




**Assessing Accomplished Practice  
in  
Teaching:**

*The Experience of the National Board for Professional  
Teaching Standards*


Improving Quality and Equity in Education:  
Inspiring a New Century of Excellence in Teaching and Assessment

**Lloyd Bond  
Carnegie Foundation  
for the  
Advancement of Teaching**





# A Little History

- A Nation at Risk
  - A Nation Prepared
  - Establishing the National Board
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# The Work of Many People

## ● The Visionaries

- Lee Shulman, Gary Sykes, Suzanne Wilson, Governor Jim Hunt

## ● The Psychometricians

- Richard Jaeger, Robert Linn, Lee Cronbach, H. Swaminathan, Ron Hambleton, Ed Haertel, Richard Shavelson, Robert Brennan, Linda Crocker, Barbara Plake, George Engelhart, Ann Harman

## ● Assessment Development & Scoring Guru's

- Mari Pearlman, Drew Gitomer, scores of practicing teachers
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*The Essential Validity Challenge:*

Being an accomplished teacher


VS

Demonstrating it in a formal assessment






# Five Core Propositions

- 1. Teachers are committed to students and their learning.**
  - 2. Teachers know the subjects they teach and how to teach those subjects to students.**
  - 3. Teachers are responsible for managing and monitoring student learning.**
  - 4. Teachers think systematically about their practice and learn from experience.**
  - 5. Teachers are members of learning communities.**
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# Underlying assessment development principles

- **Tasks should be authentic and therefore complex**
  - **Tasks should be open-ended, allowing teachers to show their own practice**
  - **Tasks should provide ample opportunity for analysis and reflection**
  - **Knowledge of subject matter and knowledge of students should underlie all performances**
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# The Apple Criteria

- Admistratively feasible
  - Professionally acceptable
  - Publicly credible
  - Legally defensible
  - Economically affordable
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# The assessment architecture

	Gen	ELA	Math	Science	Exc Needs	C & TE
EC 2-6						
MC 5-12						
EA 11-18						
AYA 17+						




# Two Important Philosophical Underpinnings

- Both preparing for the assessment and undergoing the assessment should be “deeply educative” experiences
  - As in other professions, teachers themselves should have primary control over the definitions of quality and “accomplished practice” and the determination of who meets the desired standards of quality
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# The Assessment Development Process

- A vision of “accomplished practice” (The Standards Committees)
  - Test blueprint & specifications
  - Development
  - Tryout
  - Development of a scoring rubric
  - Scorer training
  - Setting performance standards
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# Two Settings

- The teaching portfolio
  - The assessment Center
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# The teaching portfolio

- The paradigmatic *in situ* assessment
  - Reflect the richness and complexity of teaching in real classrooms
  - Allow considerable latitude in choosing assignments to feature
  - Exhibit actual student work and student feedback
  - Allow (require) reflection and analysis
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# The Assessment Center

- *On-demand* tasks that gauged:
  - Content Knowledge
  - Pedagogical Content Knowledge






# The psychometric challenges

- **Construct underrepresentation**
  - **Construct irrelevant variance**
  - **Scorer training and calibration**
  - **Adverse impact and bias**
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# Construct underrepresentation

- Striking the appropriate balance between:
    - Actual classroom teaching
    - making developmentally appropriate, challenging, and engaging assignments
    - Featuring student work
    - Providing appropriate feedback
    - Analysis and reflection
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# Construct irrelevant variance

- The requirement to *write* about your work
- Making the classroom videotape
- Balancing collegial and administrative support
- The problem of teaching context


***Can a teacher (assessor) from Small Town, Idaho faithfully apply a scoring rubric to the performance of a teacher in inner-city Detroit?***

***Can a teacher (assessor) from Derrien, Connecticut be trained to validly assess the performance of a teacher in rural Mississippi?***






# Scorer Training & Calibration

- **The scoring rubric: a four point scale of “score families”**
  - **Bias training**
  - **Scorer calibration**
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# Adverse Impact & Bias

An important distinction:

- **Adverse Impact:** substantially different rates of certification by subgroups of candidates, *without regard to cause*
  - **Bias:** The interpretations and uses of the assessment are not equally valid across the universe of intended applications
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# The Spencer Studies

- The Read Across study
  - Teacher and principal nominations
  - Race of assessor x race of candidate interactions
  - The analysis of writing
  - The teaching style study
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# Construct Validation

- use of knowledge
  - deep representations
  - problem solving
  - improvisation
  - classroom climate
  - multidimensional representation
  - Sensitivity to context
  - Monitoring and providing feedback
  - Testing hypotheses (reflective practice)
  - passion for teaching
  - respect for students
  - challenge
  - Deep understanding
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# Future Challenges

- **The classroom of the future: using technology; distance learning; ever increasing student diversity**
  - **Where the rubber hits the road: Relating performance on the assessment to student learning**
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