



Teacher Education Pedagogy Assessment

Background

The Pedagogy Assessment was developed by the Washington Association of Colleges for Teacher Education (WACTE) and the Office of the Superintendent of Public Instruction (OSPI). Designed to be an assessment of teacher performance, the focus of the assessment is *what P-12 students are actually doing and learning in classrooms*. This focus reflects the WAC mandate that requires teacher education programs “to prepare educators who demonstrate a positive impact on student learning.”

The Pedagogy Assessment measures candidate performance relative to 10 standards that comprise the State of Washington Residency Standards for teachers. Each standard includes 4-9 criteria that are scored as “Met” or “Not Met.” To meet a standard, each criterion of the standard must be judged as “Met,” and to pass the assessment, all standards must be met.

WCE Student Performance

Western Washington University has chosen to use successful completion of the instrument (defined as passing all standards) as a requirement for program completion and recommendation for certification. Therefore, to successfully complete the student teaching internship and to qualify for program completion and recommendation for state teaching certification, candidates must achieve a score of “Met” on all standards of the Pedagogy Assessment. This interpretation of WAC and the nature of the score of the instrument means that we would expect a 100% pass rate for all candidates successfully completing the internship. Indeed, all students who completed internships since 2003-2004 have passed the Pedagogy Assessment:

Internship Year	Passed the Assessment and the Internship	Started, but did not finish the Internship
2003-2004	553	21
2004-2005	519	25
2005-2006	458	24
2006-2007	474	13
2007-2008	387	17
2008-2009	310	14
2010-2011	359	14

The Pedagogy Assessment is administered the first time by the University Internship Coordinator (UIC) after the mid-term evaluation. The UIC administers it again at the end of the internship. The 130 students who left the internship over the reported 7-year period did so before the Pedagogy Assessment was undertaken.

While the scaling of the instrument does not allow for anything other than a “Met” and Not Met” score per item, University Intern Coordinators do write comments.

Future Trends

Due to issues related to technical adequacy and the revision of Standard V, the PPA is currently undergoing a review and revision. There has been consensus that the PPA needs to represent an assessment aligned to Standard V and one that is “actionable” or presents data that informs the candidate and the teacher education programs in a manner that improves practice.