Preface

BACKGROUND

Performance-based assessments and tasks are not new to education. They have been discussed for decades through various emphases on learner-centered instruction (McCombs & Whisler, 1997), understanding by design or backwards design (Wiggins & McTighe, 2005), authentic learning (Bransford, Brown, & Cocking, 2000), as well as constructionist ideas (Papert, 1980). The premise behind performance-based assessments is that learners are given the opportunity to work on a task that has multiple parts that address both lower-level and higher-level thinking skills, an authentic context, and direct alignment to the skills and processes that they have been learning. While these types of assessments have trickled into K-12 schools and some university settings, the implementation of performance-based assessments in teacher education programs is relatively new.

In teacher education, "well-designed performance-based assessments have been found to measure aspects of teaching that are related to effectiveness, as measured by student achievement gains (Darling-Hammond, 2012, p. 6)." In education, the best known performance-based assessment is the National Board Certification Process where inservice teachers are assessed on videos of their teaching, written reflections, and tests. In some states, educator preparation programs (EPPs) and state policy holders have started to require teacher candidates seeking licensure to complete the edTPA performance-based assessment, which originates from California's Teacher Performance Assessment (TPA). The edTPA assessment and other high-stakes teacher assessments are now being used as a gateway to teacher licensure. Due to the context and use of performance-based assessments there is a need for the field to more closely examine the use of these assessments in teacher education programs.

The goal of this book is to provide a collection of chapters focused on the use of performance-based assessments in teacher education programs. While writing about assessment can sometimes take too much focus off of good teaching and the purpose of learning, it is important to keep in mind that the discussion should not be focused only on performance-based assessments. Rather, the discussion should center on what are the skills and knowledge associated with effective teaching and how do we develop those in teacher candidates. We are not focused on developing individuals who do well on assessments, we are focused on developing effective teachers. While many of these chapters focus on the edTPA assessment, there are other parts of this book that discuss other performance-based assessments from teacher education programs. My hope and goal with this collection of chapters is that readers will see examples of projects, efforts, and studies related to performance-based assessments that can inform their own work. Moreover, as policy makers now are requiring teacher candidates to successfully complete these assessments for licensure, there is a need to continue this line of research and development related

to developing, evaluating, and researching issues around performance-based assessments in teacher education programs.

The chapters in this book have been divided into three large themes: 1) the role of faculty and institutions in implementing performance-based assessments, 2) supporting teacher education candidates' work with performance-based assessments, and 3) programs and initiatives related to performance-based assessments.

OVERVIEW OF CHAPTERS

Section I begins with DeMink-Carthew, Hyler, and Valli describing program redesign at the University of Maryland in light of multiple initiatives and efforts, including new licensure requirements, the edTPA assessment, and programmatic changes. Next, Pinter, Winter, and Watson describe how their university implemented the edTPA assessment through work with coursework and clinical experiences. Chapter 3 shares East Carolina's comprehensive college-wide efforts to analyze programmatic data, focus dialogue on data, and establish a culture focused on candidate performance and ongoing program evaluation. Next, Moran describes East Tennessee State University's process of implementing the edTPA assessment. Next, Cuthrell, Lys, Fogarty, and Dobson share about East Carolina University's framework and process for analyzing data for program improvement. In Chapter 6, Hart and Wakeman share how they have set up opportunities for multiple faculty members to engage in and participate in edTPA implementation. Chapter 7 focuses on the University of Maryland's work with local scoring and local evaluation by having faculty partner with their school partners. Section I closes with Lim and Lischka's piece examining the content validity of edTPA based on their experiences and the extant literature.

Section II focuses on efforts to support teacher candidates' work with performance-based assessments. Chapter 9 focuses on how faculty used multiple courses to support candidates' skills and knowledge related to instructional planning and designing learning segments. In the next chapter, Suleiman and Byrd share a study in which they examined candidates' perceptions of mentorship and support during their program in light of the edTPA project. Next, Lachance discusses ways to support teacher candidates, who are earning licensure to teach non-native English speakers. Chapter 12 focuses on possible ways to support teacher candidates' development on skills related to edTPA with descriptions about the barriers encountered. In the next chapter, Petty and Heafner share their strategies for supporting candidate development in an online teacher preparation program. In Chapter 14, Rademaker shares how intensive clinical experiences for candidates supported their overall development as well as their work on performance-based assessments. Section II concludes with a chapter about a literacy-focused partnership between Bradley University and a local school to support candidates' development on skills related to performance-based assessments.

Section III includes a variety of programs and initiatives related to performance-based assessments. In Chapter 16, Byker shares about how experiential learning activities can be used as a way to assess teacher candidates' understanding. Next, Ryan shares findings from a study that used lesson study and related artifacts to assess teacher quality. In the next chapter, Catelli and colleagues share about a video-based action research project focused on intensive collaboration between teacher candidates, university faculty, and school faculty at a local Professional Development School. In Chapter 19, Cardoso and colleagues write about a study in Mexico that linked teacher preparation programs to the performance of candidates. Next, McIntyre and colleagues share results from a study focused on Impact on Student

Learning projects that candidates completed during student teaching. Chapter 21 focuses on a study from Croatia in which pre-school teachers completed a performance-based assessment with their students.

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