



The role of assessment in teacher education –

Further Reading

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Assessment policy

Biesta, G. (2009). Good education in an age of measurement: on the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation and Accountability*, 21(2009), 33–46.

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In this paper I argue that there is a need to reconnect with the question of purpose in education, particularly in the light of a recent tendency to focus discussions about education almost exclusively on the measurement and comparison of educational outcomes. I first discuss why the question of purpose should always have a place in our educational discussion. I then explore some reasons why this question seems to have disappeared from the educational agenda. The central part of the paper is a proposal for addressing the question of purpose in education—the question as to what constitutes good education—in a systematic manner. I argue that the question of purpose is a composite question and that in deliberating about the purpose of education we should make a distinction between three functions of education to which I refer as qualification, socialisation and subjectification. In the final section of the paper I provide examples of how this proposal can help in asking more precise questions about the purpose and direction of educational processes and practices.

Keywords: Good education . Evaluation . Accountability . Aims of education . Evidence-based

Christie, D. (2006). The standard for chartered teacher in Scotland: a new context for the assessment and professional development of teachers. *Studies in Educational Evaluation*, 32(2006), 53-72.

<http://dx.doi.org/10.1016/j.stueduc.2006.01.001>

As part of a major review of teachers' professional conditions of service in Scotland the Chartered Teacher Programme has been introduced offering experienced teachers the option of a substantial salary enhancement, not by promotion to a school management role, but by staying in the classroom and engaging in a programme of professional development, pursuing an accredited professional qualification (Chartered Teacher status) and a post-graduate masters degree. The level of accomplishment required is assessed against the Standard for Chartered Teacher (SCT). The present article examines the steps taken to ensure that this standard was valid, grounded and empirically well justified. The SCT was derived by means of in-depth interviews with accomplished teachers, focus groups involving teachers, teacher educators, parents, children, education managers and school inspectors, as well as two national consultation exercises. Analysis of the accumulated data yielded a model of accomplished teaching, comprising four principal elements: Professional Values and Commitments, Professional Knowledge and Understanding, Professional and Personal Attributes and Professional Action. The implications of this model for teacher assessment in the context of Continuing Professional Development (CPD) are discussed with reference to a sample of the assessment tools being used within the new modular Chartered Teacher Programme in Scotland. The assessment tool of preference is the portfolio incorporating an element of action research assessed against criteria directly derived from SCT. What emerges is the need for ownership of the assessment process to be genuinely shared among stakeholders, with the emphasis on professional self-evaluation, but also with the added rigour of academic validation and external professional accreditation.

Darling-Hammond, L. & Snyder, J. ((2015). Meaningful learning in a new paradigm for educational accountability: An introduction. *Education Policy Analysis Archives*, 23(7).

<http://dx.doi.org/10.14507/epaa.v23.1982>

This special issue furthers the conversation begun in the August 2014 of edition of Education Policy Analysis Archives in the article Accountability for College and Career Readiness: Developing a New Paradigm by Linda Darling-Hammond, Gene Wilhoit and Linda Pittenger. That paper posits that as schools across the country take on the challenge of preparing all children for success in college, career, and life, states must in turn move toward creating more aligned systems of assessment and accountability. The authors recommend “an accountability approach that focuses on meaningful learning, enabled by professionally skilled and committed educators, and supported by adequate and appropriate resources, so that all students regardless of background are prepared for both college and career when they graduate from high school” (p. 1). This issue focuses particularly upon accountability for meaningful learning with subsequent issues focusing on professional accountability and resource accountability.

Keywords: meaningful learning; new paradigm; educational accountability; college readiness; professional readiness.

Hayward, L. (2015). Assessment is learning: the preposition vanishes. *Assessment in Education: Principles, Policy & Practice*, 22(1), 27-43.

<http://dx.doi.org/10.1080/0969594X.2014.984656>

Scotland, in common with many countries internationally, has been learning how to align ideas from research with policy and practice. This article considers what Scotland learned from largescale evaluations of its Assessment is for Learning (AifL) programme and the extent to which this evidence was used to inform future learning within the national programme. More recently, the policy focus in Scotland has shifted to the creation of a new curriculum, Curriculum for Excellence, subsuming AifL. Merging curriculum and assessment innovations brought new challenges in the alignment of curriculum, pedagogy and assessment. Drawing on a Scottish Government-funded research project, Assessment at Transition, designed to identify and explore emerging gaps between practice in schools and local authorities and national curriculum and assessment policy aspirations, the article argues that assessment is learning and explores how formative approaches to evaluation at a national level might be used to prevent countries repeating past mistakes.

Wahl, R. (2017). What Can Be Known and How People Grow: The Philosophical Stakes of the Assessment Debate. *Studies in Philosophy of Education*, 36(2017), 499–515.

<http://dx.doi.org/10.1007/s11217-016-9525-4>

Fierce debates over standardized assessments in teacher preparation have revolved around flaws in implementation and the politics of privatization. While important, this focus obscures the philosophical divide between proponents and opponents of standardized assessments. This article examines how faculty in New York State argue for and against a controversial performance assessment for teacher candidates, the edTPA. Revealing the distinctive ways that teacher educators on opposing sides of this debate understand the nature of knowledge, human development, professionalism, and social justice clarifies what is at stake in debates over how to prepare teachers. Such clarification can deepen the discussion on how to evaluate learning and growth as well as enrich the conversation on how to protect the integrity of educational professions and practices.

Keywords: Epistemology Non-ideal theory Assessment Teacher preparation

Assessment and evaluation in teacher education

Darling-Hammond, L., Newton, X., Wei, R.C. (2010). Evaluating teacher education outcomes: a study of the Stanford Teacher Education Programme. *Journal of Education for Teaching*, 36(4), 369 – 388.

<https://doi.org/10.1080/02607476.2010.513844>

This paper considers a set of research and assessment strategies used to evaluate programme outcomes in the Stanford Teacher Education Programme (STEP) during a period of programme redesign over 10 years. These strategies include surveys and interviews of students' perceptions of programme elements and their own preparedness, observations of their practice during and after teacher education, evaluations of their practice on a structured portfolio of practice (the Performance Assessment for California Teachers (PACT)) and analyses of the effects of a sample of graduates of STEP and other programmes on student outcomes, including value-added measures. While the studies were able to ascertain that the students of STEP graduates had strong value-added learning gains, the paper concludes that the use of student learning data alone as a measure of teacher effectiveness does not help guide decisions related to programme improvement, and a range of approaches is required. In addition it suggests that there will be continuing concerns about the narrowness of the learning measured by standardised tests, and about the many challenges of collecting and analysing such data in ways that overcome the technical and practical problems associated with their use.

Keywords: teacher education; programme evaluation; student outcomes; value-added assessment

Delandshere, G. & Arens, S. A. (2003). Examining the quality of the evidence in preservice teacher portfolios. *Journal of Teacher Education*, 54(1), 57-73.

<https://doi.org/10.1177/0022487102238658>

In this study, the authors examine the quality of the evidence represented in preservice teacher portfolios and the inferences drawn from them. Questions of purpose and representation of teaching in the portfolios are also addressed. The study is based on three teacher education programs in which students develop portfolios in preparation for initial licensure. Program guidelines, portfolios, and other assessment materials were analyzed. Interviews were conducted with students and faculty members; focus groups with students and surveys were also used for this study. What emerges is a pressing concern among teacher educators to rally evidence that the students are "meeting the standards" without much opportunity for meaningful dialogue and debate about education, teaching, and learning. In constructing portfolios, students use evidence and artifacts interchangeably to mean something tangible used to display a particular teaching activity, belief, or skill, and their notions of explanation and reflection are quite problematic.

Dinther, M. van, Dochy, F., & Segers, M. (2015). The contribution of assessment experiences to student teachers' self-efficacy in competence-based education. *Teaching and Teacher Education*, 49(2015), 45-55.

<http://dx.doi.org/10.1016/j.tate.2015.02.013>

We studied how assessment experiences contribute to student teachers' self-efficacy. This research focuses on the assessment characteristics authenticity and feedback. Authenticity and feedback positively influence student teachers self-efficacy. Student teacher self-efficacy is influenced during all portfolio assessment phases. Results provide a fine-grained view of several types of self-efficacy information. Earlier research argues that educational programmes based on social cognitive theory are successful in improving students' self-efficacy. Focussing on some formative assessment characteristics, this qualitative research intends to study in-depth how student teachers' assessment experiences contribute to their self-efficacy. We interviewed 15 s year student teachers enrolled in a

competence based teacher educational programme. Thematic content analysis results reveal that the assessment characteristics ‘authenticity’ and ‘feedback’ exert a positive influence on student teachers self-efficacy during all phases of the portfolio competence assessment. The results provide a fine-grained view of several types of self-efficacy information connected with these assessment phases.

Keywords: Self-efficacy Formative assessment Assessment characteristics Assessment experiences Teacher education Types of self-efficacy information

Harrison, J. (2007). The assessment of ITT Standard One, Professional Values and Practice: measuring performance, or what? *Journal of Education for Teaching*, 33(3), 323 – 340.

<https://doi.org/10.1080/02607470701450460>

The paper considers data in one Higher Education Institution (HEI) from written reports and from interviews with trainee teachers and their teachers charged with the assessment of one training standard for secondary Initial Teacher Training in England: Professional Values and Practice. It explores the extent to which four elements of this standard can be measured as outcomes of performance. It reveals that assessment judgements draw on a wide range of evidence and are often subjective, context-specific and broadly interpreted. In their current form these statements do not lend themselves easily to assessment. Recommendations include greater clarity in the statements about what might be expected of a beginning teacher in terms of particular professional competences as performance statements; opportunities for assessment in relation to a ‘developing professionalism’ rather than ‘managed professionalism’ (and compliance); and a broader framework that can take account of two dimensions in particular: (1) creating an environment for pupil learning and (2) teacher professionalism.

Havnes, A., & Prøitz, T.S. (2016). Why use learning outcomes in higher education? Exploring the grounds for academic resistance and reclaiming the value of unexpected learning. *Educational Assessment Evaluation and Accountability Journal*, 28(2016), 205–223.

<https://doi.org/10.1007/s11092-016-9243-z>

Learning outcomes are now mandated in higher education courses across Europe. However, their impact on teaching and student learning is both uncertain and an issue for debate. In this paper, we explore (1) what is meant by learning outcomes in diverse contexts and (2) whether policy and practice governing learning outcomes accord with developments in learning theories, especially regarding sociocultural approaches that have drawn significant interest since the 1990s (Engeström 1987; Lave and Wenger 1991). Shepard’s (*Educational Researcher*, 29(7), 4–14, 2000) publication is particularly salient to our examination due to her identification of an emerging paradigm to assist in the understanding of the relationships among teaching, learning and assessment. Employing recent work on conceptualisations of learning outcomes and a four-quadrant taxonomy (Prøitz in *Educational Assessment, Evaluation and Accountability*, 22(2), 119–137, 2010, 2014), we discuss relevant learning theory approaches. This article is a conceptual investigation exploring the grounds for the assumption that learning can be predefined in terms of (expected) outcomes. Specifically, we discuss this assumption from the perspective of recent developments in learning theories. We argue that introducing learning outcomes predominantly for policy and management purposes may actually weaken the learning outcomes’ potential to direct teaching and learning and to improve the quality of both.

Keywords Learning outcomes. Learning theory. Qualification frameworks. Assessment . Curriculum alignment

Hegender, H. (2010). The Assessment of Student Teachers' Academic and Professional Knowledge in School-Based Teacher Education. *Scandinavian Journal of Educational Research*, 54(2), 151-171.
<https://doi.org/10.1080/00313831003637931>

The aim of this study was to scrutinize the assessment of teacher knowledge in a schoolbased course at one Swedish pre-service teacher education program. In a general education schoolbased course, teacher educators visited the student teachers at their school placements and met them and their school mentors in student-teaching conferences to assess their teacher knowledge. The findings primarily show that the assessment procedures are influenced by teacher educators' organization of the school visits and conferences. Secondly, the organization of the school visits and conferences influences who the potential and actual assessors at the conferences can be and are. Thirdly, the assessed student teacher knowledge at the conferences is described as procedural knowledge in a knowledge-in-practice perspective, almost exclusively in the area of relational, emotional, and caring learning objectives and aspects of teaching activities. Fourthly, the findings show that propositional knowledge in a knowledge-forpractice perspective is hardly mentioned or assessed.

Keywords: academic and professional teacher knowledge, assessment of student teachers, school-based teacher education

Hughes, G. (2011). Towards a personal best: a case for introducing ipsative assessment in higher education, *Studies in Higher Education*, 36(3), 353-367.
<https://doi.org/10.1080/03075079.2010.486859>

The central role that assessment plays is recognised in higher education, in particular how formative feedback guides learning. A model for effective feedback practice is used to argue that, in current schemes, formative feedback is often not usable because it is strongly linked to external criteria and standards, rather than to the processes of learning. By contrast, ipsative feedback, which is based on a comparison with the learner's previous performance and linked to longterm progress, is likely to be usable and may have additional motivational effects. After recommending a move towards ipsative formative assessment, a further step would be ipsative grading. However, such a radical shift towards a fully ipsative regime might pose new problems and these are discussed. The article explores a compromise of a combined assessment regime. The rewards for learners are potentially high, and the article concludes that ipsative assessment is well worth further investigation.

Keywords: feedback; grading policy; assessment; retention; student motivation

Imhof, M., & Picard, C. (2009). Views on using portfolio in teacher education. *Teaching and Teacher Education*, 25(2009), 149-154.
<https://doi.org/10.1016/j.tate.2008.08.001>

The usage of portfolio methods to document professional development in teaching is increasing in Germany, but despite its proliferation, the issue of how the effects of portfolio methods can be determined has received little attention. This paper investigates the acceptance of portfolio by the pre-service teachers (N = 144, 112 female) and the effects of portfolio on their professional attitudes and competences. In addition, N = 15 teacher educators were interviewed on their assessment of the portfolio method. Results suggest that the efficiency of the portfolio method depends both on personal competences and on the framing within the training program.

Keywords: Portfolio Teacher education Evaluation Teaching competences

Ludlow, L. e.a. (2008). From students to teachers: using surveys to build a culture of evidence and inquiry. *European Journal of Teacher Education*, 31(4), 319-337.
<http://dx.doi.org/10.1080/02619760802420842>

In an effort to make decisions about teacher education policy and practice that were informed by research and evidence, participants in Boston College's 'Teachers for a New Era' Evidence Team (<http://www.teachersforanewera.org>) designed a portfolio of assessments and studies. This article describes one project in the portfolio – a series of surveys that trace teacher candidates' experiences over time and track shifts in these experiences as respondents progress from students during the pre-service period to teachers in the first few years of work in the profession. The article illustrates how various constituencies in the teacher education programme and the larger university used survey data to guide practice, shape policies, and raise new questions about the curriculum, relationships with schools, and the performance of teachers and their pupils. The article argues that these surveys helped to create a new 'culture of evidence and inquiry' within which decisions about local policy and practice were made in the teacher preparation programme and the larger university.

Keywords: evidence; surveys; accountability

Ludlow, L., Mitescu, E., Pedulla, J., Cochran-Smith, M., Cannady, M., Enterline, S. & Chappe, S. (2010). An accountability model for initial teacher education. *Journal of Education for Teaching*, 36(4), 353-368.

<http://dx.doi.org/10.1080/02607476.2010.513843>

The pressure for accountability in higher education is extremely high. Some advocate accountability systems that use standardised measures of student learning and non-cognitive outcomes; others argue that locally developed measures provide a better fit with the unique mission of institutions. We first describe a general 'proof of possibility' accountability model for initial teacher education that relies upon locally developed, programme-specific assessments. We then illustrate how such a model may respond to claims made by an institution, demonstrate student learning, and inform programmatic changes.

Keywords: accountability; longitudinal; teacher education; surveys

MacPhail, A., Tannehill, D. and Karp, G.G., 2013. Preparing physical education preservice teachers to design instructionally aligned lessons through constructivist pedagogical practices. *Teaching and Teacher Education*, 33, pp.100-112.

<http://dx.doi.org/10.1016/j.tate.2013.02.008>

Examining how teacher education influences preservice teachers' (PSTs) application of content knowledge, decision making when planning for teaching, creation of innovative teaching practices and design of aligned instruction, has significant implications for understanding learning to teach. The purpose of this study was to explore the extent to which the constructivist pedagogies (e.g., interactive community discussions, problem solving, group challenges) employed by teacher educators through the implementation of a rich task (Macdonald, Hunter, & Tinning, 2007) assisted PSTs in their understanding and construction of knowledge about instructional alignment. Data collection employed rich tasks and focus-group interviews with a sample of 31 physical education teacher education (PETE) PSTs enrolled on a one-year Graduate Diploma Physical Education program. Data were analysed inductively (Patton, 1990) using the constant comparative method (Rubin & Rubin, 1995). Results revealed that PSTs varied in their articulation of the various elements or unit and the targets for assessing student performance. "Constructive alignment" represents a marriage of the two thrusts, constructivism being used as a framework to guide decision-making at all stages in instructional design: in deriving curriculum objectives in terms of performances that represent a suitably high cognitive level, in deciding teaching/learning activities judged to elicit those performances, and to assess and summatively report student performance. The "performances of understanding" nominated in the objectives are thus used to systematically align the teaching methods and the assessment. The process is illustrated with reference to a professional development

unit in educational psychology for teachers, but the model may be generalized to most units or programs in higher education.

Meeus, W., Looy, L. van & Petegem, P. van (2006). Portfolio in Higher Education: Time for a Clarificatory Framework. *International Journal of Teaching and Learning in Higher Education*, 17(2), 127-135.

<http://www.isetl.org/ijtlhe/>

The article distinguishes between four modes of implementation of portfolio in, and in relation to, higher education. These range from the use of portfolio in admissions to higher education, during the higher education course, on entry into the profession and for ongoing professional development. There is a tremendous diversity of portfolio types in use in higher education courses, which manifests itself in a large number of applications and classifications. A classification which we regard as worthy of universal acceptance is that which distinguishes between portfolios aimed at profession-specific competencies and portfolios aimed at learning competencies. In higher education portfolios aimed at profession-specific competencies yield a limited added value because they only provide supplementary information compared to other and better tools. Portfolio aimed at learning competencies adds genuine value in higher education if we want our graduates to be capable of continuing to learn on a life-long basis. The assessment of profession-specific competencies and learning competencies by means of portfolio by the same evaluator is to be strongly discouraged as it is highly prejudicial to the reliability of the reflections.

Mooi, L.M., Periasamy, S., Ming, C.C., & Osman, S. (2014). Exploring the Outcomes and Issues of the Implementation of an Assessment Course in a Teacher Education Programme. *Procedia - Social and Behavioral Sciences*, 114(2014), 883–888.

<http://dx.doi.org/10.1016/j.sbspro.2013.12.802>

This study examines the outcomes and issues of the implementation of an assessment course to pre-service teachers majoring in Special Education. The teacher educators' assessment knowledge and practices were given focus in this study. Qualitative research methodology was used to collect the data. The participants of this study consist of 3 teacher educators who tutor the course. An open-ended survey questionnaire was administered to participants during a sit-in session which lasted for 30 minutes. Some classroom observations and a semi-structured face-to face interview were also conducted with the participants to further explore the implementation of assessment course in the teaching institute. The responses from the open-ended questions' revealed that teacher educators have some assessment knowledge. Classroom observation and interview data showed that the instructional activities are in line with the stipulated activities and schedules. The findings suggested that preservice teachers ought to be exposed to some fundamental assessment knowledge prior to assessment knowledge in specific area such as special education.

Keywords: teacher educators, assessment knowledge, assessment practise, pre-service teachers

Mumm, K., Karm, M., & Remmik, M. (2016). Assessment for learning: Why assessment does not always support student teachers' learning. *Journal of Further and Higher Education*, 40(6), 780-803.

<http://dx.doi.org/10.1080/0309877X.2015.1062847>

Numerous studies have dealt with the importance of assessment for learning (AfL) in higher education, arguing that AfL helps to promote students' learning and supports them in becoming self-directed learners. The majority of the recent literature focuses mainly on the role of individual aspects of AfL. Less attention has been paid to the interrelation of different aspects of AfL. The current study argues that AfL combines authentic assessment tasks given to students, feedback from teacher educators, peer assessment and self-assessment. The aim of the current study is to

understand student teachers' experiences of AfL practices in higher education, focusing on the reasons why student teachers do not always find the practices supportive. The study conducted semi-structured interviews with 20 student teachers and analysed them using an inductive content analysis method. The findings indicate that student teachers have had some experiences with individual aspects of AfL. A critical finding is that, when teacher educators continually dominate in the assessment process, summative assessment remains the principal way of assessing student teachers, thus hindering the supportive role of other AfL practices. The current study also finds that learning in higher education is still quite grade-centred, which affects student teachers' learning. *Keywords: assessment for learning; student teachers; experiences; unsupportive; higher education*

Sluijsmans, D. & Prins, F. (2006). A conceptual framework for integrating peer assessment in teacher education. *Studies in Educational Evaluation*, 32(2006), 6–22.

<http://dx.doi.org/10.1016/j.stueduc.2006.01.005>

Peer assessment can be a valuable learning tool in teacher education because it supports student teachers to acquire skills that are essential in their professional working life. This article presents a conceptual framework in which the training of peer assessment skills by means of peer assessment tasks is integrated in teacher education courses. Theories about constructive alignment, student involvement, instructional design, and performance assessment underlie the framework.

Furthermore, two recently published empirical studies will be briefly described to provide empirical support for the value of the framework. Results of these studies show that the framework offers powerful guidelines for the design and integration of peer assessment activities in teacher training courses. In general, the peer assessment tasks that were embedded in the courses led to a general improvement in students' peer assessment skills as well as their task performance in the domain of the course. Implications for course and curriculum design are discussed.

Smith, K. (2016). Functions of Assessment in Teacher Education. In M.L. Hamilton and J.J Loughran (Eds.) *The International handbook of teacher education, Volume II*, Chapter 27 (pp.405-428). Dordrecht: Springer.

http://dx.doi.org/10.1007/978-981-10-0369-1_12

The main focus of the current chapter is the multiple and complex functions of assessment in teacher education which brings to the fore a number of important issues to be discussed. First the central function of assessment related to the gate-keeping function will be discussed. Who are suitable and qualified candidates to join the teaching profession and who are not? This function is by and large summative. Next, the formative functions assessment carries throughout teacher education are deliberated in depth from a perspective that formative assessment, especially as oral and written feedback, impacts the student teachers content knowledge, practical skills, professional attitudes values, and not least, their motivation for teaching. This function is central in supporting the future teacher in her search for selfunderstanding and professional identity. Subsequently the chapter presents reflections on how teachers-to-be learn about assessment from an assessor's perspective as a built-in part of teaching is assessment, formative as well as summative. This can be formal learning, courses in assessment, however, more important is perhaps the modelling of assessment student teachers are being exposed to during teacher education, and teacher educators' modelling of assessment is critically discussed. Do teacher educators practice what they preach in relation to assessment, and especially assessment which enhances learning? Other issues such as who are the assessors of student teachers' learning and what are the venues of assessment are dealt with towards the end of the chapter. I would argue, throughout the chapter, that assessment in teacher education serves a number of functions and is therefore a complex concept. My claim is that assessment has not been given sufficient attention in teacher education in Norway, where I am

located, and the international literature on the functions of assessment in teacher education is limited.

Tillema, H.H. (2009). Assessment for Learning to Teach: Appraisal of Practice Teaching Lessons by Mentors, Supervisors, and Student Teachers. *Journal of Teacher Education*, 60(2009), 155-167.

<http://dx.doi.org/10.1177/0022487108330551>

Supporting student teachers in learning to teach is a collaborative effort by mentor teachers, teacher education supervisors, and student teachers. Each of the participants appraises effort and progress in learning to teach from different perspectives, however. This study explores how practice lessons are assessed by multiple raters. Teacher educators, mentor teachers, and student teachers (51 participants in total) were asked to appraise a practice lesson given by the mentored student. Alignment in rating was analyzed in 17 triads and compared with respect to purpose of assessment, object of appraisal, preferred methods, and focus of the appraisal as well as on the criteria used by the various assessors. Shared problems encountered during the appraisal were also gauged. Our findings indicate considerable variation in purposes and multiple perspectives in criteria among the different assessors. Differences and similarities among the stakeholders were interpreted as contributing to a multifaceted appraisal of accomplishments. Nevertheless, a shared, common ground is also needed to value the different aspects that should be included in an integrated or encompassing approach for assessment of learning to teach.

Keywords student teaching, assessment for learning, teacher quality, mentoring, teacher education, learning to teach

Tillema, H. & Smith, K. (2007). Portfolio appraisal: In search of criteria. *Teaching and Teacher Education*, 23(2007), 442–456.

<http://dx.doi.org/10.1016/j.tate.2006.12.005>

Two inherently contradictory forces are pushing for reform in portfolio assessment. On the one hand there is a felt need for creating more rigid standards that operate to promote uniformity of ratings in appraisal practice to certify achievement. However, on the other hand, critical questions are being raised about separating acclaimed portfolio goals aimed both at appraising achievement while also improving quality of student learning and development. The position of portfolio assessment, which is widely used nowadays in teaching and teacher education, comes into debate. In our study, we look for actual practices in portfolio appraisal in search of criteria used for rating the quality of portfolio materials. It is our interest to find out how appraisal criteria are selected and used to evaluate achievement or to improve the quality of development and learning. In the context of teacher education, we have examined both the espoused criteria of both assessors and collectors of portfolios as well as the actual appraisal practices by looking at the judgmental orientations and supervision styles used by portfolio assessors. In addition, we offered an authentic portfolio document to be rated by different assessors to gauge and compare their quality of rating and criteria use. The actual processes we detected point to a most common practice of employing judgmental, usually normative evaluations based on assessor dependent, more or less pre-decided criteria which permit a “checkbox” approach to appraisal. The findings are mounted up into possible strands for characterizing actual assessment practices of portfolios. In offering a typology on criteria use, transparency could be reached on how to deploy criteria, which could reconcile the teacher educator’s dilemma of being both an assessor and a mentor of learning.

Keywords: Assessment: portfolio; Teacher learning; Professional development

Wiens, P.D., Hessberg, K., LoCasale-Crouch, J., & DeCoster, J. (2013). Using a standardized video-based assessment in a university teacher education program to examine preservice teachers knowledge related to effective teaching. *Teaching and Teacher Education, 33*(2013), 24-33. <http://dx.doi.org/10.1016/j.tate.2013.01.010>

The Video Assessment of Interactions and Learning (VAIL), a video-based assessment of teacher understanding of effective teaching strategies and behaviors, was administered to preservice teachers. Descriptive and regression analyzes were conducted to examine trends among participants and identify predictors at the individual level and program level. Results from this study demonstrate that a standardized assessment used previously with in-service teachers can be implemented in a teacher education program. Analysis shows variability in preservice abilities to detect effective teaching strategies and behaviors that is partially explained by teacher education program factors. *Keywords: Preservice teacher education Preservice teachers Video technology Program evaluation Teacher effectiveness Teacher evaluation.*

Dispositions and competences of teacher educators regarding assessment

Campoy, R. (2010). Reflective Thinking and Educational Solutions: Clarifying What Teacher Educators Are Attempting to Accomplish. *SRATE Journal, 19*(2), 15-22. <https://files.eric.ed.gov/fulltext/EJ948694.pdf>

Teacher educators require reflective assignments to develop the educational thinking of prospective and experience teachers. Reflective rubrics describe the quality of thinking and provide insight into teacher development. Larrivee (2008) developed a rubric compiled using input from teacher educators. Pre-service teachers' reflections with feedback using the rubric are used to illustrate how to improve reflection. The rubric is also used to predict the quality of educational policy and reform.

Smith, K. (2007). Empowering school-and university-based teacher educators as assessors: A school–university cooperation. *Educational Research and Evaluation, 13*(3), 279-293. <http://dx.doi.org/10.1080/13803610701632109>

The focus of this paper is to present a model for empowering all parties in the Practicum triad, school-based and university-based teacher educators, as well as student teachers, in assessment. Assessment of the Practicum, which shares a number of commonalities with WorkBased Learning, plays a crucial role in the certification of new teachers. However, we know little about the quality of the assessment competence of the assessors. The assessment process is complex, and the partners involved need to engage in a dialogue about what and how to carry out the assessment. The current model is introduced as part of a new framework for student teachers' Practicum within a school-university partnership at a Norwegian university to guide such a dialogue.

Smith, K. & Welicker-Pollak, M. (2008). What can they say about my teaching? Teacher educators' attitudes to standardised student evaluation of teaching. *European Journal of Teacher Education, 31*(2), 203-214. <http://dx.doi.org/10.1080/02619760802000248>

This article examines teacher educators' attitudes to standardised student feedback on the quality of their teaching in a teacher education college in Israel. It is part of a comprehensive study initiated by the management of the institution, and the focus in this writing is on teacher educators' attitudes to student feedback: the way they perceive students relating to the feedback, and the extent to which

feedback is used for professional growth. Our findings suggest there is acceptance of feedback as part of students' democratic rights (entitlement). However, differences were found between the analyses of the quantitative and qualitative data. Teacher educators were much more critical when expressing their attitudes freely. Moreover, professional development based on the feedback seems to be carried out mainly in isolation. We suggest that teacher education institutions should develop supportive professional development centres in which teacher educators can be helped to view the feedback as a 'feed-forward' tool, necessary for engaging students in purposeful professional development activities.

Supporting teachers and schools in assessment

Baartman, L.K.J., Prins, F.J., Kirschner, P.A. & Vleuten, C.P.M. van der (2007) Determining the quality of competence assessment programs: a self-evaluation procedure. *Studies in Educational Evaluation*, 33(2007), 258-281.

<http://dx.doi.org/10.1016/j.stueduc.2007.07.004>

As assessment methods are changing, the way to determine their quality needs to be changed accordingly. This article argues for the use of Competence Assessment Programs (CAPs), combinations of traditional tests and new assessment methods which involve both formative and summative assessments. To assist schools in evaluating their CAPs, a self-evaluation procedure was developed, based on 12 quality criteria for CAPs developed in earlier studies. A self-evaluation was chosen as it is increasingly used as an alternative to external evaluation. The CAP self-evaluation is carried out by a group of functionaries from the same school and comprises individual self-evaluations and a group interview. The CAP is rated on the 12 quality criteria and a piece of evidence is asked for to support these ratings. In this study, three functionaries from eight schools (N = 24) evaluated their CAP using the self-evaluation procedure. Results show that the group interview was very important as different perspectives on the CAP are assembled here into an overall picture of the CAP's quality. Schools seem to use mainly personal experiences to support their ratings and need to be supported in the process of carrying out a self-evaluation.

Smith, K. (2011). Professional development of teachers - A prerequisite for AfL to be successfully implemented in the classroom, *Studies in Educational Evaluation*, 37(1), 55–61.

<http://dx.doi.org/10.1016/j.stueduc.2011.03.005>

A prerequisite for AfL to be successfully implemented in the classroom is the teachers' assessment practice. In many contexts, including the Norwegian, AfL has not been successfully dealt with during initial teacher education, and there is a need for qualified teachers to engage in professional development in AfL. This article first discusses different perspectives of professional development, not all of which lead to change of attitudes and beliefs resulting in changed practice. Difficulties in implementing AfL beyond the individual teacher and reach the full teaching staff is presented through experiences from a Norwegian research and development project. The next project to be briefly discussed focuses on engaging teachers in developing their own criteria for good classroom assessment. Finally the paper proposes that a major obstacle to teachers' professional development in AfL is the competence of teacher educators in AfL. Do those who are to guide and support professional development in schools hold the essential knowledge and competence themselves? The conclusive argument is that for AfL to be common assessment practice in schools there is a need for development processes at various levels of the education system.

Supporting professional development of mentor teachers in assesment

Butler, D.L., & Schnellert, L. (2012). Collaborative inquiry in teacher professional development. *Teaching and Teacher Education, 28*(2012), 1206-1220.

<http://dx.doi.org/10.1016/j.tate.2012.07.009>

This article presents an in-depth case study of a complex community of inquiry. In this community, teachers worked collaboratively to build from situated assessments of students' learning through reading to refine and monitor practices designed to enhance student learning in their subject-area classrooms. In this report, we present evidence to address three questions: (1) What did inquiry look like within this community?; (2) How was collaboration implicated in teachers' inquiry?; and (3) How was engagement in inquiry related to meaningful shifts in teachers' practice and learning? This research contributes by uncovering important links between teacher inquiry, collaboration, and educational change.

Keywords: Professional development Inquiry Collaboration Self-regulation Co-regulation Formative assessment Community of inquiry Educational change

Crasborn, F., Hennissen, P., Brouwer, N., Korthagen, F., & Bergen, T. (2010). Capturing mentor teachers' reflective moments during mentoring dialogues. *Teachers and Teaching, 16*(1), 7-29.

<https://doi.org/10.1080/13540600903475462>

The main goal of the current study is to capture differential frequencies of mentor teachers' reflective moments, as indicators of different levels of consciousness in mentor teachers' use and acquisition of supervisory skills during mentoring dialogues. For each of the 30 participants, two mentoring dialogues were analyzed: one before and one after they were trained in supervisory skills. To capture the frequency of reflective moments, the stimulated recall technique and a specially developed push-button device were combined in a two-method approach. The data of the study suggest the existence of different levels of consciousness in acquiring and using supervisory skills, the possibility of measuring reflectivity using concurrent and retrospective methods simultaneously, and the potential of such measurements to inform and improve professional development opportunities for mentor teachers.

Keywords: cognition; mentor teacher; supervisory skills; assessment; reflection

Gareis, C.R. & Grant, L.W. (2014). The efficacy of training cooperating teachers. *Teaching and Teacher Education, 39*(2014), 77-88.

<http://dx.doi.org/10.1016/j.tate.2013.12.007>

Trained Clinical Faculty (CF) tended to have greater self-efficacy for mentoring. Evaluations of student teachers mentored by CF tended to be higher. Assessment and feedback may be associated with stronger candidate performance. CF in partnership schools may strengthen the mentoring skills of untrained CTs. Novice teachers' self-efficacy was unrelated to the training of CTs. This study investigated outcomes of a clinical faculty training program designed to prepare cooperating teachers for supervising pre-service teachers. Drawing on multiple data sources from more than a decade of implementation, researchers investigated initial outcomes of the program for cooperating teachers, student teachers, and new teachers. Findings suggest that the training resulted in a greater sense of efficacy for aspects of the role and may lead to more effective evaluation practices by clinical faculty and to stronger performances by student teachers. The lack of other significant results may have implications for policies related to the evaluation of teacher preparation programs.

Keywords: Clinical faculty Cooperating teachers Student teachers

White, S., & Forgasz, R. (2017). Supporting Mentoring and Assessment in Practicum Settings: A New Professional Development Approach for School-Based Teacher Educators. In: M.A. Peters et al. (eds.), *A Companion to Research in Teacher Education*. pp. 283-297. Singapore: Springer Nature. http://dx.doi.org/10.1007/978-981-10-4075-7_19_1

Introduction 2 The Australian Initial Teacher Education Context 3 Mentors as School-Based Teacher Educators? 4 Mentors Becoming ‘Second Order Practitioners’: The Men/Tee Initiative 5 The Men/Tee Study 5.1 Role and Identity Development 5.2 Tools and Strategies for Effective Mentoring: A Teacher Educator’s Approach 6 Implications for Shifting Practice 7 Conclusion

Professional development of teacher educators in assessment

Auld, G., Ridgway, A., & Williams, J. (2013) Digital Oral Feedback on Written Assignments as Professional Learning for Teacher Educators: A collaborative self-study. *Studying Teacher Education*, 9(1), 31-44. <http://dx.doi.org/10.1080/17425964.2013.771575>

This article reports on a self-study of teacher educators involved in a preservice teacher unit on literacy. In this study the teacher educators provided the preservice teachers with digital oral feedback about their final unit of work. Rather than marking written work as individual lecturers, we collaboratively read each assignment and recorded a sound file of our conversation. We constructed our collaborative marking of each assignment as a “cultural gift” to our own professional learning. We found that we were providing more in-depth feedback on the assessment criteria for each assignment than we would have with written feedback prepared individually. We also uncovered tensions in relation to our preferred modalities associated with the digital marking.

Keywords: assessment; cultural– historical theory; collaborative self-study; teacher educator professional learning

McClam, S., & Sevier, B. (2010). Troubles with grades, grading, and change: Learning from adventures in alternative assessment practices in teacher education. *Teaching and Teacher Education*, 26(2010), 1460-1470. <http://dx.doi.org/10.1016/j.tate.2010.06.002>

In this paper, two teacher educators work to understand their attempts to transform teacher-student relations by altering traditional grading practices. Using actor-network theory, the authors examine the social effects produced across and throughout a school of education when they changed the meaning and significance of grades. Detailed analysis of retrospective reflections (narratives and dialogue) reveals the deeply ingrained and broadly interconnected role that traditional understandings of grades play in defining and stabilizing identities and responsibilities. The specific outcomes here reveal the authors’ complicity in the failure of their own change effort and offer implications for teacher educators attempting change.

Keywords: Teacher education Grades Actor network theory Autoethnography

Self-assessment of teacher educators

Koster, B., Dengerink, J., Korthagen, F. & Lunenberg, M. (2008). Teacher educators working on their own professional development: goals, activities and outcomes of a project for the professional development of teacher educators. *Teachers and Teaching*, 14(5) 567-587.

<http://dx.doi.org/10.1080/13540600802571411>

This article reports on the professional development of teacher educators within the context of a national project, 'Professional Quality of Teacher Educators,' where a professional standard and a standards-based procedure of (self-)assessment and professional development have been created and effectively implemented. This project offered a unique opportunity to analyze the goals, activities and outcomes of the process of professional development of teacher educators in a situation in which this development is promoted by the professional group as a whole. In our research, we used 25 completed portfolio's made by teacher educators participating in the standards-based procedure of (self-)assessment and professional development. We found that teacher educators, participating in this procedure, prefer the development of their knowledge and skills over the development of their attitudes and beliefs. For their professional development, the teacher educators experiment with new activities within the worksituation and interact with colleagues within their professional community, more than that they study theory or reflect on their work. The participating teacher educators experience a positive impact at the personal level (change in cognition and behavior). More than one-third of them share outcomes with others. Above, they report a more positive self-esteem and more enthusiasm for teacher education. This article may motivate other countries or institutions to invest in the professional development of teacher educators. Further research is necessary on the essence of the professional qualities of teacher educators and the relation of their professional development with student learning.

Keywords: teacher educators; professional standards; professional development; selfassessment

Deenen, F., Geldens, J. & Khaled, A. (2015). Hoe studentevaluaties bijdragen aan de professionalisering van lerarenopleiders. *Tijdschrift voor Lerarenopleiders* 36(2), 35-46.

<http://www.lerarenopleider.nl/velon/blog/tijdschrift/j2015/hoestudentevaluatiebijdragenaandeprofessionaliseringvanlerarenopleiders/>

Voor succesvolle onderwijsverbeteringen is het van belang dat lerarenopleiders zich professioneel ontwikkelen. Lerarenopleiders vervullen een sleutelrol in de kennis en beroepsontwikkeling van onderwijsgevendenden, daarom is er groeiende aandacht voor het professionaliseren van lerarenopleiders. Verondersteld wordt dat lerarenopleiders veel leren van de evaluaties van hun eigen studenten, die zitten immers vol feedback over hun opleidingspraktijk. Toch is er nog maar weinig onderzoek gedaan naar professionalisering door middel van studentevaluaties (zoals blokevaluaties, kwaliteitskringen en individuele gesprekken met studenten) bij lerarenopleidingen. Door middel van een vragenlijst met gesloten en open vragen en een semigestructureerd groepsinterview is onderzocht in welke mate en op welke manier studentevaluaties bijdragen aan de competentieontwikkeling van lerarenopleiders in lerarenopleidingen Primair Onderwijs. Op basis van de onderzoeksresultaten is een belangrijke conclusie dat verschillende soorten studentevaluaties van invloed zijn op de competentieontwikkeling van lerarenopleiders. Hoe directer (just-in-time) en persoonlijker (in face-to-facegesprekken) de feedback is, hoe meer invloed de feedback volgens lerarenopleiders heeft op de competentieontwikkeling. Het onderzoek leidt tot aanbevelingen die lerarenopleidingen kunnen benutten voor hun professionaliseringsbeleid en kunnen bijdragen aan de kwaliteitsverbetering van het opleidingsonderwijs.