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

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

State of Washington
Performance-Based Pedagogy Assessment of Teacher Candidates

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State of Washington

Performance-Based Pedagogy Assessment of Teacher Candidates

Part I: Conceptual Framework

Introduction

The primary audience for the State of Washington “Performance-Based Pedagogy Assessment of Teacher Candidates” includes teacher candidates, teacher education faculty, and higher education and PK-12 supervisors of student teaching internships. Another audience that has a close interest in this document includes PK-12 administrators, policy makers with state-wide responsibility for public education, and non-governmental 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 state-wide 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 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 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. 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 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 that use research and best practices that directly relates 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. 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. (Kober, 2001, p. 29)

Hence, the pedagogy assessment considers excellence in education inseparable from equal and equitable opportunities for all students to learn intellectually 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 be the creation of 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 (Education Reform – Improvement of Student Learning Act, 1993) and the “Performance-Based Pedagogy Assessment of Teacher Candidates.”

Authentic Assessment of Teacher Candidate Performance and Student Learning

Authentic assessment of teacher candidate planning and performance and of student learning is foundational to the “Performance-Based Pedagogy Assessment of Teacher Candidates.” Authentic assessment is an overarching concept that refers to “intellectual accomplishments that are worthwhile, significant, and meaningful” (Wehlage, Newmann, & Secada, 1996, p. 23). When a teacher candidate applies authentic assessment to student learning and achievement, the preservice teacher must attend to criteria related to “construction of knowledge, disciplined inquiry, and the value of achievement beyond the school” (p. 24; also see Part IV, “Glossary”). The centrality of authentic assessment in the pedagogy assessment reflects policy recommendations that “place 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 Student Learning Goals that became law in 1993. The Student Learning Goals permeate all areas of the school curriculum with 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” (Education Reform, 1993). 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” (Education Reform, 1993). The Student Learning Goals are clear that intellectual development of students also needs to be extended and connected to potential life opportunities and experiences that exist in careers and post-secondary education. Underlying infusion of the Student Learning Goals throughout the curriculum is an expectation that parents and community members will be involved with school districts in helping students meet these goals (Education Reform, 1993). 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” (Education Reform, 1993). The EALRs represent “the specific academic skills and knowledge students will be required to meet in the classroom” (OSPI, n.d.). 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 conceptual approach is essential for a teacher candidate to promote and increase the learning of all students. These interrelated concepts include the necessity of (a) the establishment of clear learning targets and assessment approaches, (b) the engagement of low status/historically marginalized students, (c) a multicultural perspective, (d) the incorporation of transformative

academic knowledge into the curriculum, (e) the provision of classroom management approaches for inclusive and supportive learning communities, (f) culturally responsive teaching, and (g) caring and democratic classrooms.

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* – master 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; 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*: "include 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 the candidate’s “specific 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). 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).

“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 in cooperative 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). Research finds that “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 provide evidence 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 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 these 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*

A multicultural perspective requires an education that is multicultural. 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). 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). For the “Performance-Based Pedagogy Assessment of Teacher Candidates” student learning must be relevant and a teacher candidate demonstrates use of appropriate multicultural metaphors and representations. 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

* Content from this section to the “Conclusion” on page 9 is adapted by permission from Vavrus (2002).

academic abilities and talents. A multicultural perspective in teaching and learning uses transformative academic knowledge that includes viewpoints representative of people of color, immigrants, the poor, and those who work for gender equity.

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

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

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

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

Conceptual variables such as race, class, and gender are rarely validated within a dominant cultural framework for teaching and learning. A dominant approach can encourage teachers to act as though race is non-recognizable when it is nearly impossible in the 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, teacher educator Linda Valli (1995) has 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 discrete learning targets and corresponding assessments that a multicultural perspective with transformative academic knowledge has been incorporated into the subject matter content that students are learning and in the instructional practices a teacher candidate is using. A teacher candidate is “at standard,” for example, when students use learning materials and engage in activities that incorporate a multicultural perspective. Furthermore, those same students are expected to articulate at their developmentally appropriate level an understanding of multicultural dimensions of a culturally diverse democratic society. Students would also be seen exhibiting mutual respect through listening to and expressing divergent, multicultural perspectives.

Classroom Management for Inclusive, Supportive Learning Communities

In order to engage all students, especially those traditionally assigned low status, teacher education programs and their PK-12 partner schools will need to help a teacher candidate create an inclusive democratic learning community that 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 include the characteristics that reflect culturally responsive teaching and are caring and democratic.

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).

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 socio-economic 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.

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. 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, can not do this task alone. As higher education, OSPI, and the State Board work together in providing qualified beginning teachers, public school teachers, administrators, school boards, legislators, families, communities, and tribal councils must also join in a paradigm shift that is beneficial and effective for all children.

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State of Washington Performance-Based Pedagogy Assessment of Teacher Candidates

Part II: Directions

To provide evidence of your ability to meet the WAC Residency standards and to positively impact student learning, you must successfully complete the State of Washington Performance-Based Pedagogy Assessment of Teacher Candidates. You must complete the assessment a minimum of two times during your student teaching. Each time you complete the Performance-Based Pedagogy Assessment, you must develop a written instructional plan for a lesson and then teach the lesson during which your performance will be evaluated. These directions provide specific guidelines for completing the **instructional plan** and the **observation**. *Carefully study Part I, Conceptual Framework, of the State of Washington Performance-Based Pedagogy Assessment prior to beginning the assessment. The introduction contains information critical to understanding the purpose of the assessment and the performances you must demonstrate.*

Written Instructional Plan

The written instructional plan portion of the Performance-Based Pedagogy Assessment provides information the evaluator (i.e., your university supervisor or cooperating teacher) will need to evaluate your teaching performance during the observation portion of the assessment. In preparing your instructional plan, you should use the attached form. Your instructional plan must include the following components:

Description of the Learning-Teaching Context

In this section of your instructional plan, you must describe the context in which you teach including the characteristics of the classroom and students. *You should describe only those factors in the learning-teaching context that directly impact your teaching and student learning in this specific lesson.*

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

Learning Targets

In this section of your 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 EALRs and district and classroom goals. Your learning targets must be central to the disciplines of study, meaningful, important, accurate, and must incorporate a multicultural perspective.

Learning Experiences

This section of your instructional plan must describe the specific learning experiences you will use to support the intellectual, social, and emotional growth of the students in your classroom. Your learning experiences should address multiple approaches to learning, including those that are culturally responsive to students of color, immigrant children, and students from lower socioeconomic families. You must include appropriate accommodations for the specific learning needs of students. Your learning experiences must:

- Account for students' prior knowledge, skills, and experiences;
- Engage low-status/historically marginalized students;
- Incorporate a multicultural perspective;
- Stimulate student problem-solving and critical thinking skills;
- Provide interdisciplinary connections across subject/content areas;
- Use community resources and beyond as appropriate;
- Create opportunities for students to work individually and in different group arrangements that build academic competence for low-status/historically marginalized students;
- Integrate technology to support and enhance instruction and student learning, as appropriate.

Your learning experiences must include strategies for creating an inclusive, supportive learning community. You must also provide a clear outline of management tasks and methods of monitoring students and handling materials and supplies. Your learning experiences must provide opportunities for students to become intrinsically motivated and engaged in their own learning.

For each of your learning experiences, you must provide a rationale in which you explain how your instructional methods and curriculum address student needs and cultural and socioeconomic backgrounds, native language(s) and levels of English language proficiency, background experiences, gender, and prior knowledge.

Assessment Methods

In this section of your instructional plan, you must describe the pre- and post-assessment methods through which you will determine that your teaching positively impacted student learning. Your instructional plan must include both formal and informal assessments, including opportunities for self-assessment, that address your learning targets and that are suited for the developmental levels and cultural backgrounds of your students.

Family Interactions

This section of your instructional plan must describe your plan for collaboration with families to support student learning and well-being. Your plan must address how you will use personal contact (e.g., telephone, home visit, and/or written message) 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.

Teaching Observation

As you teach the lesson, your performance will be observed and evaluated by an evaluator 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 standard listed in the scoring rubric. To achieve an “At Standard” rating, you must clearly meet the criteria for the standard. “Below Standard” means that not all of the criteria for the standard were evident during your teaching. Should you receive a “Below Standard” rating, the evaluator will provide specific written feedback addressing areas for improvement relative to the standard.

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

To successfully complete your teacher education program and to be recommended for state teaching certification, you must be “At Standard” for all of the WAC Residency standards. In addition, you must complete all requirements for the written instructional plan. Therefore, it is critical that you keep copies of all of the scored rubrics for the observations completed during your student teaching and that you check with the evaluator to insure that all standards have been evaluated. The State of Washington Performance-Based Pedagogy Assessment may be used in combination with other assessments required by your institution as evidence of meeting the standards for the residency certificate and verification of program completion.

Part II: Directions (continued)

Instructional Plan Format

Each time you complete the Washington Performance-Based Pedagogy Assessment, you must develop a written instructional plan for a lesson and then teach the lesson during which your performance is evaluated. Your instructional plan must be provided to the evaluator prior to the observation. Your instructional plan must follow the format below and include all required components.

Description of the Learning-Teaching Context

- A. Classroom Characteristics: classroom rules and routines, physical arrangements, and grouping patterns that affect learning and teaching in the lesson.
- B. Student Characteristics: number of students and their ages and gender, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, range of abilities, and special needs; students who are on Individualized Instructional Plans (IEPs) and the objectives cited in the IEPs that pertain to the lesson.

Learning Targets

What students are expected to know and be able to do as a result of the lesson. Learning targets must be appropriate to EALRs and district and classroom goals; central to the disciplines of study; meaningful, important, and accurate; and must incorporate a multicultural perspective.

Learning Experiences: What learning experiences will you use to support the learning of <i>all</i> students?	Rationales for Learning Experiences: How do your learning experiences address student needs and engage low-status/historically marginalized students?	Assessments: How will you know you have positively impacted student learning?
Learning experiences that: <ul style="list-style-type: none"> • Account for students' prior knowledge, skills, and experiences; • Engage low-status/historically marginalized students; • Incorporate a multicultural perspective; • Stimulate student problem-solving and critical thinking skills; • Provide interdisciplinary connections across subject/content areas; • Use community resources and beyond as appropriate; • Create opportunities for students to work individually and in different group arrangements that build academic competence for low-status/historically marginalized students; • Integrate technology to support and enhance instruction and student learning, as appropriate; • Include strategies for creating an inclusive, supportive learning community; managing tasks, and monitoring students. 	<ul style="list-style-type: none"> • How your instructional methods and curriculum address student needs and cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, background experiences, and prior knowledge. • Accommodations for the specific learning needs of students. 	<ul style="list-style-type: none"> • Pre- and post-assessments for evaluating student learning relative to the learning targets. • Assessments must be suited for the developmental levels and cultural backgrounds of the students.
Family Interactions: Plan for using personal contact (e.g., telephone, home visit, and/or written message) to communicate with families about their child's learning and well-being.		

State of Washington Performance-Based Pedagogy Assessment of Teacher Candidates
Part III: Observation Scoring Rubric*

Washington Administrative Code (WAC) RESIDENCY STANDARDS	Written Instructional Plan <i>The plan will demonstrate the teacher candidate's ability to:</i>	Below Standard	At Standard	Comments
a) The state learning goals and Essential Academic Learning Requirements (EALRs). b) The subject matter content for the area(s) they teach, including relevant methods course work and the essential areas of study for each endorsement for which the candidate is applying.	<input type="checkbox"/> Select appropriate EALRs, district and classroom goals. <input type="checkbox"/> Construct learning targets that are central to the disciplines of study; meaningful, important, accurate; and incorporate a multicultural perspective.	<input type="checkbox"/> Students work on the assignments with limited knowledge of the related learning targets or the progression of steps to successfully reach them.	<input type="checkbox"/> Students work on assignments with understanding of the learning targets. <input type="checkbox"/> Students are learning the key skills and concepts needed to reach the learning targets. <input type="checkbox"/> Students are engaged in activities appropriate to the discipline.	
o) Effective instructional strategies for students at all levels of academic abilities and talents.	<input type="checkbox"/> Select appropriate learning strategies that support continuous intellectual, social, and emotional growth. <input type="checkbox"/> Address students' prior knowledge and skills appropriate to the learning targets and incorporate content relevant to students' experiences. <input type="checkbox"/> Design strategies that engage low-status/historically marginalized students.	<input type="checkbox"/> Students progress through grade-level required content with little differentiation of requirements or activities based on student readiness. <input type="checkbox"/> Low-status/historically marginalized students are rarely engaged in opportunities to learn concepts in the instructional plan.	<input type="checkbox"/> Students work on assignments based on their prior knowledge, demonstration of prerequisite skills, and ability to perform the requirements of the task. <input type="checkbox"/> Students are engaged in opportunities to learn concepts in the plan.	

Candidate _____ Supervisor _____ Date _____
 School _____ Cooperating Teacher _____ Grade Level(s) _____

WAC	Instructional Plan	Below Standard	At Standard	Comments
s) Instructional strategies – developing critical thinking and problem solving skills.	<input type="checkbox"/> Provide evidence of how lessons will develop critical thinking and problem solving skills of students, including those considered low-status, historically marginalized.	<input type="checkbox"/> Students use a narrow range of thinking strategies and complete learning activities without engaging in high-level thinking processes.	<input type="checkbox"/> Students use a variety of strategies to solve problems, have time to contemplate dilemmas alone and with others, and can articulate how they came to their conclusions.	
m) Different student approaches to learning. n) Areas of exceptionality and learning including, but not limited to, learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.	<input type="checkbox"/> Use multiple approaches to learning, including those that are culturally responsive. <input type="checkbox"/> Describe appropriate accommodations for the specific learning needs of students in the classroom.	<input type="checkbox"/> All students practice key skills and concepts in the same way with little differentiation based on learning needs. <input type="checkbox"/> Low-status/historically marginalized and special needs students are rarely engaged in learning opportunities or receive teacher support to demonstrate academic competence.	<input type="checkbox"/> Students process new skills and concepts using strategies reflecting their diverse learning approaches and multiple academic abilities. <input type="checkbox"/> Students practice learning in a variety of ways. <input type="checkbox"/> Students are engaged in learning tasks appropriate to the IEP.	
s) Planning and management of instruction based on knowledge of the content area, the community, and curriculum goals.	<input type="checkbox"/> Create meaningful learning experiences for all students. <input type="checkbox"/> Provide evidence of a multicultural perspective and interdisciplinary connections with other subject/content areas.	<input type="checkbox"/> Students participate in learning tasks without direct knowledge of why the new learning is important or how the task is related to the learning targets.	<input type="checkbox"/> Students engage in tasks that are personally meaningful and culturally relevant. <input type="checkbox"/> Students engage in tasks that help them reach the learning targets.	
l) Research and experience-based principles of effective practice for encouraging intellectual, social, and personal development of students.	<input type="checkbox"/> Create learning opportunities for students to work individually and in different group arrangements, including heterogeneous groups that build and recognize academic competence for low-status/historically marginalized students.	<input type="checkbox"/> Students use primarily a single strategy while practicing their learning. <input type="checkbox"/> Student work is primarily done in isolation with only occasional assistance from peers.	<input type="checkbox"/> Students engage in a variety of learning tasks, such as direct, indirect, cooperative, heterogeneous, and independent activities that build and recognize academic competence.	

WAC	Instructional Plan	Below Standard	At Standard	Comments
ri) Individual and group motivation for encouraging positive social integration, active engagement in learning, and self-motivation.	<input type="checkbox"/> Use strategies to create an inclusive, supportive learning community.	<input type="checkbox"/> Students participate in the planned learning activities because they are asked to do so.	<input type="checkbox"/> Students are productively engaged in learning tasks. <input type="checkbox"/> Students are empowered to give input to their own learning experiences and to other students in their learning community.	
x) Educational technology including the use of computer and other technologies in instruction, assessment, and professional productivity.	<input type="checkbox"/> Use technology to support and enhance instruction and student learning.	<input type="checkbox"/> Students rarely have the opportunity to learn from or with computers and other technologies.	<input type="checkbox"/> Students learn through varied and engaging technologies.	
t) Formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner.	<input type="checkbox"/> Align assessment strategies with learning target(s). <input type="checkbox"/> Include formal and informal assessment strategies, including opportunities for self-assessment. <input type="checkbox"/> Create appropriate assessment criteria and describe how assessment information will be communicated to students. <input type="checkbox"/> Explain how pre- and post-assessment data will be used to design instruction and document a positive impact on student learning.	<input type="checkbox"/> Students have limited opportunities to engage in assessments that measure their performance relative to the learning targets.	<input type="checkbox"/> Students engage in assessments that measure their performance relative to the learning targets. <input type="checkbox"/> Students use a variety of assessment tools.	

WAC	Instructional Plan	Below Standard	At Standard	Comments
r) Classroom management and discipline.	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a clear outline of management tasks and methods of monitoring students that are democratic and caring. <input type="checkbox"/> Describe procedures for handling materials and supplies. <input type="checkbox"/> Outline clear behavioral expectations that involve students in becoming intrinsically motivated and engaged in their own learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students use the classroom space and materials with little regard for order or others. <input type="checkbox"/> Students are easily distracted and demonstrate little response to corrections. <input type="checkbox"/> Low-status/historically marginalized students are disproportionately disciplined in comparison to other students. <input type="checkbox"/> Students respond ineffectively to boundaries. <input type="checkbox"/> Students have limited success changing from one learning task to another without disruptions in the flow of learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students interact in a respectful manner and use the classroom environment effectively for learning. <input type="checkbox"/> Students find, use, and return classroom materials respectfully and efficiently. <input type="checkbox"/> Students positively respond to teacher suggestions and corrections in order to make adjustments to appropriate learning behaviors. <input type="checkbox"/> Students have opportunities to articulate their own behavioral goals that can support continued learning. <input type="checkbox"/> Students move between learning tasks in an efficient manner. 	
rii) Effective verbal, nonverbal communication for fostering active inquiry, collaboration, and supportive interactions in the classroom.	<ul style="list-style-type: none"> <input type="checkbox"/> Outline steps for assuring an inclusive, supportive learning community. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students use negative, derogatory, or bullying language or behaviors. <input type="checkbox"/> Low-status historically marginalized students are rarely included in learning community tasks that foster their active inquiry, collaboration, and supportive interactions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students interact positively with each other, respond to consistent and explicit encouragement, and take learning risks. <input type="checkbox"/> Students are engaged in learning community tasks that foster their active inquiry, collaboration, and supportive interactions. 	

WAC	Instructional Plan	Below Standard	At Standard	Comments
m) Create instructional opportunities adapted to learners from diverse cultural or linguistic backgrounds.	<input type="checkbox"/> Describe how instructional methods, curriculum, and assessment incorporate a multicultural perspective and are culturally responsive to students of color, immigrant children, and students from lower socio-economic families. <input type="checkbox"/> Include transformative, multi-cultural academic knowledge (rather than only additive content). <input type="checkbox"/> Describe how first language and English acquisition are both supported and taught when appropriate. <input type="checkbox"/> Describe how knowledge of students and students' community are used as frameworks and supports for activities, resources and learning strategies.	<input type="checkbox"/> Students use learning materials and engage in learning tasks that primarily represent the dominant culture. <input type="checkbox"/> Students have limited opportunities to develop attitudes of respect.	<input type="checkbox"/> Students use learning materials and engage in learning tasks that incorporate a multicultural perspective. <input type="checkbox"/> Students articulate an understanding of multicultural dimensions of a culturally diverse democratic society. <input type="checkbox"/> Students use respectful language and behaviors toward themselves, each other, and adults. <input type="checkbox"/> Students demonstrate mutual respect through listening to and expressing divergent, multicultural perspectives.	
v) Effective interactions with parents to support students' learning and well-being.	<input type="checkbox"/> Create a plan for collaboration with families to support student learning that uses personal contact, e.g., telephone, home visit, and/or written message.	<input type="checkbox"/> Families have limited opportunities to engage in communication about the learning progress of their children.	<input type="checkbox"/> Families have opportunities to engage in communication to support student learning.	

Candidate Signature _____ Supervisor Signature _____ Date _____

*Adapted from *The Art and Science of Professional Teaching* with permission of Marilyn L. Simpson by the Washington Association of Colleges for Teacher Education in collaboration with the Office of the State Superintendent of Public Instruction

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:

Stiggins (2001) describes four assessment methods that can be matched with 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*: “include 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:

“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...[:] crates the relationship, the ‘bonds,’ necessary to ensure learning” (Shannon & Bylsa, 2002, p. 28).

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:

“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).

democratic management:

- “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).

culturally responsive teaching:

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)

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 embedded in the reading process” (Costantino, 1999, p. 1).

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

educational equity:

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

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” (Neito, 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 – master 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, historical 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).

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

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

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

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

(c) 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:

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).

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).

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 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).

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) Multicultural education that is transformative is 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).

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