



Master in Teaching Program

*Student Teaching Handbook*

**Section 2: Assessment Guide**

**Revised July 2006**

This Handbook is also available on the web:  
[www.evergreen.edu/mit](http://www.evergreen.edu/mit)  
under *Student Teaching Information*



# Table of Contents

INTRODUCTION..... 5

THE EVERGREEN STATE COLLEGE STUDENT TEACHING RUBRIC ..... 7

Domain 1: Planning And Preparation ..... 7

Domain 2: The Classroom Environment..... 13

Domain 3: Instruction..... 18

Domain 4: Professional Responsibilities..... 23

Glossary..... 29

Outline Version ..... 33

WASHINGTON STATE PEDAGOGY ASSESSMENT OF TEACHER CANDIDATES..... 33

Part I: Conceptual Framework ..... 37

Part II: Directions To Teacher Candidates ..... 50

Part III: Scoring Rubric ..... 57

Part IV: Glossary ..... 73

Outline Version ..... 81



## Introduction

The *Student Teaching Assessment Rubric* (Student Teaching Assessment Rubric) in this *Handbook* is based on the 1996 book *Enhancing Professional Practice: A Framework for Teaching*<sup>1</sup> by Charlotte Danielson, a publication of the Association for Supervision and Curriculum Development.\* This rubric is the MIT program's central tool for communicating expectations, providing formative assessment, and ensuring that candidates have met all program performance expectations during student teaching. Teacher Candidates are expected to reach the "Developing Teacher" level of performance in each section of the rubric by the completion of their second student teaching experience.

*The Performance-Based Pedagogy Assessment of Teacher Candidates* (Pedagogy Assessment Instrument) is a project of the Washington Association of Colleges for Teacher Education in collaboration with the Office of the Superintendent of Public Instruction. This is a summative instrument that must be used at least twice during student teaching to provide direct evidence that the candidate has met the *Residency Standards for Teachers* in the *Washington Administrative Code*.

<sup>1</sup> Permission granted by author to modify for use by the Master in Teaching Program at The Evergreen State College.



**The Evergreen State College Student Teaching Rubric**  
**Domain 1: Planning and Preparation**

**Component 1a: Demonstrating Knowledge of Content and Pedagogy**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Knowledge of Content</b>	Teacher Candidate makes content errors or does not correct content errors students make.	Teacher Candidate displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher Candidate displays solid content knowledge and makes connections between the content and other parts of the discipline or with other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
<b>Knowledge of Prerequisite Relationship</b>	Teacher Candidate displays little understanding of prerequisite knowledge important for student learning of the content or concept.	Teacher Candidate indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher Candidate's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
<b>Knowledge of Content-Related Pedagogy</b>	Teacher Candidate displays little understanding of pedagogical issues involved in student learning of the content or concept.	Teacher Candidate displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.
<b>Knowledge of Multi-cultural, anti-bias curriculum planning</b>	Curriculum unit plans do not incorporate multicultural perspectives and materials which advance anti-bias goals	Curriculum unit plans add to the conventional curriculum multicultural perspectives and materials which advance anti-bias goals	Curriculum unit plans attempt to transform the conventional curriculum with multicultural perspectives and materials which advance anti-bias goals	Curriculum unit plans transform the conventional curriculum with multicultural perspectives and materials which advance anti-bias goals

**Component 1b: Demonstrating Knowledge of Students**

*Developmental Levels of Performance*

<b>Element</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Knowledge of Characteristics of Age Group</b>	Teacher Candidate displays minimal knowledge of developmental characteristics of age group.	Teacher Candidate displays generally accurate knowledge of developmental characteristics of age group.	Teacher Candidate displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to patterns, and the extent to which each student follows patterns.
<b>Knowledge of Students' Varied Approaches to Learning</b>	Teacher Candidate is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences" and handicapping conditions.	Teacher Candidate displays general understanding of the different approaches to learning that students exhibit, including handicapping conditions.	Teacher Candidate displays solid understanding of the different approaches to learning that different students exhibit, including handicapping conditions.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning, including handicapping conditions.
<b>Knowledge of Students' Skills and Knowledge</b>	Teacher Candidate displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher Candidate recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher Candidate displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
<b>Knowledge of Students' Interests and Cultural Heritage</b>	Teacher Candidate displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher Candidate recognizes the value of understanding students' interests or cultural heritage but displays this knowledge of the class only as a whole.	Teacher Candidate displays knowledge of the interests or cultural heritage of groups of students (including second language, immigrant, low status, and historically marginalized) and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student. Lessons include transformative multicultural knowledge not just additive content

**Component 1c: Selecting Instructional Goals in the Context of Key Concepts**

*Developmental Levels of Performance*

<b>Element</b>	<b>Inappropriate Teacher</b> □	<b>Emerging Teacher</b> □	<b>Developing Teacher</b> □	<b>Skilled Experienced Teacher</b>
<b>Value</b>	Key concepts and goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Key concepts and goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Key concepts and goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the key concepts and goals valuable, but the Teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
<b>State of Washington Essential Academic Learning Requirements</b>	Key concepts and goals are not reflective of the school district’s application of the State of Washington Student Learning Goals &	Key concepts and goals are moderately appropriate in meeting the school district’s application of the State of Washington Student Learning Goals & standards.	Key concepts and goals are appropriate in meeting the school district’s application of the State of Washington Student Learning Goals & standards.	Not only are the key concepts and goals appropriate, but the Teacher can articulate how the instructional goals contribute substantially to the four state student learning goals & standards.
<b>Clarity</b>	Key concepts and goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Key concepts and goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the key concepts and goals are clear and may include a few activities. Most permit viable methods of assessment.	All the key concepts and goals are clear, written in the form of student learning, and permit viable methods of assessment.
<b>Suitability for Diverse Students</b>	Key concepts and goals are not suitable for the class.	Most of the key concepts and goals are suitable for most students in the class.	All the key concepts and goals are suitable for most students in the class.	Key concepts and goals take into account the varying learning needs of individual students or groups
<b>Balance</b>	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

**Component 1d: Demonstrating Knowledge of Resources**

*Developmental Levels of Performance*

<b>Element</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Resources for Teaching</b>	Teacher Candidate is unaware of resources available through the school or district.	Teacher Candidate displays limited awareness of resources available through the school or district.	Teacher Candidate is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, the Teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
<b>Resources for Students</b>	Teacher Candidate is unaware of resources available to assist students who need them.	Teacher Candidate displays limited awareness of resources available through the school or district.	Teacher Candidate is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, the Teacher is aware of additional resources available through the community.

**Component 1e: Designing Coherent Instruction**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Learning Activities</b>	Learning activities are not suitable to students or instructional goals and key concepts. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals and key concepts. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals and key concepts. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals and key concepts. They progress coherently, producing a unified whole and reflecting recent professional research.
<b>Instructional Materials Resources, and Technology</b>	Materials and resources do not support the instructional goals and key concepts or engage students in meaningful learning.	Some of the materials and resources support the instructional goals and key concepts, and some engage students in meaningful learning.	All materials and resources support the instructional goals and key concepts, and most engage student in meaningful learning. Technology used to enhance and support instruction.	All materials and resources support the instructional goals and key concepts, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
<b>Instructional Groups</b>	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
<b>Lesson and Unit Structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs. Attention given to critical thinking and problem solving.

**Component 1f: Assessing Student Learning**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Congruence with Instructional Goals*</b>	Content and methods of assessment lack congruence with instructional goals and key concepts.	Some of the instructional goals and key concepts are assessed through the proposed approach, but many are not.	All the instructional goals and key concepts are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals and key concepts, both in content and process.
<b>Criteria and Standards</b>	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards
<b>Use for Planning</b>	The assessment results affect planning for these students only minimally.	Teacher Candidate uses assessment results to plan for the class as a whole.	Teacher Candidate uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps

\*Note: check lesson plans and EALRs project for alignment between goals and assessments

**Domain 2: The Classroom Environment**

**Component 2a: Creating an Environment of Respect and Rapport**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher</b> □	<b>Emerging Teacher</b> □	<b>Developing Teacher</b> □	<b>Skilled Experienced Teacher</b>
<b>Democratic Classroom Management System</b>	Teacher Candidate's classroom management system does not value cultural diversity or seek the active participation of all students	Teacher Candidate's classroom management system occasionally values cultural diversity and often seeks the active participation of all student-citizens.	Teacher Candidate's classroom management system is designed to create a learning community that consistently values cultural diversity and regularly seeks the active participation of all student-citizens.	Teacher creates classroom as a learning community by valuing cultural diversity and seeking the active participation of all student-citizens in the social and learning environment.
<b>Interaction with Students*</b>	Teacher Candidate interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the Teacher Candidate.	Teacher Candidate-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the Teacher Candidate.	Teacher Candidate-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for the Teacher Candidate.	Teacher demonstrates genuine caring and respect for individual students & a developmentally appropriate anti-bias perspective. Students exhibit respect for Teacher as an individual, beyond that for the role.
<b>Response to Student Interaction</b>	Student interactions are characterized by conflict, sarcasm, or put-downs without response by the Teacher Candidate.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful as reinforced by the Teacher Candidate.	Students demonstrate genuine caring for one another as individuals and as students as reinforced and modeled by the Teacher

\* see lesson plans for explicit explanation of steps for assuring inclusive learning community

**Component 2b: Establishing a Culture for Learning**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Importance of the Content</b>	Teacher Candidate or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others	Teacher Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher Candidate conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
<b>Expectations for Learning and Achievement</b>	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and Teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

**Component 2c: Managing Classroom Procedures**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Management of Instructional Groups</b>	Students not working with the Teacher Candidate are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when the Teacher Candidate is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity
<b>Management of Transitions</b>	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
<b>Management of Materials and Supplies</b>	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handing materials and supplies function moderately well	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation
<b>Performance of Non-Instructional Duties</b>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
<b>Supervision of Volunteers and Para-professionals</b>	Volunteers and para-professionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and para-professionals are productively and independently engaged during the entire class.	Volunteers and para-professionals make a substantive contribution to the classroom environment.

**Component 2d: Managing Student Behavior**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<b>Monitoring of Student Behavior</b>	Student behavior is not monitored, and the Teacher Candidate is unaware of what students are doing.	Teacher Candidate is generally aware of student behavior but may miss the activities of some students.	Teacher Candidate is alert to student behavior at all times.	Monitoring by Teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<b>Response to Student Misbehavior</b>	Teacher Candidate does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher Candidate attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher Candidate response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

**Component 2e: Organizing Physical Space**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Safety and Arrangement of Furniture</b>	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
<b>Accessibility to Learning and Use of Physical Resources</b>	Teacher Candidate uses physical resources poorly, or learning is not accessible to some students.	Teacher Candidate uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher Candidate uses physical resources skillfully, and all learning is equally accessible to all students.	Both Teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students



**Domain 3: Instruction**  
**Component 3a: Communicating Clearly and Accurately**  
*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher</b> □	<b>Emerging Teacher</b> □	<b>Developing Teacher</b> □	<b>Skilled Experienced Teacher</b>
<b>Directions and Procedures</b>	Teacher Candidate directions and procedures are confusing to students.	Teacher Candidate directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher Candidate directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Oral and Written Language</b>	Teacher Candidate's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors: vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher Candidate's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher Candidate's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

**Component 3b: Using Questioning and Discussion Techniques**  
*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher</b> □	<b>Emerging Teacher</b> □	<b>Developing Teacher</b> □	<b>Skilled Experienced Teacher</b>
<b>Quality of Questions</b>	Teacher Candidate's questions are virtually all of poor quality.	Teacher Candidate's questions are a combination of low and high quality. Only some invite a response.	Most of Teacher Candidate's questions are of high quality and help all students develop critical thinking and problem solving skills. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<b>Discussion Techniques</b>	Interaction between Teacher Candidate and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher Candidate makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with Teacher Candidate stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b>Student Participation</b>	Only a few students participate in the discussion.	Teacher Candidate attempts to engage all students in discussion with limited	Teacher Candidate successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

		success.		
--	--	----------	--	--

**Component 3c: Engaging Students in Learning**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Representation of Content</b>	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation.
<b>Activities and Assignments</b>	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
<b>Activities &amp; Assignments Supporting EALRs</b>	Activities & assignments are not reflective of the school district's application of the Washington Student Learning Goals and EALRs.	Activities & assignments are moderately appropriate in meeting the school district's application of Washington Student Learning Goals and EALRs.	Activities & assignments are appropriate in meeting the school district's application of the Washington Student Learning Goals and EALRs.	Activities & assignments are appropriate, and the Teacher can articulate how the activities & assignments contribute substantially to WA Goals and EALRs.
<b>Grouping of Students</b>	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Students take the initiative to influence productive and appropriate instructional groups to advance their understanding.
<b>Instructional Materials, Resources, and Use of Technology</b>	Instructional materials and resources are unsuitable to the instructional goals and key concepts do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals and key concepts, or students' level of mental engagement is moderate.	Instructional materials, and resources, including computer-based technologies, are suitable to the instructional goals and key concepts and engage students mentally.	Students initiate the choice, adaptation, or creation of suitable and engaging materials, including technologies, to enhance their own purposes.
<b>Structure and Pacing</b>	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all

		inconsistent.	students.
--	--	---------------	-----------

**Component 3d: Providing Feedback to Students**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher</b> □	<b>Emerging Teacher</b> □	<b>Developing Teacher</b> □	<b>Skilled Experienced Teacher</b>
<b>Quality: Accurate, Substantive, Constructive, and Specific</b>	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
<b>Timeliness</b>	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

**Component 3e: Demonstrating Flexibility and Responsiveness**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher</b> □	<b>Emerging Teacher</b> □	<b>Developing Teacher</b> □	<b>Skilled Experienced Teacher</b>
<b>Lesson Adjustment</b>	Teacher Candidate adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher Candidate attempts to adjust a lesson, with mixed results.	Teacher Candidate makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
<b>Response to Students</b>	Teacher Candidate ignores or brushes aside students' questions or interests.	Teacher Candidate attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher Candidate successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
<b>Persistence</b>	When a student has difficulty learning, the Teacher Candidate either give up or blames the student or the environment for the students' lack of success.	Teacher Candidate accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher Candidate persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources.

**Domain 4: Professional Responsibilities**

**Component 4a: Reflecting on Teaching**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher</b> □	<b>Emerging Teacher</b> □	<b>Developing Teacher</b> □	<b>Skilled Experienced Teacher</b>
<b>Accuracy</b>	Teacher Candidate does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher Candidate has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional goals were met.	Teacher Candidate makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
<b>Effectiveness with Diverse Students</b>	Teacher Candidate is unaware or profoundly misjudges how appropriate the lesson was for diverse students (e.g., students of different cultures, second language learners, immigrant children, students of low socio-economic background).	Teacher Candidate has some awareness of how appropriate the lesson was for diverse students.	Teacher Candidate can assess accurately the appropriateness of the methods, curriculum, and assessment for some of the diverse students who participated in the lesson.	Teacher Candidate can assess accurately the appropriateness of the methods, curriculum, and assessment for all of the diverse students who participated in the lesson.
<b>Use in Future Teaching</b>	Teacher Candidate has no suggestions for how a lesson may be improved another time.	Teacher Candidate makes general suggestions about how a lesson may be improved.	Teacher Candidate makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

**Component 4b: Maintaining Accurate Records\***

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Student Completion of Assignments</b>	Teacher Candidate's system for maintaining information on student completion of assignments is in disarray.	Teacher Candidate's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher Candidate's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
<b>Student Progress in Learning</b>	Teacher Candidate has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher Candidate's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher Candidate's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
<b>Assessment of State of Washington Essential Academic Learning Requirements</b>	Assessment is not reflective of the school district's application of the State of Washington Student Learning Goals & standards.	Assessment is moderately appropriate in meeting the school district's application of the State of Washington Student Learning Goals & standards.	Assessment is appropriate in meeting the school district's application of the State of Washington Student Learning Goals & standards.	Not only is the assessment appropriate, but the Teacher can articulate how the assessment substantially contributes the four state student learning goals & standards from the Commission on Student Learning.
<b>Non-instructional Records</b>	Teacher Candidate's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher Candidate's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher Candidate's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

\* Note: EALR Project and other lesson plans can be used to provide additional evidence of competence

**Component 4c: Communicating with Families\***

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Information About the Instructional Program</b>	Teacher Candidate provides little information about the instructional program to families.	Teacher Candidate participates in the school’s activities for parent communication but offers little additional information.	Teacher Candidate provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
<b>Information About Individual Students</b>	Teacher Candidate provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher Candidate adheres to the school’s required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher Candidate communicates with parents about students’ progress on a regular basis and is available as needed to respond to parent concerns	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
<b>Engagement of Families in the Instructional Program</b>	Teacher Candidate makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher Candidate makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher Candidate’s efforts to engage families in the instructional program are frequent, caring, and successful with attention to culturally apropos ways of family involvement.	Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

\* Teacher candidate journals/field notes can be used to document communication with families.

**Component 4d: Contributing to the School and District**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Relationships with Colleagues</b>	Teacher Candidate's relationships with colleagues are negative or self-serving.	Teacher Candidate maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
<b>Service to the School</b>	Teacher Candidate avoids becoming involved in school events.	Teacher Candidate participates in school events when specifically asked.	Teacher Candidate volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
<b>Participation in School and District Projects</b>	Teacher Candidate avoids becoming involved in school and district projects.	Teacher Candidate participates in school and district projects when specifically asked.	Teacher Candidate volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

**Component 4e: Growing and Developing Professionally**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher ☐</b>	<b>Emerging Teacher ☐</b>	<b>Developing Teacher ☐</b>	<b>Skilled Experienced Teacher</b>
<b>Enhancement of Content Knowledge and Pedagogical Skill</b>	Teacher Candidate engages in no professional development activities to enhance knowledge or skill.	Teacher Candidate participates in professional activities to a limited extent when they are convenient.	Teacher Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom.
<b>Service to the Profession</b>	Teacher Candidate makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher Candidate finds limited ways to contribute to the profession.	Teacher Candidate participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, e.g., writing articles for publication, and making presentations.
<b>Reflects in writing upon Own Cultural Encapsulation*</b>	Teacher Candidate makes no effort to reflect upon his/her own received cultural perspective or to come to know how that perspective influences his/her understanding of and actions toward individuals from groups different that his/her received culture.	Teacher Candidate is limited in being able to acknowledge and critically reflect upon his/her own received cultural perspective and come to know how that perspective influences his/her understanding of and actions toward individuals from groups different that his/her received culture.	Teacher Candidate is able to acknowledge and critically reflect upon his/her own received cultural perspective and come to know how that perspective influences his/her understanding of and actions toward individuals from groups different that his/her received culture.	Teacher uses insights of cultural encapsulation to make culturally appropriate contributions to student learning and school improvement activities.

\* This element requires a word processed reflection to be turned into the College Faculty no later than week 9 of student teaching.

**Component 4f: Showing Professionalism**

*Developmental Levels of Performance*

<b>ELEMENT</b>	<b>Inappropriate Teacher □</b>	<b>Emerging Teacher □</b>	<b>Developing Teacher □</b>	<b>Skilled Experienced Teacher</b>
<b>Service to Students</b>	Teacher Candidate is not alert to students' needs.	Teacher Candidate 's attempts to serve students are inconsistent.	Teacher Candidate is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
<b>Multicultural and Anti-bias Advocacy</b>	Teacher Candidate contributes to school practices that result in some students being ill served by the school.	Teacher Candidate does not knowingly contribute to some students being ill served by the school.	Teacher Candidate works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally under-served, are honored in the school.
<b>Democratic &amp; Professional Decision Making</b>	Teacher Candidate makes decisions based on self-serving interests.	Teacher Candidate's decisions are based on limited though genuinely professional considerations.	Teacher Candidate maintains an open mind and participates in team or departmental decision making in a democratic manner.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are democratic and based on the highest professional standards.

**Glossary**

State of Washington Phrases

<b>Term</b>	<b>Description</b>
<i>State of Washington Student Learning Goals*</i>	<p>“...the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:</p> <p>“(1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;</p> <p>“(2) Know and apply the core concepts and principles of mathematics; social, physical, and life science; civics and history; geography; arts; and health and fitness;</p> <p>“(3) Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and</p> <p>“(4) Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.”</p>
<i>State of Washington Essential Academic Learning Requirements*</i>	<p>“...more specific academic and learning technical skills and knowledge, based on the student learning goals....Essential academic learning requirements shall not limit the instructional strategies used by schools and school districts or require the use of specific curriculum.”</p>
<i>Commission on Student Learning*</i>	<p>“The primary purposes of the commission are to identify the knowledge and skills all public school students need to know and be able to do based on the student learning goals..., to develop student assessment and school accountability systems, and to take other steps necessary to develop a performance-based education system.”</p>

---

\* The description of the Student Learning Goals, Essential Academic Learning Requirements, the Commission on Student Learning are from House Bill 1209, “Education Reform -- Improvement of Student Achievement,” which became state of Washington law July, 1993.

Evergreen Master in Teaching Program Phrases

<b>Term</b>	<b>Description</b>
<i>Full-time student teaching</i>	The inclusive dates for when a Teacher Candidate is assigned to a specific student teaching site. The minimum daily start/finish times at the school site correspond directly with the Cooperating Teacher-Mentor’s contracted time for his or her school district/building.
<i>Solo student teaching</i>	When the Teacher Candidate assumes the full-time planning, teaching, and assessment responsibilities of the Cooperating Teacher-Mentor for a minimum of 3 consecutive weeks of each full-time student teaching assignment.
<i>Democratic Classrooms</i>	Classrooms which create a learning community by valuing cultural diversity and by seeking the active civic participation of all student-citizens in the social and learning environment.
<i>Cultural Encapsulation</i>	The degree to which an individual is able to acknowledge and critically reflect upon his/her own received cultural perspectives and comes to know how one’s perspectives influence his/her understanding of and actions toward individuals from groups different that his/her received culture.

Concepts from Assessment Component 3c: Engaging Students in Learning

<b>Term</b>	<b>Description</b>
<i>Representation of Content</i>	<p>All teachers face the challenge of helping students understand new content. How this is presented, or represented, to students has enormous bearing on their understanding.</p> <p>Skilled teachers select examples and metaphors that illuminate the new ideas and skills, connecting new content to students’ knowledge, interests, and a school’s culture. Presentation of content can take the form of oral description, visual presentation (through some type of graphic organizer), or teacher-led discussion.</p>

Concepts from Assessment Component 3c: Engaging Students in Learning (continued)

<b>Term</b>	<b>Description</b>
<i>Activities and Assignments</i>	<p>For students to engage deeply with content, they must participate in learning activities that challenge them to construct understanding. These activities and assignments may take many forms and depend on the context, but they tend to share certain characteristics:</p> <ul style="list-style-type: none"> <li>• Emphasize problem-based learning</li> <li>• Permit student choice and initiative</li> <li>• Encourage depth rather than breadth</li> <li>• Require student thinking</li> <li>• Designed to be relevant and authentic</li> </ul>
<i>Grouping of Students</i>	<p>Students may be grouped in many different ways to enhance their level of engagement:</p> <ul style="list-style-type: none"> <li>• in a single, large group led either by the teacher or another student;</li> <li>• in small groups, either independently or in an instructional setting with a teacher; and</li> <li>• independently.</li> </ul> <p>In small groups, the ability level and skill in an area can be homogeneous or heterogeneous. Students can choose their own grouping, with partners, in triads, or in other configurations.</p> <p>Teacher decisions about student groupings are based on a number of considerations. Chief among these is suitability to the instructional goals. Most important, the type of instructional group should reflect what a teacher is trying to accomplish and should serve those purposes.</p>

Concepts from Assessment Component 3c: Engaging Students in Learning (continued)

<b>Term</b>	<b>Description</b>
<i>Use of Instructional Materials and Resources</i>	Instructional materials can include any items that assist students in engaging with content. Instructional materials are not, in themselves, engaging or unengaging; rather it is a teacher’s and students’ use of the materials that is the determinant.
<i>Structure and Pacing</i>	Pacing in the classroom is appropriate to the students and content, and suitable opportunities for closure are provided. Students do not feel rushed in their work; nor does time drag while some students are completing their work. A well-designed lesson has a defined structure, and students know where they are in that structure.

## Evergreen State College Student Teaching Assessment Rubric Outline Version

### **Domain 1: Planning and Preparation**

**A: *Demonstrating Knowledge of Content and Pedagogy*** - Elements: knowledge of content; knowledge of prerequisite relationships; knowledge of content-related pedagogy; and knowledge of multicultural, anti-bias curriculum planning.

**B: *Demonstrating Knowledge of Students*** - Elements: knowledge of (developmental) characteristics of age group; knowledge of students' varied approaches to learning; knowledge of students' skills and knowledge; and knowledge of students' interests and cultural heritage.

**C: *Selecting Instructional Goals in the Context of Key Concepts*** - Elements: value; State of Washington EALRs; clarity; suitability for diverse learners; and balance.

**D: *Demonstrating Knowledge of Resources*** - Elements: resources for teaching; and resources for students.

**E: *Designing Coherent Instruction*** - Elements: learning activities; instructional materials, resources, and technology; instructional groups; and lesson and unit structure.

**F: *Assessing Student Learning*** - Elements: congruence with instructional goals; criteria and standards; and use for planning.

### **Domain 2: The Classroom Environment**

**A: *Creating an Environment of Respect and Rapport*** - Elements: democratic classroom management system; teacher candidate interaction with students; and response to student interaction.

**B: *Establishing a Culture for Learning*** - Elements: importance of the content; and expectations for learning and achievement.

**C: *Managing Classroom Procedures*** - Elements: management of instructional groups; management of transitions; management of materials and supplies; performance of non-instructional duties; and supervision of volunteers and paraprofessionals.

**D: *Managing Student Behavior*** - Elements: expectations; monitoring of student behavior; and response to student misbehavior.

**E: *Organizing Physical Space*** - Elements: safety and arrangement of furniture; and accessibility to learning and use of physical resources.

### **Domain 3: Instruction**

**A: *Communicating Clearly and Accurately*** - Elements: directions and procedures; and oral and written language.

**B: *Using Questioning and Discussion Techniques*** - Elements: quality of questions; discussion techniques; and student participation.

**C: *Engaging Students in Learning*** - Elements: representation of content; activities and assignments, including those that support EALRs; grouping of students; instructional materials, resources, and uses of technology; and structure and pacing.

**D: *Providing Feedback to Students*** - Elements: quality: accurate, substantive, constructive, and specific; and timeliness.

**E: *Demonstrating Flexibility and Responsiveness*** - Elements: lesson adjustment; response to students; and persistence.

### **Domain 4: Professional Responsibilities**

**A: *Reflecting on Teaching*** - Elements: accuracy; effectiveness with diverse students; and use in future teaching.

**B: *Maintaining Accurate Records*** - Elements: student completion of assignments; student progress in learning, assessment of EALRS; and non-instructional records.

**C: *Communicating with Families*** - Elements: information about instructional program; information about individual students; and engagement of families in the instructional program.

**D: *Contributing to the School and District*** - Elements: relationships with colleagues; service to the school; and participation in school and district projects.

**E: *Growing and Developing Professionally*** - Elements: enhancement of content knowledge and pedagogical skill; service to the profession; and reflects upon own cultural encapsulation.

**F: *Showing Professionalism*** - Elements: service to students; multicultural and anti-bias advocacy; and democratic and professional decision making.

\* The "Student Teaching Assessment Rubric" is based on *Enhancing Professional Practice: A Framework for Teaching* (©1996) by Charlotte Danielson, Alexandria, VA: Association for Supervision and Curriculum Development. Permission granted by author to modify for use by the Master in Teaching Program at The Evergreen State College.



# **Washington State Pedagogy Assessment of Teacher Candidates**

Dr. Terry Bergeson  
State Superintendent of Public Instruction

Dr. Andrew Griffin  
Assistant Superintendent  
Higher Education, Community Outreach and Staff Development

Dr. Arlene Hett  
Director  
Professional Education and Certification

A project of the Washington Association of Colleges for Teacher Education  
in collaboration with the Office of the Superintendent of Public Instruction

June 2004



**State of Washington**  
**Performance-Based Pedagogy Assessment of Teacher Candidates**

**Table of Contents**

Conceptual Framework.....37

Directions.....50

Observation Scoring Rubric.....57

Glossary .....73

Pedagogy Assessment Rubric Outline .....81



**State of Washington**  
**Performance-Based Pedagogy Assessment of Teacher Candidates**  
**Part I: Conceptual Framework**

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

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

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

A paradigm shift in Washington and across the United States is necessary for creating an inclusive approach to PK-12 public education that is determined to leave no child academically behind. Thus, this change is characterized in teaching and learning from being centered on just teacher actions to a focus on student learning. The pedagogy assessment reflects this shift by evaluating teacher performance on the basis of student outcomes and engagement in learning. At the preservice teacher education level, the 21 colleges approved to offer teacher education have recognized the need for a paradigm shift through the collaborative efforts of WACTE and OSPI to create a meaningful performance-based assessment of teacher candidates for use in full-time student teaching internships in PK-12 classrooms. The pedagogy assessment emphasizes *what PK-12 students are actually doing and learning in classrooms*. This focus reflects the paradigm shift articulated in the WAC (180-78A-270) that requires teacher education programs “to prepare educators who demonstrate a positive impact on student learning.” Preservice teacher education,

however, can not accomplish this task alone. WACTE and OSPI recognize that to effectively close the achievement gap, a broad-based collaboration that shares responsibility – one that includes public school teachers, administrators, school boards, legislators, families, communities, and tribal councils – is necessary for the systemic success of this project (also see Kober, 2001).

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

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

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

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

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

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

## **Authentic Assessment of Teacher Candidate Performance and Student Learning**

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

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

The pedagogy assessment’s authentic assessment expectations for a teacher candidate are related directly to the EALRs. The EALRs are specific learning targets that are “based on the student learning goals” (OSPI, n.d.c). The EALRs represent “the specific academic skills and knowledge students will be required to meet in the classroom” (OSPI, n.d.c). Authentic assessment of student learning requires that a teacher candidate’s instructional planning include pedagogical approaches designed to engage students intellectually with subject matter content. Research indicates that teachers who use pedagogical approaches that focus on authentic assessment of student learning can improve “academic performance at all grade levels” (Marks, Newmann, & Gamoran, 1996, p. 69). Furthermore, pedagogy directly connected to authentic assessment “can be distributed equitably to students from all social backgrounds with reasonably equitable benefits” (p. 70).

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

classroom management approaches for inclusive and supportive learning communities, and (h) caring and democratic classrooms.

### Effective Teaching

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

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

- provides clear learning expectations
- uses fair and credible assessments of student learning
- models and analyzes complex thinking
- recognizes authentic accomplishment by every student
- teaches students to self-monitor their learning (Institute for Learning, 2001; Ready, Edley, & Snow, 2002)

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

- *Integrative units* are evident in instructional plans and teaching when a teacher candidate crosses “subject boundaries, translating models from one field into another, importing ideas from other subjects, designing cross-curricular investigations, and developing rich thematic units that involve students in long-term, deep, sophisticated inquiry” (pp. 20-21).
- *Small group activities* exist in “classrooms with effective sub-groups [that] are usually well-structured places where students follow carefully developed norms and routines, and where working together is not a disruptive departure but rather business as usual” (p. 63). This

best practice is generally referred to as cooperative learning. Within in such activities student collaboration with one another “is the mainstay of these classrooms” (p. 59).

- *Representing-to-learn* refers to learning activities that provide students an opportunity to both construct meaning of content being learned and share this learning with others. A teacher candidate can help students understand new material by selecting “examples and metaphors that illuminate new ideas and skills, connecting new content to students’ knowledge, interests, and a school’s culture” (Danielson, 1996).
- Students in a *classroom workshop* “choose individual or small group topics for investigation, inquiry, and research” (Daniels & Bizar, 1998, p. 131). This best practice approach differs from a teacher presentation and places value on teacher modeling where students work “with real materials...[and] become active, responsible, self-motivating, and self-evaluating learners, while the teacher [serves] as model, coach, and collaborator” (pp. 131, 135).
- *Authentic experience* makes meaningful connections to “real world” activities. The National Academy of Science states, “Inquiry into authentic questions [are] generated from student experiences....Teachers focus inquiry predominately on real phenomena...where students are given investigations or guided toward fashioning investigations that are demanding but within their capabilities” (cited in Daniels & Bizar, 1998, p. 171). Authentic experience, therefore, is developmentally appropriate and linked to “real issues that people face in the world” in a manner that helps students make connections “to the importance of what they are learning” (p. 173).
- *Reflective assessment* nurtures student reflection, goal-setting, and self-assessment of learning. The concepts contained in the following section on “Learning Targets and Assessment” address this best practice for effective teaching.

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

### Learning Targets and Assessment

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

- *Knowledge* – mastery of substantive subject matter content, where mastery includes both knowing and understanding it;
- *Reasoning* – the ability to use that knowledge and understanding to figure out things and to solve problems;
- *Performance Skills* – the development of proficiency in doing something where it is the process that is important, such as playing a musical instrument, reading aloud, speaking in a second language, or using psychomotor skills;
- *Products* – the ability to create tangible products, such as term papers, science fair models, and art products, that meet certain standards of quality and that present concrete evidence of academic proficiency; and

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

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

- Stiggins (2001) describes four assessment methods that can be matched with the above described learning target categories. The assessment methods are
- *selected response*: “includes all of the objectively scored paper and pencil test formats” (p. 88).
- *essay*: “[R]espondents are provided with an exercise (or set of exercises) that calls for them to prepare an original written answer....Evidence of achievement is seen in the conceptual substance of the response (i.e., ideas expressed and the manner in which they are tied together)” (p. 88).
- *performance*: “[R]espondents actually carry out a specified activity under the watchful eye of an evaluator, who observes their performance and makes judgments as to the quality of achievement demonstrated” (p. 89).
- *personal communication*: “includes questions posed and answered during instruction, interviews, conferences, conversations, and listening during class discussions and oral examinations. The examiner listens to responses and either (1) judges them right or wrong if correctness is the criterion, or (2) makes subjective judgments according to some continuum of quality” (p. 89).

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

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

### Engaging Low Status/Historically Marginalized Students

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

In a review of related research, the Learning First Alliance (2001), an organization of which OSPI and WACTE are members, explains that “failure to support the academic achievement of students is related to students’ disengagement from school” (p. 6). A review of recent court decisions finds that “the constitutional criterion for an adequate education tends to emphasize opportunity” (Rebell, 2002, p. 242). Low-status students are among those who lack opportunities to receive the equitable benefits of pedagogical approaches designed to help students acquire meaningful and engaging academic content that can help them meet state learning standards.

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

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

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

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

### Multicultural Perspective\*<sup>1</sup>

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

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

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

A teacher candidate’s planning, materials, and instruction must clearly demonstrate approaches differentiated from those that represent dominant cultural exclusions of multiple perspectives and different ways of knowing and learning. This involves plans that incorporate a multicultural perspective into effective instructional strategies for students at all levels of academic abilities and talents. A multicultural perspective in teaching and learning uses

---

<sup>1</sup> \* Significant content from this section to the “Conclusion” on page 15 is adapted by permission from Vavrus (2002).

transformative academic knowledge that includes viewpoints representative of people of color, immigrants, the poor, and those who work for gender equity.

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

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

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

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

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

A teacher candidate, therefore, must provide evidence in the instructional plan that in the construction of learning targets and assessments a multicultural perspective with transformative academic knowledge has been incorporated into subject matter content and instructional practices. A teacher candidate is “at standard,” for example, when students use learning materials and activities that incorporate a multicultural perspective. Students would also be seen exhibiting mutual respect through expressing and listening to divergent, multicultural perspectives.

*Culturally Responsive Teaching.* Culturally responsive teaching differs from historical practices of schools that exclusively attend to and privilege middle class and Eurocentric values. In contrast to assimilationist teaching that denies the cultural heritage of significant numbers of children, culturally responsive pedagogy values and appropriately incorporates a student's

culture into instruction (Gay, 2000; Irvine, 2001; Ladson-Billings, 1995). Gay’s (2000) criteria for culturally responsive teaching is based on the degree to which a teacher candidate is able to use “cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to make learning encounters more relevant and effective” for PK-12 students (p. 29). Such measures can help to assess if a teacher candidate focuses on student strengths that are “culturally *validating and affirming*” (p. 29). In summary, current research on culturally responsive teaching finds that what is needed are classroom learning communities that support “empowering forms of acculturation and teacher-student relations based on collaboration rather than coercion” (Gallego et al., 2001, p. 982).

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

#### Classroom Management for Inclusive, Supportive Learning Communities

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

In order to engage all students, especially those traditionally assigned low status, a teacher education program and its PK-12 partner schools need to help a teacher candidate create a democratic learning community that includes and welcomes all students and places a positive value on the academic competence and intellectual ability of every student. The Learning First Alliance (2001) notes that research

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

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

*Caring and Democratic Classrooms.* John Dewey (1916) conceived of a democratic learning community founded upon “good will” which he equated with “intelligent sympathy” (p. 141). Good will or intelligent sympathy in social groupings results when individuals can empathetically see across their self-interests and biases – be they socio-economic or racial – to work toward common learnings and understandings. In this context Dewey warned against one

group acting under the guise of benevolence by dictating to others what was in their best interest. In contemporary terms we can characterize the application of intelligent sympathy as Noddings' (1992) notion of caring communities in schools and classrooms. Critical for Noddings is open-ended dialogue as a process in "a common search for understanding, empathy, or appreciation" (p. 23) where affect interacts with cognitive knowledge acquisition. Caring implies "a continuous drive for competence" where students feel safe and secure to have "the courage to wander forth both physically and intellectually into new territory" so that each child can grow individually (Noddings, 2001, pp. 101, 104).

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

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

### Conclusion

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

### References

- Adams, D., & Hamm, M. (1998). *Collaborative inquiry in science, math, and technology*. Portsmouth, NH: Heinemann.
- Banks, J.A. (1993a). The canon debate, knowledge construction, and multicultural education. *Educational Researcher*, 22(5), 4-14.
- Banks, J.A. (1993b). Multicultural education: Characteristics and goals. In J.A. Banks & C.A.M. Banks (Eds.), *Multicultural education: Issues and perspectives* (2nd ed.) (pp. 3-28). Boston: Allyn and Bacon.
- Banks, J.A. (1993c). Multicultural education: Historical development, dimensions, and practice. In L. Darling-Hammond (Ed.), *Review of research in education 19* (pp. 3-49). Washington, DC: American Educational Research Association.
- Banks, J.A. (1994). *An introduction to multicultural education*. Boston: Allyn and Bacon.
- Banks, J.A. (2001). *Cultural diversity and education: Foundations, curriculum, and teaching* (4th ed.). Boston: Allyn and Bacon.

- Cochran-Smith, M. (2000). Blind vision: Unlearning racism in teacher education. *Harvard Educational Review*, 72(2), 157-190.
- Cohen, E.G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom* (2nd ed.). New York : Teachers College Press.
- Crenshaw, K.W. (1998). Color blindness, history, and the law. In W. Lubiano (Ed.), *The house that race built* (pp. 280-288). New York: Vintage Books.
- Daniels, H., & Bizar, M. (1998). *Methods that matter: Six structures for best practice classrooms*. Portland, ME: Stenhouse Publishers.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Dewey, J. (1974). *Education and experience*. New York: Collier Books. (Original work published 1938)
- Dilworth, M.E., & Brown, C.E. (2001). Consider the difference: Teaching and learning in culturally rich schools. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.) (pp. 643-667). Washington, DC: American Educational Research Association.
- Dussel, E. (1995). *The invention of the Americas: Eclipse of "the other" and the myth of modernity* (M.D. Barber, Trans.). New York: Continuum.
- Dussel, E. (1998). Beyond Eurocentrism: The world-system and the limits of modernity (E. Mendieta, Trans.). In F. Jameson & M. Miyoshi (Eds.), *The cultures of globalization* (pp. 3-31). Durham, NC: Duke University Press.
- Education Reform – Improvement of Student Learning Act, House Bill 1209, State of Washington (1993).
- Everton, C.M., & Randolph, C.H. (1999). Perspectives on classroom management in learning-centered classrooms. In H.C. Waxman & H.J. Walberg (Eds.), *New directions for teaching practice and research* (pp. 249-268). Berkeley, CA: McCutchan Publishing.
- Floden, R. (2001). Research on effects of teaching. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.) (pp. 3-16). Washington, DC: American Educational Research Association.
- Gallego, M.A., Cole, M., & Laboratory of Comparative Human Cognition (2001). Classroom cultures and cultures in the classroom. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.) (pp.951-997). Washington, DC: American Educational Research Association.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.
- Goldberg, D.T. (1993). *Racist culture: Philosophy and the politics of meaning*. Cambridge, MA: Blackwell.
- Hamilton, D., & McWilliam, E. (2001). Ex-centric voices that frame research on teaching. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.) (pp. 17-43). Washington, DC: American Educational Research Association.
- Institute for Learning (2001). *Principles of learning*. Retrieved May 20, 2003, from <http://www.instituteforlearning.org>
- Irvine, J.J. (2001). The critical elements of culturally responsive pedagogy: A synthesis of the research. In J.J. Irvine, B.J. Armento, V.E. Causey, J.C. Jones, R.S. Frasher, & M.H. Weinburgh (Eds.), *Culturally responsive teaching: Lesson planning for elementary and middle grades* (pp. 3-17). Boston: McGraw Hill.
- Kober, N. (2001, April). *It takes more than testing: Closing the achievement gap*. Washington, DC: Center on Education Policy.
- Kousser, J.M. (1999). *Colorblind injustice: Minority voting rights and the undoing of the second reconstruction*. Chapel Hill: The University of North Carolina Press.
- Ladson-Billings, G. (1995) Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3): 465-491.
- Learning First Alliance (2001, Nov.). *Every child learning: Safe and supportive schools*. Washington, DC: Association of Supervision and Curriculum Development.
- Lloyd, K.M., Tienda, M., & Zajacova, A. (2002). Trends in educational achievement of minority students since Brown v. Board of Education. In T. Ready, C. Edley, Jr., & C.E. Snow, (Eds.), *Achieving high educational standards for all: Conference summary* (National Research Council) (pp. 149-182). Washington, DC: National Academy Press.
- Lynch, J. (1986). An initial typology of perspectives on staff development for multicultural teacher education. In S. Modgil, G. K. Verma, K. Mallick, & C. Modgil (Eds.), *Multicultural education: The interminable debate* (pp. 149-166). London: The Falmer Press.

- Marks, H.M., Newmann, F.M., & Gamoran, A. (1996). Does authentic pedagogy increase student achievement? In F.M. Newmann & Associates (Ed.), *Authentic assessment: Restructuring schools for intellectual quality* (pp. 49-73). San Francisco: Jossey-Bass.
- McEwan, B. (2000). *The art of classroom management: Effective practices for building equitable learning communities*. Upper Saddle River, NJ: Merrill.
- McLaren, P. (1995). *Critical pedagogy and predatory culture: Oppositional politics in a postmodern era*. New York: Routledge.
- McLaren, P., & Torres, R. (1999). Racism and multicultural education: Rethinking “race” and “whiteness” in late capitalism. In S. May (Ed.), *Critical multiculturalism: Rethinking multicultural and antiracist education* (pp. 42-76). Philadelphia: Falmer Press.
- Mignolo, W.D. (1998). Globalization, civilization processes, and the relocation of languages and cultures. In F. Jameson & M. Miyoshi (Eds.), *The cultures of globalization* (pp. 32-53). Durham, NC: Duke University Press.
- Multi-Ethnic Think Tank (2001, June). *Call to action: Mandating an equitable and culturally competent education for all students in Washington state*. Olympia, WA: Office of the Superintendent of Public Instruction, Community Outreach . (contact: phone 360-725-6162)
- Nieto, S. (1995). From brown heroes and holidays to assimilationist agendas: Reconsidering the critiques of multicultural education. In C.E. Sleeter & P.L. McLaren (Eds.), *Multicultural education, critical pedagogy, and the politics of difference* (pp. 191-220). Albany: State University of New York.
- Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press.
- Noddings, N. (2001) The caring teaching. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.) (pp. 99-105). Washington, DC: American Educational Research Association. Office of the Superintendent of Public Instruction (n.d.a.). *Background information*. Retrieved April 17, 2003, from <http://www.k12.wa.us/curriculum/instruct/background/default.asp>
- Office of the Superintendent of Public Instruction (n.d.b). *Basic education goals*. Retrieved April 17, 2003, from <http://www.k12.wa.us/curriculum/instruct/background/education%20reform/re99/basicedu.asp>
- Office of the Superintendent of Public Instruction (n.d.c). *Essential Academic Learning Requirements: What our kids should know and be able to do*. Retrieved February 26, 2003, from <http://www.k12.wa.us/curriculum/instruct/ealrs.asp>
- Porter, A.C., Youngs, P., & Odden, A. (2001). Advances in teacher assessments and their uses. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.) (pp. 259-297). Washington, DC: American Educational Research Association.
- Powell, R. (1996). Confronting white hegemony. *Multicultural Education*, 4(2), 12-15.
- Ready, T., Edley, Jr., C., & Snow, C.E. (Eds.) (2002). *Achieving high educational standards for all: Conference summary* (National Research Council). Washington, DC: National Academy Press.
- Rebell, M.A. (2002). Educational adequacy, democracy, and the courts. In T. Ready, C. Edley, Jr., & C.E. Snow, (Eds.), *Achieving high educational standards for all: Conference summary* (National Research Council) (pp. 218-267). Washington, DC: National Academy Press.
- Shannon, G.S., & Bylsma, P. (2002, November). *Addressing the achievement gap: A challenge Washington state educators*. Olympia, WA: Office of the Superintendent of Public Instruction.
- Shepard, L.A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29(7), 4-14.
- Stiggins, R.J. (2001). *Student-involved classroom assessment* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Valli, L. (1995). The dilemma of race: Learning to be color blind and color conscious. *Journal of Teacher Education*, 46(2), 120-129.
- Vavrus, M. (2002). *Transforming the multicultural education of teachers: Theory, research, practice*. New York: Teachers College Press.
- Wallerstein, I. (1999). *The end of the world as we know it: Social science for the twenty-first century*. Minneapolis: University of Minnesota Press.
- Wehlage, G.G., Newmann, F.M., & Secada, W.G. (1996). Standards for authentic assessment and pedagogy. In F.M. Newmann & Associates (Ed.), *Authentic assessment: Restructuring schools for intellectual quality* (pp. 21-48). San Francisco: Jossey-Bass.
- Winant, H. (1998). Racial dualism at century’s end. In W. Lubiano (Ed.), *The house that race built* (pp. 87-115). New York: Vintage Books.

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

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

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

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

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

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

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

**OVERVIEW OF THE PPA PROCESS**

	What to do	What to submit for each lesson
<p>A. Written Sources of Evidence (Provided Prior to Observation)</p> <p>(PPA Standards 1, 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> <li>- In collaboration with the cooperating teacher and university supervisor, select a lesson to teach.</li> <li>- Using the PPA Standards 1-5 as a reference, prepare the written materials specified in the “What to Submit for Each Lesson” column.</li> <li>- Provide the written materials to your cooperating teacher and/or supervisor.</li> <li>- Meet with your cooperating teacher and/or supervisor to discuss the written materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom and Student Characteristics</li> <li>- Instructional Plan, including descriptions or documentation related to assessment strategies.</li> <li>- Instructional Plan Rationale, including your plan for personal contact with families.</li> </ul>

	<ul style="list-style-type: none"> <li>- Revise the materials based on feedback from the cooperating teacher and/or supervisor.</li> <li>- Provide the final draft of written materials to the cooperating teacher and/or supervisor for their evaluation, based on PPA Standards 1-5.</li> </ul>	<p>(Note. Your cooperating teacher and/or supervisor will evaluate your materials based on PPA Standards 1-5).</p>
<p>B. Observation (PPA Standards 6, 7, 8, 9, 10)</p>	<ul style="list-style-type: none"> <li>- Teach the lesson outlined in the instructional plan.</li> <li>- Collect evidence of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of student learning</li> </ul> <p>(Note. Your cooperating teacher and/or supervisor will use PPA Standards 6-10 to evaluate your teaching)</p>

A. WRITTEN SOURCES OF EVIDENCE (PRIOR TO OBSERVATION)

Classroom and Student Characteristics

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

Classroom Characteristics

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

Student Characteristics

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

**CLASSROOM AND STUDENT CHARACTERISTICS**

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ School/District: \_\_\_\_\_

Grade: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Lesson Title: \_\_\_\_\_

1. Classroom rules and routines that affect the lesson: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

3. Total number of students: \_\_\_\_\_ 4. Females: \_\_\_\_\_ Males: \_\_\_\_\_ 5. Age range: \_\_\_\_\_

6. Describe the range of abilities in the classroom: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Describe the range of socio-economic backgrounds of the students: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Describe the racial/ethnic composition of the classroom, and what is done to make the teaching and learning culturally responsive: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. How many students are limited English proficient? \_\_\_\_\_

10. Describe the range of native languages and what, if any, modifications are made for LEP students: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

12. How many 504 students are there? \_\_\_\_\_ What accommodations are made for these students? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

## Instructional Plan

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

### Learning Targets

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

### Assessment Strategies

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

### Grouping of Students for Instruction

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

### Learning Experiences

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

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

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

Instructional Materials, Resources, and Technology

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

INSTRUCTIONAL PLAN

TEACHER CANDIDATE: \_\_\_\_\_ DATE: \_\_\_\_\_

COOPERATING TEACHER: \_\_\_\_\_ GRADE: \_\_\_\_\_

SCHOOL DISTRICT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

UNIVERSITY SUPERVISOR: \_\_\_\_\_

UNIT/SUBJECT: \_\_\_\_\_

LESSON TITLE/FOCUS: \_\_\_\_\_

LEARNING TARGETS:

ASSESSMENT STRATEGIES (attach descriptions or documentation related to your assessment strategies)

GROUPING OF STUDENTS FOR INSTRUCTION

LEARNING EXPERIENCES (for example, you might specify the following: Introduction, Questions, Learning Activities, Closure, Independent Practice)

INSTRUCTIONAL MATERIALS, RESOURCES, AND TECHNOLOGY (attach a copy of any materials students will use during the lesson; e.g., handouts, questions to answer, worksheets)

### Instructional Plan Rationale

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

#### Learning Target(s)

- a. How do the learning targets relate to EALRs, state learning goals, district goals, school goals, or classroom goals?
- b. How do the learning targets relate to previous and future lessons (explain or provide a unit plan)?
- c. How do the learning targets incorporate a multicultural perspective?
- d. Why are the learning targets appropriate for all students in the class (highlight any modifications for individual students)?

#### Assessment Strategies

- a. How does the strategy accommodate students at different developmental or achievement levels?
- b. How does the strategy respond to differences in students' cultural and linguistic backgrounds?

#### Learning Experiences

- a. How have you demonstrated your understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, socioeconomic status (SES), and gender?
- b. How do the experiences accommodate the learning needs of students with disabilities or 504 students?
- c. How do the experiences incorporate multicultural perspectives?
- d. How do the experiences stimulate student problem solving and critical thinking?
- e. How do the experiences create an inclusive and supportive learning community?
- f. Describe the research base or principles of effective practice that form the basis of the learning experiences.

#### Family Interactions

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

## B. OBSERVATION

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

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

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

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

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

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

## PART III: Scoring Rubric

### Overview

The Scoring Rubric consists of 10 standards and accompanying criteria. The first five are used to assess the written Sources of Evidence, and the second five are used during observation of teaching. The following shows the Washington Administrative Code (WAC) Residency Standards addressed in the Scoring Rubric. The Scoring Rubric begins on the next page. Your evaluator will record your progress relative to meeting each criterion in the Scoring Rubric on either the Scoring Rubric, itself, 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: 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

**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***

<b>Criterion</b>	<b>Not Met</b>	<b>Met</b>	<b>Comments (evidence of performance)</b>
<b>A. Alignment</b>	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>B. Meaningfulness/Importance</b>	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
<b>C. Developmental and Instructional Appropriateness</b>	The plan's learning targets are not appropriate for the development, pre-requisite knowledge, skills, experiences, and backgrounds of students or student characteristics and needs.	The plan's learning targets are suitable for all students in the class and are adapted where necessary to the needs of individual students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>D. Accuracy</b>	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
<b>E. Multicultural Perspectives</b>	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*

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

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

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

<b>Criterion</b>	<b>Not Met</b>	<b>Met</b>	<b>Comments (evidence of performance)</b>
<b>A. Appropriateness</b>	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>B. Purpose</b>	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
<b>C. Cultural Responsiveness</b>	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
<b>D. Two-Way Communications</b>	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)**

<b>Criterion</b>	<b>Not Met</b>	<b>Met</b>	<b>Comments (evidence of performance)</b>
<b>Alignment</b>	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>A. Technical Soundness</b>	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
<b>B. Formative and Summative Assessment</b>	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
<b>C. Multiple Modes and Approaches</b>	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
<b>D. Feedback</b>	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*

<b>Criterion</b>	<b>Not Met</b>	<b>Met</b>	<b>Comments (evidence of performance)</b>
<b>A. Alignment</b>	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>B. Lesson Sequence</b>	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
<b>C. Research-Based Pedagogy</b>	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
<b>D. Academic Knowledge and Perspective</b>	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
<b>E. Culturally Responsive Learning Activities</b>	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
<b>F. Materials and Resources</b>	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
<b>G. Use of</b>	The plan incorporates few opportunities	The plan utilizes technology to	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed

<b>Technology</b>	for students to learn with varied technologies.	support and enhance instruction and student learning.	
<b>H. Heterogeneous Grouping</b>	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
<b>I. Student Engagement</b>	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**

<b>Criterion</b>	<b>Not Met</b>	<b>Met</b>	<b>Comments (evidence of performance)</b>
<b>A. Alignment</b>	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>B. Meaningful Opportunities to Learn</b>	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
<b>C. Accuracy</b>	The teacher candidate makes content errors.	The teacher candidate demonstrates accurate knowledge of the content.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>D. Interdisciplinary Instruction</b>	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
<b>E. Culturally Responsive and Gender-Sensitive Instruction</b>	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**

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

**8. Students engage in learning activities that are based on research and principles of effective practice.**Source of Evidence: **Classroom Observation**

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

**9. Students experience effective classroom management and discipline.**Source of Evidence: **Classroom Observation**

<b>Criterion</b>	<b>Not Met</b>	<b>Met</b>	<b>Comments (evidence of performance)</b>
<b>A. Use of Classroom Materials</b>	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>B. Equitable Discipline</b>	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
<b>C. Transitions</b>	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
<b>D. Response to Interventions</b>	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
<b>E. Democratic Practices</b>	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)
<b>A. Alignment</b>	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>B. Multiple Modes and Approaches</b>	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
<b>C. Feedback</b>	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
<b>D. Understanding of Assessment</b>	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
<b>E. Self-Assessment</b>	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
<b>F. Student Reflection</b>	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
<b>G. Positive Impact on Student Learning</b>	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 \_\_\_\_\_



**ASSESSMENT RECORD**

Candidate \_\_\_\_\_ Supervisor \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

PAA Administration Dates: 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

**Written Sources of Evidence**

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

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

### Observation

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

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



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

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

**assessment, authentic:**

- (a) A concept that refers to “intellectual accomplishments that are worthwhile, significant, and meaningful” (Wehlage, Newmann, & Secada, 1996, p. 23).
- (b) When applied to student learning, defined through the following criteria:
- “*construction of knowledge* found in significant intellectual accomplishments” (p. 24).
  - “*disciplined inquiry* consists of three main features: (1) use of prior knowledge base, (2) striving for in-depth understanding rather than superficial awareness, and (3) expressing one’s ideas and findings through elaborated communication” (pp. 24-25).
  - “*value of achievement beyond the school*...reflects aesthetic, utilitarian, or personal value evident in significant intellectual accomplishments” (p. 26).

**assessment, methods of:**

- *selected response*: “includes all of the objectively scored paper and pencil test formats” Stiggins, 2001, p. 88).
- *essay*: “[R]espondents are provided with an exercise (or set of exercises that calls for them to prepare an original written answer...Evidence of achievement is seen in the conceptual substance of the response (i.e., ideas expressed and the manner in which they are tied together)” (p. 88).
- *performance*: “[R]espondents actually carry out a specified activity under the watchful eye of an evaluator, who observes their performance and makes judgments as to the quality of achievement demonstrated” (p. 89).
- *personal communication*: “includes questions posed and answered during instruction, interviews, conferences, conversations, and listening during class discussions and oral examinations. The examiner listens to responses and either (1) judges them right or wrong if correctness is the criterion, or (2) makes subjective judgments according to some continuum of quality” (p. 89).

**caring:**

- (a) “values the individual and conveys belief in their capacity to learn...[;] entails listening sincerely to students, knowing something about students and their lives, and developing positive relationships with them...[;] creates the relationship, the ‘bonds’ necessary to ensure learning” (Shannon & Bylsa, 2002, p. 28).
- (b) *a caring teacher*: “someone who has demonstrated that she can establish, more or less regularly, relations of care in a wide variety of situations” (Noddings, 2001, pp. 100-101).

**class, socio-economic:**

(a) “economic, social, and political relationships that govern life in a given social order[;]...reflects the constraints and limitations individuals and groups experience in the areas of income level, occupation, place of residence, and other indicators of status and social rank” (Grant & Ladson-Billings, 1997, p. 44).

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

- *wealth*: “the control of material resources or economic clout”
- *power*: “authority in the political realm”
- *prestige*: “the control of ideological resources or cultural influence” (deMarrais & LeCompte, 1995, p. 168).

**classroom management:**

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

(b) *democratic management* – characteristics:

- “typically centers more on societal expectations that promote the common welfare”
- “reflects society’s expectations of cooperation where the basis of the rules is derived from the language of individual freedom balanced against mutual responsibilities”
- “relies on presenting guidelines and expectations to students and having students make choices about how to behave appropriately within those parameters”
- “student participation in the decision-making process is one essential element”
- “arranging the classroom to be welcoming for all students is important” (pp. 19-20).

**critical thinking:**

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

**culturally responsive teaching:**

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

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

**culture:**

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

(b) “in relationship to school learning...those values and practices that shape the content, process, and structure of initial and subsequent intellectual, emotional, and social development among members of

particular group[;]...provides the conditions under which human growth and development naturally occur” (Grant & Ladson-Billings, 1997, p. 74).

**democratic education:**

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

**diversity:**

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

**English-language learners:**

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

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

**equity:**

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

(b) “What is fair and right; something that is fair and right”;

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

(d) *educational equity:*

(1) “used to contrast ‘equal education’ with opportunity being viewed as a necessary, but not sufficient, step for educational equity to occur[;]...”

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

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

**engagement:**

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

**Essential Academic Learning Requirements:**

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

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

**Eurocentrism:**

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

**gender:**

(a) “Consists of behaviors that result from the social, cultural, and psychological factors associated with masculinity and femininity within a society. Appropriate male and female roles result from the socialization of the individual within the group” (Banks & Banks, 1997, p. 434). (b) “in addition to physiological traits, refers to the cultural understandings and behaviors associated maleness and femaleness[;]...learned through a process of socialization [beginning] at birth” (deMarrais & LeCompte, 1995, p. 319). (c) *heterosexism*: “Discriminatory beliefs and behaviors directed against gay men and lesbians” (Nieto, 2000, p. 383).

**learning community:**

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

**learning targets:**

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

- *Knowledge* – mastery of substantive subject matter content, where mastery includes both knowing and understanding it
- *Reasoning* – the ability to use that knowledge and understanding to figure out things and to solve problems
- *Performance Skills* – the development of proficiency in doing something where it is the process that is important, such as playing a musical instrument, reading aloud, speaking in a second language, or using psychomotor skills
- *Products* – the ability to create tangible products, such as term papers, science fair models, and art product, that meet certain standards of quality and that present concrete evidence of academic proficiency
- *Dispositions* – the development of certain kinds of feelings, such as attitudes, interests, and motivational intentions. (p. 66)

**low-status, historically marginalized students:**

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

**multicultural education:**

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

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

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

(3) “provides instruction in familiar contexts that are built upon student’s diverse ways of thinking...

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

(b) *Dimensions* include (1) content integration for an inclusive elementary and secondary school curriculum, (2) multicultural knowledge construction processes, (3) prejudicial discrimination reduction, (4) an equity pedagogy, and (5) an empowering school culture and social structure for all children and youth (Banks, 1993c, 2001).

**multicultural perspective/approach:**

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

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

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

**multiculturalism:**

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

**pedagogy:**

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

**perspective consciousness:**

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

**problem solving:**

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

**race:**

- (a) “a term with no scientific meaning that has been used historically to categorize people based on beliefs about their common ancestry and/or physical characteristics” (deMarrais & LeCompte, 1995, p. 320).
- (b) “a concept that signifies and symbolizes sociopolitical conflicts and interests in reference to different types of human bodies[;]...selection of...particular human features for purposes of racial signification is always and necessarily a social and historical process” (Grant & Ladson-Billings, 1997, p. 227).

**race, gender, and class:**

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

**representation:**

- (a) “a discursive system that codes and encodes individuals and groups in ways that construct, reflect, and reproduce the hegemonic political, social, cultural, and economic order[;]...social subjects (individuals and groups) are situated or positioned in relation to each other and to the world” (Grant & Ladson-Billings, 1997, p. 232).
- (b) *hegemony*: “a form of social control. It exists in the form of a social consensus created by dominant groups who control socializing institutions such as the media, schools, churches, and the political system; these institutions prevent alternative views from gaining an audience or establishing their legitimacy” (deMarrais & LeCompte, 1995, p. 319).

**Student Learning Goals, state of Washington:**

“[T]he goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to: “(1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;  
“(2) Know and apply the core concepts and principles of mathematics; social, physical, and life science; civic and history; geography; arts; and health and fitness;  
“(3) Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and  
“(4) Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.” (Education Reform Act, 1993)

**transformative academic knowledge:**

- (a) “consists of concepts, paradigms, themes, and explanations that challenge mainstream academic knowledge and that expand the historical and literary canon...[under the recognition] that knowledge is not neutral but is influenced by human interests, that all knowledge reflects the power and social relationships within society, and that an important purpose of knowledge construction is to help people improve society. (Banks, 1993a, p. 9)
- (b) “changes the structure of the curriculum to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups” (Banks, 1993a);  
compare to:
  - *contributions & additive multicultural content*: “focuses on heroes, holidays, and individual cultural events...[and] adds content, concepts, themes, and perspectives to the curriculum without changing its structure” (Banks, 1993a).

• *transformative multicultural education*: (a) a “concept that explicitly articulates educational transformation in a society that addresses issues of race, class, gender, disability, and sexual orientation” (Grant & Ladson-Billings, 1997, p. 176); (b) “changes the structure of the curriculum to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups” (Banks, 1993a, 2001).

### Glossary References

- Banks, J.A. (1993a). Approaches to multicultural curriculum reform. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (pp. 195-214). Boston: Allyn and Bacon.
- Banks, J.A. (1993b). The canon debate, knowledge construction, and multicultural education. *Educational Researcher*, 22(5), 4-14.
- Banks, J.A. (1993c). Multicultural education: Characteristics and goals. In J.A. Banks & C.A.M. Banks (Eds.), *Multicultural education: Issues and perspectives* (2nd ed.) (pp. 3-28). Boston: Allyn and Bacon.
- Banks, J.A. (2001). *Cultural diversity and education: Foundations, curriculum, and teaching* (4th ed.). Boston: Allyn and Bacon.
- Banks, J.A., & Banks, C.A.M. (1997). Glossary. In J.A. Banks & C.A.M. Banks (Eds.), *Multicultural education: Issues and perspectives* (3rd ed.) (pp. 433-436). Boston: Allyn and Bacon.
- Cary, S. (2000). *Working with second language learners: Answers to teachers top ten questions*. Portsmouth, NH: Heinemann.
- Cohen, E.G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom* (2nd ed.). New York : Teachers College Press.
- Costantino, M. (1999, April). *Reading and second language learners: Research report*. Olympia, WA: Office of the Superintendent of Public Instruction.
- Cunat, M. (1996). Vision, vitality, and values: Advocating the democratic classroom. In L. E. Beyer (Ed.), *Creating democratic classrooms: The struggle to integrate theory and practice* (pp. 127-149). New York: Teachers College Press.
- Dejnozka, E.L., & Kapel, D.E. (Eds.) (1991). *American educators' encyclopedia* (rev. ed.). New York: Greenwood Press.
- deMarrais, K.B. & LeCompte, M.D. (1995). *The way schools work: A sociological analysis of education* (2nd ed.). White Plains, NY: Longman.
- Education Reform – Improvement of Student Learning Act, House Bill 1209, State of Washington (1993). Gallego, M.A., Cole, M., & Laboratory of Comparative Human Cognition (2001). Classroom cultures and cultures in the classroom. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.) (pp.951-997). Washington, DC: American Educational Research Association.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.
- Grant, C.A., & Ladson-Billings, G. (Eds.) (1997). *Dictionary of multicultural education*. Phoenix, AZ: Oryx Press.
- Hamilton, D., & McWilliam, E. (2001). Ex-centric voices that frame research on teaching. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.) (pp. 17-43). Washington, DC: American Educational Research Association.
- Mayer, R.E. (2003). Problem solving. In J.W. Guthrie (Ed.), *Encyclopedia of education* (2nd ed.) (pp. 1441-1444). New York: Macmillan.
- McEwan, B. (2000). *The art of classroom management: Effective practices for building equitable learning communities*. Upper Saddle River, NJ: Merrill.
- Merz, C., & Furman, G. (1997). *Community and schools: Promise and paradox*. New York: Teachers College Press.
- Nieto, S. (1997). School reform and student achievement: A multicultural perspective. In J.A. Banks & C.A.M. Banks (Eds.), *Multicultural education: Issues and perspectives* (3rd ed.) (pp. 387-407). Boston: Allyn & Bacon.
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education* (3rd ed.). New York: Longman.
- Noddings, N. (2001) The caring teaching. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.) (pp. 99-105). Washington, DC: American Educational Research Association.
- Office of the Superintendent of Public Instruction (n.d.). *Essential Academic Learning Requirements: What our kids should know and be able to do*. Retrieved February 26, 2003, from <http://www.k12.wa.us/curriculum/instruct/earls.asp>
- Oxford English Dictionary* (Vol. V, 2nd ed.) (1989). Oxford, UK: Clarendon Press.
- Shannon, G.S., & Bylsma, P. (2002, November). *Addressing the achievement gap: A challenge Washington state educators*. Olympia, WA: Office of the Superintendent of Public Instruction.
- Stiggins, R.J. (2001). *Student-involved classroom assessment* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Vavrus, M. (2002). *Transforming the multicultural education of teachers: Theory, research, practice*. New York: Teachers College Press.
- Walberg, H.J. (1999). Productive teaching. In H.C. Waxman & H.J. Walberg (Eds.), *New directions for teaching practice and research* (pp. 75-104). Berkeley, CA: McCutchan Publishing.

Wehlage, G.G., Newmann, F.M., & Secada, W.G. (1996). Standards for authentic assessment and pedagogy. In F.M. Newmann & Associates (Ed.), *Authentic assessment: Restructuring schools for intellectual quality* (pp. 75-104). San Francisco: Jossey-Bass.

**Outline Version: State Of Washington Pedagogy Assessment Instrument**

**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**

**A. Alignment:** The plan's learning targets are explicitly aligned with EALRs, state learning goals, district goals, and school and classroom goals.

**B. Meaningfulness/Importance:** The plan's learning targets represent valuable learning and foster student critical thinking and problem solving.

**C. Developmental and Instructional Appropriateness:** The plan's learning targets are suitable for all students in the class and are adapted where necessary to the needs of individual students.

**D. Accuracy:** The plan's learning targets define learning outcomes and can be assessed.

**E. Multicultural Perspectives:** The plan's learning targets are grounded in transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.

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

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

**A. Developmental Characteristics:** The plan reflects understanding of students' developmental characteristics.

**B. Exceptionalities:** The plan reflects understanding of students' exceptionalities and special learning needs.

**C. Cultural Backgrounds, Ethnicity, Language Development, Socioeconomic Status (SES), Gender:** The plan reflects understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.

**D. Approaches to Learning:** The plan reflects understanding of students' varied approaches to learning.

**E. Prior Knowledge and Skills:** The plan reflects understanding of students' knowledge and skills relative to the learning targets for each student, including those with special needs.

**F. Community Factors that Impact Student Learning:** The plan reflects understanding of how to use students' community as support for activities, resources, and learning strategies.

**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)**

**A. Appropriateness:** 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.

**B. Purpose:** The plan for family interaction provides and elicits information regarding student learning and well being, including low-status/historically marginalized families.

**C. Cultural Responsiveness:** The plan's interactions with families are culturally responsive for each student and his or her family.

**D. Two-Way Communications:** The plan provides adequate opportunities for families to engage in communication or activities to support student learning and well being.

**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)**

**A. Alignment:** The plan's assessment strategies are aligned with the learning targets.

**B. Technical Soundness:** The plan includes assessments that measure the student outcomes reflected in the learning targets.

**C. Formative and Summative Assessment:** The plan provides for the use of both formative and summative assessment data to evaluate impact on student learning.

**D. Multiple Modes and Approaches:** The plan includes opportunities for students to engage in a variety of assessments that measure their performance relative to the learning targets.

**E. Feedback:** The plan includes opportunities for students to receive feedback regarding their performance relative to the learning targets.

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

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

**A. Alignment:** The plan's learning activities are aligned with learning targets and assessments.

**B. Lesson Sequence:** The plan's learning activities account for prior learning and support the learning targets.

**C. Research-Based Pedagogy:** 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.

**D. Academic Knowledge and Perspective:** 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.

**E. Culturally Responsive Learning Activities:** 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.

**F. Materials and Resources:** The plan utilizes learning materials and engages in learning tasks that incorporate transformative multicultural and gender perspectives.

**G. Use of Technology:** The plan utilizes technology to support and enhance instruction and student learning.

**H. Heterogeneous Grouping:** 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.

**I. Student Engagement:** The plan describes how students will become intrinsically motivated and engaged in their own learning.

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

Source of Evidence: **Classroom Observation**

**A. Alignment:** Classroom instruction is aligned with the instructional plan.

**B. Meaningful Opportunities to Learn:** Students are learning the key skills and concepts needed to reach the learning targets.

**C. Accuracy:** The teacher candidate demonstrates accurate knowledge of the content.

**D. Interdisciplinary Instruction:** Students are engaged in tasks that provide interdisciplinary connections with other subject areas.

**E. Culturally Responsive and Gender-Sensitive Instruction:** Students respond using multicultural and gender-sensitive perspectives.

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

Source of Evidence: **Classroom Observation**

**A. Democratic Classroom:** Students participate in the development of classroom behavioral expectations and norms (e.g., provide input regarding rules or procedures; are involved in conflict resolution).

**B. Respect:** Classroom interactions between students and teacher candidate or between peers reflect respect for others.

**C. Learning Community:** Students support one another in group learning activities and include low-status/historically marginalized students.

**D. Self-Directed Learning:** Students express their opinions and provide suggestions regarding their own learning.

**E. Diverse Perspectives:** Students show respect for multicultural and gender perspectives expressed by others.

**F. Heterogeneous Groups:** 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.

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

Source of Evidence: **Classroom Observation**

**A. Questioning and Discussion Techniques:** Students answer and pose questions and engage in cooperative discussions that enhance learning, critical thinking, transformative multicultural thinking, and problem solving.

**B. Delivery and Pacing:** Students engage in learning activities that are paced appropriately for all students, are culturally responsive, and allow for reflection and closure as appropriate.

**C. Differentiated Instruction:** Students engage in learning activities that are adjusted to meet their individual backgrounds, strengths, and needs and are culturally and gender responsive.

**D. Active Learning:** Students are cognitively engaged in the learning activities and initiate or adapt activities to enhance understanding.

**E. Technology:** Students use technology when engaging in learning or the demonstration of their learning.

**9. Students experience effective classroom management and discipline.**

Source of Evidence: **Classroom Observation**

**A. Use of Classroom Materials:** Students find, use, and return classroom materials respectfully and efficiently with regard for order and others.

**B. Equitable Discipline:** Students are fairly and equitably disciplined.

**C. Transitions:** Students move between learning tasks in an efficient manner.

**D. Response to Interventions:** Students positively respond to teacher suggestions and interventions in order to make adjustments to appropriate learning behaviors.

**E. Democratic Practices:** Students are engaged in democratic classroom management practices.

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

Source of Evidence: **Classroom Observation**

**A. Alignment:** Students engage in assessment activities that are aligned with learning targets.

**B. Multiple Modes and Approaches:** Students engage in a variety of assessments that measure their performance relative to the learning targets.

**C. Feedback:** Students receive constructive, timely feedback based on assessment results.

**D. Understanding of Assessment:** Students demonstrate an understanding of the relationship between the assessments and learning targets.

**E. Self-Assessment:** Students engage in self-assessment related to the learning targets.

**F. Student Reflection:** Students reflect on their performance in order to evaluate progress over time relative to learning targets.

**G. Positive Impact on Student Learning:** Assessment results show the expected amount of learning relative to the learning targets by all students.