

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

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
<p>A. Written Sources of Evidence Provided Prior to Observation as evidence for PPA Standards 1-5</p>	<ul style="list-style-type: none"> - In collaboration with the cooperating teacher and university supervisor, select a set of lessons/unit to teach. - Using the PPA Standards 1-5 as a reference, prepare the written materials specified in the “What to Submit” column. - Provide the written materials to your cooperating teacher and/or supervisor. 	<ol style="list-style-type: none"> 1. Classroom and Student Characteristics Form 2. Instructional Plans 3. Instructional Plan Rationale 4. Self-assessment of planning, using the State Pedagogy Assessment Record for Standards 1-5. <p>Note. Your faculty supervisor will use your self-assessment as a starting point in evaluating Standards 1-5</p>
<p>B. Observation (PPA Standards 6, 7, 8, 9, 10)</p>	<ul style="list-style-type: none"> - Teach one of the lessons included in the instructional plan. 	<ul style="list-style-type: none"> - Evidence of student learning <p>(Note. Your faculty supervisor will use 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 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

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, socioeconomic 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 Rationale

For your set of lessons or unit, 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

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