer and the beginning of the fall term. However, the end of summer was generally inconvenient because numbers of faculty members were away from their offices and busy during the beginning of

the fall term. Therefore, a number of participants declined to participate in this study due to time constraints.

Implications and Recommendations

Implications for Improvement of the WA PPA Process

The findings from this study provided many implications for the implementation of the WA PPA process. The results suggested that providing faculty members and supervisors, who were expected to implement the WA PPA process, with professional development was crucial and necessary. All participants reported that they were trained in implementing the WA PPA at least once at various institutions. The nature of the training included practice recording observations using video, peer discussion groups on the topic of video observation implementation, and standardization of the WA PPA process. Bias may arise while employing the WA PPA but can be minimized by providing professional development to assist the faculty and supervisors.

These findings indicated the need for clarification or simplification of the language and the meaning of terms being used in the scoring rubric, such as the Transformative cultural knowledge in criteria 1E, 5D and 5F, the Learning community in Standard 7, multicultural and diversity issues, and gender perspectives. Training in those specific standards and the understanding of those terms used in the criteria may be necessary to clarify the meaning and expectations of the standards and make the criteria clear.

WAC Standard 3 needs to be reconsidered. One recommendation is that the requirement of this standard should require evidence that teacher candidates

interact with students' families effectively, rather than simply write their intentions in a lesson plan. This standard appeared to have a large number of faculty members and supervisors who were less confident in making judgments about student teachers' abilities to meet the standards. They indicated a problem about the clarity of the standard itself along with issues concerning the sources for the collected evidence and a lack of evidence to support their decision. In addition, they indicated that student teachers were not prepared to "engage students' families," as they did not have sufficient understanding of the value of multicultural/multiple perspectives.

Clarification of the research and principles of effective practices in Standards 5 and 8 needs to be identified because much research and many different principles exist for effective practice, depending on what is taught and how it is taught. Reliance on the supervisors' judgments about good teaching needs stronger consideration in the pre-service programs and for the training of supervisors.

The number of the WA PPA criteria and their redundancy may be considered to strengthen their use. The findings indicated the need for clarifying or simplifying the language and the meaning of terms used in the scoring rubric.

Time spent on the evaluation process and filling out a large amount of paperwork needs to be taken into consideration as a number of faculty and supervisors in this study indicated that the paperwork process affected their focus on student teachers and student teachers' performance.

The missing aspects of the WA PPA process, including dispositions and student teacher reflection should be integrated in the WA PPA process in order to strengthen the assessment process and to create a uniform licensure assessment

tool for the whole state. These two areas are significant for the development of effective teachers and were highlighted as the major components of performance-based assessments for assessing beginning teachers. Thus it is crucial to include these components in the WA PPA process to ensure that teacher candidates statewide have experience and have opportunities to use their student outcomes to develop their own teaching and academic growth. However, these subjective evaluations should be assessed separately from the WA PPA rubric because these areas are subjective and require a longer evaluation than the current standard for WA PPA evaluations.

The results indicated that most faculty and supervisors relied upon the cooperating teacher in many cases for making a decision about student teachers' abilities to meet the WA PPA standards. In practice, the cooperating teachers play important roles in helping student teachers produce evidence for meeting the standards. They also assist faculty members and supervisors in making decisions for evaluating student teachers because they work closely with student teachers. Consequently, the training of cooperating teachers in the WA PPA process was determined as essential. The cooperating teachers' training should focus on the understanding of the WA PPA standards, the terms in their criteria, and the expectations. It should also focus on helping student teachers with problems and guiding student teachers toward improving their abilities in teaching. Helping cooperating teachers better understand the WA PPA process, its criteria and expectations, provides benefit for the entire teacher preparation program. Cooperating teachers can guide student teachers in improving their teaching abilities to meet the standards. They also can reduce the workload of supervisors in

supervising student teachers. Moreover, their decisions for evaluating student teachers are more reliable and accurate.

Recommendations for Future Research

Due to the limitation in selecting the participants for this study, a repeat of the study using the original design is recommended. For example, a future study needs to be conducted to explore the validity of the WA PPA process by focusing on a broader population and sampling the different groups involved in the WA PPA process. Faculty members who have worked as developers of the WA PPA process, faculty and supervisors who are implementing the process, and the state educators who have responsibility in administration of this process should be included in order to strengthen the study and compare the differences of their responses among those groups.

The panel of experts for examining content validity of the WA PPA process should consist of a large number of people selected from the various universities and colleges in Washington, and who are involved in the teacher education program including administrators, faculty members, and university supervisors in various institutes in Washington. The experts need to be familiar with, and have a good understanding of, the WAC standards and INTASC.

A future study of the validity of the WA PPA process can emphasize the consequential aspects of validity. Because the WA PPA is a complex process and is a mandated assessment for all universities in the state of Washington for assessing the competency of student teachers for licensing, studying the potential positive and negative consequences resulting from the use of the WA PPA process is essential. In addition, studying the impact of using the WA PPA process

longitudinally would more accurately capture the dynamic relationship between the WA PPA process and the consequences of its use. This study provides a picture of the types of consequences faculty and supervisors in a university described after using this process for four years. Enlarging the data with a longitudinal perspective would greatly enhance the understanding of the faculty and supervisors as they transition to this new form of assessment.

Future studies should focus on the other aspects of validity based on Messick's view, including the external and generalizability aspects of validity. The external aspect of validity involves evidence gathered from multi-method comparisons and evidence of criterion relevance. The generalizability aspect of validity focused on student teachers' responses and the results can be referred to the other settings.

The findings revealed that most participants had difficulties in gathering sufficient evidence to support the student teachers' abilities to meet Standard 3, *dealing with the interactions with families to support student learning and well-being*. The statistical analysis also confirmed a significant difference between male's and female's responses to Standard 3. Additional research is needed to investigate how student teachers can work with families to support student learning and how student teachers provide evidence that they know how to deal with issues of gender and cultural differences that influence the learning of their students.

More research is needed to determine the extent to which the WA PPA process is equitable. Equitable here refers to whether or not the WA PPA process is non-biased towards certain kinds of student teachers, for example, females and minorities.

Concluding Remarks

In closing, this study offers important evidence regarding the content, evidential and consequential aspects of validity for the WA PPA process. As seen through the various sources of data, the raters' agreement, questionnaires and interviews. All raters agreed that the WAC standards were partially aligned with the INTASC, which is a good national standard for beginning teachers. The WA PPA process has aspects with strong positive evidence that point toward content validity as well as some elements that point away from content validity. The WA PPA process has a significant degree of evidential and consequential validity based on Messick (1989); however, there were some concerns about a lack of evidence and a need for clarification of some standards and their criteria. The empirical data indicates that the WA PPA process partially meets a set of validation criteria for its teacher assessment because of evidence that the missing components, the teaching reflection and student teachers dispositions, were evaluated separately by the university. Therefore, the WA PPA process in conjunction with other forms of evidence of teacher candidates' performance, including the Professional Disposition Evaluation, supported valid decisions about the qualification of teachers for licensing in the State of Washington. However, there is a need for further research to explore WA PPA validity at a greater depth.

The results and implications of this study would be useful in providing information regarding the validity of the WA PPA in evaluating preservice teachers for licensing purposes in Washington. These results will inform the Department of Education of Washington in guiding future decisions regarding the interpretation and the use of performance-based pedagogy assessments for

licensing preservice teachers and their teaching. The faculty and educators involved in developing this process may use this information for improving the standards, scoring rubric criteria, and the implementation of the WA PPA in assessing preservice teachers' ability. In addition, the results from this study will contribute to the literature with regard to the use of performance-based assessments in teacher education programs.

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Appendices

Appendix A

Informed Consent Document



Science and Mathematics Education

Oregon State University, 239 Weniger Hall, Corvallis, Oregon 97331-6508

T 541-737-4031 | F 541-737-1817 | www.oregonstate.edu/dept/sci_mth_education | larry.flick@oregonstate.edu

Dear Faculty Member in the Teacher Education Program:

This research aims to validate the WA PPA (Washington Performance-Based Pedagogy Assessment) of teacher candidates for beginning teaching. The study plans to gain information from the perspectives of faculty, supervisors of student teachers, and other educational professionals concerning their understanding and perception of the WA PPA assessment process—the analysis of the student teachers' instructional lesson plans and the classroom observations using the designed scoring rubric. The results of this study will inform the Washington Department of Education in guiding future decisions regarding the interpretation and the use of performance-based pedagogy assessments for licensing pre-service teachers and their teaching.

As a researcher, I am asking for your help in participate in this research study because you are a professional in at least one of the following categories: (1) a member of the faculty in the universities, (2) a supervisor of student teachers, or (3) a state education agency professional involved in the WA PPA development with responsibility for implementing the assessment process. I would appreciate it if you would take about 30 minutes to respond to the enclosed questionnaire and return it in the envelope provided. If the results of this project are published your identity will not be made public. **Your participation in this study is voluntary and you may refuse to answer any question(s) for any reason.**

The answers you provide will be kept confidential to the extent permitted by law. Special precautions have been established to protect the confidentiality of your responses. The number on your questionnaire will be removed once it has been received. (The number is used to contact those who have not returned their questionnaire, so those who have responded are not burdened with additional mailings.) If you do not want to participate and do not wish to be contacted further, please return the uncompleted survey in the enclosed envelope. Your questionnaire will be destroyed once your responses have been tallied. There are no foreseeable risks to you as a participant in this project; nor are there any direct benefits. However, your participation is extremely valued.

If you have any questions about the survey, please contact: **Margaret L. Niess, 541-737-1818, margaret.niess@oregonstate.edu** or **Sita Tisadondilok, 541-737-4031, tisadons@onid.orst.edu.**

If you have questions about your rights as a participant in this research project, please contact the Oregon State University Institutional Review Board (IRB) Human Protections Administrator at (541) 737-3437 or by email at IRB@oregonstate.edu.

Thank you for your help. I appreciate your cooperation.

Sincerely,

Margaret Niess,
Professor

Sita Tisadondilok,
Doctoral Candidate

OSU IRB Approval Date: <u>08-22-05</u> Approval Expiration Date: <u>08-21-06</u>



Science and Mathematics Education

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INFORMED CONSENT DOCUMENT FOR INTERVIEW PARTICIPANTS

Project Title: Validity of the Washington State Performance-Based Pedagogy Assessment Process for Teacher Licensure
Principal Investigator: Margaret Niess, Department of Science and Mathematics Education
Research Staff: Sita Tisadondilok, Department of Science and Mathematics Education

PURPOSE

This is a research study. The purpose of this research is to validate the WA PPA (Washington Performance-Based Pedagogy Assessment) of teacher candidates for beginning teaching. The study plans to gain information from the perspectives of faculty, supervisors of student teachers, and other educational professionals concerning their understanding and perception of the WA PPA assessment process—the analysis of the student teachers' instructional lesson plans and the classroom observations using the designed scoring rubric. The results of this study will inform the Department of Education of Washington in guiding future decisions regarding the interpretation and the use of performance-based pedagogy assessments for licensing pre-service teachers and their teaching. The result will also be published in a doctoral dissertation.

The purpose of this consent form is to provide you with the information you will need in deciding whether to participate in the study. Please read the form carefully. You may ask any questions about the research, what you will be asked to do, any possible risks and benefits, your rights as a volunteer, and anything else about the research. When all of your questions have been answered, you can decide if you want to be in this study or not. You will be given a copy of this form for your records.

We are inviting you to participate in this research study because you are a professional in at least one of the following categories: (1) a member of the faculty in the universities, (2) a supervisor of student teachers, or (3) a state education agency professional involved in the WA PPA development with responsibility for implementing the assessment process.

PROCEDURES

If you volunteer to participate in this project, you will be asked to participate in an interview. This interview will take approximately 60 minutes where you will be asked to describe your understanding of the WA PPA assessment process. These interviews will be conducted in person or by phone and will be audio-recorded.

Initials _____

RISKS:

There are no foreseeable risks to you as a participant involved in this study.

BENEFITS

There are no direct benefits to you as a participant in this study. It is hoped that the results from this study will be useful in providing needed information regarding the validity of the WA PPA process for evaluating pre-service teachers for licensing purposes in the state of Washington. These results may help inform the Department of Education of Washington in guiding future decisions regarding the interpretation and the use of performance-based pedagogy assessments for licensing pre-service teachers and their teaching. The faculty and educators involved in developing this process may use this information for improving the

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standards, scoring rubrics criteria, and the implementation of the WA PPA process for assessing pre-service teachers' ability.

COSTS AND COMPENSATION

There are no costs to you as a participant in this study. Compensation will not be provided for participation in this study.

CONFIDENTIALITY

Records of participation in this research project will be kept confidential to the extent permitted by law. Information provided by you will be kept confidential and secure in a location that only the researchers can access. All audio recordings will be erased upon transcription for analysis. Pseudonyms will be used where necessary in the description and explanation of the findings. You will be assigned a code identifier such as A1 and A2 to represent person 1 and person 2 so that you cannot be identified in any publication of the results. Your institution's name will not be used in any reports.

VOLUNTARY PARTICIPATION

Taking part in this research study is voluntary. You may choose not to take part at all. If you agree to participate in this study, you may stop participating at any time. You are free to skip any question or questions that you would prefer not to answer. If you decide not to take part, or if you stop participating at any time, your decision will not result in any penalty.

Initials _____

QUESTIONS

Questions are encouraged. If you have any questions about this research project, please contact: **Margaret L. Niess, 541-737-1818, margaret.niess@oregonstate.edu** or **Sita Tisadondilok, 541-737-4031, tisadons@onid.orst.edu**. If you have questions about your rights as a participant, please contact the Oregon State University Institutional Review Board (IRB) Human Protections Administrator, at (541) 737-3437 or by e-mail at IRB@oregonstate.edu.

Your signature indicates that this research study has been explained to you, that your questions have been answered, and that you agree to take part in this study. You will receive a copy of this form.

Participant's Name (printed): _____

Institution _____

(Signature of Participant)

(Date)

OSU IRB Approval Date: <u>08-22-05</u>
Approval Expiration Date: <u>08-21-06</u>

Appendix B

WA PPA Scoring Rubric

and

INTASC Principle

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, or 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.

Targeted Residency Standards: (WAC 180-78A-270): a, s, p

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

Targeted Residency Standards: (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.

Targeted Residency Standard: (WAC 180-78A-270): v

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

Targeted Residency Standards: (WAC 180-78A-270): m, n, o, t

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

Targeted Residency Standards: (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.

Targeted Residency Standards: (WAC 180-78A-270): b, s

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

Targeted Residency Standards: (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.

Targeted Residency Standards: (WAC 180-78A-270): m, n, o, p, q, r, x

9. Students experience effective classroom management and discipline.

Targeted Residency Standards: (WAC 180-78A-270): r

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

Targeted Residency Standards: (WAC 180-78A-270): m, n, o, ri, t

SCORING RUBRIC

Candidate _____ Supervisor _____ Cooperating Teacher _____

School _____ School District _____ Grade Level(s) _____

PAA 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.**Source of Evidence *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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
C. Developmental and Instructional Appropriateness	The plan's learning targets are not appropriate for the development, prerequisite 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
C. Accuracy	The teacher candidate makes content errors.	The teacher candidate demonstrates accurate knowledge	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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).	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
E. Democratic Practices	Students have limited opportunities to experience democratic classroom practices.	Students are engaged in democratic classroom management practices.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
C. Feedback	Some students receive limited feedback regarding their performance.	Students receive constructive, timely feedback based on assessment results.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed

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

Candidate Signature _____ Supervisor Signature _____ Date _____

Interstate New Teacher Assessment and Support Consortium

(INTASC)

Model Standards for Beginning Teacher Licensing and Development

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

[Detailed standards for discipline-based knowledge will be included in the subject matter standards to be developed in the next phase of this project.]

The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he teaches.

The teacher understands how students' conceptual frameworks for an area of knowledge, conceptions, and misconceptions can influence their learning.

The teacher can relate her disciplinary knowledge to other subject areas.

Dispositions

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. He seeks to keep abreast of new ideas and understandings in the field.

The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

The teacher has enthusiasm for the discipline(s) she teaches and sees connections to everyday life.

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Performances

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

The teacher can represent and use differing viewpoints, theories, "ways of knowing," and methods of inquiry in his teaching of subject matter concepts.

The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Principle #2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Knowledge

The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.

The teacher understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions

The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

The teacher is disposed to use students' strengths as a basis for growth and errors as an opportunity for learning.

Performance

The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their remaining tasks.

The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge

The teacher understands and can identify differences in approaches to learning performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

The teacher knows about areas of exceptionality in learning-including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

The teacher is sensitive to community and cultural mores. The teacher makes students feel valued for their potential as people, and helps them to learn to value each other.

Performances

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.

The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures.)

The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

The teacher creates a learning community in which individual differences are respected.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

Knowledge

The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.

The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g., computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions

The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances

The teacher carefully evaluates how to achieve reaming goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g., developmental stages, prior knowledge, reaming styles, and interests).

The teacher uses multiple teaching and reaming strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume for identifying and using learning resources.

The teacher constantly monitors and adjusts strategies in response to learner feedback.

The teacher varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a reaming environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

The teacher understands how social groups function and influence people, and how people influence groups.

The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions

The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

The teacher recognizes the value of intrinsic motivation to students' lifelong growth and learning.

The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances

The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge

The teacher understands communication theory, language development, and the role of language in learning.

The teacher understands how cultural and gender differences can affect communication in the classroom.

The teacher recognizes the importance of nonverbal as well as verbal communication.

The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

Dispositions

The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

The teacher values all of the ways in which people communicate and encourages many modes of communication in the classroom.

The teacher is a thoughtful and responsive listener.

The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances

The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

The teacher supports and expands learner expression in speaking, writing, and other media.

The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to questions).

The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

The teacher understands reaming theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions

The teacher values both long term and short term planning.

The teacher believes that plans must always be open to adjustment and revisions based on student needs and changing circumstances.

The teacher values planning as a collegial activity.

Performances

As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.

Knowledge

The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and evaluations of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions

The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performances

The teacher appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Knowledge

The teacher understands methods of inquiry that provide him/her with a variety of self- assessment and problem-solving strategies for reflecting on his/her practice,

its influences on students' growth and learning, and the complex interactions between them.

The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, professional development activities).

Dispositions

The teacher values critical thinking and self-directed learning as habits of mind.

The teacher is committed to reflection, assessment, and learning as an ongoing process.

The teacher is willing to give and receive help.

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

The teacher recognizes his/her professional responsibility for engaging in and supporting professional practices for self and colleagues.

Performances

The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflections, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Knowledge

The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which he or she works.

The teacher understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health and economic conditions) may influence students' life and learning.

The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions

The teacher values and appreciates the importance of all aspects of a child's experience.

The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

The teacher is willing to consult with other adults regarding the education and well-being of his/her students.

The teacher respects the privacy of students and confidentiality of information.

Performances

The teacher participates in collegial activities designed to make the entire school a productive learning environment.

The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, teachers of other classes and activities within the schools, counselors, and professionals in other community agencies.

The teacher can identify and use community resources to foster student learning.

The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.

The teacher talks to and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

The teacher acts as an advocate for students.

Appendix C

Alignment

Table C-2: Summary of Raters' Judgments on Alignment between the WAC Standards and the INTASC Principles (A, B, P = raters' name; R = researcher)

INTASC Standards	Degree of Alignment with WAC #		
	Aligned	Partially Aligned	Not at all
1. Knowledge of Subject Matter: Teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.		A: 1, 6 B P: 1,2,6,8,10 R: 1,5, 6, 8	
2. Knowledge of Human Development and Learning: The teacher understand how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.		A: 2,7,8,9 B P: 2,5,7, 8, 9 R: 2,5,7,8,9	
3. Adapting Instruction for Individual Needs: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.		A: 1,2,7,8 B P: 7 R: 1,2,5, 7, 8	
4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.		A: W 6,8 B P: 1, 2,5,7,8,9 R: W 5, 6,8	
5. Classroom Motivation and Management Skills: The teacher use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.		A: 2,7,8 B P: 2,5, 7,8 R: 2,5, 7, 8	
6. Communication Skills: the teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.		A: W 7, 9 B P: 5,6, 8, 9 R: W 5,7,8,9	
7. Instructional Planning Skills: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.		A: 1,2,3,6 B P: 1,2,3,6,8,10 R: 1, 2,3, 6	
8. Assessment of Student Learning: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of students.		A: 4, 10 B P: 4,5,10 R: 4, 5,10	
9. Professional Commitment and Responsibility: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.			A, B, R, P
10. Partnerships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.		A: W 7 B: 6E R: W 2, 3, 7 P: 2, 3, 4,7	

Example of Content Alignment Analysis

Content alignment analysis addressed the match between words, and the meaning of words in the Interstate New Teacher Assessment and Support Consortium (INTASC) the meaning of which is found in the Washington State Performance-Based Pedagogy Assessment (WA PPA) document. The following is an example of content alignment between the INTASC principle 3 and the WAC standards.

Table C-3: Example of alignment between the INTASC Principle 3 and the WAC standards

INTASC	INTASC Description	Related to WAC Standards and Criteria
Principle 3	<p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p style="text-align: center;">Knowledge</p> <p>The teacher understands and can identify differences in approaches to learning performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.</p> <p>The teacher knows about areas of exceptionality in learning-including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.</p> <p>The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.</p> <p>The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.</p>	<p>WAC 1 Criteria C: The plan's learning targets are suitable for all students in the class and are adapted where necessary to the needs of individual students. And</p> <p>WAC 2 Criteria A: The plan reflects understanding of students' developmental characteristics.</p> <p>WAC 2 Criteria B: The plan reflects understanding of students' exceptionalities and special learning needs.</p> <p>WAC 2 Criteria C: The plan reflects understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.</p> <p>WAC 2 Criteria F: The plan reflects understanding of how to use students' community as support for activities, resources, and learning strategies.</p>

Table C-3: Example of alignment between the INTASC Principle 3 and the WAC standards (continue)

INTASC	INTASC Description	Related to WAC Standards and Criteria
Principle 3	<p style="text-align: center;">Performances</p> <p>The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.</p> <p>The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.</p> <p>The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures.)</p>	<p>WAC 8 Criteria C: Students engage in learning activities that are adjusted to meet their individual backgrounds, strengths, and needs and are culturally and gender responsive.</p> <p>WAC 8 Criteria A: Students answer and pose questions and engage in cooperative discussions that enhance learning, critical thinking, transformative multicultural thinking, and problem solving.</p> <p>WAC 2 Criteria F: The plan reflects understanding of how to use students' community as support for activities, resources, and learning strategies.</p>

Appendix D

Questionnaire and Interview Protocol

Exploratory Questionnaire

Washington State Pedagogy Performance Based Assessment (WA PPA)

Part I: Please provide us with general information related to your use of the WA PPA process.

1. What position do you currently hold?
 - Faculty with teaching responsibilities in teacher preparation course(s)
 - Faculty with teaching responsibilities in teacher preparation course(s) and supervision responsibilities
 - Supervisor of student teachers
 - Other (please specify) _____

2. How many years have you been in this position? _____

3. Gender: Female Male

4. Indicate the highest degree you have earned:
 - BS/BA
 - MS/MA
 - Doctorate

5. Have you been involved in the design of the WA PPA process?
 - No
 - Yes, in what way? _____

6. Are you involved in implementing the WA PPA process?
 - No
 - Yes, in what way?
 - Teaching in teacher preparation course(s)
 - Teaching in teacher preparation course(s) and supervision
 - Supervisor of student teachers
 - Other (please specify) _____

7. At what grade level(s) and in what specialty areas have you used the WA PPA (e.g. K, Sp Ed, ESL..)?

8. In what subject(s) have you used the WA PPA (e.g. mathematics, science, language)?

9. For how long have you been using the WA PPA with your students?

10. With how many students have you been using the WA PPA?

Part II: This section aims to obtain information to validate the WA PPA process through the experiences and perceptions of the developers, teaching faculty and supervisors who are involved in the use of the WA PPA process. Please give us your opinion about each of the following statements in regard to the validity of the WA PPA process.

Indicate the extent to which you disagree or agree with each of the following statements:

I	I feel that the WA PPA process enables me to make judgments in which I am confident about the teacher candidate's demonstration in each of the following....	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
A1	The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.						
A2	The teacher candidate demonstrates knowledge of the characteristics of students and their communities.						
A3	The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.						
A4	The teacher candidate designs assessment strategies that measure student learning.						
A5	The teacher candidate designs instruction based on research and principles of effective practice.						
A6	The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.						
A7	Students participate in a learning community that supports student learning and well being.						
A8	Students engage in learning activities that are based on research and principles of effective practice.						
A9	Students experience effective classroom management and discipline.						
A10	The teacher candidate and students engage in activities that assess student learning.						

Part III: Please answer these questions based on your perception and your experiences with the WA PPA process.

1. If you are involved in implementing the WA PPA, have you ever been trained in the use of the WA PPA process?
 No
 Yes, what is the nature of that training?

What are the strengths and weaknesses of the WA PPA process?

3. What is your overall reaction to the use of the WA PPA process for assessing pre-service teachers for licensing purposes?

Thank you for completing this survey. Your contribution to this effort is greatly appreciated.

Interview Protocol

I am investigating the validity of the Washington Performance-Based Pedagogy Assessment (WA PPA) in adequately assessing the readiness of teacher candidates for beginning teaching. The study proposes to obtain information from the perspectives of student teachers' supervisors concerning their understanding and perception of the WA PPA assessment process that includes the collection and analysis of the student teachers' instructional lesson plans and the classroom observations assessed with the scoring rubric. Do you have any questions at this time?

Thank you for your willingness to participate in this research. This interview is designed to follow up your responses to the questionnaire. The interview will take approximately 60 minutes where you will be asked to describe your understanding of the WA PPA assessment process. Before we begin the interview, I would like to reassure you that this interview will be confidential and the tape and transcripts available only to my committee and myself. Excerpts of this interview may be published in a published doctoral dissertation, but under no circumstances will your name or identifying characteristics be included. Do you mind if I record the interview?.....<If Yes> If there is anything you don't want me to record, just let me know and I will turn off the recorder. May I turn on the recorder now?

Part I. These questions address the perspectives you have as a supervisor about the opportunity students have to demonstrate that they meet the criteria of the WA PPA.

The following questions expand on your responses from part II of the questionnaire regarding the 10 WA PPA standards.

For each item A1 to A10: From your questionnaire responses, I noticed you responded that you <strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, and strongly agree> that the WA PPA process enables you to make a confident judgment that (A1 to A 10).

Stage 1. Do you still <agree/ disagree> with that statement ...(A1- A10) ?
Why or why not?

Stage 2. What sort of evidence do you collect that student teachers can do this?

Stage 3. Can you tell me a bit more about.....

3.1 What a lesson plan indicates to you about a student teacher's knowledge and skill in teaching?

3.2 How a student teacher shows you what he/she is doing in the lesson plan and how you get that information from them?

Stage 4. <Ask these questions if they talk about observation and student work samples>

4.1 What additional evidence do you get from the observation?

4.2 What additional evidence do you get from examples of the students' work?

2. Would you please briefly describe how you supervise a typical student teacher?
 - 2.1 What source of assistance do you provide student teachers to help them develop lesson plans to use with the WA PPA?
 - 2.2 How do you use lesson plans for evaluating student teachers?
 - 2.3 How do you use observation for evaluating student teachers?
 - 2.4 Can you describe in detail how you use examples of students' work to evaluate student teachers?

3. Let us say you have a student who is having a problem meeting all of the standards.
 - 3.1 Which standards would he /she most likely struggle with?
 - 3.2 How do you help the student teacher improve his/her lesson plan to show evidence of meeting the standard?
 - 3.3 Do you have to meet with them more frequently?
 - 3.4 How do you help the student teacher produce evidence in the observation and in students' work?
 - 3.5 Have you had a student fail the WA PPA licensing process?
 - <If yes> What happens with student teacher who fails the WA PPA process?
 - Is enough support given to student teacher who fails the WA PPA process? Why or Why not?
 - What else might be done for the student teacher to help them pass the WA PPA process?

4. <The use of Scoring Rubric:>
 - 4.1 Tell me how you use the scoring rubric to evaluate the evidence in the lesson plan.
 - 4.2 Tell me how you use the scoring rubric to evaluate the evidence in the classroom observation.
 - 4.3 Are all of the criteria in the scoring rubric necessary?
 - 4.4 Are all of the criteria sufficient to determine whether or not the student teacher has the knowledge and skills to be a teacher in Washington.

Part II. These questions explore the effect of the use of WA PPA process on preservice teacher preparation programs from the university supervisors' perspective.

5. <The affect of the use of WA PPA process:>
 - 5.1 How has the process you use to supervise student teachers changed because of the implementation of the WA PPA process?
 - 5.2 Do you notice any changes in the quality of lesson plans, actual teaching observed, or samples of student work gathered by the student teachers?

6. <Overall Reactions:>
 - 6.1 Can you tell me more about the training you had?
 - 6.2 What improvements does the training need?
 - 6.3 Is there anything else you think I should know about your use or opinions about the WA PPA process?

Thank you very much for your time.

Appendix E

Recruitment of Participants

Table E-1: Recruitment of WA PPA Participants

Table E-2: The WA PPA Participants of the X University:

Table E-1: Recruitment of WA PPA Participants

Roles of participants	Emails Sent Out	No Responses	Responses			
			Total Responses	Yes	No	Reasons
1. Faculty who teach classes	55	10	45	2	24	<ul style="list-style-type: none"> - Not involved in WA PPA - No time - not work with the PPA - On sabbatical - Not familiar with the PPA - Have minimal experience with the PPA - New teacher - Not interested in participating
2. Faculty member who teach classes and supervise the student teachers				19		
3. Supervisor s list (39 people)	28	7	21	18	3	<ul style="list-style-type: none"> - work as the lead administrator for the educational program, do not supervise student teacher - No
Total	83	17	66	39 (37selected)	27	

Table E-2: The WA PPA Participants of the X University

Roles of participants	Questionnaire			Interview		
	Sent Out	Got back	Incomplete	Requested	Scheduled	No Responses
1. Faculty who teach classes and supervise the supervisors or student teachers	19	9	1	7	6	1
2. Supervisors	18	10	1	10	5	6
Total	37	19	2	17	11	7

Appendix F

Participants' Backgrounds

INTERVIEW PARTICIPANTS' BACKGROUNDS

Frank

Frank, who holds a doctoral degree, is a faculty member with teaching responsibilities in teacher preparation course(s) and has supervision responsibilities. He has been in this position for 27 years. While he was not involved in designing the WA PPA process, he has implemented the WA PPA by teaching in teacher preparation course(s) and supervising student teachers for 3-4 years. He has worked with approximately 40 (or so) student teachers at grade levels 9-12 within Agricultural Education. He attended and organized several of the WA PPA training workshops at the university.

Robin

Robin is a faculty member who has taught in teacher preparation course(s) and has supervised student teachers for 17 years; he holds a doctoral degree. He has implemented the WA PPA as a faculty member who teaches in teacher preparation course(s) and has supervised student teachers under this process for 3 years, although he was not involved in designing the WA PPA process. With approximately 12 student teachers per year, he has supervised student teachers for grade levels 8-12 in career & Technical Education with Agricultural Education subjects. He attended a WA PPA training workshop on “how to use the instrument and its importance.”

George

George is a supervisor in teacher preparation program. He has been in this position for five years. He was involved in the design of the WA PPA process by participated in a conference for the WA PPA process once. He has implemented the WA PPA process as a supervisor of student teachers for five years. In various subjects, including mathematics, science, language arts, physical education and shop, he has worked with approximately 10 to 12 student teachers per year from grade levels K-12. He attended three two-days seminars of WA PPA training in the university. He also attended “the PPA Corner” for about 15 minutes at our monthly supervisors’ meeting at a university.

Cindy

Cindy is a supervisor of student teachers and has been in this position for five years; she holds a doctoral degree. She has implemented the WA PPA as a supervisor of student teachers for four years although she was not a part of a group in designing the WA PPA process. She has supervised approximately 32 student teachers from grade levels K-12 with the language and literacy, AP, social studies, biology and mathematics. She attended some workshops at the university and a workshop at a different university. The nature of training was a discussion, and question and answer in field supervisor meeting.

David

David holds a doctoral degree. He is a faculty member who has taught courses in teacher preparation course(s) and has worked as a Director of Field Experiences. He has been in this position for four years. He was not involved in the creation of the WA PPA process but he has implemented the WA PPA by providing professional development for the supervisors for three years with all subjects and with all student teachers in teacher preparation program. He attended a WA PPA training workshop in a university on “how to provide definitions for the standards they created such as ‘Transformative teaching.’”

Terry

Terry is a faculty member who holds a doctoral degree. He has taught courses in teacher preparation program and has supervised student teachers. He has been in his position for 10 years. He was involved in the creation of the WA PPA process in early meetings about the development of this instrument. He implemented the WA PPA as a supervisor of student teachers since the first pilot of the instrument for 4 years, with approximately 45 student teachers per year from grade levels K-12 and specialty areas with all subjects. He attended a WA PPA training workshop about University training and meetings at the state level that interpreted use of the instrument.

Sam

Sam was a member of the WACTE PPA implementation committee involved in the development of the WA PPA process and assisted with conceptualizing training for supervisors. He is a faculty member who has taught courses in teacher preparation program and has supervised student teachers; He holds a doctoral degree. He has been in this position for 20 years. He has implemented the WA PPA as supervisor of student teachers for one year. He has supervised three student teachers at grade two and high school with language arts, social studies and history. He attended a WA PPA training workshop on Scoring using video examples, discussions of items, literature and discussion related to cultural diversity, discussions about different approaches to recording data.

Angela

Angela is a faculty member who has taught in teacher preparation course(s) and has supervised student teachers for 6 years; she holds a master degree. She has implemented the WA PPA by teaching in teacher preparation course(s) and supervision supervisors of student teachers for 5 years although she was not a part of a group in the creation of the WA PPA process. She has supervised student teachers from grade levels 1-12 with biology, history, language arts, contemporary world problems with 28 completed and 11 this semester. She has trained in the WA PPA process but her still need help in knowing that the evidence supplied is proof that a student has met the criteria.

Bob

Bob is a supervisor in teacher preparation program. He holds a doctoral degree and has been in this position for four years. He has implemented the WA PPA as a supervisor of student teachers for four years even though he was not involved in designing the WA PPA process. He has supervised student teachers with more than 15 student teachers from grade levels 1-12, special education and ESL, with various subjects included mathematics, history and Spanish. He attended a WA PPA training workshop once at the university.

Anna

Anna is a university supervisor in teacher preparation program and has been in this position for one year. This is her first year in implementing the WA PPA, although she was not a part of a group in designing the WA PPA process. She has supervised four student teachers at grade levels 2 -5 in mathematics, reading and social studies. She attended a comprehensive two training days at the university. The nature of training was practicing recording observations and discussion with peers about standardizing the procedures.

Bill

Bill is a university supervisor with three years of student teachers supervision experience. While he was not involved in designing the WA PPA process, he has experience implementing the WA PPA process by evaluating student teachers for three years. He has supervised with more than 40 teacher candidates ranging from grade levels K- 12 and English as a second language (ESL) with various subjects, including mathematics, science, Spanish, business, social studies and physical education. He attended the WA PPA workshops at the universities on defining what constitutes evidence and exploring methods for preparing the students who will be evaluated with the PPA.

Appendix G

Questionnaire Responses

Table G-1: Perception of university faculty and supervisors based on the WAC standards (N=19, F = Faculty members, S = Supervisors)

W A C	I feel that the WA PPA process enable me to make judgments in which I am confident about the teacher candidate's demonstration in each of the following standard:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
		F	F	F	F	S	F	S	F	F	S	S	S	S	F	S	S	F	S	F
1	The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.	SA	SL D	M A	SL A	M A	M D	SA	S A	S A	M A	S A	S A	S A	S A	S A	SI A	M A	S A	S A
2	The teacher candidate demonstrates knowledge of the characteristics of students and their communities.	SL A	SL D	SL A	SL A	M A	SL D	SL A	SI A	S A	S A	S A	M A	S A	SI A	M A	SI A	S A	S D	S A
3	The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.	SL D	M D	SL A	SL A	SL A	M D	SL A	M A	M D	M A	M A	SI A	SI A	SI A	S A	SI D	SI A	S D	S A
4	The teacher candidate designs assessment strategies that measure student learning.	M A	SL A	SL A	SL A	SL A	M D	M A	M A	S A	M D	S A	S A	SI A	S A	M A	M A	M A	SI A	S A
5	The teacher candidate designs instruction based on research and principles of effective practice.	M A	M D	SL A	SL A	SL A	M D	SL A	S A	M A	M D	S A	M A	S A	SI A	S A	M A	S A	SI A	M A
6	The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.	M A	M A	M A	SL A	SL A	SL D	M A	S A	M A	M D	S A	M A	S A	S A	S A	M A	S A	S A	S A
7	Students participate in a learning community that supports student learning and well being.	SL D	M D	SL A	M A	M A	SL D	SL A	M A	M D	M D	M A	M A	S A	S A	S A	SI A	M A	M D	S A
8	Students engage in learning activities that are based on research and principles of effective practice.	M A	M D	SL A	SL A	SL A	M D	SL A	S A	M A	M D	M A	S A	S A	SI A	S A	M A	M A	S D	M A
9	Students experience effective classroom management and discipline.	SA	M D	SL D	M A	M A	SL D	SL A	SI A	M A	M D	SI A	S A	M A	S A	M A	M A	M A	S D	S A
10	The teacher candidate and students engage in activities that assess student learning.	M A	SL A	M A	SL A	M A	M D	M A	M A	S A	M D	M A	S A	M A	S A	S A	M A	M A	SI A	S A

Legend:

SA = Strongly Agree

SD = Strongly Disagree

SIA = Slightly Agree

SID = Slightly Disagree

MA = Moderately Agree

MD = Moderately Disagree