

TEACHING FOR THE TEST: SOCIAL STUDIES STUDENT TEACHER PERCEPTIONS  
AND ENACTMENT OF HIGH STAKES PERFORMANCE ASSESSMENTS

BY

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DISSERTATION

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## ABSTRACT

This qualitative, multi-case study explores student teacher perceptions and *enactment* (Ball, Maguire, & Braun, 2012) during preservice teacher preparation. This study elucidates the perceptions and teaching enactment of three secondary social studies student teachers for their Danielson Framework-based observations and evaluations and edTPA portfolio assessments. I first tell their stories of evaluation in the context of student teaching, detailing their unique attitudes, experiences, and settings. Following these case descriptions, I discuss the results of a cross-case analysis of student teacher *enactments* of teaching throughout the semester using the framework of *rubricization* (Maslow, 1948). Finally, inspired by the participants' descriptions of “staged” practice for Danielson observations or edTPA, I consider the enactment of evaluation policy through the lens of *performativity* (Ball, 2003; Butler, 1990). This study illuminates the complex and dynamic negotiation of preservice teacher learning about teacher evaluation during the student teaching semester.

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*For Marilyn*

*A teacher's teacher to the core*

## TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION.....	1
CHAPTER 2: LITERATURE REVIEW AND FRAMEWORK.....	11
CHAPTER 3: METHODS.....	44
CHAPTER 4: THREE CASE EXAMPLES OF STUDENT TEACHERS.....	58
CHAPTER 5: CROSS-CASE ANALYSIS.....	101
CHAPTER 6: CONCLUSION.....	147
REFERENCES.....	158
APPENDIX A: DANIELSON FRAMEWORK RUBRIC USED AT MIDWESTERN UNIVERSITY.....	181
APPENDIX B: RECRUITMENT PROTOCOL FOR PARTICIPANTS.....	182
APPENDIX C: CONSENT FORMS.....	185
APPENDIX D: INTERVIEW PROTOCOL.....	191
APPENDIX E: EXAMPLE CYCLE 2 CODING DOCUMENT.....	196

## Chapter 1: Introduction

The methods for selection and evaluation of teachers is a thoroughly contested issue in the United States, and for good reason. In the U.S., we have repeatedly sought to “educationalize” social problems (Labaree, 2008). That is, we tend to see education as something of a panacea for our toughest challenges and greatest social ills. Education is often implicated in solutions to gender, racial, and class-based inequality. It is seen as a place for intellectual, moral, ethical, emotional, and physical development. Education is also, and perhaps most commonly, thought of as *the* mode for social and economic mobility in the United States. With such lofty aims, teachers and their work with students are among the most heavily scrutinized and oft-reformed elements in our educational systems. Teachers are viewed as “practitioners of human improvement” (Cohen, 1988, p. 55) who have the capacity to improve human lives and provide individuals with the tools necessary to achieve their personal and professional best. The training or preparation of teachers has been argued by generations of educational theorists to be one of the most important steps to take in ensuring the overall success of the nation (Holmes, 1927).

This persistent belief in a teacher’s ability to drive educational success has inspired volumes upon volumes of empirical and theoretical work and policy over the years. Since the 1983 publication of *A Nation at Risk* and its teacher education counterpart, *A Nation Prepared* (Carnegie Forum on Education and the Economy, 1986), the conversation over the “best” or most “effective” methods for preparing teachers has become especially heated and divergent, with many arguing for greater competition and accountability. These calls have come from across the political spectrum, demonstrating a seemingly pervasive problem of low quality teachers. For example, The Fordham Institute’s teacher education think tank, the National Council on Teacher Quality (NCTQ), and former US Secretary of Education, Arne Duncan, have



argued that traditional colleges of education are not rigorous or selective enough, and even contribute to deficiencies in our nation's schools (NCTQ, 2015; Duncan, 2009; 2010). While some of these particular arguments are based on questionable evidence and empirical methods, they have nonetheless incited questions about the credibility of publicly funded, college- and university-based teacher education programs in the U.S. (Zeichner, 2006). They have also served to motivate state-level policymakers to impose increasingly rigorous evaluation and assessment measures on teacher preparation programs.

Furthermore, as policymakers have debated the best methods for ensuring high quality teachers, scholars have tested similar questions through empirical and theoretical explorations. To cite just a few examples, researchers have found that teacher education and pedagogical training matters in the production of high quality teachers (Darling-Hammond, Berry, & Thoreson, 2001), teacher education coursework in instructional methods and pedagogy is a strong predictor of teaching effectiveness (Ferguson & Womack, 1993), teachers' content knowledge of their subject area matters for teacher quality (Ball, Lubienski, & Mewborn, 2001), and traditionally prepared and certified teachers outperform teachers who are uncertified or whose training was provided by fast-track programs such as Teach for America (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005). Perhaps one of the most influential or highly cited studies on teacher qualifications and training asserts that rigorous, University-based teacher preparation programs and state level teacher certification policies have strong implications for student achievement outcomes as measured by standardized exams (Darling-Hammond, 2000). With such a base of evidence, it is no wonder why teacher education is a popular subject of inquiry and reform.

However, as Labaree (2008) asserts, many of our attempts to reform education have failed, placing schools and teachers in a vulnerable position as scapegoats for the long list of social problems they were assigned. Reforms of teacher education, in particular, have a long history of failure, demonstrating that the complexity of teachers' work is not well appreciated or understood (Labaree, 2000). Furthermore, researchers have found that a long list of overarching social factors outside of the school may play a larger part in determining student success than the day-to-day instructional decisions of classroom teachers (e.g., Berliner, 2009; 2013; Berliner & Glass, 2014; Coleman et al., 1966; Lubienski & Lubienski, 2014; Scheerens & Bosker, 1997).

With such a cacophony of theories, studies, and policies weighing upon teacher preparation and selection, it is safe to say that teacher education is under pressure to demonstrate rigorous curriculum and sharp discrimination in vetting procedures. Standards for program accreditation and candidate development inform the emphases and assessment of teacher preparation and candidate quality, and high stakes performance assessments are used to ensure that only the strongest student teachers gain licensure. Two examples of these are found in the edTPA and Danielson Framework. The edTPA, a portfolio assessment developed through a partnership with the Stanford Center for Assessment, Learning and Equity (SCALE) and Pearson, Inc. is now being used across the United States as a licensure exam that candidates must pass in order to progress towards licensure. The Danielson Framework for Teaching is a teacher performance evaluation tool that utilizes classroom observation and artifact analysis for teacher evaluation. Both tools provide opportunities for teachers to demonstrate and improve their pedagogical skills, reflective practices, and ability to assess and respond to student learning. However, new studies are starting to demonstrate that demanding preservice teacher evaluation measures given during the student teaching semester can prove to be “subtractive” experiences

(Clayton, 2018) that may be in tension with student teachers' teaching contexts and developmental needs (Meuwissen & Choppin, 2015). With growing concern over teacher shortages, recruitment, and retention across the U.S. (Sutcher, Darling-Hammond, Carver-Thomas, 2016), research on preservice teacher perceptions of and learning from evaluation contexts will be of greater and greater importance. Careful inspection of their experiences can help determine the worth of evaluation measures for individual student teachers but can also support a better understanding of policy enactment in a unique context.

Although widely used, more research needs to be done on the application and impact of rubric-based assessments on teacher education (Flynn, Tenam-Zemach, & Burns, 2015). In their critical analysis of "The Rubricization of Teacherhood and Studenthood," Patterson and Perhamus (2015) call for study of the ways in which rubrics come to be operationalized and potentially *produce* what they intend to *represent* (expanding upon the theoretical argument of Butler, 1990). Although some discussion has taken place on the political and practical issues surrounding these two tools, more needs to be done to explore the impact on individual preservice teachers.

### **Researcher Motivation**

My interest in preservice teacher evaluation is inspired first by my own experiences being evaluated as a preservice and inservice teacher. As DeVault (1999) points out, true objectivity is a practical impossibility for qualitative researchers. The researcher's positionality is of significance to any study and their perspective an important and valued methodological consideration. Likewise, Peshkin (1988) urges us to consider the inevitability our own "subjectivities," and use our awareness of them to shape our approach and analysis. And so,

attentive to my own history and experience, I began this study with a reflection upon my personal journey with teacher evaluation.

My preservice evaluation consisted of three observations throughout one student teaching semester by a University supervisor. While stressful, I remember these observations as low-stakes and heavily relational. I also was required to construct a portfolio of my teaching for the capstone project of my student teaching seminar course. I assembled dozens of pages of artifacts: observation and evaluation rubrics and feedback, written reflections, reviews of educational theories and texts, lesson plans, student work samples, and letters from students and mentors. These materials were organized according to the standards for teacher preparation for which my teacher preparation program was held accountable. We shared our portfolios with our classmates and University instructors at a celebration at the close of the student teaching semester. It was the culmination of a hard semester's work, and a worthwhile reflection on all that had been accomplished.

Once I entered the career as a full-time teacher, the quality of my evaluation experiences changed. I recall my own new-teacher experiences with evaluation as nerve-wracking and uninformative. I remember one administrator who, although complimentary, sat in the back of my room emailing colleagues during my observations, according to my students. The procedures used to determine my evaluation scores seemed obtuse, and I wasn't sure how much thought had gone into the process; halfway through my score report, the "Meghans" changed to "Johns." Besides a quick conversation in my principal's office, all I had to inform me of my teaching quality were a few numbers on a rubric. I was told that if I did not hear anything from the principal that I was doing a good enough job. As a new teacher, I was learning an important, if

unsatisfying, lesson about teacher evaluation. It was my hope that this study would address not only the gaps in the literature, but my own personal curiosities.

Once I began my doctoral program at Midwestern University (pseudonym), I was confronted once again with the complexities of teacher evaluation. During my first spring semester, I had the opportunity to supervise student teachers in the field. While supervising, I noticed emotional stress and confusion with the edTPA contrasting with rich, formative conversations through my Danielson observation work. I began to wonder about the nature of these contrasts and began to formulate questions for my first inquiry.

I conducted an interview-based study of teacher candidates' experiences with and learning from the edTPA for my Early Research Project (ERP). It became clear from the analyses of my data that the student teachers were engaging in test-taking behaviors prompted by the high stakes, standardized nature of the portfolio assessment. Their sense of tension with the edTPA may have created allowances for gaming the assessment and a general representation of practice that they considered inauthentic or akin to a performance.

These results prompted further questions about the nature of high stakes, standardized evaluations or assessments of preservice teachers. I was curious whether such test taking behaviors and cynical attitudes were the result of the characteristics of the edTPA alone or if candidates were developing a sense of frustration with evaluation procedures in general. My ERP data analysis also showed participants' preference for situated, local, relationship-based evaluations of their practice; they discussed the trust and value they placed on their university supervisors' feedback on their practice and their discontent with the unknown, unseen edTPA scorers. They stressed the importance of evaluations conducted by those who knew them, who knew the context of their teaching, and who had formed an understanding of 'who they were' as

teachers and people. I was curious about this disparity between local and anonymous evaluations and the implications for candidates' future professional development and experiences with evaluations.

And so, my curiosity was sparked for an exploration of evaluation-in-progress. To consider the edTPA and Danielson Evaluations *in situ* would enable me to explore candidates learning, practices, and perceptions of professional evaluations and assessments while they were developing their sense of who they are as teachers.

### **Research Question**

This study seeks to unpack some of the complexity hidden behind the context described above by attending to the experiences of individual student teachers who are subjects of teacher evaluation measures. While the literature on teacher performance evaluations, including portfolio assessments and observations, is historied, less has been done to examine their use in preservice contexts. The Danielson Framework, in particular, is not used in all preservice preparation programs, and may be primarily known for its inservice applications. Therefore, an analysis of this evaluation measure's *enactment* (Ball, Maguire, and Braun, 2012) at the preservice level can reveal new information about student teacher perceptions and the implications for their development. Furthermore, the edTPA is a relatively new influence on the student teacher experience. In the site where data was collected for this study, it was in its second year of full implementation as State-required licensure "bar" exam. I found no studies that examined the interaction of these two evaluations at the level of the individual teacher candidate. Therefore, the research question guiding my inquiry was:

What are the student teachers' perceptions and enactments of two teacher evaluation measures--the edTPA and the Danielson framework?

Through qualitative case study utilizing extensive interview data, I explored the perceptions and enactments of three secondary social studies candidates as they encountered the edTPA and Danielson evaluation measures throughout their student teaching semester. My analysis was guided by the critical policy theories of Ball, Maguire, and Braun (2012), and the concept of *performativity* (Ball, 2003; Butler, 1990). Moments of performative enactment were traced in relation to candidates' characterizations of heavily rubricized (Maslow, 1948) evaluation components.

### **Organization of the Dissertation**

The next chapter, Chapter 2, outlines the literature on portfolio assessments, teacher observation, the edTPA, and the Danielson Framework. I have explored literature that addresses these topics from practical and policy perspectives. First, I have outlined historical trends in the use of portfolios in preservice teacher evaluation. This literature demonstrates that teacher educators have been using portfolios for formative and summative ends for several decades. However, as Ziechner & Wray (2001) point out, the categorical differences between formative “learning” portfolios and summative “credentialing” portfolios matter. A tension exists between these two ends. Narrowing my literature focus, I go on to examine the trends in research on the edTPA and Danielson Framework. While studies evaluating the use of Danielson at the preservice level are limited, they do show that scholars are curious about fit, application, and validity. The conversation around edTPA, however, is more diverse. Teacher educators are debating the content, merits, and messaging of the evaluation tool. There is also concern related to the involvement of SCALE’s corporate partner, Pearson, Inc. in the construction, dissemination, and scoring of candidates’ portfolios. Finally, I also make the case for analysis of

these two evaluation measures side-by-side, focusing on the tension between formative and summative uses of rubric-based evaluation tools.

In Chapter 2, I also describe the policy frameworks that supported my analysis and my understanding of their application to my research study (Maslow, 1948; Ball, 2003; Ball, Maguire, & Braun, 2012; Butler, 1990). Ball, Maguire, and Braun's (2012) theory of *enactment in context*. Enactment allows for more mindful attending to the unique perceptions and personal histories of the student teachers who participated in this study. Maslow's (1948) discussion of the *rubricization* of human experience provides a heuristic, of sorts, for organizing student teachers' perceptions and characterizations of the edTPA and Danielson Framework. In particular, rubricization helped me to organize a continuum of moments of rigidity and measurement-focused enactments of the evaluation measures. Butler's (1990) concept of *performativity* is used to interpret enactments of teaching that the candidates' described as "staged" or "inauthentic" or otherwise outside of what they would consider "normal" teaching. Performativity helps to examine teaching that is "put on" for the test, similar to the way gender can be put on or performed in one's day-to-day life. Ball (2003) applies performativity to school reform contexts, and his studies of teachers' performative *enactments* (Ball, Maguire, and Braun, 2012) of teaching aligned well with the results of this study.

In Chapter 3, I provide a detailed outline of my research process, including descriptions of my coding scheme and evolving research questions. This description is necessary for providing reasoning for the changes in my primary research question. Chapter 3 also describes my understanding of the fit of a qualitative approach for this particular inquiry.



Chapter 5 provides thick descriptions (Geertz, 1973) of the participants. Having been present in the student teachers' schools almost weekly for a full semester, I was able to get to know them and their contexts well. I learned the most about supervisory enactments of student teacher evaluation from these extended visits. I also found that the participants' prior knowledge of teacher evaluation and personal teaching philosophies had implications for their perceptions of the evaluation measures. I have included descriptions about them from their own perspective in order to keep the focus on individual student teachers' perspectives and enactments.

My conclusion, Chapter 6, addresses some of the larger questions that were raised as I was conducting this study. I was left with more questions than answers at the close of this study, and my conclusion raises some of these questions before I move on to the next stage in my scholarly career. I also work to situate this inquiry in larger policy and practical issues relevant to student teacher evaluation.

## **Chapter 2: Literature Review and Framework**

Teacher educators and researchers have asserted that preservice preparation curricula and learning opportunities should be theory-driven, reflective, practice-based, contextualized, tied to the larger community's needs, and supported by mentors (Darling-Hammond, 2000; Feiman-Nemser, 2003; Feiman-Nemser & Remillard, 1996; Liston & Zeichner, 1990; Shulman, 1987; Wei & Pecheone, 2010; Zeichner, 2006, 2010b). Although there are a multitude of models and an emerging variety of sectors through which these experiences may be provided (Zeichner, 2006), assessing the “quality” or potential effectiveness of teacher candidates has become a prominent concern (Cochran-Smith, 2001b; Darling-Hammond, 2006). This review of the literature begins with a general summary of performance assessments in teacher education, focusing most closely on portfolios, the edTPA, and the Danielson Framework. Then, I discuss ideological trends in teacher education that underpin evaluation; that is, efficient management and accountability measures. Finally, I will discuss the theories and concepts which have informed my questioning and analysis for this study.

### **Performance Assessments in Teacher Education**

In the literature on teacher evaluation or assessment, the trend is in favor of *performance assessments*. Performance-based approaches to teacher assessment and evaluation, particularly those that are done for the purpose of credentialing preservice teachers, are diverse in application and methodology (e.g., Castle & Shaklee, 2006; Wise, Ehrenberg, & Leibbrand, 2008; Cogshall, Max, & Bassett, 2008), but they all seek to address the complexities of teaching and the wide range of skills and dispositions necessary to become a successful teacher (Darling-Hammond, Wise, & Klein, 1999; Darling-Hammond & Snyder, 2000; Wei & Pecheone, 2010). Performance assessments are considered supportive of teacher professional growth and learning,

as well as informative for preparation programs. They are often referred to as authentic, holistic, comprehensive, and attentive to context (Darling-Hammond & Snyder, 2000). The most common forms of teacher performance assessments are portfolios, interviews, performance tasks (e.g., lesson planning or grading), and simulations of teaching (Long & Stansbury, 1994), with portfolio assessments most prevalent in the past 30 years (Wei & Pecheone, 2010).

What follows are discussions of two commonly used performance-based tools for evaluation and assessment of preservice teachers: portfolio assessments (edTPA) and observation evaluation tools (Danielson Framework). These two instruments are also the focus of this study. After discussing the two tools separately, they will be compared in order to explicate the similarities that make them amenable to concurrent investigation.

**Teacher Learning and Portfolio Assessments.** The research on the use of teaching portfolios in preservice teacher education is a bit dated and somewhat divergent (Zeichner & Wray, 2001). Portfolios came into use in teacher preparation in the 1980s and have developed a wide range of purposes and uses. They are most recently being realized as a new tool for accountability of teacher education programs and their candidates in the semi-national, state-required licensure assessment, the edTPA. Although they have come to be a tool for large-scale accountability, portfolios have shared roots with the teacher action research tradition (Noffke & Zeichner, 2001), and are often considered useful for teacher professional development. The three most common uses of teaching portfolios in preservice teacher education are: (1) to facilitate candidate learning, (2) to assess or evaluate the quality of candidates, and (3) for candidates to demonstrate skills and artifacts for potential employers (Delandshere & Petrosky, 2010; Johnson, Mims-Cox, & Doyle-Nichols, 2009; Wei & Pecheone, 2010; Zeichner & Wray, 2001). Portfolio assessments have become common practice because they provide authentic assessment or

evaluation of teacher practice and flexibility in scoring and feedback (Johnson, et al., 2009; Zeichner & Wray, 2001). However, the wide variety of uses and features of portfolios make a comprehensive comparison of studies challenging. In this brief review I use Zeichner & Wray's (2001) categories, differentiating between formative "learning" portfolios and summative "credentialing" portfolios. These categories are useful as an organizational tool, and they parallel the discussion in the literature of portfolio purposes (Meuwissen & Choppin, 2015; Snyder, Lippincott, & Bower, 1998; van Tartwijk, van Rijswijk, Tuithof, & Driessen, 2008; Wray, 2008).

***Learning portfolios.*** Portfolios were originally hailed as an exciting alternative to more traditional assessment tools in both K-12 and higher education (e.g., Baker, 1993; Barton & Collins, 1993; Graves & Sunstein, 1992; Olson, 1991; Tierney, 1991; Vavrus, 1990). Shulman (1994; 1998) is credited with bringing portfolios into teacher assessment, calling portfolios a "metaphor come to life" that represents each teacher's individual philosophy of teaching; a "documentary history" of work in the classroom. Early portfolio assessments at the preservice level provided teacher candidates with the opportunity to demonstrate their skills, knowledge, reflections and perceptions of their work through writing and artifacts; an alternative considered more relevant and experientially authentic than other types of exams (Barton & Collins, 1993). Furthermore, portfolio assessments were used to gauge the development and growth of candidates over time and within program contexts (Wei & Pecheone, 2010).

When used in a teacher preparation program, a portfolio assessment must negotiate the tensions between evaluation-oriented concerns such as criteria, requirements, and scoring and more candidate-centered concerns such as time commitment, candidate development, authenticity, and buy-in (Beck, Livne, & Bear, 2005; Berrill & Addison, 2010; Wei & Pecheone, 2010; Wray, 2007; Stone, 1998). Learning portfolios are primarily concerned with the

development of candidate inquiry skills and practical progress over time. The result is a final product that is more about growth than a score (Snyder, et al., 1998).

Barton and Collins (1993) note that learning portfolios often have a central purpose to which candidate writing and evidence is focused. Course or departmental emphases or values are often represented in the key criteria. Additionally, learning portfolios tend to be more flexible and dynamic; demonstrating change over time in the reflective analysis of writing and instructional materials (Loughran & Corrigan, 1995). Research here has been mixed, finding that some candidates find the process distracting or removed from the demands of student teaching (Borko, Michalec, Timmons, & Siddle, 1997). Others appreciate the opportunity for reflection on practice and theory and value discussion of portfolio materials with mentors and peers (Wade & Yarbrough, 1996; Wray, 2007). Learning portfolios have been shown to help student teachers accumulate self-awareness and critical self-evaluation practices over time (Lyons, 1998) but can be a challenge for those teacher candidates who may benefit from more structured supervision or guidance from mentors (Mansvelder-Longayroux, Beijaard, & Verloop, 2007). For instance, preservice teachers may equate reflective practice with simple, surface-level connections, failing to critically analyze their practice (Lyons, 1998), or may be better equipped to engage in deep reflection on teaching when in the company of peers.

***Credentialing portfolios.*** Due to the diversity of the research base on portfolio assessments, multiple terms are used to refer to their varied purposes. The term “credentialing” will be used here to refer to summative, evaluative portfolios in order to maintain consistency with the use of the edTPA. Researchers have identified differences between purpose, entry point/organization, use, artifacts, and outcomes when comparing learning and credentialing portfolios (Snyder, et al., 1998; Wray, 2008). Wei and Pecheone (2010) argue that the

unstructured nature of formative, learning portfolios render them “insufficient for making high-stakes summative decisions about whether preservice teachers should be granted a license to teach” (p. 98). Yet, candidate learning remains a goal for credentialing portfolios, making it difficult to separate between formative and summative purposes and even confusing to candidates and teacher educators (Berrill & Addison, 2010). It has been common for portfolios to be assigned as a capstone project for the purpose of demonstrating competency in relation to state standards (St. Maurice & Shaw, 2004) or as a licensure exam (Wei & Pecheone, 2010). Snyder, et al. (1998) studied the tensions between portfolio assessment and learning. They compared their students’ reflections and interactions in both. They required their teacher candidates to complete *both* a formative *and* a summative credential portfolio during the course of their fifth-year post-baccalaureate program. They found marked differences between student reflections; candidates’ reflections longitudinally were more substantive in a learning portfolio format.

Other scholars have argued that the necessary structure of accountability or criteria portfolios may be at odds with the generative nature of learning portfolios (Snyder, et al., 1998; Wei & Pecheone, 2010). This is worrisome given that summative and credentialing portfolios have grown in popularity and those such as the edTPA make claims on the development of teacher candidate skills and knowledge.

***The edTPA.*** Using what was learned from several years of work with the Performance Assessment of California Teachers (PACT), professors and researchers at Stanford University partnered with the American Association of Colleges for Teacher Education (AACTE) to develop a plan to scale up the assessment for national implementation; the result was the edTPA (Sato, 2014). After completing field-testing in June 2010 at 160 institutions across 22 different

states, the edTPA was ready for dissemination (Darling-Hammond & Hyler, 2013; Hayes & Sokolower, 2013). In keeping with the traditions of National Board and PACT, the edTPA was presented as an effective and informative summative assessment through which preservice teachers could demonstrate their skills as novice practitioners while learning through the construction of the portfolio (Sato, 2014). Although other California-based teacher performance assessments had paired with testing publishers such as ETS (Wei & Pecheone, 2010), researchers at Stanford and AACTE made the controversial decision to partner with educational publisher, Pearson Education, Inc., in order to make use of the infrastructure necessary to publish, disseminate, and score a nationwide test (Sato, 2014). The tightened standardization of the assessment and the introduction of a corporate partner to manage, disseminate, and score was met with dissent by many teacher educators and researchers and is still being debated by many (e.g., Au, 2013; Conley & Garner, 2015; Dover & Schultz, 2016; Dover, Schultz, Smith, & Duggan, 2015; Madeloni, 2015; Madeloni & Gorlewski, 2013; Parkison, 2016). By 2016, the edTPA has completed multiple years of pilot testing and is currently being required in fourteen states across the U.S. as a consequential licensure exam and is an option or in the process of implementation in 23 others plus the District of Columbia (SCALE, 2015a).

A comparison of the PACT and edTPA assessments reveals almost identical form, structure, and language (Wilkerson, 2015). Much like the PACT, the edTPA is a subject specific portfolio assessment composed of three sections (planning, instruction, and assessment), each with reflective commentary essays within which teacher candidates contextualize and justify their choices with connections to educational theory or research. Also like the PACT, the edTPA requires candidates to demonstrate their ability to teach academic language. It also requires construction of student assessments, use of student assessment data in instructional planning, and

student-centered instruction (Darling-Hammond & Hyler, 2013). Teacher candidates have reported benefits such as self-awareness, an ability to learn and plan for the future, and a stronger attention to student needs through the edTPA (Darling-Hammond, Newton & Wei, 2013; Lin, 2015; SCALE, 2015a). Additionally, the edTPA is promoted as a tool for departmental learning and a chance to reinvest in departmental values (Darling-Hammond & Hyler, 2013; Peck, Gallucci, & Sloan, 2010; Singer-Gabella, 2012).

However, in one large study of New York and Washington State teacher candidates' experiences with the edTPA, Meuwissen and Choppin (2015) found tensions experienced by teacher candidates during the process of completing the edTPA. In both Washington and New York, they reported feeling frustrated by the ambiguities of the edTPA as a formative-summative hybrid assessment and challenged by the difficulties of explaining complex and contextually unique instructional processes within the standardized format. They were also concerned with the tension between personal agency and the externally controlled assessment context.

Candidates' evaluation of the process of completing the edTPA were mixed (Meuwissen & Choppin, 2015). Some candidates found the process overall frustrating, while others appreciated the reflective prompts. Considering that New York and Washington were participants in the earliest stages of edTPA implementation, some of these tensions may have subsided over time. Yet, Meuwissen and Choppin's identification of teacher candidates who were gaming the assessment or projecting less-than-accurate portrayals of practice exposes some of the inherent complications of mixing formative and summative purposes in portfolios.

From the perspective of teacher educators, Cronenberg, et al. (2016) found the pressures of the high stakes licensure exam to be too much. After planning to carefully integrate edTPA preparation into their preexisting curriculum, the instructors "unwillingly slid" into test



preparation. They reported students feeling “trapped’ by the practical realities of the test, its unique language and hefty requirements. Others have noted the similarities in the pressures faced by teacher educators in comparison with their P-12 counterparts; the forceful influence of high stakes exams creates the sense of a new layer of control over the work of teachers and teacher educators (Carter & Lochte, 2017). Additionally, Schultz and Dover (2017) found online cottage industries more than willing to complete the edTPA for candidates for paid compensation. These challenges raise questions about the ability of the test to achieve its intended goals without disruption of current teacher education practices.

Other critical work on the edTPA highlights its ties to corporate influences, particularly because of the role of the large publishing agency, Pearson Education, Inc. The theoretical, critical scholarship on the edTPA is addressed more in the next sections of this literature review, in which I discuss larger political, economic, and historical arguments surrounding the assessment and other, similar reforms of teacher education.

Like the PACT and other high stakes credentialing portfolios before it, the edTPA furthers the trajectory of evidence-based assessment of teacher candidates and programs and high stakes accountability. While psychometric analyses of the edTPA are still quite new and produce relatively mixed results (Adkins, Klass, & Palmer, 2015; Henry, et al, 2013), the edTPA itself claims positive reliability and validity tests from the pilot studies (SCALE, 2015b), although recent research has begun to question these claims (Choppin & Meuwissen, 2017). These mixed reviews set the context for this study.

### **The Danielson Framework**

The Danielson Framework has been in use for several years to guide and assess preservice teachers (Danielson, 2011). The Danielson Framework has potential to support the

development of preservice teachers' practices in relation to the measures on which they will be assessed in the field. However, as a standardized, high-stakes, rubric-based evaluation tool, it brings with it certain complications.

Charlotte Danielson first began development on her *Framework for Teaching* in 1987 while working with the Educational Testing Service (ETS) (Danielson, 2007). The results of this collaboration were ETS's Praxis Series of Professional Assessments for Beginning Teachers. More specifically, Danielson's work led to the development of Praxis III: Classroom Performance Assessment. The criteria and training for the Praxis III was the foundation for her now well-known evaluation tool and its keystone text, *Enhancing Professional Practice: A Framework for Teaching* (2007). The initial development of the Danielson Framework was also informed by the National Board for Professional Teaching Standards (NBPTS) and work by Newman, Secada, and Wehlage (1995) and Scriven (1994). Clear markers of the influence of the NBPTS can be seen in the language used by the Danielson Framework. In particular, the National Board's *Five Core Propositions* (Vandevoort, Amrein-Beardsley, & Berliner, 2004) and the Danielson Framework's four Domains (Danielson, 2007) each discuss teaching within the contexts of planning, instruction, assessment, reflection, and professional community. Such categories—and Danielson's Framework in general—have come to be almost ubiquitous in discussions of accomplished teacher practice.

It is also important to note that Danielson's work began with student teachers in mind and continues to be relevant in novice teacher development. The Praxis III was developed as one of three licensure assessments, and the resulting Framework was eventually "augmented to apply to experience as well as to novice teachers and used for purposes beyond the licensing of beginning teachers" (Danielson, 2007, p. viii). Indeed, in *Enhancing Professional Practice*, Danielson

outlines the relationship between the specific components of her Framework and the Ten Principles of the INTASC Teacher Education Standards. Additionally, Danielson notes the potential roles of the Framework in preservice and early career teacher education. It may be used as a structure for reflective evaluation and improvement, as informative for developing and evaluating preparation programs, as a tool for preservice teachers to evaluate the practices of more experienced colleagues, as an organizing structure for conversations with supervisors, a basis for conversations during hiring decisions, and as a roadmap for improving novice practice. Danielson argues that the complexity of teaching calls for a multi-measure tool that is comprehensive as well as generic; applicable to diverse contexts yet true to what she has identified as the foundational, enduring practices of teaching.

**Danielson and evaluation of preservice practice.** Currently, there is a surprising lack of literature available on the Danielson Framework. Several large-scale pilot studies to assess the reliability and validity of the Framework have been published, all of which find moderate to high levels of reliability and validity (e.g., Kane & Staiger, 2012; Kane, Taylor, Tyler, & Wooten, 2010; Milanowski, 2004; 2011; Sartrain, Stoelinga, & Krone, 2010; 2011; Steinberg & Sartrain, 2015). Most notable among these are the Measures of Effective Teaching (MET) studies conducted by the Bill and Melinda Gates Foundation (Kane & Staiger, 2012), which found the Danielson Framework (along with four other observation-based teacher evaluation tools) to be positively associated with student achievement goals and other student outcomes. The MET project also found that ongoing, multiple observations were necessary for a “reliable characterization” of teacher practices.

At the preservice level, studies often examine the use of the Danielson Framework in relation to reliability and validity. For example, Roegman, Goodwin, Reed, and Scott-

McLaughlin (2016) conducted a mixed methods study of the use of the Danielson Framework with 44 graduate-level preservice teacher residents. In particular, they explored the use of the Framework by the main stakeholders in the evaluation triad: preservice teacher residents, supervisors, and mentors. Their analysis found a discrepancy in the ratings of residents by the various stakeholders, calling attention to the importance of evaluator training in the valid implementation of the Framework. Similarly, Benjamin (2002) found strong content validity and internal consistency reliability in his institution's use of the Framework with preservice teachers, however the sample size in this particular study was small for his chosen analysis (56 student teachers).

Roegman, et al.'s (2016) results suggest the importance of evaluator interpretation in the use of the Framework rubrics. Some of the stakeholders cited disparate evidence to support numerical rankings of practice, and others seemed to interpret the various domains (e.g., reflective practice) quite broadly. The implications for Roegman's et al.'s examination are of particular interest to others who may study the Framework's use with preservice teachers. Familiarity with the Framework is of obvious importance, but the use of Danielson's rubrics for assessment of teacher candidates as students *and* teachers can cause challenging tensions in the scoring and interpretation of the domains; here the formative and summative uses of the tool seem to be at odds. Expectations for teacher candidates whose teaching knowledge and practices are still in development would necessarily differ from expectations of more seasoned teaching practice. It could be that preservice teachers possess a set of skills, knowledge, and practices that are distinct from inservice teachers, thus creating challenges in the use of the Framework at the preservice level.

Recognizing such distinctions and tensions, Bryant, Maarouf, Burcham and Greer (2016) explored the review and revision process of the Model of Appropriate Practice (MAP) rubric, a local assessment rubric based on the Danielson Framework. After pilot testing the tool, teacher educators were able to increase reliability in the instrument. But, the researchers found the domain of Professional Responsibilities especially challenging. They found problems with their original choice to exclude dispositions to reduce reliability in their instrument and saw a need for future collaborations between P-12 teachers and university faculty in the creation, use, and revision of these tools. Bryant, et al. also noted the potential for rubrics such as the MAP and Danielson Frameworks to serve as guiding tools for preservice teachers, their mentors, and programs. As a prominent element of assessment practices “for learning,” rubrics can encourage higher order thinking, practical problem solving, and the use of research-based strategies (Dochy, Gijbels, & Segers, 2006). Additionally, rubrics can facilitate valuable feedback and transparency in the appraisal of practice, but can become less valid and increasingly narrowed as levels of reliability rise (Jonsson & Svingby, 2007).

Yet, critics have noted that the Danielson Framework is curiously silent on instructional methods and philosophies that would encourage multiple perspectives, critical inquiry, culturally relevant pedagogy, and social justice perspectives (Clayton, 2017). Additionally, the Danielson Framework lacks attention to research and theory as informative of practice. Candidates may also be encouraged by the Framework to engage in practices that are beyond the scope of a student teaching experience, such as frequent and in-depth communication with families. Finally, Clayton noted Danielson’s emphasis on *outputs* in teaching. Her analysis found that 90% of the rubrics identified achievement as a main focus.

Considering these challenges and affordances of the Danielson Framework in specific and rubrics in general, the following section briefly compares the Danielson Framework and the edTPA (both rubric-based performance assessments of preservice teachers) as two tools aimed at both summative *and* formative assessments of preservice teacher practice.

### **Why Study Both Danielson and edTPA?**

The edTPA and Danielson Framework are particularly interesting topics of study; both have the potential to play an integral role in shaping the practices and perceptions of preservice teachers. Table 2.1 outlines the major distinctions of the Danielson Framework and the edTPA as standardized, high stakes summative evaluations with formative assessment qualities. Although both tools communicate expectations via rubric, the level of detail and specificity in the edTPA rubrics are much more demanding than the Danielson rubric.

Table 2.1

*Comparison of Characteristics: Danielson and edTPA in Midwestern University Student Teaching*

Characteristics	Danielson	edTPA
Rubrics	1 rubric, 4 Domains, 4 levels with 22 elements	3 tasks, 15 rubrics, 5 levels
Format	Face-to-face observations, documents as evidence	Online submission; video, documents, reflective writing
Timeline	Structured: 6 total observations; midterm and final evaluation; conferences throughout student teaching semester	1 portfolio completed over several days/weeks at candidate’s own pacing
Stakes	Final evaluation: no ratings of “1” or “Unsatisfactory” at final evaluation; no 2 in selected Domains; supervisor recommendation for licensure	Passing Score required for licensure as required by the State Board
Function/Purpose	Formative with summative midterm and final evaluation rankings	Summative with formative reflective component

Table 2.1 continued

Materials	6+ in-person observations, unspecified evidence of practice at discretion of supervisor	2, 10-minute video clips, 3-5 lesson plans, numerous essays and reflections, artifacts
Completion Setting	Individual + collaborative with mentors (cooperating teacher, supervisor, etc.)	Individual; may work alongside peers; mentor support restricted
Scorers and Feedback	University supervisor as scorer; numerical typically at midterm and final, oral/written feedback throughout	Anonymous scorer (Pearson employee); numerical feedback after submission with text of rubrics

Although distinct in function and construction, notable similarities between the Danielson Framework for Teaching and the edTPA Portfolio Assessment make them worth considering in tandem. The edTPA and Danielson Framework both represent evaluations of student teacher practice constructed over the course of an extended period of time. At Midwest University, Danielson-based observations and scored Midterm and Final evaluations act as the primary scaffolding for the interactions between a student teacher and university supervisor over the course of a fifteen-week student teaching experience. Student teachers are required to receive a particular level of scores on the Danielson Framework and notes of recommendation from their Danielson-trained university supervisors in order to be recommended for licensure. Therefore, the Danielson Framework is a formative, longitudinal evaluation tool, taking up most of the student teaching semester but is also used as a summative evaluation tool in consideration of licensure.

Somewhat similarly, the edTPA is designed to be constructed over several weeks (although this timeline is flexible). Teacher candidates submit a series of lessons, materials, and up to 20 minutes of video recordings of lessons (2 videos, no longer than 10 minutes each) to demonstrate instructional practice over the course of multiple days (referred to as a ‘learning segment’). The requirements of the edTPA encourage exploration of a student teacher’s school

site, students, and community (referred to as the “Context for Learning”). Teacher candidates must ultimately attain the required national cut score to become a licensed teacher. Put simply, both tools maintain explicit formative possibilities but are also used for high stakes summative credentialing decisions.

Additionally, the requirements of the edTPA, its complexity, and specificity, necessitate serious engagement for its development. Student teachers are likely to spend days to weeks planning, collecting, assembling, and writing up the reflections required by the assessment. However, throughout the evaluation process with the Danielson Framework, student teachers will discuss their performance in light of the rubric with their university supervisors and cooperating teachers, whereas collaborative dialogue during edTPA construction is only allowed between peers.

Both assessments recognize similar elements of professional practice as the criteria for evaluation. Although the Danielson rubric relies more heavily on a teachers’ overall performance in the school setting (as used by Midwest University), there is a consistent focus on planning, instruction, assessment, and reflection in both tools. Reflection, in particular, is the central component of both the edTPA and Danielson evaluation tools. During the course of their student teaching semester, teacher candidates will write extensive reflections for their edTPA portfolios and will have near-weekly post observation discussions with their university supervisors using Danielson-framed evidence as the basis for reflective conversations.

Finally, and perhaps most significant to the focus of my inquiry, the edTPA and Danielson Framework each rely on standardized rubrics to score teacher candidate performance. These rubrics outline specific indicators of desired practice. Both tools are created and disseminated by companies outside of Midwest University’s college of education (Pearson



Education, Inc. for edTPA, the Danielson Group for the Danielson Framework); each provide specific training and testing of their scorers (in-house scorers for Danielson, outside anonymous scorers for edTPA). The requirements for both evaluations require student teachers to represent their practices in alignment with the assessment rubrics.

Considering these similarities, it is possible to analyze preservice teachers' overall engagement with both evaluation tools. Issues relevant to both tools include the nature of rubric-based feedback, the role of scorers or evaluators, methods of demonstrating practice, feedback on teaching, and the process of evaluation itself. Therefore, the questions guiding this inquiry can be applied broadly to both tools.

Next, I will outline the theoretical, policy, and historical context in which such rubric-based evaluations of teacher practice have emerged. In particular, I will discuss market-oriented perceptions of reform and educational improvement are embedded within the very practice of rubrics.

### **Political and Policy Context: Efficient Management of Schooling**

This section includes a brief discussion of the history and policy context of assessment reforms, including those most closely associated with neoliberal philosophy. The focus will be the specific impact on teacher education, knowing that accountability and standardization are based in a long tradition of modernist productivity logic and social efficiency arguments (Houser, Krutka, Province Roberts, Pennington, & Faili Coerver, 2016).

During the past century there has been tumult with regard to failed reform efforts (Ravitch, 2000). The failure of widespread, fundamental changes may be attributed to a mismatch of political will, societal expectations, and reform proposals. However, some reforms have 'stuck' and can be seen in the implementation of incremental or peripheral changes, for

example, reduced class sizes, differentiated curricular materials, or vocational programs (Tyack & Cuban, 1995). Yet, even considering these incremental or peripheral changes, the “grammar” of schooling has maintained a fair amount of consistency (Tyack & Cuban, 1995). A collective value for efficiency and standardization have characterized the traditions of U.S. institutions of education since the beginning of the twentieth century (Kliebard, 2004). The long-lasting influence of Ralph Tyler’s *Basic Principles of Curriculum & Instruction*, developed from the results of the Eight Year Study (1933-1941) can be seen in the current proliferation of evaluation- or outcome-based educational goals and accountability policies. The planning and instructional practices of teachers are still organized according to objectives, curricula, sequence, and ultimately assessments, which are increasingly used not only to measure student progress but teacher effectiveness. Similarly, Taylorist conceptions of scientific management and efficient, factory-style production are evident in many of the accountability and standardization practices that proliferate U.S. education today (Kliebard, 2004).

Thus, as Au (2011) states, teacher practices are now under a “New Taylorism” in which their work is controlled through packaged, corporate curriculum and high stakes testing, creating conditions under which education itself can be structured in a factory style manner. Students are the “raw materials” to be produced like commodities according to specified standards and objectives. Teachers are the workers who employ the most efficient methods to get students to meet the pre-determined standards and objectives. Administrators or policymakers are the managers who determine and dictate to teachers the most efficient methods in the production process. The school is the “factory assembly line” where this process takes place (p. 27).

The large-scale implementation of professional teaching standards, curriculum, assessments, and evaluation tools serves to promise efficient production and management of a

high-quality teaching workforce, trained to implement “best practices.” Spurred on by the 1983 publication of *A Nation at Risk* (NCEE, 1983), states were prompted to create standards and correlated assessments nationwide (Amrein & Berliner, 2002). These assessments included much higher stakes than the previous decades’ minimum competency testing plus new, rigorous state standards that promised to improve curricula across the nation. These policies continued to gain credence at the state level through the 1990s with an increased attention educational *outputs* as measured by high stakes tests. (NCES, 2003).

Such reforms were likely influenced by Milton Friedman’s (1995), *Public Schools: Make them Private*, in which he argued for a deconstruction of “government” schools and authorization of a private, for-profit industry of schooling that would spur innovation through competition with the public school system (cited in Hursh, 2007). As standards, assessments, and accountability mechanisms continued to expand throughout the late 1990s and early 2000s, so too did the concept of school choice. According to the NCES (2003), reporting of the Education Commission of the States (ECS) data, by the early 2000s, at least 32 states had passed laws allowing some form of public school choice and 36 states had incorporated charter school legislation into their education policies. Although research on the impact of school choice measures demonstrates relatively mixed achievement results, it has become clear that school and student factors weigh the most heavily on student achievement (Lubienski & Lubienski, 2014). Additionally, the promised innovations of deregulated school policies have fallen flat, further bringing into question whether neoliberal initiatives accomplish the intended (Lubienski, 2003).

These reforms have also been criticized for damaging deliberative democracy in an education system that was failing to provide objective assessments, improve learning, or close the achievement gap (Hursh, 2007). Additionally, assessment-based accountability reforms have

a well-established history of narrowing curriculum and disincentivizing critical thinking-based instruction (e.g., Au, 2011, Darling-Hammond, 2000; Klein, Hamilton, McCaffrey, & Stretcher, 2000; Koretz & Barron, 1998; Linn, 2000) and ultimately pushing some teachers to resort to dishonesty (Jacob & Levitt, 2003).

While the practice of assessing and comparing or ranking teachers, students, and schools has continued into the late 2000s, the most recent cycle of reforms has been characterized by the continued development of new markets and removal of public assets in education (Au, 2010). This trend is characterized by the increased involvement of entrepreneurial and corporate actors who seek to remove resources from public control for the purpose of reform or profit (Au & Ferrare, 2015). The forms are varied, but often seen in the development of charter schools, marketing of tests and curricular materials, and assessment of students and teachers (Fabricant & Fine, 2015). Of greatest import may be the shift in the language and characterization of schooling. Students and families are often considered consumers of the products and services provided by teachers or schools with the metric of comparison often being the results of testing (Apple, 2006): hence the focus on “value-added” or outcome-based models of assessing the quality of teachers (Au & Ferrare, 2015; Lipman, 2011). These conceptualizations not only diminish democratic control over schooling, but have been associated with narrowed curriculum, limited critical perspectives, and continued disenfranchisement of students of color and under-resourced communities, perhaps furthering in schooling a certain “pedagogy of poverty” of low-order learning (Berliner, 2011; Cuban, 2012; Goodman, 2013; Habermas, 1991; Orfield & Frankenberg, 2013). While such reforms have taken hold in the P-12 sector, similar movements have been made in higher education and teacher preparation. A summary of these changes follows.

**Accountability and standardization in teacher preparation.** The teacher preparation literature often references increased rigor and accountability intertwined with the *professionalization* of teaching (Cochran-Smith, 2001a; 2004; Darling-Hammond, 1990b; Imig & Imig, 2008; Zeichner, 2003; 2006). However, scholars disagree on the styles, means, and impact of professionalism for teachers and on teacher preparation (Labaree, 1992). While professionalism can indeed be an inclusive, agentic force for teachers and teacher educators, its inevitable association with accountability reform efforts is a complicating factor. It seems that the field of traditional teacher education has accepted incoming accountability measures (i.e., standards, testing, accreditation) as a means of legitimization and preservation (Yinger & Hendricks-Lee, 2000), albeit not without resistance, as discussed below. As control is ceded to those outside the profession, professionalism shifts from that which is controlled by insiders to an externally-imposed, surveillance-oriented force, a condition sometimes referred to as “new professionalism” (Furlong, 2005; Robertson, 2000; Zeichner, 2010a). This is also called, “organizational professionalism,” in which managers or bureaucratic leaders control the objectives of the profession, leading to standardization of practices, performance requirements, and accountability measures (Evetts, 2005).

However, professionalization at the state level did not amount to consistency among teacher preparation programs nationwide (McDonnell, 1989), and soon the lack of federal oversight came to be seen as a problem (Bales, 2006). As a result, by the end of the 1990s, initiatives derived from the Higher Education Act and the Goals 2000: Educate America Act began to call new attention to teacher knowledge and training (Bales, 2006; Darling-Hammond, 1990a). Hence, the control over teacher certification moved from university campuses to the states and later the national level with the development of the National Board for Professional

Teaching Standards or NBPTS (Imig & Imig, 2008). The reauthorization of the Higher Education Act's Title II Teacher Quality Enhancement Grant required the compilation of program accreditation and candidate quality data that could eventually be reported publicly (Bales, 2006), and professional organizations such as NCATE, The Teacher Education Accreditation Council (TEAC), and AACTE responded by proposing systems of accreditation intended for national implementation. Likewise, the NBPTS and the Education Testing Service (ETS) expanded their offerings for teacher assessments (Imig & Imig, 2008).

In the current environment of teacher preparation reform, rigorous accountability measures such as accreditation requirements, professional standards, and testing of teacher candidates have come to stand as proof that teacher preparation programs are rigorous and efficient. This particular mechanization of professionalism reached new heights during the early 2000s, when federal intervention into teacher preparation gained prominence. Specifically, the 2001 reauthorization of the Elementary and Secondary Education Act, No Child Left Behind, imposed new requirements for each state to implement standards for preparation and certification, ushering in the new, "highly qualified" licensure status (Bales, 2006). The discourse of the NCLB era and the following years has been characterized by an overwhelming preoccupation with efficient management of teacher quality. In relation to traditional teacher certification, the Bush administration sought to aid in the "streamlining" of licensure requirements related to verbal ability and content knowledge with "challenging" corresponding assessments (Paige, 2002). The shift from internal to external determinations of professionalism is seen by some to be an "excessive bureaucratization" and "trivialization" of teacher education programs with little evidence of relevance or benefit to the work of teacher educators (Johnson, Johnson, Farenga, & Ness, 2005; Zeichner, 2005).

**Accountability and the edTPA.** Regulation and testing of preservice teacher candidates has become accepted practice in teacher preparation for the last three decades, with high-stakes, state-level tests being a widely used method (Cochran-Smith, 2001b). The edTPA is of particular interest in this discussion as it represents a formative, learning-centric portfolio turned into a national evaluative, high-stakes test. A standardized preservice teacher performance assessment of this scale has never before been implemented in the United States, and it is experiencing a tumultuous start. Much of the criticism stems from the involvement of corporate mega-publisher, Pearson Education, Inc. in the scoring and dissemination of the assessment (Au, 2013). Those involved with its development assert that Pearson was a necessary partner for the distribution and scalable implementation of the test (Sato, 2014).

As a standardized test, the edTPA is subject to the same negative implications as its PK-12 counterparts. Standardized testing has long been documented as resulting in a narrowed curriculum, teaching that is oriented towards the test, schooling controlled by administrators or policymakers, and an overall deskilling of teaching (Apple, 1995). Additionally, the edTPA has the potential to service neoliberal mechanisms by providing a metric of comparison and competition among traditional teacher preparation institutions (Sleeter, 2008).

While some teacher educators have found ways to reconcile their programmatic values with the demands of the assessment (Miller, Carroll, Jancic, & Markworth, 2015; Peck, Gallucci, & Sloan, 2010), others fear a narrowing of teacher education practices as departments seek to align to standards and candidates focus on requirements (Conley & Garner, 2015; Madeloni & Gorlewski, 2013; Parkison, 2016). Scholars critical of the edTPA urge the field to consider the implications of scaling up a local portfolio assessment for high stakes ends, raising particular concerns over Pearson Education, Inc.'s corporate partnership and the potential for other,

‘cottage’ industries to seek profits from teacher candidates and preparation programs (e.g., Au, 2013; Dover & Schultz, 2016; Dover, Schultz, Smith, & Duggan, 2015; Henry, et al., 2014). Au (2013), in particular, sees potential for exclusion of teacher candidates and institutions and the “sanitization” of department principles. And while the edTPA is not explicitly exclusive of social justice perspectives (Sato, 2014), it is silent on such issues as inviting potential dilution of multiculturalism and an increased preference of perspectives of privilege (Cochran-Smith, Piazza, & Power, 2013; Gurl, Caraballo, Gunn, Gerwin, & Bembenutty, 2016; Madeloni, 2015; Nygreen, Madeloni & Cannon, 2015).

Although much less has been written to criticize the Danielson Framework’s place in this larger context of neoliberal ideology, important similarities can be seen between Danielson and edTPA. As rubric-based assessments of teacher practice, the edTPA and Danielson tools follow a longstanding tradition of rubrics in education (Flynn, Tenam-Zemach, & Burns, 2015). Rubrics are of significance to any critical analysis of teacher education practices due to their inherently political and value-laden nature (Delandshere & Petrosky, 2004; Flynn, et al., 2015). Rubrics require selection of some criteria and exclusion of others. And although the particular rubrics at question are accompanied by field-tested measures of reliability and validity, these two particular tools are inevitably subjective (Flynn, et al., 2015). Scorers, although trained for objectivity and alignment with the criteria set forth by the publishers of the assessments, ultimately interpret evidence presented by teachers in order to assign a score.

Because the edTPA and Danielson evaluations are used across contexts, in many different classrooms with promises of objective, efficient scoring, their accompanying rubrics and criteria are necessarily definitive. The standardization and assumed efficiency claims of rubric-based teacher evaluations like the Danielson Framework have obvious roots in Taylorism



and Fordism, with fragmentation of tasks into rubric components and an underlying assumption that systematic observation of a teacher will glean data for the objective appraisal of her practice (Burns, 2015).

Such standardized rubrics can be seen as narrowing curricula and restraining the teaching practices—and potentially, even identities—of teachers (Flynn, et al., 2015). As measures tied directly to licensure eligibility, the edTPA and Danielson rubrics hold the potential to significantly influence the work and development of new teachers (Lalonde, Gorlewski, & Gorlewski, 2015). The following section will summarize theoretical works that inform an analysis of the influence of these tools.

### **Theoretical Perspectives**

The following theories and concepts have informed my understanding of candidate learning in professional evaluation contexts. Because this study will analyze the interplay among preservice teacher perceptions, context, and evaluation policies in practice settings, the theories of Maslow, (1948), Butler (1990), Ball (2003), and Ball, Maguire, and Braun (2012) serve as helpful companions to the empirical work and policy context discussed above.

**Evaluation, assessment, and rubricization.** Scriven (1991) outlines the subtle distinctions between the terms “evaluation” and “assessment” in a discussion of the methodological terms related to evaluation. Evaluation is the systematic determination of the *value* of something. These determinations are used to inform next steps or areas for improvement. In teacher development, teaching evaluations seek to take the sum of pedagogy and professional activity to determine a teacher’s value or quality. By this definition, an evaluation can be understood as having a developmental or formative quality. Consistent,

multidimensional evaluations of preservice teacher practice have the potential to support a new teacher's growth.

Scriven (1991) also describes assessments as the product of evaluation. The summative whole of evaluation can be used to make determinations about, or assessments of, quality. While I will primarily be referring to the edTPA and Danielson Framework as evaluations of teachers and teacher evaluation measures, the two tools both serve formative and summative purposes. The Danielson Framework, having been originally developed as a tool for teacher professional growth (Danielson, 2007), can support teacher learning across its four Domains, but also contains rubrics for measurement of teaching and summative determinations of quality and, in the preservice context, licensure. Additionally, it is appropriate to use the two terms (evaluation and assessment) concurrently in order to attend to the dual, formative and summative purposes embedded within the edTPA and Danielson Framework.

Furthermore, I will be using the term “rubricization” to refer to the reductive qualities of evaluation that emerge when scoring or measurement are the primary focus of an evaluation measure. The term “rubricization” originates from Maslow (1948). Rubricization of complex ideas, especially those in the social realm, enable humans to make sense of, compartmentalize, or otherwise simplify, that which is otherwise too vast or complex to efficiently unpack. However, once rubricized, an individual or experience becomes static. A human experience that has been rubricized has been distilled or reduced.

All experience, all behavior, all individuals can be reacted to . . . in either of two ways: He may study an experience or a behavior in its own right, as unique and idiosyncratic, i.e., as different from any other experience or person or behavior in the world. Or he may respond to the experience not as unique, but as typical, i.e., as an example or

representative of one or another class, category, or rubric of experience. This is to say that he does *not* in the strictest sense examine, attend to, perceive, or even experience the event; his experience is rather like that of the file clerk who perceives only enough of the page to be able to file it under A or B, etc. For this activity the name ‘rubricizing’ might be suggested. (p.22)

Rubricization characterizes the manner by which individuals attend to stimuli. However, Maslow stresses that rubricized attention removes the “fresh, idiosyncratic attending to” (p. 23) and relies more on stereotyped, categorized, or abstracted characterizations. Furthermore, as Maslow asserts, “One who has already been put into a rubric tends very strongly to be kept there” (p. 27). For instance, teaching that has been boxed into rubrics, so to speak, through narrow interpretations of practice or rigid measurements, will stay there.

When applied to complex social activities like learning and teaching, rubricization can be a helpful tool for characterizing and interpreting efficient measurement. The concept of rubricization therefore pairs well with other the other critical lenses I employed during my analysis (Ball, 2003; Ball, Maguire, & Braun, 2012; Butler, 1990). As I conducted the final cycles of analysis, the literature on rubric-based assessments within and beyond teacher evaluation (Tenam-Semach & Flynn, 2015) guided my engagement with Maslow’s (1948) psychological theorizing. In this literature there are critiques of the unquestioned overuse and miseducative or mis-communicative potential of rubrics. As Maslow describes it, rubricization of experience is simply the tendency to reduce complexity in order to make sense of it; to take a messy reality and re-form it into something static and abstract. Teaching is certainly one among a long list of complex human experiences that we “rubricize” through language. This is seen in

teacher evaluation measures through the literal rubrics, but also in the *enactment* (Ball, Maguire, & Braun, 2012) of teaching for evaluation contexts.

**Enactment.** Ball, Maguire, and Braun's (2012) exploration of *How Schools do Policy* has helped me consider the complexity of policy *enactment* in schools. Policy enactment takes into account policy interpretations and translations but goes beyond simply outlining policy implementation. Instead, enactment is defined as a complex set of processes of interpretation and translation that are constantly under the influence of a diverse amalgamation of situational contexts. It goes beyond discussions of policy implementation by "mak[ing] policy into a process, as diversely and repeatedly contested and/or subject to different 'interpretations' as it is enacted (rather than implemented) in original and create ways within institutions and classrooms" (p. 2-3). Institutions and individual actors mediate and implement policy, therefore changing how policy is enacted.

Ball, et al. (2012) identify four distinct but interconnected contextual dimensions that influence policy enactment: situated contexts, professional cultures, material, and external contexts. As student teachers, the participants were situated in a uniquely complex conglomerate of these four dimensions. For example, the situated contexts and professional cultures in which they taught were a combination of their own interpretation of the teaching profession, the institutional culture of Midwest University's teacher preparation program, the culture of their student teaching placement school, the cultured interpretations of their supervisors' Danielson practices, and the external contexts of the evaluation tools themselves. Therefore, student teachers' enactments of teacher evaluation measures rely in their individual perceptions of those measures which are impacted by their personal histories, prior educative experiences, and layered teaching contexts.

Ball, et al. (2012) recognize that different policies come to bear on education at different levels. Teacher evaluation policy can be considered at both a macro-structural level or at the level of individual teacher practices. Analyses like the latter recognize that policy can influence “classroom interactions between students and teachers . . . These different ‘types’ of policies will call up different forms of enactments and those who work in schools will have different orientations towards some of these possible ways of ‘doing’ school” (p. 143). To consider policy *enactment* at the level of individual student teachers enables me to make space for the “impossibility of . . . a linear model of enactment practices” (p. 142) and attend to the ways in which student teachers understand and deal with the “multiple, and sometimes opaque and contradictory” (p. 142) demands of teacher evaluation. The student teachers were situated within a complex web of discourses about “good” students, teachers, and schools. As student teachers, they are uniquely situated policy actors who are simultaneously working to demonstrate demonstrating their “goodness” or quality as students *and* teachers. As Ball, et al. state that such demonstrations of performance and behavior are “perhaps *the* ‘master’ discourse of schooling in the twenty-first century that drives policy enactment and takes precedence over everything else in our schools, even though schools are more than policy and teaching relationships go beyond policy enactments” (p. 145). It is precisely within this tension between the discourses of accountability, standardization, teacher quality, and the complexity of teaching that my study is situated. Therefore, I use enactment, as demonstrated through teacher actions and perceptions, as one of my interpretive frames for analysis.

**Performativity.** I extend my interpretive frame of *enactment* with *performativity*. Butler’s (1990) concept of performativity enables me to explore the particularities of student teacher practices in evaluation contexts. Butler’s (1990) theory is one of the most significant

social theories on gender in modern times. Her work revolutionized the way we consider sex and gender, and the reverberations of performativity have found salience in numerous theories of social phenomena, e.g., in economics (Cochoy, Giraudeau, & McFall, 2010) and geography (Nelson, 1999). Among the diverse applications of Butler's theory of performativity are educational political theorists (e.g., Ball, 2003; Ball, Maguire, & Braun, 2012). It is important to note that such applications, including those in education, are not direct translations, the concept of performativity, as first outlined by Butler, helps to illuminate the choices individuals make within rigid sociocultural frames. The designation of 'teacher', although obviously distinct from male, female, or expressions of gender beyond the binary, can be considered one complex example of a socioculturally constructed self. Butler asserts that to say that a body is 'constructed' is not to say it is fully formed. There are many different modes or disciplines through which we can discuss bodies (e.g., biology, history, psychology, religion, society, culture) complicating discussions about the construction of gender. Likewise, a teacher is never *fully* constructed and is subject to influence by a similarly diverse set of contexts. Teachers' understandings of themselves and their practice are therefore unique, dynamic, and multifaceted (Beauchamp & Thomas, 2009) and often implicated by issues of gender. There are elements of teacherhood and teacher practice that transcend even the most detailed standards of practice or evaluation procedures, and an understanding of these elements change according to the many discourses that are at play, i.e., social/cultural, political/economic, individual/personal.

Butler asserts that her use of the word *performativity* stands to explain "an expectation [of being] that ends up producing the very phenomenon that it anticipates" (1990, p. xv). The very expectation of a state of being, or subjectivity, institutes the construction of that being; performativity produces that which it posits. The presence and pressure of gender norms, and the

constant replication of those norms creates gender. To take this a bit further, Butler asserts that the repeated consideration of a gender reinforces, naturalizes, internalizes, and manufactures a gendered identity. Gender is therefore an interactive, interpersonal process. This becomes a stylization of the body in the essence of a gender. This stylization is comfortable for some but can create tension in others who find discomfort in this repeated ritual. Similarly, it can be argued that anticipated actions and repeated rituals construct the professional identities of teachers. The expectation, or thinking about what constitutes a teacher, in the end creates the teacher. How you think about teaching, how you think about being a teacher, and what informs those thoughts create the reality. Preservice teachers are in a constant state of constructing and embodying what it means to *be* a teacher. And, for better or worse, one very strong message sent to preservice teachers during their preparation and student teaching experiences is the almost preeminent importance of evaluations and assessments. As will be seen in the case of Alicia, in particular, constant feedback is given to structure and shape the construction of her practices to the ideals outlined in the evaluation tool.

My reading of Butler (1990) is informed by other educational scholars. Applebaum (2004) addresses the issue of agency versus individual choice or intention that some have criticized in Butler's work. Applebaum maintains that a careful reading of Butler's concept of agency allows for individuals to assert some control, although they may not have power to entirely shake off the social norms at play.

One can find a discursive space in which to resist, not in the sense of denying complicity, but in the sense of challenging and disrupting social norms. Thus, although the subject may have no choice in its formation as a subject, this does not imply a sacrifice of agency. (p. 65)

While Butler's concept of agency is distinctive from choice, it does allow for individuals to be active in their performance of gender, or in my case, teaching within evaluation contexts. An actor's choices may be limited by the power structures under which they assert that agency. In other words, my student teacher's displays of teaching are limited to the rigid frames of rubric-mediated accountability, but they assert agency in their performances of teaching.

I have also found Hey's (2006) interpretation of Butler helpful thanks to her use of empirical examples. Hey interpreted Butler's (1990; 2004) works on performativity for their application to education. Hey's reading of Butler illuminates the manner by which "power works gender" and how a combination of the productive power of Foucauldian discourse plus Butler's interpretation of Freudian psyche "secure compliance to psychic as well as social norms" (p. 446). The production of the self is constituted when "ideology gets hold of its subjects and thus enfolds them in norms and conventions of identity in the everyday exchanges" (p. 449). As a demonstration of this, Hey analyzed the interactions of adolescent girls, noting that their identifications of self were shaped through the "othering" of themselves through classed characterizations of clothing and fashion. She found that episodes such as these stood as evidence of discursive practices of the self, as moments for identifying inclusion and exclusion.

Ball (2003), applies Butler's theory of performativity to educational reform, particularly for teachers in England. In his essay "The Teacher's Soul and the Terrors of Performativity," Ball explains that within a neoliberal reform context, managerialism, the market, performativity, and positivism reign. Teachers and teachers' work is consistently and diversely subject to these forces, and teachers' enactment or responses to these forces are often demonstrated in performative actions. On an institutional level, Ball explains,



Performativity is a technology, a culture and a mode of regulation that employs judgements, comparisons and displays as means of incentive, control, attrition and change based on rewards and sanctions (both material and symbolic). The performances (of individual subjects or organizations) serve as measures of productivity or output, or displays of ‘quality’, or ‘moments’ of promotion or inspection. As such they stand for, encapsulate or represent the worth, quality or value of an individual or organization within a field of judgement. (2003, p. 216)

When this definition is applied to my study context, it can be said that performativity, or performative teacher actions, surface when policies intended to measure or judge practice are at play. Performative actions are particularly evident when evaluation is employed for the purpose of controlling or improving the quality of the pool of teacher candidates intending to enter K-12 classrooms.

Performativity is enabled by, or at least cooperates well with, neoliberal conceptualizations of quality. Extending Butler’s (1990) ideas, Ball’s (2003) discussion of performativity uncovers neoliberal conceptualizations of teacher evaluation that focus on categorizing, measuring, politicizing, and labeling teachers. Such positivistic means to identifying “good” teaching can lead to oversimplification of teachers and their work. These conceptualizations of good teaching are represented and repeated in any number of standards and curricula in teacher education but become particularly easy to spot in rubric-based evaluations and assessments (Flynn, Tenam-Zemach, & Burns, 2015). Just as one’s identity is produced through a variety of forces and discursive fields, so too is the construction of a teacher. Individuals are formed through an ongoing process of incorporating, interpreting, and internalizing disciplinary structures (Foucault, 1977). This process, while subtle in the

construction of most individuals' identities, can be described explicitly in the construction of teachers. Evaluation rubrics, like those associated with Danielson and edTPA, operate as discursive tools for communicating norms of practice. They work in coordination with their implementation and scoring procedures provide the regulatory structures for vetting and controlling who is fit to be in the classroom and what practices are acceptable for continuation.

The concept of performativity also attends to issues of power and control in policy. As Ball (2003) points out, the issue of regulation and control are crucial to studies of this kind. Many neoliberal reforms boast claims of objectivity and hyper-rationality, ignoring that "central to its functioning is the translation of complex social processes and events into simple figures or categories of judgement" (p. 217). It could be that preservice teachers' sense of tension or frustration with evaluation and assessment tools comes from a sense that their work must become decontextualized or otherwise reduced to narrow metrics.

The object- and outcome-based language of performativity requires that teachers frame their work and perhaps their professional identities in terms of new ethical systems (Ball, 2003). Professionalization becomes less an empowering aspect of teachers' work and more related to metrics of competition. Numerical rankings and scored rubrics may encourage this kind of thinking in preservice teachers who may sense they "can become more than we were and be better than others — we can be 'outstanding', 'successful', 'above the average'" (p. 219).

While Ball's (2003) work references evidence gleaned from studies of more experienced inservice teachers, my work elucidates the unique manifestations of performativity in novice practitioners whose understanding of the profession and the role of evaluation or assessment is yet under construction.

### Chapter 3: Methods

Seeking to understand the rich historical, social, and policy context of teaching opens the way for qualitative investigation. Qualitative methodology allows me to position myself and my participants as active agents who are acted upon by their surrounding contexts. Similarly, a qualitative perspective allows me to interrogate the *trustworthiness* and *credibility* of work while maintaining a perspective that is open to the indigenous meanings set forth by my participants (Lincoln & Guba, 1995). The following chapter outlines my intention to *think qualitatively* (Saldaña, 2014) about the learning and experiences of teacher candidates who are engaging with standardized evaluations of their teaching practices. My overarching research question for this study is: *What are the student teachers' perceptions and enactments of two teacher evaluation measures, the edTPA and the Danielson Framework?*

#### Researcher's Stance

As a teacher and teacher educator, I take pride in my ability to impact the lives of teachers, students, and my community. After almost ten years as a professional in the field, I consider myself a burgeoning connoisseur (Eisner, 1991) who appreciates and evaluates the work of teaching and learning for its constant improvement. The sense of duty that comes from teaching new teachers motivates me and brings with it a strong sense of purpose. I pour myself into the work I do for teacher candidates, carefully crafting learning experiences, questions, and feedback that I hope will help them develop into thoughtful practitioners. I seek ways to build upon my knowledge to better meet their needs. I relish in the moments of mentorship and feel a great sense of responsibility to my work with them and to the profession they are about to enter.

In my work with teacher candidates in a large teacher preparation program, I also received training as an evaluator in the evaluation tools that are the subjects of investigation in

this study (Danielson and edTPA). In this sense, my work as a teacher educator may be characterized as both supporter and gatekeeper; colleague and evaluator. As such, I appreciate the methods and intentions of evaluation measures, yet understand the challenges and tensions presented by them.

As I began this qualitative study, I sought to maintain awareness of my roles as an educator, evaluator, and mentor. As DeVault (1999) points out, “true objectivity” is a practical impossibility for researchers. The researcher’s positionality is of significance to any study and their perspective an important and valued methodological consideration. Likewise, Peshkin (1988) urges us to consider the inevitability our own ‘subjectivities,’ and to use our awareness of them to shape our approach and analysis. Therefore, I tried to remain mindful of my emotional and experiential connections to my research setting and participants and the reciprocal impact these had on me as the researcher-instrument (Bogdan & Biklen, 2007) and my participants. I acknowledge that past professional and personal experiences have added color, shape, and complexity to my research instrument, constantly changing the manner in which I came to understand the world in which student teachers learned and worked, ultimately informing the questions I asked, the data I collected, and the analyses I constructed. I tried to learn through and about qualitative research throughout my study, striving to pay attention to the local in order to understand the general; to move beyond simple description into a construction of compelling meanings. In this manner, I am beginning to understand qualitative research to be more than the sum of a set of methods. It is a way of thinking and a vantage point from which inquiry is conducted.

### **Case Study**

Qualitative case study methods were employed in this study. Case study is a particularly flexible and differentiated research approach. Many aspects of case study methods are consistent, but methodologists make distinctions in procedures and conceptualizations (Yazan, 2015). My research is most heavily influenced by the work of Merriam (1998) and Stake (1995). Stake and Merriam view qualitative case study from a constructivist epistemological stance, holding that knowledge and reality are socially constructed. Additionally, both note the significant role of the researcher as interpreter of cases, a point which is of particular significance to me as a teacher, teacher educator, and researcher (Merriam, 1998; Stake 1995). Case study methods allowed me to explore the realities constructed by each of my three student teachers during what was perhaps the most challenging semester of their preparation program.

Additionally, Merriam's (1998) definition states that a case is "a thing, a single entity, a unit around which there are boundaries" which can be a person, program, group, or specific policy (p. 27). In my study, the participants were individual cases embedded within the context of high stakes, standardized evaluation, and assessments of student teachers. I wanted to understand the perceptions and enactments of teacher evaluation for *each* participant in order to glean understanding about these issues more complexly. Participants quotations provided rich examples of their understanding or lack of understanding of the multiple layers of their school contexts. These cases also enabled me to illuminate the detail and nuance of each individual student teacher's development throughout the process of being evaluated. Each chose to enact the evaluation requirements informed by their interpretations of their contexts (Ball, Maguire, & Braun, 2012).

Case studies were also of particular relevance to my work as they allowed me to attend to participants' culturally and historically situated interpretations of their worlds (Crotty, 1998). As

stated above, this project pursues my interest in the ideological, historical, and political foundations of novice teachers' development within evaluation contexts. A qualitative case study approach enabled me to delve deep with fine-grained questioning to unpack some of these influences and interactions. Situating my work in a real-life context allowed for the interpretation of student teachers' experiences, sensitivities, and meaning-making (Yin, 2002). This further permitted me to analyze what was most compelling to them as they interpreted their experiences with professional evaluation.

### **Setting and Participants**

The following details and the context and setting for this study and the methods of recruitment of participants.

**Setting.** Future teachers will be subjected to evaluations of their teaching practices throughout their careers. Depending on school and policy contexts, teacher work is subject to a variety of evaluation measures. During preservice preparation, evaluation and assessment of practice is particularly important as it serves both as formative feedback to novice teachers whose professional knowledge base and identities are in development. Preservice teacher evaluation also serves as a method for vetting those who are entering the field. Additionally, the performance of candidates can serve to inform and evaluate the programs from which they obtain licensure. This study problematizes current practices that position formative and summative evaluation side-by-side.

At Midwestern University, evaluation and assessment during student teaching were of specific interest. Two high stakes evaluations were integrated during the student teaching semester. This semester was also the first time these student teachers were engaged in full time, day-to-day classroom teaching responsibilities. Specifically, these candidates were subject to

weekly or every-other-week observations by a University supervisor using Charlotte Danielson's Framework for Teaching evaluation tool (Danielson, 2011). They were required to construct their edTPA portfolio assessment during the same semester.

During student teaching, these secondary preservice teachers were observed a minimum of six times on the Danielson Framework. The Danielson Framework evaluation tool is a multi-measure, rubric-based assessment that considers teachers' planning, instruction, assessment, and professional behaviors<sup>1</sup>. It is implemented across the state and is a well-regarded tool in teacher evaluation for its growth-oriented, formative capabilities (Danielson, 2011). The tool includes descriptions or indicators of professional practice at four levels. At Northwestern University, the Danielson Framework requires frequent on-site supervision and evaluation of teacher practice for the duration of the student teaching semester. Site supervisors receive training using materials provided by the Danielson Group. Although the training and materials are standardized, the Danielson Framework is ultimately interpreted for the student teacher through staff and supervisors employed by their teacher preparation program. They weigh evidence collected in the classroom and online (in a cloud-based box folder). This evidence is provided by student teachers, cooperating teachers, and the supervisors own observational notes. Evidence is assembled to assign numerical ratings at midterm and final student teaching conferences. Minimum numerical ratings and a letter of recommendation for licensure from each student's supervisor are required for a teacher candidate to be recommended for licensure.

The edTPA is similar to the Danielson Framework in that it requires evidence of student teacher practices. Student teachers submit a detailed portfolio of evidence of planning, instruction, assessment, and reflective writing. However, the edTPA functions more as a

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<sup>1</sup> See Appendix A for the Danielson rubric used at Northwestern University. A copy of the edTPA rubrics, which are too lengthy to attach is available at [edTPA.com](http://edTPA.com).

snapshot of candidate practice. As a portfolio assessment, the edTPA is extensive and multimodal, requiring student teachers to compile several lesson plans, a 20-minute video-recordings of their teaching, examples of classroom assessments and feedback, student work, and lengthy reflective essays. Like Danielson, the edTPA is scored through a standardized rubric, but unlike the Danielson Framework, the edTPA is sent off site to be scored by a trained scorer, employed by Pearson Education, Inc. The edTPA was chosen by the State Board as the summative assessment required for licensure. Candidates receive numerical scoring based on the edTPA's rubric approximately two weeks after submission but specific, written feedback or individualized rationales for numerical scorings are not provided.

**Participants.** This research study was conducted in the placement schools of the participants from Midwestern University's secondary social studies program. Volunteer student teacher-participants were recruited in December 2016 in a secondary social studies methods course by a person not connected with the cohort. This volunteer also collected and stored consent forms until after my course grades had been submitted. Appendix B contains the recruitment protocol used for soliciting volunteers and Appendix C contains the consent forms.

Students were recruited from a class of 23 preservice social studies teachers, all of whom had been my students. Having known these preservice teachers as their instructor, I had developed trusting and open relationships with many of them. Of the 17 who volunteered to participate, nine were selected as participants for data collection using purposeful sampling (Patton, 2002). Purposeful sampling allows researchers to select participants according to their ability to provide important and relevant perspectives for the study. More specifically, the nine student teachers who were selected from the 17 original volunteers were asked to participate due to their past demonstrations of strong critical thinking and interest in professional issues (e.g.,



professional development, teacher evaluation, school policy and reform). In class, these students had demonstrated a strong ability to reflect and articulate their thoughts and feelings about professional issues. Five of these participants were placed for student teaching locally, four were placed at school districts approximately 100 miles or more away from campus. I collected only interview data from the students who were remotely located. I conducted more extensive data collection with the five students local to the University. Their proximity enabled me to spend more time in their schools, collecting contextual details about the school, faculty, and staff, and the student teachers' interactions with them.

Of these five cases, the final three participants (Alicia, Raul, and Daniel) were selected for the final round of analysis. Although all nine participants were not included in the final analysis for this project, I was able to learn a great deal from collecting data from them. For instance, I was able to refine my questioning and data collection strategies. Additionally, some of this data from my additional participants was used for conference presentations and others have been parsed out for future publications. The final three cases were selected because of illuminating characteristics of the student teachers, their contexts, and their cases. The Table 3.1 outlines the final participants for this study and their settings. All names are pseudonyms.

Table 3.1  
*Participants and Context*

Student Teacher	Cooperating teacher	Supervisor	Placement school	Illuminating characteristics of cases and contexts
Alisha	Jennifer	Chrissy	Countryburb High School	Unique tensions in Danielson context; cooperating teacher a PhD candidate studying teacher evaluation
Raul	Jon	Mary	Westside High School	Positive attitudes towards accountability reforms; extensive past experience with Danielson through "Teaching Fellows" teacher recruitment/training
Daniel	Mark	Barbara	Midtown High School	Uniquely aware of and critical of neoliberal educational reforms and policies; unique tensions in student teaching context

## Data Collection

All data for this study were collected from January 2017 through May 2017 with some member checking and additional requests for contextual information done throughout the summer and fall of 2017. The Table 3.2 shows my data collection schedule.

Table 3.2

### *Data Collection Schedule*

Timing	Data collection activities
December 2016	Recruitment of participants Consent from Student Teachers
Early January 2017	First interview with student teachers Contact/Consent from Supervisors, Cooperating Teachers
Late January 2017	Second interview with student teachers First interview with supervisors
Early February 2017	Site visits, lesson observations, informal interviews, artifact collection for context
Late February 2017	Second/third interview with student teachers Observed and audio recorded 1 <sup>st</sup> post-observation conferences
Early March 2017	Interview cooperating teachers Observed and audio recorded midterm evaluation conferences
Late March 2017	Third/fourth interviews with student teachers Observed and audio recorded 2 <sup>nd</sup> post-observation conferences
Early April 2017	Site visits, lesson observations, informal interviews, artifact collection for context
Late April 2017	Fourth/fifth interview with student teachers Observed and audio recorded 3 <sup>rd</sup> post-observation conferences Observed and audio recorded final evaluation conferences
Early May 2017	Fifth/sixth interview with student teachers Second interview with supervisors Established closing details on the semester's progress
Late May / Early summer 2017	Collected final edTPA artifacts (portfolios, score reports) Collected any necessary final Danielson artifacts Member checking/ Follow-ups with supervisors/cooperating teachers where needed Collected additional contextual details from CoE/OSCE staff

Because student teacher perceptions were central to this study, extensive interviews with each student teacher were the primary mode of data collection. Other interviews with cooperating teachers and supervisors, observations of teaching and conferences, and documents served to triangulate and contextualize the data. I audio recorded interviews and conferences with the consent of each of the participants. Audio recording was transcribed and I provided participants a copy for member checking if they requested it. Semi-structured, hour-long interviews were conducted with each student teacher once a month, with informal, shorter interviews and conversations occurring two or three times a month. Semi-structured protocol was used for the monthly, hour-long interviews. Questions on this protocol changed from month-to-month for each student teacher in response to their evaluation progress, but some themes remained consistent. For instance, I intentionally scheduled interviews soon after midterm and final evaluation conferences to ask the student teachers targeted questions about these conferences. However, I always asked for updates on their progress with the edTPA, and I consistently asked about their learning, perceptions, feelings, and experiences with both tools. Similar questioning was used for the first and last interviews to record changes and consistencies in the student teachers' overall perceptions of teacher evaluation. Semi-structured interview protocol for each round of interviews are attached in Appendix D. During and after each interview, I compiled notes for myself in my field journal using a framework informed by Miles and Huberman's Contact Summary Sheets; this helped me to record and start to process initial impressions (Miles & Huberman, 1984).

In total, I conducted five to six, one hour-long interviews with each student teacher. I also observed two to three post-observation conferences and observed each of their midterm and final

evaluation conferences with their supervisors. I also observed the student teachers' teaching at least twice, often on the same day they were being observed by their University supervisors.

Settings and specific timing for the interviews were left up to the student teachers. For instance, when I noticed Daniel seemed somewhat tense and brief during our interviews at his school, I asked if he'd like to move to a coffee house for our next interview. With this change in location, he seemed more relaxed and responsive. However, more private locations for interviews were available in both Raul and Alicia's schools, and they were more forthcoming in general. My interactions with cooperating teachers and supervisors were mostly conversational, allowing a construction of knowledge and understanding through dialogue (Kvale & Brinkmann, 2009). Kvale (1983; 1994) contends that interviews provide researchers with a unique ability to collect descriptions of an interviewee's 'life-world' with the intention of interpreting the meaning of a described phenomenon. This flexible approach allowed me to ask questions attuned to individual participants' contexts, perceptions, and progress.

In keeping with Kvale's (2007) suggestion for a preliminary 'thematizing' stage in interview study preparation, my interview questions sought to provide the biographical and contextual stories of each participant; seeking first self-representation from the participants, with room for more critical exploration of their experiences in subsequent interviews and conversations. Initial interview questions were informed by my literature review, research questions, and my Early Research Project on preservice teachers' experiences with professional evaluation measures. As the semester progressed, I asked more individualized questions related to each student teacher's evolving experiences with and perceptions of the edTPA and Danielson Framework.

Cooperating teachers were interviewed informally, individually and only once or twice during the semester. I held two, hour-long interviews with each University supervisor; one at the beginning of the semester and one at the end of the semester. I also conferred with supervisors throughout the semester informally in order corroborate or add detail to the information provided by the student teachers. For instance, I would purposely show up a bit early or stay a bit late to catch a conversation with a supervisor to ask contextualizing questions. For instance, I spoke with Mary, Raul's supervisor, about her use of the Danielson rubrics and the topics of her conversations with Raul during post-observation conferences.

As I moved through the semester, I made note of dilemmas, contradictions, contrasts, and problem-solving behaviors and adjusted my questioning to deepen participants' discussion of issues. For instance, as I saw tensions arise for Alicia in her supervisory experience, I made note and planned questioning for our next conversation. This enabled me to ask deeper questions about her responses to particular events in the Danielson cycle and I asked specific questions of her cooperating teacher to gain an additional perspective on what I was observing. These notes also helped inform my analysis. These data and my weekly presence in the schools helped me construct a "thick description" (Geertz, 1973) of each participant. The details of the student teacher participants and their individual contexts follows in Chapter 4.

### **Data Analysis**

Researchers use detailed descriptions from their interviewees to construct nuanced understandings of an interviewee's life-world, statements of emotion or personal import that aid in the determining the significance in a person's experience (Kvale, 2007). It was statements of emotion that first tipped off my analysis of this data. Expressions of frustration, cynicism, appreciation, tension, value, confusion, confidence, and trust were peppered throughout my data.

I used moments of emotional and personal import to guide my first organizational steps of analysis.

This interpretative process was constant, ongoing, and began as soon as I started to collect data. Guided by Merriam's (1998) constant comparative method, I began to formulate open codes as I collected and reviewed my data. As new data was collected, I was constantly revisiting my coding schemes through reviews of my field notebooks and in conversations with my mentors, looking across data for consistencies or inconsistencies. Through each stage of analysis, my research questions changed slightly, deriving further detail from the original question: How/what are student teachers learning *from* and *about* performance evaluation measures?

**Coding: Cycle 1.** The first shift in my research questions occurred during Cycle 1 of my analysis. This first cycle of analysis took place during data collection. The question guiding my analysis in this first round was: When and why do student teachers find value (or a lack of value) in these two evaluation measures? This cycle of coding found that student teachers who had relatively close relationships with their supervisors tended to find greater value in the feedback provided to them and the reflective conversations that they had during post-observation conferences. After noting moments of value or devalue for each interview, I eventually sketched out a hierarchy of sorts indicating which elements were perceived to be of high value and which were perceived to be of low value. For instance, I noted that Raul perceived the edTPA to be of low value when saying, "It is a writing test, I realize it's just, get this done, just type. . . . Just plug in things, . . . follow the rubric. Just playing the game."

As the semester progressed, I noticed complexities begin to emerge within each individual student teacher's case. There were some shared trends. For example, all three

participants valued the face-to-face feedback of the Danielson evaluations over the simple numbers and rubric language of the edTPA, but their particular perceptions and choices for enactment followed unique patterns. As I neared the end of data collection, I realized I needed to unpack the uniqueness of the cases. This led to changes in my research question in Cycle 2.

**Coding: Cycle 2.** The question that guided Cycle 2 of my analysis of the data was: How are individual student teachers' contexts unique? How do these unique contexts inform or intersect with their evaluation experiences, perceptions, and enactment? During this cycle of analysis, I looked for unique trends within each participant's transcripts. I outlined the personal history and 'life world' (Kvale, 1983; 1994) of each participant in order to better understand the richness of their contexts and the relationship with context and perceptions of evaluation. Working from transcripts, I pulled salient quotations related to three categories: "big picture" perceptions of evaluation, perceptions of the edTPA, and perceptions of the Danielson Framework. See Appendix E for a partial sample of this coding. This cycle of analysis afforded me a more substantive look at each candidate's perceptions. It also keyed me into the symptoms of accountability and standardization that were manifested in the student teachers' experiences and responses.

**Coding: Final cycles.** Rubricization (Maslow, 1948) served as a helpful heuristic to marry my first and second cycles of coding. My guiding questions at this point became: Where can evidence of rubricization be found across these three cases? How do the student teachers' perceptions and enactment of the edTPA and Danielson Framework demonstrate different rubricization of these assessments? These questions enabled me to more effectively see trends *across* each case in each student teachers' edTPA/Danielson comparisons. I identified elements in each student teacher's case where rubricization was evident. I mapped examples along a

“Continuum of Rubricization” (to be outlined in more detail in Chapter 5). In order to attend to the furthest extent of rubricization and rubricized (Ball, Maguire, & Bran, 2012) of teaching, I applied Butler’s (1990) concept of *performativity*. This last round of coding looked specifically for *performative* enactment in the interview transcripts.

Following my evolving research questions through these evaluation cycles, my final research question is: What are the student teachers’ perceptions and enactments of two teacher evaluation measures—the edTPA and Danielson Framework?

The next chapter will detail each candidates’ contexts and personal characteristics before moving to my theoretical analysis.



## Chapter 4: Three Case Examples of Student Teachers

This chapter presents the details of the three student teachers who participated in this study. They shared stories with me throughout our time together during the Spring 2017 semester. Each case represents a student teacher who was in a unique placement setting with unique perspectives and experiences. Their perspectives and experiences provide important context for their perceptions and enactments of teaching for the edTPA and Danielson evaluations, which are detailed in Chapter 5.

### Case 1: Alicia

Alicia was a white woman in her early twenties. Like Daniel, Alicia grew up in small town in a rural area of the state. Unlike Daniel, her family was middle class, and she did not mention personal challenges as formative components of her life growing up. Her home town's population was in the low thousands and she described the community as supportive and close-knit. Alicia's home district was almost entirely composed of students who were white, with approximately 50% of the students considered low income. The enrollment of her high school was approximately 400 students, with slight decreases in enrollment numbers in recent years. When Alicia described her high school years, it was clear that she had a positive experience. Alicia had taken several history courses from her father, who was a well-liked teacher in the district. Her decision to become a teacher was inspired by her father's place in their school and community. At the time of data collection, Alicia's father was one year from retirement. Alicia looked to him as an exemplary teacher.

He's everyone's favorite teacher. He was also in the military, so everyone respects him.

He's a coach for track and football ... So I always based everything off of him, I guess. . .

He's open to everything new, but he's really good at doing lectures and getting students involved. His style works for him and everyone loves it.

Alicia was a high-achieving student and a confident preservice teacher. As an undergraduate student, she was also not afraid to speak out or weigh criticisms during class discussions. In her undergraduate teaching methods course, Alicia's political and social perspectives were noticeably more conservative than those of Raul and Daniel. She also tended to pursue more traditional topics of instruction in her preservice history lessons, with a particular interest for military history. These foci were also inspired by her father.

**Alicia and student teaching.** Alicia's student teaching placement was at Countryburb High School, a school that was similar to the one she attended. Countryburb was a consolidated, rural school district approximately ten miles north of Midwestern University. The community of Countryburb served as a suburb for the small urban communities surrounding Midwestern University. Alicia was initially interested in teaching at Countryburb because she had heard from friends that it was "a really good school" and "on the smaller end." She described the school in the following terms:

At the high school there's probably an average of like, 25-29 students per class. I think there's about 950 students total in the school. I know [my cooperating teacher, Jennifer] said, ten years ago it used to be a one percent poverty rate, and right now it's anywhere between 10 and 15. So, she said 10 to 15 doesn't seem like much, but it is rising. That doesn't seem like much to me because my high school was a lot more, but it is I guess if you look at exponentially the growth from one to 10 to 15.

To Alicia, Countryburb High School appeared to be a school that was, "Something similar to what I was used to; somewhere I would feel comfortable." This potentially afforded her the

ability to better “relate to the students,” compared to students at the larger and more culturally diverse schools nearer to Midwestern University. However, as her student teaching semester got underway, Alicia said that she might not make the same choice again. She recognized that she may not have been pushing herself student teaching at a school so similar to her own. As the semester progressed, the lack of diversity at Countryburb also presented some challenges during her edTPA and Danielson evaluations, especially where she was asked to demonstrate differentiation or accommodation of instruction for diverse learners.

That's one of the biggest things [challenges] I always think of in [teacher] evaluation is differentiation. I understand obviously there are students that do need differentiation, but it's also annoying when they [evaluators] force you to do something to be graded [evaluated] on. You're almost making something up for it. ... Do my kids really need five different levels of reading? No, but that's what I think they're looking for.

Countryburb High School was just small and homogeneous enough that students fell into de-facto tracks, e.g., students taking honors classes had limited room in their schedule and therefore stayed together throughout most of their day. This reduced most of the academic diversity that would otherwise be present in a general social studies class, and limited the degree to which she could demonstrate accommodations in her evaluations.

Nevertheless, Alicia enjoyed a relatively positive student teaching experience. One reason was her extensive support network. Throughout she relied on her father for advice. He even made an appearance as a video guest speaker in her US History class, sharing details from his military service. As her student teaching progressed and her responsibilities grew, she often talked with her father.

When I go over lessons [with my dad], if I ever ask him about a lesson plan he's like, "What about this, this, this?" And then I get frustrated. I'm like, "I don't think I can do all of this!" And he's like, "I'm just giving you suggestions . . . to help you become a better teacher." But I've been trying to mostly do everything on my own. . . . For a while, there was a point in the semester where I was just really frustrated, and I was talking to my dad. I was like, "Do I really want to be a teacher? Is it because you're a teacher, [Dad]? Is that the only reason why I want to be a teacher?" I was just really upset. I think it's because that was when I was so bogged down, doing so much outside of school, and I was like, "I don't have a life." My dad was like, "You have to think about this, you've always wanted to be a teacher. I love my job, and there's not one day that's gone by that I'm just like, I hate it, I want to quit. I don't want to retire next year! I'm loving it. I think that will be you."

Alicia enjoyed a strong support from her father, and it was clear that teaching and school were major elements of their relationship. She was proud to follow his path, and persevered through challenges with his advice. Alicia also found professional support from an aunt who taught third grade in a nearby suburban. Her aunt was another trusted resource, especially concerning the bigger topics such as teacher evaluation. From her, she learned about student outcome-based measures of teacher evaluation and the challenges that these models raise. These conversations helped shape Alicia's overall understandings of teacher evaluation, particularly Danielson-based evaluations that made use of student assessment data.

It's interesting because you have this teacher now who might be behind almost a whole quarter because they're trying to catch these students up [before assessments are given]. Which then affects the way they are evaluated. So it's just interesting how I can be

assessed on something where the students might be lacking something that I can't do anything about, but I'm getting evaluated on it.

Early on in the semester, Alicia began formulating opinions about the Danielson Framework and teacher evaluation policies. And although things were different for her as a secondary student teacher than they did for her aunt, she was beginning to ask questions about the efficacy of these measures.

As a student teacher, Alicia was not averse to challenges and sought out opportunities to push herself and her students. She wanted to go beyond what she observed her dad's more traditional teacher-led instruction and lectures. She tried to test out a "more freelance structure" that let students explore history for themselves with less teacher presence. This style of teaching was inspired, in part, by teachers she had observed during her field experiences. She was especially inspired by one of her early field cooperating teachers and student teaching cooperating teacher, Jennifer. Alicia appreciated how Jennifer encouraged students to be the drivers of their own learning through discussion and collaboration. "I just love her classroom, it's set up in a U shape which is great because it's so easy to turn into group work and get the kids talking." Alicia saw a lot of her own teaching preferences reflected in her cooperating teacher.

They do a lot of group stuff, so it's more like the students taking the leadership role. I like it better when it's me stepping back and letting the students go for it, but then if there's not enough conversation, it's my job to keep asking them good questions to keep them going. . . . Some teachers think it's hard to not just go, "Okay, I just need to give them the notes, a PowerPoint, or something and then discuss everything," but you really don't need to do that. You can just get the students into conversations and make sure they understand it.

Alicia was also trying new technology and an adapted version of a flipped classroom.

I think Google Classroom has been something that's pretty awesome. I just discovered that during my last placement and I think that's something where I grew up technology like that was never really available and wasn't utilized, that was never a thing. So I'm excited to experiment.

These technologies were modeled by Alicia's cooperating teacher, who pushed her students to become self-sufficient learners. "Jennifer expects a lot out of them because I know a lot of people can still baby or sugar coat it or because they're juniors and seniors, but Jennifer's like, 'Oh, let them do it.'"

Early in the semester, Alicia and Jennifer spent a significant amount of time together planning, problem solving about students, and discussing the context at Countryburb High School. As an experienced cooperating teacher, Jennifer worked collaboratively and frequently with Alicia. She made sure to involve Alicia in decision making and departmental conversations. They worked well collaboratively and maintained a very positive relationship. Alicia appreciated Jennifer's content knowledge and pedagogical expertise and saw her as a valued model and mentor.

I love how she can just have one question on the board and it can last the whole class period because she can just probe and ask the students and the students are really involved. I love her style of teaching.

Modeling and support from her cooperating teacher, aunt, and father helped to shape Alicia's perception of the profession and gave her a strong base on which to stand as she grew her own practices. This foundation enabled her to feel confident at Countryburb High School early in her student teaching semester. As she began taking over classes, Alicia actively sought out

opportunities to explore. She enjoyed experimenting with new materials and instructional methods, and often integrated her own ideas for big projects, such as debates and simulations. As she tried things, she often consulted her students for feedback. Students were surveyed about class activities, homework assignments. By the end of the semester, she ranked this as a one of the major “influencers” on her teaching.

I say feedback from kids is the number one thing [influencer on my teaching], for sure. . . . I would ask them multiple times, like I've tried so many different ways to do notes, so many different ways to do this, teaching them, what do you guys prefer? . . . I've learned that getting feedback from the students has been the best thing ever. . . . I think, because it helped me realize that by reflecting on myself, reflecting on my teaching, and my students, I really learned to be flexible.

Alicia’s approach to student feedback was uniquely consistent and intentional. Her cooperating teacher complimented her on this and cited it as one of her strongest qualities. I observed this practice in action: Alicia assigned particular homework for the students in response to a request to have more time with a civics concept. After many students came in the next day having not completed the homework, she used their survey responses to redirect and push them toward stronger engagement. Asking for student feedback was in line with Alicia’s perception of the type of teacher she wanted be.

Alicia also wanted to actively involve her students in their own learning and to have fun. Relationships with students were important to her; she may have been working towards establishing her father’s kind of rapport with students. However, rather than lecturing from the front of the classroom, Alicia wanted to engage students in “student-centered” teaching.

I usually do pretty student centered things. That's one thing that Chrissy told me I do a good job on, as well. She goes, "Out of anyone I've ever observed, or just at least seen teaching, you always put yourself way out there, a lot more than anyone else. You could fall back on the typical lecture or something, but you don't." Every time she's come in I've always tried something big, just going out there, doing group projects, and just different student centered things that, like that one time you saw.

I observed one civics lesson where students were engaged in a simulated courtroom debate. The students' arguments were presented with some silliness, but they were focused and demonstrated a real passion for the content. Balancing content rigor with fun activities was important to Alicia. This meant that she often tried methods based on what she thought her students would like:

I usually do pretty student-centered things. . . . I like to try different things, [such as] choose who they get to work with in their groups. [For me, student centered means] it's like a lot of different things I feel like I added to the lesson, and I think always keeping it fun; I think a lot of students have fun, too, so, . . . If the students are having fun, I'm having fun.

Knowing her students, seeking their input, and stressing a lighthearted classroom were central to Alicia's teaching. Her ease in establishing this atmosphere may have come, in part, thanks to her familiarity with this type of community.

Alicia's cooperating teacher, Jennifer, was actively involved in her development. Jennifer had over ten years of teaching social studies and had been evaluated on the Danielson Framework during her time as a classroom teacher. Jennifer had hosted student teachers for several years and taught preservice social studies methods courses several years ago at



Midwestern University. The two had a comfortable, collegial relationship throughout the entire semester.

Yeah, I mean, from right off the bat, she's made it great. Like always asking me [what I want to do], even though it's her classroom. She's done this for so many years. She's asking my opinion. She's like, "I can learn just as much from you because each year, there's something new that goes through the [teacher preparation program]."

Alicia took over teaching quite early in the semester, and thanks to Jennifer's prompting, she felt relatively successful very quickly. "She [Jennifer] had me doing seventh hour probably--pretty much the first day." In addition to long experience with student teachers, Jennifer was also a doctoral candidate at Midwestern University studying teacher evaluation. She was therefore knowledgeable about the Danielson Framework and had studied its use in middle and high schools as a part of her dissertation. Throughout her student teaching semester, Jennifer and Alicia discussed the mechanisms, affordances, and constraints of the Danielson Framework. These conversations added to Alicia's practical understanding of teacher evaluation.

**Alicia and teacher evaluation.** When it came to her understandings of teacher evaluation, Alicia differed some from other student teachers. Through conversations with her father, aunt, and cooperating teacher, she was introduced to the debates related to teacher evaluation and quality-oriented policies. These questions may have prompted Alicia's perspective:

Well, whenever I think of a teacher evaluation, I always just think of are you fit to be a teacher? Are you doing what you need to do? Because you are teaching the future of America. These students have to be where they need to be to succeed and if you aren't teaching them where they should be. . . . I always have a negative taste in my mouth

because there was a history teacher in my high school, I never had him because I had my dad, but he used to teach really hard and they told him he was teaching too hard. So he's like, "Fine, I'll make my class easy." He's made his class so easy, they've watched all seven Harry Potter movies in it. Every test was open book. He's one of the smartest people I've ever met in my entire life, but yet he has tenure and I don't think he'll ever be fired and that can keep continuing. It's just amazing how here's my dad as a teacher and him and you compare them. . . . That's why it's sometimes frustrating.

In addition to citing the procedural demands of teacher evaluation, Alicia was also developing her opinions on the role of evaluation in personnel and tenure determinations. While her understandings were somewhat limited at the beginning of the semester, she was becoming aware of the complexities embedded therein. There was a sense of unfairness that some "bad" tenured teachers were protected by even the newer, more rigorous measure, and newer, non-tenured teachers were left in vulnerable positions. Similarly, she attributed some limitations in teacher evaluation measures to "staged" or dishonest teachers choosing to teach directly for the test.

So I hate--this is the other thing when I think of evaluation--I think of okay, people who say, "I know when I'm getting evaluated." So a lot of teachers change the way that they actually teach. So what you're getting evaluated on technically isn't the way a true teacher teaches.

Alicia saw the potential for inauthentic teaching to occur in both the Danielson observation cycle and edTPA videotaping and thought these were dishonest. She felt that it was the job of good teachers to demonstrate teaching for evaluations that was typical of their day-to-day practices.

Yet, despite these structural criticisms, Alicia described herself as subject to the pressure to perform.

That's what I'm worried about. I worried that [I'm going to think], "Okay, I know she's coming in today. What does she like?" Not me thinking about, "Okay, what is best for my students, but what is best for her? . . . I know it's obviously one day out of the month, so it's not that big of a deal, but still, you're completely changing something up. Interestingly, Alicia thought that the teaching she needed to do for her University supervisor was not only different from the teaching she would "normally" do but may even be something that contradicted her students' needs.

**Alicia and Danielson.** Early on, it was clear that Alicia's experiences with the Danielson Framework were becoming somewhat fraught. She entered the semester with a fair amount of prior knowledge of how she would be evaluated but was somewhat concerned whether her supervisor would be fair in her application of the rubrics. Prior to student teaching, Alicia began to notice inconsistencies in the way the rubrics were being applied. As an illustration of this, she described how the Danielson rubrics were used during her pre-student teaching early field teaching experiences:

I think there needs to be some kind of common theme. . . . I mean, I was getting all threes, but to me personally, I don't think I should be getting all threes. Or I might have gotten a two here and there or something just because maybe I didn't know all the students' names or something. This is one thing me and [my friend] really talked about is a lot of the [early field cooperating] teachers didn't maybe give us enough feedback or they were just like, "Yeah, that's great. Good job," but I think there could have been a lot better [evaluations of our teaching]. . . . On the Danielson, you can be a great teacher, but

you're not going to hit four every day because your lesson plan is not going to encompass all what you can do to get a four.

From conversations with her relatives, mentors, and teacher educators at Midwestern University, Alicia knew that the Danielson Framework was intended as a formative evaluation to push teachers towards constant growth. Therefore, a student teacher, who was automatically considered a novice, shouldn't have been able to earn higher scores on the rubrics (e.g., threes, fours). Additionally, Alicia was demonstrating a focus on ratings and scorings. This focus would become a common theme throughout her student teaching evaluation experience.

Her initial perceptions of Danielson-based evaluations were also informed by her dad's experience:

My dad[']s experience with Danielson], it's interesting. He had everything pretty much on paper, not maybe all online because he's almost done [retired]. So he did *so* much work and spent so many hours to make these binders, just every little possible thing he could do to show any possible proof. It's just interesting because he said when he's gotten evaluated, he himself, he's like, "I want a four on everything. That's just how I am and I'm going to show proof for everything and I'm going to get the fours on everything." Just hearing him talk about it, I think one time he got all fours in something and he almost didn't agree, but it is interesting because it seems like, "Well, you're going to have different people who come in and they may or may not like the way you teach." Just, I'll say this. . . . here's this teacher that's been there for 33 years [my dad], and even he's a little frustrated with Danielson.

This experience with Danielson was not unusual among other teachers. In Alicia's state, many districts used the Danielson Framework as their observation-based evaluation tool, and often

required teachers to construct portfolios of teaching evidence in alignment with the Framework's Domains. This influenced Midwestern University to require student teachers to follow similar procedures. However, the message Alicia heard from her father was nonetheless intimidating. Without ample proof, teachers were limited in the scores they would be able to earn on their evaluations, and all of this was subject to the interpretations, and even whims, of supervisors who may carry certain biases.

This perception started to ring especially true as Alicia started to feel tension with her University supervisor, Chrissy. From Alicia's perspective, Chrissy expected too much. At Midwestern University, supervisors were expected to ask their candidates to upload artifacts of lesson plans, parental contacts, and other non-observable evidence to a cloud-based storage platform (referred to as "box"). However, individual supervisors enacted this policy; Alicia noticed differences in what she was asked to do in comparison with her peers. These requirements were even beginning to conflict with Alicia's other responsibilities, such as her edTPA portfolio.

Like, how much stuff she wanted me to upload in the boxes; no one else had to do that, which I was really confused on. That's one of the reasons why I didn't actually submit my edTPA before [earlier in the semester]. I was almost done but it took me like four or five hours to upload everything to box that she [Chrissy] wanted, so then it wasted so much of my time, by that time, I was like, "Well, I'm not even going to work on my edTPA." . . . . I would upload a bunch and she'd be like, "Well, you could have uploaded this, this and this." I told her, "I set myself a time limit, if I don't get all of it done, then that's it, because I'm not spending forever trying to upload stuff."

Alicia's supervisor's interpretation of the Danielson Framework was evidence- and score-focused, which led her to require more artifacts and "proof" than other supervisors. This was a relatively strict interpretation of the Danielson requirement for a "preponderance of evidence."

Informed by her Danielson experiences as a practicing teacher in a different state, Alicia's supervisor, Chrissy, engaged her student teachers in a relatively rigorous student teaching experience. Chrissy had been a teacher and supervisor in more accountability-driven state policy context than many of the other university supervisors. She was working from a different base of experience than her university supervisor peers. As the semester progressed and Chrissy's expectations rose, Alicia became increasingly frustrated. The tension between the two was immediately evident during my visits to Countryburb High School. Alicia's feelings about her supervisor may also have been influenced by the "warnings" she received from her friends who had been evaluated by Chrissy the previous semester.

I know a lot of the English people scared me. Because apparently a lot of them got the impression that maybe they weren't fit to be a teacher and that she [Chrissy] only likes certain ways [of teaching]. I, at first, was really freaking out about evaluation, like, "Oh, my God, I'm going to be evaluated," but the way I take it now is this is good. I said to myself, "You know what, in the future, I'm probably going to have someone that may not like the way I teach or has a certain way of doing things and I can't do anything about it. I just got to teach and do the best I can." So I'm taking that approach.

Early in the semester, it was noticeable that Alicia felt uncomfortable with her supervisor, even though she tried to take a positive approach to constructive criticisms and pressure from evaluations. Yet, as the semester progressed, she felt uncertain about whether her supervisor was appropriate for her. She wondered whether Chrissy would be able to understand the unique

context of high school social studies teaching at Countryburb, considering Chrissy's experience teaching middle school English in a large city out of state.

By the end of the semester, Alicia's approach to her supervisor's evaluative feedback was almost dismissive. The high demands of the Danielson observation cycle frustrated Alicia. Chrissy expected materials farther in advance than other supervisors and overall demanded more evidence of teaching practices than other supervisors.

I asked other people what their pre conferences and post conferences and everything were like, because I was just curious what everyone else was going through. No one else met with their supervisors beforehand or after, really, or if they did it was like, five minutes. No one had to turn in any written formal thing [lesson plans and pre conference reflection forms like I did]. . . . I'm like, "I'm not sure how this lesson on Monday is going to go, so it might be pushed back." I would tell her, "I don't know if it's going to be this lesson or this lesson," but she would want it right away.

Alicia found Chrissy's observations almost impossible to abide by. By the middle of the semester, Alicia and her cooperating teacher both felt that the rigors of this process were interfering too much with the rest of Alicia's responsibilities. For instance, after several of Alicia's pre and post-observation conferences ran into a second class period. With other supervisors in my study, these were usually only scheduled for one period of time to enable the student teacher to return to class. Jennifer decided it best that Alicia only schedule observations during one class period in order to keep the conversations with Chrissy from running too long and into multiple class periods.

I would be there for an hour and a half, or more, of her just talking, and talking, and talking, especially my pre conference. I know I already talked to you about this, how

she'd give me a million different suggestions, and it was almost overwhelming. . . . Let me, maybe, do this, and then you give me the suggestions after because that's the whole point, me learning. I just felt like she wanted to be too involved in my planning and doing everything.

It seemed Alicia was learning that she preferred an observation and evaluation context that was more akin to instructional coaching, in which a supportive mentor would observe and discuss her teaching, rather than weigh evidence and proof of scores.

I mean, I think I'm doing an okay job where I'm going to be fine. I'm going to pass, so it's not like I'm stressed, but I was stressed. I'm that person that I still want to do good. I'm still a perfectionist, and I still want to do well, so when I see all twos or something, to me it's like, oh. . . . I would say Danielson is nice because it's overarching, just, I think the most frustrating thing is thinking about how it's not equal for everybody, compared to supervisors, I think that's my big thing.

**Alicia and the edTPA.** Alicia also found her experience with the edTPA to be time consuming, but it did not frustrate her like her Danielson observation and evaluations. As with the work required for Chrissy, Alicia feared that the edTPA assignment was distracting from the “real” work of teaching.

For edTPA, I would say overall, is, it's just a lot of work to ask someone to do something that takes away from the students. I don't think it really gives you a full picture.

Frustrating. I think most people would [feel the same way]. Talking to other [student] teachers, everyone goes, "Ugh, edTPA." Everyone rolls their eyes because it's like, not something anyone wants to do.



Alicia's edTPA portfolio was more detailed and involved more complex teaching methods than many of her peers. She described her planning style as highly ambitious, and she said that she didn't want to sacrifice that style of teaching for her portfolio. She wanted to continue providing the same kind of highly prepared, student-centered instruction typical of her teaching.

Yeah, because in a way, when you think back on everything, the kids should be the number one center of everything. I know that in student teaching, we're there for *us* [student teachers] to learn, but the way the edTPA--it's like they're almost taking us away from the students and saying, "Focus on yourself. This is what *you* need to do." Which, I understand that we need to focus on our teaching, but when it comes down to it, these are kids in our classroom who need this information from us, who are going to be learning and moving on in life, and that's what we're there for, to teach them. We're not there to do this edTPA. We're there to teach the students in the long run, and it's frustrating to think they're [the edTPA is] trying to almost pull you away from that and be like, "No, you need to focus on this."

Despite these criticisms, Alicia was able to segment her time for working on the edTPA into moments *after* her primary student teaching responsibilities had subsided. This enabled her to compartmentalize the work, and in the end, she felt less frustrated by the edTPA than Danielson. One reason for this reduced anxiety could have been that the timelines were not quite so urgent as with her Danielson observations and evaluations. While Chrissy would expect materials from Alicia on an almost weekly basis, the edTPA did not have hard deadlines. Alicia had begun processing her edTPA materials early in the semester, but the demands of her supervisors on top of her teaching and personal life, meant she put everything edTPA off until the very end of the

semester. She did not turn the full portfolio in until the last day of the semester, May 11. In June, when I talked to her about this experience she said,

I don't care about the edTPA. That sounds so bad, I just got it done, I mean, I think I did well on it, but I just don't think it was necessarily any good, really. I just, to be honest, I mean, it's kind of a waste of time. I can think of a lot better ways for them to judge your teaching than the edTPA, personally.

By the end of the semester, Alicia had successfully completed all that was required of her and achieved the score necessary to gain licensure. She decided however, to take a year and teach English abroad, and looked forward to learning more about the work of schools and teachers in a European context.

## **Case 2: Raul**

Raul was a young Latino man in his early twenties. He grew up in a large, suburban hometown several hours away from Midwestern University. Raul's grandparents immigrated to America from Mexico, and Raul's Mexican heritage was an important part of who he was as a person and a teacher. He shared some of this heritage with his students in an early lesson about single narratives in history. In a school year that was taking place during a heated, politicized debate over immigration, Raul was glad to position his social studies teaching in a national context. "I shared my single story [with my students]. [And then I asked them] tell me what the media says about me as a Hispanic or Latino person?" Through these topics and others, Raul felt that social justice and critical thinking were important components of his work as a high school social studies teacher. During our conversations about his professional goals and identity, he explained that it was important to him to establish equitable procedures and expectations in his classroom.

Raul participated in a pre-college teacher recruitment program (hereafter referred to as “Teaching Fellows”) that sought to recruit teachers from diverse backgrounds to teach in low-income school districts across the state. The program required prospective teacher candidates to apply the summer before college, and then spend portions of their summers (during college years) engaging in professional development workshops and short field experiences. Teaching Fellows candidates were given the opportunity to teach in “schools of need” (schools with majority or near-majority students from families with low socioeconomic status) before they graduated from their University teacher preparation programs. They were also given scholarships and support for their undergraduate preparation after agreeing to teach in a school of need for five years after graduating and gaining licensure. For Raul, Teaching Fellows stood out as the most influential part of his teacher preparation. This was evidenced by his frequent referencing of Teaching Fellows, and comparisons between his Teaching Fellows experiences with his preparation at Midwestern University.

Because of his time at Teaching Fellows, Raul was enthusiastic about teaching and saw it as something he wanted to do for a very long time. “I know many other people in the cohort see themselves going into administration. ... I want to be doing this for the next 50 years.”

**Raul and student teaching.** Raul taught World History and Human Geography at Westside High School. Raul’s school was ethnically diverse, with approximately a third of the students identified as African American, another third identified as White, and approximately ten percent each of students’ identifying as Hispanic or Asian. Over half of the students at Raul’s school were listed as “low income,” and about ten percent received Individualized Education Program services. It was important to Raul to teach in a diverse school “of need,” meaning a school that had a high percentage of low income students and that scored low on standardized

assessments. He sought to leverage his own ethnic background in his teaching. Raul recognized that his heritage and personality were quite distinct from his cooperating teacher--a white male in his late 40s who coached football, had a boisterous, joke-driven presence in the classroom, and was also about twice Raul's size. Besides the obvious physical differences, Raul noticed he and his cooperating teacher had different communication styles. Raul spoke and presented himself with a certain professional precision and was less prone to joking around with students during class than his cooperating teacher.

[My cooperating teacher and I are very different dynamically. . . . Also, me being a man of color is different, too. I don't think the kids were expecting it because they were confused, I guess. I don't know, it's a weird thing when I come from [a large city] it's confusing as to who I am. "Well, you don't talk like a Mexican, you don't sound like a Mexican, you're not dark, but you're not a white person, so what are you?" I try to explain to them, "Oh, I'm a Latino guy, I am a person of color." It helps reach some of my students more who probably haven't seen a black or Latino teacher . . . Some people were confused by me even in the University seeing an educated, Latino man.

Informed by what he learned in Teaching Fellows, Raul was also careful to establish a degree of professional between himself and his students.

As much as it sucks saying this, they [the students] don't care about you. You're not *that* important to them. It's about helping them later in life. Sometimes the kid is going to have to fail your class, that's how he's going to learn what failure means. If you spoon feed him now, is he or she going to learn accountability?

Raul believed in high expectations for his students and pushed content heavily. To this end, he received feedback from his University Supervisor: "She brought up the point when [while

observing] the classroom environment aspect of Danielson, that when students gave me a question sometimes I should just - I should've just gone after it instead of trying to stay on course, on track.”

Raul was generally a confident student teacher. He felt proud of his teaching, and was excited to share his ideas with others. In referencing his student teacher-peers. As Raul said, “I find myself in a weird spot where I’m giving very good advice to everyone, or they’re asking me for my input.” One reason for Raul’s confidence was his extra teaching experience and preparation from Teaching Fellows. He credited his experience with Teaching Fellows for his particular outlook on the profession. For example, he distinguished himself from his peers in the Secondary Social Studies cohort saying,

It always bugged me, how un-confident the cohort was with classroom management. They’re just like psyching themselves out about it. I guess it might be like a symptom, or a consequence of where they come from and what they expect classrooms to be like, but for me, it’s like, I’ve seen all types of classrooms. I just wanted to say, “Don’t care about what your kids did today, but think about how you are gonna change it tomorrow. Stop focusing on, ‘Oh my kids are so disruptive.’ Well, you’re just an observer [as a student teacher], this isn’t your classroom, so stop worrying. Don’t take it personally.”

Raul felt that his additional preparation in Teaching Fellows gave him an edge on many of his peers. Consequently, he felt that he was less worried about the edTPA and much less worried about his Danielson-based observations than his peers. In fact, this confidence inspired comments like the following, offered as a justification for wanting to be “authentically” evaluated:

That's how I see myself as a professional. It comes down to that this is me being evaluated as a teacher. This is me; I'm different from everyone else in the cohort, me as an individual. I want to see how I, as an individual, score in the Danielson. With me, my way of teaching, does Danielson approve of it? Does Danielson want that? Does the edTPA want that?

At the beginning of the semester, Raul maintained his confident perspective and appreciated the "challenge" presented in being evaluated. He was sure he would score satisfactorily, but the real challenge would be to see just how his style of teaching would align with what the Danielson Framework or edTPA required.

Raul also had a positive, although professional relationship with his cooperating teacher. They both demonstrated kindness and rapport towards each other, and held some of the same perspectives on classroom management and relationships with students. Raul saw himself as closely aligned with his cooperating teacher when it came to their teaching values, especially when it came to student behavior and content mastery. He described this perspective as: "Teachers shouldn't be coddling students. We shouldn't be best friends; we sometimes have to be that figure that creates consistency." Yet, despite this tough talk, Raul moved slowly throughout the semester towards more student-centered methods and a lighter classroom atmosphere, feeling that he needed more time to develop relationships. However, Raul tempered comments like this with more statements. For instance, he thought it would be impossible for him to make a connection with every one of his students.

That's something we learned in Teaching Fellows, too. . . . This is you [gesturing to the left], this is your student [gesturing to the right]. At some point you're gonna meet each other, that's all you have to do. That's all I need to do is find that student that really needs

me. You can't save every student, but you can do everything that you can for everyone as much as you can.

Raul's perspective on student relationships may be described as critical-pragmatist. He was eager to know his students and support them but held high expectations for their role in relationship development. However, learning about his students and their place in the local community was an overall focus for Raul. He thought of his role as a social studies teacher to be, in part, one who supports student development as civic actors and community advocates. "Community building, it's always been that. I think that's the key to everything. I need to make my students understand that they're part of the same community. This is your community. This is you. Let's take ownership."

**Raul and teacher evaluation.** Raul characterized his teaching as stressing social justice, critical thinking, and student-centered instructional methods. He had high expectations for his students, particularly when it came to understanding the historical basis for contemporary social issues. For example, Raul guided his students in an analysis of late 19th Century Western Imperialism not only by reading excerpts from Rudyard Kipling's *The White Man's Burden*, but also to consider clips from the more recent versions of the movie, *The Jungle Book*. Students analyzed the weighty language and imagery of both sources and their portrayal of race and culture. In these lessons, it was important for Raul to help his students see the long lasting impact of Kipling's work on modern-day society as well as its historical implications.

Similarly, Raul was aware of, and agreed with, criticisms of corporate reform efforts. For instance, Raul expressed concern that his organization, the Teaching Fellows, had moved to including a lesser proportion of scholars of color. Being proud of his own Latino heritage, Raul had been proud of the intentional focus the organization had historically placed on recruiting new

teachers of color. Additionally, he was frustrated that, spurred by a reduction of state funding, Teaching Fellows was being more inclusive of what he identified as “corporate donors.” To him this meant foundation monies tied to corporations and wealthy conservatives with powerful corporate ties. As Raul understood it, accepting corporate funding meant that Teaching Fellows was at risk of losing the focus of its original mission of supporting teachers in low income communities, especially communities and teachers of color.

And although he held positive opinions of high stakes and rigorous evaluation standards for teachers, Raul was also somewhat critical of the influence of high stakes testing and accountability measures in K-12 school curricula. In fact, he said that he was partially interested in teaching history as he saw it as less prone to the pressures of high stakes testing. “As a history teacher, I can better focus on] empathy, perspective taking, community, things like that where I’m not teaching to the PARCC, the SAT or, previously, the ACT [as much as other content areas].”

When it came to the edTPA and Pearson, in particular, Raul had a handful of critical questions. He was particularly concerned with the impact of this single corporation on the values and practices of education.

There was a lot of tension [for me with the edTPA] originally when I was first doing it, because I thought, ‘It’s Pearson.’ ... Pearson’s big; can’t get any bigger. ... They said they were going to do something cheaper than everyone else, and that’s why we have the contract? What are they [Pearson] going to do with all this data? What do they want teaching to imply? What do they want education to imply? If they’re the ones deciding who’s becoming a teacher, what does being a teacher mean? I always think of the



scoring. What is Pearson going to say a 60-level or 70-level teacher is? Is that really what a good teacher is?

When considering education at an institutional level, Raul maintained a position that was critical of what could be labelled as major markers of neoliberal ideology. He disapproved of the influence of corporate actors, and saw negative consequences to some of the efficiency-minded reforms that had taken hold in recent decades.

Yet despite these criticisms, Raul held a positive perception of testing, standards, and what some would call efficiency-focused tools when it came to teacher evaluation on the individual level. It seemed that he was still developing a clear sense of where he stood on the issue. Although he recognized the common criticisms weighed against standardized tests like the PARCC test, for example, he felt that the idea of a common, national assessment and “rigorous” standards for teachers were ultimately good things. As a strong teacher himself, he wanted to be sure that others in his profession were teaching to a level of quality that matched his own.

We still need a test. . . I disagreed with a lot of people at Teaching Fellows [on edTPA and standardization in teacher education]. I was fine with it. If it was standardizing everything across the board for the whole country, let’s do it . . . I loved the idea of common standards. Why not have a standard? Why does Arkansas or Mississippi, or whatever get to lower the bar for their kids? . . . I know a lot of people don’t like it, it is more work, but this is stuff you should be doing as a teacher, surely.

Likewise, Raul felt that there should be a common bar for all teachers, because:

It makes things easier to compare things, compare data. Because we are becoming more data-driven. [The comparisons help us] figure out what we need, like well, students here show a lot of growth, what are those teachers doing? How are they scoring on Danielson?

Let's compare to the students who are not growing. Let's look at the test, let's look at the teachers: Why are they not making those connections? . . . Then you get to change the program, then to the preservice program. Assessment always informs instruction. I'm just thinking more down the line.

Raul saw assessment as a necessary informative element of teaching and learning. He thought, evaluation was necessary for teachers to stay "on top of what's new," add relevance to the work of a teacher who has been "left alone in their classroom for 30 years," or to learn from a very good teacher.

This perspective be explained by how Raul perceived his own placement among other teachers. Raul saw himself as a cut above his peers, so to speak. He sometimes referred to "preservice teachers" or "student teachers" in the third person, seeming to not attribute this distinction in the same way to himself. For Example, "I thought even just academic language was important for a lot of preservice teachers. They either overuse it or they're not using it enough." Because of his pre-preservice Teaching Fellows field experience, Raul saw himself as highly trained, and articulated confidence in his teaching, his understanding of the Danielson Framework, and his ability to do well on the edTPA. "I always knew what they wanted. I knew what had to be done. I was very well acquainted with just the whole process . . . because of my Teaching Fellows experiences."

Raul's discussions of teacher evaluation, especially the edTPA focused on the importance of a "high bar" based on rigorous, standardized expectations of teacher performance. He also made consistent mention of the merits of teacher evaluations that included student performance data and numerical rankings. He even felt that the edTPA was currently setting the bar too low. He assumed that this was because Pearson was still in the early stages of implementation and

wanted to be sure the test was passable to ensure uptake. He also found it frustrating that, per the preservice evaluation practices of the teacher education program, he was limited to mostly twos on the Danielson components. He wanted to be able to show more of his strengths and capacity to be above the average student teacher's practices.

Regardless of Raul's criticisms of the edTPA, he felt that the profession should accept it and move forward because a consistent, standard bar to "professionalize" teaching was more important than debating its merits or focusing on the ethical implications of its corporate origins.

Use it [to] create some type of high bar to professionalize the career, to professionalize teaching, which I think is always the issue. ... It should be the same across the board. If you have the same assessment, then every teacher in the country should be learning the same thing. ... You just have to suck it up. I think there's more to gain from the edTPA, from these processes, no matter how terrible they are and no matter how much people want to complain. I think there is a lot of merit to the edTPA. Could it work differently?

Yeah, but someone will always have a problem with something.

For Raul, professionalization of teaching meant measuring every teacher by the same ruler. He felt strongly that teacher evaluation should function as the filter through which all teachers must pass so only the best teachers enter the profession.

I personally am a proponent of it, of being evaluated. I remember we [at Teaching Fellows] were talking about how tenured teachers can get booted if they score low enough, and I think that's important, because that's bothered us as an organization. ...

There are some tenured teachers who aren't doing as much or even bad teachers in the building, so some of us believe that we need this. We need evaluations. They do need to

be hard, because why is this person who doesn't care, or is just burned out, or whatever; why do they get to be here in front of students when we could be there doing more?

Raul's quote here echoes language used by those who see limits in the quality of US teachers. Raul often positioned himself as a high quality teacher when making judgments about the profession as a whole.

Consistent with his discussions of objective, standardized evaluations, Raul worried that his locally scored, Danielson evaluations were not rigorous enough, and even a little biased. He seemed to consider a standardized experience the marker for effective evaluation of teachers.

Compared to any other observer? How do [we] make them all the same? Are they all scoring the same way? How do we know that? How do I know [my] observation is the same as Indiana, Ohio or Wisconsin? . . . Mary, [my supervisor], is not going to provide the same experience as another observer. It's subjective.

Raul considered context dependence and subjectivity to be the enemies of consistent teacher evaluations. Raul thought that an even more rigorous evaluation procedure would be that which would "catch him in the act of teaching." Anything else, to Raul, seemed inauthentic.

How do I make these observations more authentic? [As opposed to] something where I had all this time to prepare, [I'd rather] you catch me unannounced. That's how they did it with Teaching Fellows; they just popped in; they never told you about it. . . . Then I think they see how you really get engaged with the students.

Although he was not evaluated by his Teaching Fellows mentors, he did describe pop-in observations while he was in the field. This made a lasting impression on Raul, and he considered it one of the characteristics of authentic, rigorous teacher evaluations. The Danielson Framework, as it was implemented in Raul's placement, also did not stress the inclusion of

student learning data. Raul saw this as another weakness of his individual experience with observation-based evaluations.

Because of its attention to student learning and assessment data, Raul felt that the edTPA constituted a better test for licensure than Danielson. He also preferred its use of third party, “objective” scorers. But even this, Raul felt, was not rigorous enough because student data was not taken into consideration.

I think my problem with the edTPA is it asks too little. . . . It only asks you to select one assessment from the students. . . . Even Danielson doesn't really measure student learning. . . . Don't just grade me on what I planned and why, but grade me on what happened. Grade me on how effective it was. . . . Same with Danielson and sometimes [my supervisor], Mary's, observations . . . just because they were paying attention or their heads were up doesn't mean they learned a thing.

Raul's criticisms of the lack of rigor in the Danielson Framework and edTPA is based on what he perceived as inattention to data-based evidence of student learning. His comments seem to imply that an effective teacher must be measured, at least in part, by what student learn.

Although Daniel found value in the local, contextualized Danielson observations and evaluations, he still favored a strict, standardized gatekeeping bar exam.

Raul felt it was the job of teachers to elevate their profession, and to hold themselves to high standards. He seemed take on the narrative of objectivity and standardization at the individual teacher level, despite being critical of these movements at the institutional level. He spoke with a distinctly critical tone when discussing Pearson's involvement with the edTPA, corporate involvement in education, and the influence of standardized tests on curriculum yet insisted on “objective” and standardized observations, student outcome-based teacher

evaluations, and a high stakes “bar” for teacher licensure. In order to unpack the tensions or contradictions in his perspective, I asked him how he sought to reconcile his criticisms of the heavily standardized, corporatized nature of the edTPA with his teaching style and frustrations with Teaching Fellows’ new funding partners. Raul said, that despite his institutional criticisms, he did see these evaluations “gelling” with his teaching in certain ways.

“I think they [edTPA and Danielson] gelled with my teaching [in their perspective on] pedagogy, but [not necessarily how I view teaching as a calling, or a cause, or a mission.

But you still need both. I’m still a professional and so I need to do my job well.

He was, in this way, able to separate who he was as a teacher from what he had to do in his evaluations. These perceptions might seem contradictory, but they are evidence of one teacher candidate who is in the process of working out how to make sense of a variety of complex messages.

### **Case 3: Daniel**

Daniel was a white man in his early twenties. As a traditional undergraduate student at Midwestern University, Daniel was in his final semester, a senior completing a major in history with a minor in secondary education, during the Spring 2017 student teaching experience.

Although initially somewhat reluctant to talk at length with me about his home life growing up, Daniel eventually shared that his family struggled financially. He grew up in a small, rural area of the state, and attended Midwestern University on academic scholarships. Daniel’s decision to become a teacher was influenced by his close relationship with his high school drama teacher. Of this teacher, he said:

He showed me how important teachers could be, because I grew up a bad home, no father figure, things like that, and he showed me a lot of love and a lot of encouragement to get involved in school.

Daniel's struggles at home influenced Daniel's preservice teaching and preparation in a few significant ways.

Daniel overcame substantial financial and personal challenges during his childhood, and often positioned himself as distinct from his classmates, most of whom had come from more affluent families in the suburban areas near the largest city in the state. During class, Daniel would often play 'Devil's Advocate' in discussions. Being a critical voice was important to Daniel. He identified as a left-leaning progressive in social and economic matters.

Overall, Daniel was a high-achieving college student who assumed a scholarly perspective. He produced high quality work on course assignments and received several highly competitive scholarships and fellowships. In fact, he was still applying for more fellowships during his student teaching semester. One was to attend a pre-law summer institute, the other to participate in a leadership institute for college graduates. Daniel eventually obtained a prestigious fellowship to teach English abroad during the year after he graduated from Midwestern University, and went on to apply for graduate school and law school in the year after he completed student teaching. These opportunities are indicative of Daniel's eventual career interests. While he worked hard to establish himself as a strong teacher, he did not see a long term future in classroom teaching. By the end of the student teaching semester, he was no longer pursuing teaching jobs and was exploring other paths such as graduate school and law school.

**Daniel and student teaching.** Daniel student taught in a very diverse community at Midtown Public High School. His students were: 50% white, 30% African American, and the

remaining Latino and Asian. He taught human geography (one section of which was co-taught with a special educator), psychology, a computer-based credit recovery course, and US history through film. Approximately half of the students at Daniel's school were receiving lunch assistance, and the building struggled with truancy issues.

Perhaps resulting from his shifting career aspirations (away from secondary teaching and towards academia/law), or his characteristically cynical perspective, Daniel was sometimes perceived as aloof by his cooperating mentors. His cooperating teacher discussed this with me and I noticed it as well in my interactions with him. For the first several weeks of student teaching, Daniel was challenged in develop trusting relationships with his students and cooperating faculty. Similarly, it took him most of the semester to develop an appreciation for his supervisor's and cooperating teacher's relationship-central styles. As he was learning about the potentially productive nature of strong teacher-student relationships, he was also learning similar lessons about teacher-to-teacher and teacher-mentor relationships.

By the time of our second interview in early February, Daniel was still unsure of his takeover schedule and upcoming responsibilities. He was working hard to implement the curriculum as it was outlined by the district, but there were tensions present in what Daniel wanted to do and what he assumed was expected of him. He did not feel that the curriculum--and, by extension his cooperating teacher's lessons--were rigorous enough, and his cooperating teacher felt that Daniel was expecting performance from his students that was developmentally inappropriate. Some of these tensions Daniel attributed to a contrast in style and expectations.

I think generally my philosophy is to have really high expectations. I think I've been trying to change my philosophy . . . to suit, kind of change it to what Mark's is. Because he says like, those kids, he just leaves them alone. I'd be more like, you know 'Get



involved. Keep trying' and if they don't get involved, there doesn't have a to be a punishment, but there has to be something like, call home or something because I don't just want to see these kids like not doing anything because they're not going to get anything out of it. and I don't think that's effective. . . . I kind of have issues with that right now, but I might be learning from it.

Daniel also had difficulties connecting with his students and fellow teachers at Midtown High School. In our last interview he said, "I think some of the things are harder. For being involved in community, I don't think the community welcomed me very well there. . . . Just in general professionally, nobody really talked to me and I didn't really talk to them." Some of these issues may have stemmed from the stark differences in approach and personality between Daniel and Mark. Compared to Mark, Daniel's relationships with students were somewhat labored. This resulted in some early challenges gaining cooperation and trust with students, and student behavior issues began to emerge. Mark had an especially relational teaching style which contrasted starkly with Daniel's cooler, more professional approach. Mark felt that close relationships with students was key to successful teaching, and although Daniel agreed, he tended to see care for students operationalized through high expectations and an emphasis on rigor and academic interactions.

I think I care about the relationships a lot and I care about kids a lot, which is kind of silly to say. But I think it's important to take care of kids and make sure they're doing alright, and have a fun time. I'm going to - I think - challenge them. . . . I think my philosophy is just challenge kids and expect high things and try to have a good time if it's possible. . . . Because, I mean, this world is hard. And so, if they don't graduate with a degree, they need at least a high school degree. But if they're not going to graduate, sadly their life is

going to be probably hard for them. Unless they're lucky or got rich parents or something.

**Daniel's perspectives on teacher evaluation.** Daniel's critical and progressive political perspective extended into his understanding of the education policy landscape. He was well aware of the increasing involvement of corporations in education reform, and identified increased testing, accountability, and market-based influences in education as "neoliberal levers" that would ultimately produce negative results. More specifically, he was aware of the degree to which these levers were employed to influence the work of teachers.

What's the point of people assessing me [as a teacher]? Well, I think, as a cynic, they are because conservatives are trying to weaken unions, simply trying to weaken unions. And so they're trying to make teachers more "accountable" and so they say, "Oh we're going to make you more accountable, and so now you can't get tenure and now we're gonna judge you based on student performance and we're gonna try to kick out teachers, and we're gonna try to get rid of unions and after we get rid of your union, we're gonna cut your pay."

From Daniel's perspective, corporate influence, neoliberalism, national or big picture concerns were of significant concern related to the edTPA. Daniel identified the edTPA as one evidence of the "corporate takeover" of schooling, which he saw as a "concern for our society," representing a "neoliberal, new conservative" turn towards emphasizing "profits over people." He saw the edTPA in particular as a very specific kind of approach to measuring and evaluating teaching. Daniel even associated the edTPA with then proposed education secretary, Betsy DeVos, whose perspectives on policy he saw representing a move towards an educational system that would "discriminate against the poorest of us." This was a true concern for Daniel on a personal level.

He referenced the \$300 cost of the edTPA several times, even citing it as a primary motivator for doing well on his portfolio. “I better pass because I don’t want to pay \$300 again.”

Daniel’s criticisms were not exclusive to his attitude towards the edTPA. He was also critical (perhaps even a little nervous) about his Danielson observations. He felt that the Danielson observations were “*supposed* to be more objective than subjective,” but Daniel was not so sure. Although he said he wasn’t exactly worried about his performance, Daniel was concerned about “arbitrary judgement” of his teaching.

However, Daniel also recognized some of the complexity in the teacher evaluation landscape. He also saw teacher unions and other well-meaning stakeholders playing an important role in the formulation of the processes for vetting teachers.

Then I think there are also people coming in saying, “There are problems with our education system and part of that problem is ineffective teachers.” And so they want to make sure a teacher is ready and prepared to teach and so they want to evaluate them. And of course, the union itself is probably a part of this because the union is usually to increase standards and so the union is probably putting forth these restrictions. I would assume.

Although he was clearly still learning the myriad interests and influences of the many stakeholders, Daniel also recognized that evaluation procedures could serve an educative function for teachers.

And the third one [function of teacher evaluation] is that they probably want to help teachers get better. . . . I know I am evaluated six times throughout this with Barbara, [my supervisor], and I’m sure she’ll give me some feedback on how I could improve, and I’m sure my cooperating teacher will. And so they’ll say, ‘Here’s what you did well, here’s

what you did wrong, here are your strengths and weaknesses,' and hopefully that will make me a better teacher.

However, attuned to these trends in the education reform landscape, Daniel wondered just why this new licensure requirement was being implemented now; why this particular manifestation of the “attack on teaching” was necessary at this point in time. Why weren’t previous procedures for vetting student teachers sufficient? This mixture of suspicion left Daniel with a feeling that he just wanted to get it all over with, whatever learning or growth that might come would taken as an additional perk.

I’m sure you can see them [the Danielson Framework and the edTPA] as helping your practice, but I think generally, I think ‘Oh, this just has to get done.’ I think task-oriented. Get the homework done, get this done so I can do other stuff. So, it has to get done and I’m sure I’ll learn a lot along the way. Sometimes you don’t even know you’re learning.

Daniel’s “just get it over with” attitude inspired the particular strategies for completing the work he did for both his edTPA portfolio and his Danielson observations.

**Daniel’s experiences with and perceptions of the edTPA.** Perhaps due to his attitude towards the edTPA, and perhaps spurred on by encouragement from his cooperating teacher, Daniel began preparation of his edTPA portfolio early in the student teaching semester.

I was telling Mark, [my cooperating teacher], about the edTPA because I was kind of stressed about it. The edTPA is kind of annoying. Pretty dumb. As I said, I don’t think it’s good. But it’s fine. And he [my cooperating teacher] was like, ‘Yeah we could get that done early for you if you want. You could just take over this week and then next week I’ll take back over.’ And so, I taught last week. I took last week over and then he’s taking this week over and then I’ll start up again next week.

This plan contrasted with many of his peers who did not feel comfortable filming their teaching until later in the semester. When discussing this decision with me, Daniel was almost dismissive of the assessment. “I wanted to get it over with as soon as I could so I could focus on actually teaching instead of worrying about this unimportant task - a crucial task - but not important in the grand scheme of student teaching.” Working with his cooperating teacher, Daniel planned a few days of lessons in the second week of student teaching to teach just for the edTPA. He planned to just pop in as the lead teacher, teach the lessons, and then pop out, letting his cooperating teacher take the lead back while he worked on his portfolio during the school day.

These lessons took place well before Daniel took over any other courses or teaching responsibilities. He was still new to the school, curriculum, and his students at this point, so the decision to suddenly teach for a few days was somewhat of an interruption to the usual flow of the classroom schedule. Daniel justified this decision saying he wanted to get this out of the way so he could focus on better serving these kids who “needed” him to be an attentive, good teacher (citing his students’ instability at home and challenging personal lives as the reasoning behind this decision). His need to justify this choice indicated to me that he saw the sudden shift as disruptive. Furthermore, to cite his students’ challenging home lives as justification for getting the edTPA out of the way was an interesting argument. It implied that Daniel did not perceive the instruction provided during those days to be sufficiently aligned to his students’ academic and personal needs, a somewhat serious justification. To minimize the disruptive potential of the edTPA, Daniel’s had his portfolio typed up and turned in before the end of February. Indeed, during a conversation in week four, he claimed to be almost finished with his edTPA. In this way, the test seemed to take precedence over the other typical work of the early semester weeks – building relationships with faculty and staff, establishing rapport with students, gaining

familiarity with the school's local community, culture, curriculum, etc. Ironically, although the edTPA required that candidates begin their portfolio with a "Context for Learning" in which a few of these contextual details are outlined, Daniel forwent an early immersion in his school context in order to get the edTPA done. He removed himself from interactions with his students during the early weeks, choosing instead to type up his portfolio.

After learning that he had almost completed his portfolio, I asked Daniel to tell me the "story" of his experience with the edTPA. His response focused almost exclusively on procedural details and big-picture reflections. It seemed difficult for him to shift from his aforementioned cynical policy perspective towards more personal reflections. He again cited the reform context of the assessment saying that although he found it "pretty useless" he could see the merits of assessing underperforming teacher preparation programs. He appreciated the requirement to cite research, but said he did not "have any kind of breakthrough or surprises" when viewing his teaching videos. He thought his reflection were slightly more in-depth than what he did on the day-to-day level, but otherwise found it was not very helpful; he already felt confident in what he was doing. Same for the lesson planning. Reflection and feedback were only informative on aspects he considered weaknesses. Therefore, more extensive prompts to reflect (e.g., through the edTPA, from his supervisor, or his cooperating teacher) were not valuable learning opportunities. He also assumed a somewhat sarcastic tone when I asked him to justify the choices he made constructing his portfolio. He discussed a research-based justification of his instructional methods in the following manner (I have added italics to words he stressed with a sarcastic tone).

[I used] explicit, direct instruction for the edTPA. I definitely had to have direct instruction because of the way it's set up. Like, you need interaction with students and

how you're helping them lead to ideas and so I had to make sure I put a little bit of direct instruction in there unless somebody was following me around talking to students. ... I gave them like a worksheet and I said pages they can find them [the words] at and I wanted them to read because *research shows us* that, for the edTPA, that if students are reading for context that they will *more efficiently* pick up language than if you just give them the vocabulary. ... They have to read, right? Students need to read. And there's research that backs up reading. So. It's good. I mean most things are- effective strategies- are things that I've learned from college. And so I just take those and I just assume there's research behind them. ... So, I do it, and then I'm like 'Um, research? Oh, yeah, there's research behind it.'

But perhaps what was most informative to Daniel's work for the portfolio were the requirements. When it came to the edTPA, Daniel didn't find the reflections very informative, thought the prompts were repetitive, and was not motivated to complete the edTPA in a manner that would represent his strengths. Instead, he relied on the near-assurance that he would pass (citing Midwestern University's passing rate and the relatively low cut score required by the state). Daniel did what he thought was necessary to fulfill the requirements, and moved on.

On an individual level, Daniel did not find much value in the process of completing his edTPA portfolio. However, on an institutional level, e.g., considering the needs of teacher education *programs* nationwide, he did agree with some of what teachers were being asked to do. He agreed that student assessment performance-based reflections, intentional and explicit discussions of accommodations, and research-based justifications were all good things. However, his individual performance on the assessment was scored lower than he expected, and

he thought that the rubrics could have been more clear, saying, “I couldn’t figure out what they were saying. ... I shouldn’t have to read a 40-page handbook to learn how to take a test.”

**Daniel on Danielson.** Daniel’s perceptions of and attitudes towards teacher evaluations remained fairly consistent over the course of the semester. He did demonstrate a bit of nervousness anticipating his supervisory evaluations at the beginning of the semester; he was particularly concerned with how his supervisor’s personal opinions of him might influence his scoring. However, as he came to develop a relationship with his supervisor, Barbara, his concerns started to dissipate. As one indication of this, throughout his post-observation conferences, Daniel listened politely, but did not take notes or ask many questions. In our conversations afterward, Daniel often could not remember much that was of value to him. I had a difficult time eliciting any reflective comments from him at all. For instance, during one of our conversations, I pushed him to consider the types of artifacts-based evidence he was providing to his supervisor through a cloud-based box folder.

I mean I've used it and she looked at it and she made sure people were doing it. She was on top of making sure people were putting in evidence of the phone calls and planning and other requirements or professional development responsibilities; stuff that she can't see in the classrooms. That would be Domains, I don't know, one and three or I don't know. I mean I don't know what I got for scores. I haven't looked. I passed. I'm not worried about it.

He held similar feelings about reflecting on his teaching with Barbara.

She's intentionally forcing me to reflect on the lesson and how it went. Sometimes I do that. Sometimes I don't do that. I reflect a little bit, but I don't have the time to think about everything, how everything went.



Daniel saw clear distinctions between teacher evaluation as a politicized, policy decision and his personal experience. For instance, when I asked what he thought about Danielson as a tool for teacher evaluation (big picture), he said,

I mean, I think it's good, but they're only assessing you on one or two things a day so that's not really good. It's not really getting a whole picture of your practice on the day-to-day basis. And the observer can't see everything, right? And so we have to send her some things to look at. But I mean, I think Danielson could do a better job [than the edTPA] because you have to account for all the other aspects of your teaching.

Daniel's University Supervisor, Barbara was a retired teacher with over almost 20 years of experience. Her past several years of classroom teaching were spent as a Spanish teacher at Midtown High School, and she had conducted all of her supervision at Midtown as well. Barbara and Daniel spent a fair amount of time talking about some of the subtler or complex elements of teaching, such as relationship-building and communicating with students. "I think classroom management is the big one. I don't know. Percentage-wise, I think we don't necessarily talk about content. We don't specifically talk about did I do that right or wrong, because I know what I'm talking about."

Barbara had a warm, grandmother-like approach to supervision. At first this led Daniel to disregard his supervisor's feedback.

I think she cares. ... For instance, we do spend some time just talking about personal life. And, she asks questions that shows she cares about me [as a person]. She asks how's my sleep, and, how's things going with school, and how my eating, and my exercising, you know? She's been like a grandma, mostly. Want to make sure I'm healthy, and taking care of myself. Things like that. I think she's very supportive.

He perceived it as low stakes and something not to be worried over. Perhaps due to his initial perception of her lighter-touch approach to student teacher evaluation, Daniel did not spend very much time preparing for his observations and did not review or reflect on his supervisors' feedback. Once he had established trust in his relationship with Barbara, he felt confident in his ability to "pass" these evaluations and therefore did not worry much about them. However, as the semester progressed, Daniel did recognize the benefits of the warm relationship-based format of Barbara's Danielson evaluations. This warm relationship complicated Daniel's thoughts on teacher evaluation a bit.

You know, they're supposed to evaluate you, but they're also supposed to be making you better, right? It's like, somebody can really only make you better by having-- If they have a better relationship with you, they're going to be able to do better. Because if they criticize you, you're going to think, "Oh, that's coming out of love, and that's coming out of they want me to get better, versus that's coming out of just some spite, or anger, or criticism that it's not, they don't care about me." . . . That's just like for our students, right? We're teaching these students. We're a teacher, and we care about them, they're going to be like, "Oh, he cares about me," versus, "Oh, this is some man that I don't care about."

Although Daniel did not necessarily see the Danielson as an "effective" measure of teacher quality, he came to see the strength of a relationship-mediated evaluation context. Barbara and Mark's care-based approach to student teaching supervision was persistent. By the end of the semester, Daniel started to understand that warm relationships could exist in a supervisory relationship.

## **Conclusions**

Each of these three student teachers was learning how to teach and how to be evaluated in an intensely measurement-driven context. They are teacher candidates who wished to rise to the challenge presented to them and their profession, but still sought out supportive contexts and relationships in their student teaching experience. The following chapter will apply a more theoretical perspective for a cross-case analysis of the three student teachers' experiences together.

## Chapter 5: Cross-Case Analysis

Chapter Five is divided into two Sections. Section I provides a cross-case look at the student teachers' perceptions and enactment of the two evaluations. In particular, three categories are used to organize this analysis: rubrics, scorers/evaluators, and scores/feedback. Section II takes a closer look at *performative* enactments of teaching for the test across the three cases.

### **Section I: Measurement-Centric High Stakes Accountability vs. Relationship-Mediated Accountability**

The Pearson/SCALE and Danielson Group have, to varying degrees, constructed standardized, objective teacher evaluation rubrics. The structure and scoring of the edTPA are standardized. Teacher candidates read standard rubrics and handbooks and then send materials out to Pearson which employs part-time scorers who are expected to consistently implement heavily standardized scoring procedures. Similarly, but with important distinctions, the Danielson Framework includes rubrics and training materials for those who use it. Supervisors or evaluators are trained using a set of standardized, online video of teaching. This training is intended to teach evaluators to diminish their personal biases and focus instead on collecting "evidence." That evidence is then coded according to the "Domains" of the Framework and applied to the rubrics to assemble a "preponderance of evidence," which is used to determine a score on each rubric (Danielson, 2011). At Midwestern University (and in the districts across the state), this assembling of evidence and scoring of teacher practices is carried out by locally placed supervisors who interact directly with the teachers they are evaluating. In short, the Danielson Framework is subject to more layers of interpretation and enactment (Ball, Maguire, & Braun, 2012) than the edTPA. Yet, Danielson and edTPA are both positioned as improvements on the process of teacher evaluation because of their use of evidence and

standardized rubrics. Plus, as authentic performance assessments, they were able to claim support of other, more formative ends (SCALE, 2015a).

To a certain extent, the student teachers in this study accepted the premise that their work was being scored in an “objective” manner. I often pressed them to consider whether some of their edTPA frustrations would be less if the scorer was one of their University instructors or a familiar mentor whom they trusted. However, to different extents, each student teacher claimed that, at least on the institutional level, they approved of a more “objective” evaluation measure. Without it, how could they be sure that a supervisor was not just giving them a biased score based on their relationship. After all, as Daniel said, “Barbara’s a sweet old lady,” who may not have the heart to fail him using the Danielson. As students they seemed to adopted assumptions based on their own educational experiences lived in the thick of accountability and measurement-focused school policies.

However, a certain amount of cognitive dissonance appeared to be present for the candidates. Their comments demonstrated tension between approval for objective measurement and teacher accountability versus a desire for formative, relationship-mediated support as developing teachers. If the edTPA and Danielson were to be used to evaluate their practices *and* supportive of their growth, the final meaning assigned to both of these measures was inevitably complicated. This can be described as a tension between formative and summative evaluation and the questions of whether these two are compatible. In other words, can a standardized assessment offer *both* support for growth *and* high-stakes evaluation?

The following interpretive sections are intended to tease out some of these complications in the data by focusing primarily on the manner in which these rubric-based evaluations were *enacted* (Ball, et al., 2012) by the student teachers. Ball et al. argue for an intentional focus on

policy *enactment* in schools. I have chosen to focus my analysis on enactment as it allows for the complex interplay of contexts, personal histories, professional cultures, layered interpretations, and translations of policy. As rubric-based evaluation measures, edTPA and Danielson have gone through several layers of interpretation, translation, and enactment as they are put to use in classrooms and teacher education programs. However, in this study I am primarily concerned with individual student teachers' perceptions and enactment of these evaluations. By exploring their perceptions, we can learn which elements of policies stand out as most salient in student teachers' experiences. These perceptions have direct implications for the manner in which student teachers decide to enact evaluation requirements.

In the case of Danielson and edTPA, the rubrics act as a kind of pivot point from institutional translation and enactment to individual student teacher translation and enactment. Either individually (as with the edTPA) or with the intermediary influence of a University supervisor (as with the Danielson), student teachers interact with the rubrics as they work to display their teaching for evaluative audiences. Therefore, the following three sections will elaborate the student teachers' perceptions and enactment of evaluation. The first section will explore both standardized rubrics and the extent to which they were perceived as "rigid." Rigidity is a rubric quality that can be limiting for teachers and students (Tenam-Zemach & Flynn, 2015). Then, perceptions of scorers/evaluators/supervisors and scores/feedback will be examined to provide further explication of the tension between formative and summative, supportive and vetting-focused ends.

**Rubric rigidity is relative.** First, I focus primarily on the tools of evaluation that are applied in the field: rubrics. Rubrics have become ubiquitous in US K-12 and teacher education. In teacher evaluation, they are used to measure and evaluate everything from teacher practices,

production of student outcomes, teacher dispositions, alignment with standards, and program effectiveness (Tenam-Zemach & Flynn, 2015). However, this prominence has been maintained without significant questioning, and educational researchers have failed to critically analyze the use and effects of rubric-based evaluation tools (Flynn, Tenam-Zemach, & Burns, 2015). Student teachers' perceptions and enactment of these tools provide a unique perspective as they are newly considering the role of evaluation on their development as educators.

Although obviously distinct in construction, application, and function, Danielson and the edTPA are manifestations of a recent shift in teacher evaluation towards the provision of more rigorous, standardized, high-stakes, and evidence-based measures of teacher performance. These measures are scalable, efficient, and applicable across a variety of teaching contexts. The use of rubrics has emerged as a reliable tool for these measures. "As part of accreditation processes across higher education, rubrics are more and more becoming a mandated aspect of assessment, and therefore, have a tremendous influence on instruction and learning" (Lalonde, Gorlewski, and Gorlewski, 2015, p. 135). And, as neoliberal influences in education grow, so too do the implications for rubrics. The reliance on rubrics is evidence of an increasing instrumentalist perspective of teaching that places a premium on measurability and technical effectiveness (Flynn Tenman-Zemach, & Burns, 2015).

***Rubric rigidity in the edTPA: Logistics and strategy first.*** After several rounds of coding and interpreting my data, it became clear that some of the more fraught responses to the two evaluation measures came when my candidates perceived them to be rigid in construction or application. High stakes, summative ends tended to be the primary focus when rubrics were perceived to be rigid. This was particularly noticeable with the edTPA. All three candidates perceived the edTPA to be static and rigid. In the pursuit of a passing score and licensure, they

assigned significant authority to the edTPA's rubrics and handbook, which were the primary resource for understanding what they needed to do. The exception to this was Daniel who said he only read the rubrics, but did not attend too carefully to the handbook. Fairly strict rules applied to taking the edTPA to ensure its validity and reliability,<sup>2</sup> creating challenges for the student teachers as they struggled to interpret the highly specific language and follow the lengthy directions. Although they each took advantage of discussions with peers and help sessions from the College, the process of portfolio planning and construction was primarily taken on solo. The student teachers did discuss their work with their peers, but were not allowed to get directed help from their college or mentors according to the test requirements.

Patterson and Perhamus (2015) assert that rubrics can “interrupt the relationship between teacher and student and insert a distancing space in the experiential dimensions of teaching and learning” (p. 23). I would argue that the potential to be interruptive is enhanced by high stakes, summative ends. The edTPA's highly standardized formatting, summative nature (fitness for licensure), and somewhat opaque scoring procedures necessitated a concentrated focus on the content of the rubrics. This meant that logistical demands or strategizing were the focus with the edTPA. Even with pre-semester help sessions, on-call support from their program's edTPA coordinator, and Edthena,<sup>3</sup> all three participants were concerned about how to correctly format their portfolios and what test taking strategies would potentially yield the strongest results.

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<sup>2</sup> Since an initial test of national reliability in 2013, the reliability and validity of the edTPA has been assessed each year (SCALE, 2015b). There are also critiques of the edTPA's validity and reliability (e.g., Choppin, & Meuwissen, 2017).

<sup>3</sup> Edthena is a web-based tool that can be used to help candidates correctly format and submit their edTPA portfolios. Prior to the beginning of the student teaching semester, Midwestern University purchased licenses for Edthena to be used by students for formatting and uploading their edTPA materials.



Candidates often responded to open-ended interview questions about the edTPA (e.g., Tell me your story with the edTPA? and How is your edTPA going?) by discussing the ways they were organizing and interpreting the information in the handbook and rubrics. They were concerned with just how to apply and enact the rubric requirements to their individual contexts. They were also focused on strategy: choosing the right lesson, filming from the right angles, putting the right spin on their written commentaries, and verbalizing the correct rubric terminology during their videotaping. These details were time consuming, and in Daniel's words, "annoying . . . a waste of time." But, the standardized rubrics were perceived as rigid and thus demanded significant time for interpretation, translation, enactment, and review. Ball, et al. (2012) point out that these processes are common for teachers who are acting in reform- or policy-heavy contexts.

A situational context is an active force that "initiates and activates policy processes and choices, which are continuously constructed and developed, from both within and without, in relation to policy imperatives and expectations. It leads to certain patterns of emphasis and de-emphasis" (Ball, et al., 2012, p. 24). The active and complicating force of context was often demonstrated in moments when rigid rubrics did not easily fit with the student teachers' school contexts. For example, Raul described a lack of fit between his student teaching context, particularly his students' current content knowledge and skill levels, and what was required by the edTPA. His layered situational context was not a perfect fit for the test. The more the evaluation differed from the student teachers' daily realities, the less easily integrated and the more disruptive the rubric requirements and test logistics seemed. Daniel, for example, ended up mitigating this disruption by working quickly and trying to "get it over with." He rushed to read the rubrics, construct his lessons, and teach/film for his portfolio. The student teachers felt that

the heavy standardization of the edTPA rubrics not only created barriers to communication between scorers and candidates, but also worked to obscure the requirements of the test altogether.

Another hint at tensions between rubric rigidity and context was Daniel's slight misinterpretation of the rubrics. As he put it, "I shouldn't have to read a *40-page handbook* to learn how to take a test, *right?*" Daniel expected that the detailed requirements and rigid frames of the edTPA should have come with equally detailed and rigid examples or directions--even explicit examples. In this way, Daniel was challenging the rigidity of the assessment. He seemed to have felt that, if Pearson was expecting such specific practices, they should have done better to communicate *exactly* what they are looking for so he could do *exactly* that kind of teaching. This perception was consistent among all three student teachers. If the goal was to ensure that all teacher candidates were enacting a standardized style of teaching aligned with these rubrics, there should be no room for misunderstanding what the teaching should look like. With some irony, the specificity of the supports did not seem to match the specificity of the requirements.

Rubric rigidity and pressure over high stakes also manifested itself in the student teachers' focus on strategizing. Although all three student teachers were high achievers who felt confident that they would pass, they spent significant time weighing their options. In a highly standardized, high stakes assessment, it was imperative that they construct the right materials to demonstrate their teaching for the test. Being high achievers also meant that that these student teachers knew how to be "good students" and pass standardized tests. their enactment of the edTPA licensure test seemed to be, in some ways, similar to their enactment of standardized tests in the past. First, figure out what needed to be done and then, adapt to the test criteria.

There were many specific requirements, such as demonstrating assessment and feedback practices. Alicia, for example, said she was taking some time to get started because “I guess I’m thinking what lesson [to use] because you have to have an assessment at the end.” It was equally important that they choose the correct students. They all selected a class period that they felt would help them do the best on the test, or in other words, chose students whose behavior, performance, and actions on camera would be amenable to the rubrics. And so, they considered student patterns of interaction, engagement, and even perceived intelligence of their classes. Weighing these options could be somewhat overwhelming as the following quote from Alicia demonstrates:

I can get [7th hour] super lively and getting up and doing things, but sometimes they can be frustrating. So, it’s like, do I want to have the 2nd hour where I know things are going to go smooth, maybe? But I might not have as rich a discussion as I could have with 7th hour? The 2nd hour kids are definitely smarter. ... I might just go through both classes both days and see how it goes.

In some cases, strategizing even led to a focus on perceived student capacities. As another example, Raul waited longer to start his edTPA lessons than he had originally planned to make sure that his students were up to speed on the content area skills required by the rubrics. Raul felt tension with the mobility of his population, the need to accommodate so many new students, and the high level of mastery he perceived to be required by the edTPA rubrics. Despite the fact that new students--especially those who need accommodations--are a daily reality for teachers, it seemed to Raul that there was not room to allow for this “low” level of skill demonstration in the edTPA. In other words, student teachers wanted to construct a picture of teaching in which their

students appeared “smart,” enacting the picture-perfect demonstration of teaching for the test. Further examples of these performative enactments will be discussed later.

Like Alicia, Raul spent a fair amount of effort carefully selecting materials, students, and lessons that would best fit the rubrics. He explained that he ended up choosing the lessons that he found to be most “Pearson-esque,” an interesting invocation of the corporation involved with the assessment. He even practiced his edTPA lessons during an observation with his University supervisor first, something that was technically not allowed by the edTPA guidelines. “Pearson-esque,” for Raul, meant enacting a very explicit focus on sourcing and using evidence from primary source documents. But, even more telling was Raul’s choice to intentionally over-use the very specific, edTPA terms outlined in the secondary social studies/history rubrics while filming his video segments, for example, he repeated the words he was using for his academic language component. The edTPA’s unique, standardized language, high stakes, and rigid frames prompted an enactment of teaching that contained similar characteristics: standardized and rigid.

Although Raul’s particular characterization of such explicit teaching language was somewhat unique, his perspective was not at all uncommon. The student teachers were careful to ensure the scorer heard, saw, and read their utilization of edTPA rubric terms during the video recordings, lesson plans, and written commentaries. These teaching enactments provide telling examples of the participants’ responses to teaching within a rigid regulatory or disciplinary frame (Foucault, 1977). The authority of the test and its rubrics imposed a certain degree of control. The participants were much more concerned with producing the correct artifacts and displays of teaching than they were critically reflecting on practice or engaging in their teaching in authentic ways. Under the presence of high stakes accountability and summative ends, the edTPA’s formative, educative potential became less prominent. Although Raul, Daniel, and

Alicia all recognized the value of reflection prompted by the edTPA, these benefits were secondary to the pressure to perform and construct idealized or stylized shows/enactments of teaching. These performative elements will be discussed further using Butler's (1990) theory of *performativity* in a later section.

***Relative rubric rigidity in the Danielson evaluations.*** The perceived rigidity of the edTPA contrasted with that of Danielson because of the additional layers of interpretation enacted by the University supervisors. Consequently, for Daniel and Raul, the Danielson was comparatively more flexible, responsive, and collaborative; theirs was a more dialogic, formatively focused evaluating experience. The more quantitative use of the Danielson rubrics, the more rigid they became. Alicia's supervisor took a more quantitative approach to interpreting the rubrics, which increased the rigidity of the assessment for her.

The Danielson Framework has the potential to be more responsive to the student teachers' particular contexts and their individual goals or needs. To this point, statements about purposeful use of certain language, staging a lesson, etc. were absent in Daniel and Raul's characterizations of their teaching for Danielson-based observations. Enactments of the evaluation were less performative as they were less concerned about the summative function of the assessment; it seemed their learning was the focus. Furthermore, most discussion of the rubrics themselves or criteria for evaluation was brief and took on a low-stakes quality. Interestingly, Raul described his Danielson observations to be overall less intrusive than his work for the edTPA, despite the fact that his University supervisor was physically present in the room. Raul explained how his supervisor kept their post-observation conversations grounded in his practice and how he could take things to the next level. She referenced example practices, or Indicators, outlined in the Danielson tools as suggestions for next steps. "Everything she's like,

‘Ok well, let’s look at what Danielson said.’” The rubrics, Domains (rubric categories) and corresponding Indicators (example practices characteristic of each Domain) were operationalized as talking points for improvement, not static checklists. The following examples illustrate the potential for Danielson to be enacted for formative growth, i.e., a tool responsive to individual student teacher contexts and developmental needs.

The formative manner with which the rubrics were applied by Raul and Daniel’s supervisors enabled them to accept, or challenge, evaluations of their teaching in dialogue with their supervisors. When the rubrics were used as tools for dialogue, student teachers seemed more empowered; pressure to enact teaching in one particular fashion was reduced if not completely removed. Raul often challenged his supervisor’s suggestions politely, justifying his choice not to act on her feedback. He weighed contextual details about his curriculum, students, and cooperating teacher’s requests. This sort of negotiation would not be possible with the edTPA or through a more standardized and rigid application of the Danielson rubrics.

This less rigid approach did create some issues. The student teachers perceived the Danielson rubrics to be limited in scope and therefore less effective in measuring teacher or teaching quality. Daniel, for example, saw the indicators on the Danielson rubrics and observations to be low stakes, and he therefore tended to dismiss them. They were something somewhat static but of little consequence, and because his supervisor, Barbara, interpreted the Framework as primarily a tool for dialoguing about practice, Daniel did very little to consider, reflect with, or attune his teaching methods to the rubrics. Similarly, Raul spent relatively little time reviewing the written feedback provided by his supervisor. Raul and Daniel’s perceptions of Danielson rubrics and evaluation procedures led them to do little to adapt their teaching enactments for this test.

As a counter-example, Alicia, experienced the fullest extent of rubric rigidity through her experience with her supervisor's use of Danielson. Because Danielson allows more highly interpretive, formative uses there was variation in my cases related to supervisor interpretation. Alicia's supervisor, Chrissy, interpreted and enacted the Danielson Framework in a manner that cemented the rubrics. University, State, and Danielson-required norms were carefully monitored. Numerical rankings of Alicia's practice were the focus of every post-observation conference and evaluation meeting. Once numbers became the primary concern, the rubrics seemed to contract and solidify. Consequently, Alicia perceived the Danielson rubrics and evaluation measures to be even more rigid than the edTPA, and her enactment patterns showed evidence of rigid regulatory frames.

Patterson and Perhamus (2015) might assert that the rubric got in the way of the relational power of a face-to-face evaluation in Alicia's experience with the Danielson Framework and all of the student teachers' experiences with the edTPA. Patterson and Perhamus note that rigid rubrics can create "an additional layer through which teaching and learning happen, rubrics impact the human experience of teacherhood and studenthood" (p. 23). This was certainly true for Alicia and her supervisor. The Danielson rubrics, when used as a way to summatively measure Alicia's teaching, was no longer a tool for dialogue, but a set of criteria to determine quality; these power dynamics only emerged when rubrics were used in a disciplinary or regulatory fashion. Similarly, the high-stakes and standardization of the edTPA rubrics led that assessment to be perceived as extremely rigid and stress-inducing. Ball et al. (2012) note that any analysis of policy enactment must take into account the significance of situated contexts, professional cultures, materials context, and external contexts. In the data discussed above, situated contexts and professional cultures are especially noticeable in the enactment of both

evaluation measures. Professional cultures of standardization, summative measurement, and accountability were visible in each student teacher's enactment of the edTPA and in Alicia's Danielson experience. Alternatively, professional cultures of formative assessment, development, and dialogue are evident in Raul and Daniels' supervisors' enactment of the Danielson Framework.

The remaining two sections further expound on the contrasting perceptions and enactment patterns demonstrated by all three student teachers during their experiences with these rubric-based evaluations. My analysis of data resulted in two sub-categories for rubricization. First, I will contrast their perceptions of scorers, evaluators, or supervisors; second, I will explore their perceptions of scores, grades, or feedback.

**Evaluators, supervisors, and scorers.** The candidates' perceptions of the evaluators of standardized, rubric-based teacher evaluation were just as complex as their perceptions of the rubrics themselves. The pressure or reductive qualities of rigid rubric frames were reflected in and even magnified by the enactment moves of supervisors and scorers. As Alicia put it, "I think Danielson's interpreted by whoever the supervisor is; it's not the same for everyone."

***edTPA scorers: Anonymous evaluators.*** Because the edTPA was administered and scored by employees of a third-party corporation, the scorer was anonymous and unknowable to the teacher candidates. The presence of an unknowable evaluator in addition to the rigid regulatory edTPA rubrics caused the student teachers to begin to internalize the disciplinary structures of teacher evaluation (Foucault, 1977). Put another way, they were required to construct artifacts of teaching for an evaluator they would never know and with whom could not engage. This disciplinary pressure was enabled by the edTPA's relationship to licensure. As this disciplinary internalization began to set in, telling tensions arose for the candidates. They felt



pressured to enact a form of teaching that would meet the requirements of the edTPA rather than a more authentic or context-responsive demonstration of how they taught “normally.”

Evidence of the process of internalizing the disciplinary structures of the rubrics is especially present in the language that Alicia, Raul, and Daniel used to characterize the edTPA scorers. It was clear that they wanted to know more about who would “grade,” and “judge” their teaching. They wondered about the qualifications of the scorers and their fitness for evaluating student teachers. Who were these people? What were they getting paid? What were their teaching experiences, if any? Raul expressed concern about the anonymity of the edTPA scorer and the potential privacy concerns related to sharing information about himself and his students, something that has been identified as an issue by teacher educators and scholars (Madeloni & Gorlewski, 2013).

I don't know how I would feel about giving Pearson that context -- giving them all that data to understand the context of my school. I don't know what they're going to do with all that data. I don't trust it. [So it becomes] Census-esque things when you turn in your edTPA but that doesn't tell them anything of who I am and my experiences. I need to translate that as best I can without giving too much information away.

However, Raul feared that this anonymization of himself and his teaching context could also work against him in the scoring of his portfolio. Without a rich understanding of who he and his students were, he feared that nuanced appreciation for his practice could get lost. There was also a concern about the quality of the scorers themselves. As Alicia put it, “We turn this in and then it's graded by Pearson, people who maybe aren't even teachers!” Without knowledge about their edTPA scorers, they were left to wonder about potential unfairness or biases in their interpretations of the rubrics or their teaching. Regardless of the edTPA's highly standardized

format and self-reported demonstrations of validity and reliability (SCALE, 2015a), the student teachers assumed that it was simply not possible to avoid some level of bias or individual perspectives. The rubric itself communicated certain biases through omissions and inclusions (Caughlan & Jiang, 2014), and the scorers were ultimately interpreting the rubrics and requirements (Delandshere & Petrosky, 2004).

Contextualized interpretations of the edTPA rubrics could have created the opportunity for flexibility or responsiveness to individual contexts. However, without the ability to discuss their teaching values and choices directly with the scorer, the student teachers were left to rely solely on the rubrics and other information distributed by Pearson. And even the detailed rubrics were not sufficient to communicate just what “they,” or Pearson, wanted. This lack of ability to communicate was dissatisfying at the least. It left the student teachers wondering if the process was a bit random. As Raul said, “It seemed like someone--they just had lunch and decided to pass me. That's what it felt like.”

It was clear that these student teachers felt the need to communicate with the person responsible for viewing and scoring their teaching. For example, at the end of the semester, Alicia said she didn't care about the edTPA and felt it was just a “waste of time” because,

I don't like submitting to [someone when] I can't even see the person. At least to me, with [my supervisor], I could at least talk to her, and kind of be like, "I don't know if I agree with that, this is where I see myself." You can't do that with the edTPA.

Even through an otherwise fraught relationship with her supervisor, Alicia preferred the opportunity to dialogue about her teaching with the person who would be evaluating it. An opportunity to dialogue was one way to better understand and cope with the disciplinary structure imposed by the evaluation tool.

As one simple demonstration of this need to communicate with scorers, the student teachers referenced “Pearson” in a personified manner during several of our conversations. For example, Raul scoured the rubrics to make determinations about “What Pearson wanted.” He made continuous references to the “they” of Pearson in several of our conversations. “I need to show Pearson, ‘Hey, student improvement, feedback, this is how they scored on this, this is how they did on that.’” Further, all three candidates intentionally utilized edTPA rubric language when crafting reflective essays for their portfolios. Because of the lack of an in-person mediator for the edTPA, candidates employed whatever strategies they could to enact what the rubrics required to satisfy the unknown scorer. Of course, there was indeed a “real” person who would eventually be scoring their edTPA portfolios, but because of the standardization of the evaluation, the only point of contact for student teachers was the rubric. The student teachers, although aware of the presence of a “real” person, realized that this person was only able to communicate what the rubrics and regulations of the test allowed. A barrier existed between the surveilled and the surveyor. This further magnified the rubrics’ perceived rigidity and related issues raised in the previous section.

Rather than evaluation encouraging dialogue about candidate growth, the edTPA’s rigid rubrics and unknowable scorers resulted in an evaluation context akin to a Foucauldian (1977) style of surveillance. Teacher observation has been common practice for several decades (Webb, Briscoe, Mussman, 2009), but the panopticon-like presence of the edTPA scorer puts a new twist on an old practice. The candidates, without having any interaction or knowledge of their edTPA scorers, act in strict accordance with what they think the scorers or Pearson would want. As Foucault (1977) puts it, the very idea of being surveilled or watched by a person of power enables the teacher to “be caught up in a power situation of which they are themselves the

bearers” (p. 201). The student teachers need not see Pearson or their edTPA scorer to feel that they were accountable to the assessment criteria. And although the internalization of the power of the edTPA was most explicitly observable in the candidates’ discussions of videotaping, it is possible to argue that these participants were learning an important lesson about teaching in a context of high stakes accountability--that their work as teachers would be subject to surveillance by a variety of governing audiences whose authority and qualifications are out of their control. They were entering into a profession that is part of a “surveilled universe” (Bottery, 2000) in which teachers’ work is highly scrutinized and a topic of constant debate. This surveillance-like perception of the scorer’s work arose again during Alicia’s characterizations of her Danielson evaluations, but contrasted with Daniel and Raul’s Danielson experiences.

*Danielson supervisors: Too familiar or not familiar enough.* At Midwestern University, the Danielson Framework and evaluation rubrics were enacted by the local, in-person University supervisors. And although each supervisor had completed the required, standard Danielson training and ongoing calibration activities, they enacted the evaluation procedures in their own distinct ways. Daniel and Raul’s supervisors, for instance, interpreted the Danielson Framework to be enacted as a formative, dialogic tool. They used the Danielson rubrics as supporting tools to focus their observations, provide examples, and to push their candidates’ thinking about teaching.

Enacted in this way, the Danielson rubrics did not play a prominent role in their supervisory experience, although the Framework itself was being used. The tool did not require highly specified enactments of teaching, but enabled more authentic teaching that would be discussed using the Danielson Domains. One distinction among the supervisors is their prior experience observing and evaluating student teachers. Daniel and Raul’s supervisors (Barbara

and Mary) were both retired teachers who had several years of supervision experience prior to the implementation of Danielson; they both had established their practices and identities as supervisors or evaluators prior using the Danielson rubrics, and therefore saw the Danielson as just another, new tool to use in a formative evaluation context. However, Alicia's supervisor, Chrissy, was a graduate student at Midwestern University who had just left the classroom. She had several years of experience being evaluated on the Danielson Framework in a fairly rigorous state policy context. Although Chrissy recognized the tensions presented when using a formative framework like Danielson in an evaluative context, it was important to her to apply the tool with fidelity. Compared to Chrissy, Barbara and Mary were much more focused on dialog-driven post-observation and evaluation conversations and holistic student teacher development.

Although discussions of evidence and artifacts were present for Daniel and Raul, the Framework was approached as one way of talking about teaching and improving practice, rather than the primary measure of fitness to teach. They had a formative evaluation focus rather than seeing Danielson as primarily a summative tool. Rather than staging or inauthentically enacting their teaching to match the specifics of the rubrics, a dialogic use of the rubrics meant that the rubric stretched them as they considered various aspects of their teaching. For instance, Mary, Raul's supervisor used the Indicators (examples of possible teaching practices) to push Raul to consider just how he could improve his practice. He described this as helping him consider teaching from the "pedagogy" side.

However, like Daniel, Raul did not engage in substantive reflection on the import or impact of his Danielson observations and evaluations and likewise did not see the process as rigorous or informative. The flexibility of his Danielson evaluation context enabled a very light application of supervisory feedback. Raul felt that his supervisor, Mary, was missing out on

opportunities to see him authentically teaching by not using pop-in methods to catch him in authentic moments of teaching, but he did appreciate her subtle, almost invisible observational style. “It was just me [teaching] and then Mary in the corner and she was very good at keeping her existence non-existent. . . . It wasn’t me putting on a show, it was me doing what I had to do.” This characterization of his observation experience demonstrates a non-rigid perception of the Danielson rubrics and observation procedures. Instead, Raul was in a supportive space to enact his teaching in the ways he thought best. Ultimately, the student teachers did recognize the of scorers and evaluators as gatekeepers to the profession, so their perceptions of rigor in this process mattered. However, the evaluative aspect of their supervisors’ final evaluations of their teaching was not the primary focus of discussion, leaving them with a supervisory experience that was more formative than summative.

Alicia’s experience with her University supervisor, Chrissy, demonstrated a different possibility. Alicia’s frustrations with her University Supervisor illuminate issues that contrasted with the other participants. The more frustrated Alicia became with her supervisor, the less she trusted her evaluative eye, and the more she articulated specific qualities that she wished Chrissy possessed. In particular, she questioned whether Chrissy’s teaching experiences were appropriately matched to her context.

Obviously, you [Chrissy] have a good English background, but I’m directly doing something for history. I’m not saying that you don’t know your history, but based on what I know--and I know my students--what you’re telling me right now, this would not work with the students in my class. So I don’t want to do that! . . . It’s frustrating because I’m like, you don’t know the whole dynamic of the class. . . . If you’re getting rated by someone, it should be someone in your exact field. You should have someone who’s been

in a school like yours, who's had the same kind of diverse group or non-diverse group [of students], [who has taught the] same content.

Alicia started to discuss the experiences and qualifications she wished her supervisor had as justification for distrusting or disagreeing with Chrissy's evaluations of her teaching. I noticed that these concerns became more pronounced as Alicia became more frustrated with what she saw as relatively low scores on her observations. Alicia was also experiencing tension at the intersection of rubric-based evaluation and identity (Patterson & Perhamus, 2015), as is demonstrated in the following quote:

When she was saying they didn't respect me ... Out of everything [other corrective comments] I was fine but I think that was the thing that was a little like a dagger to the heart a little bit to me; how she's like, 'But do they *really* [respect you]?' It was almost condescending to me. I was like, "I don't know if you're trying to be [hurtful], but that was very hurtful."

Alicia's case not only illustrates what characteristics and qualifications a student teacher might consider desirable in a supervisor, but just how important those characteristics can become once stakes rise and accountability or measurement become the focus of student teacher evaluations. In general, the rubrics themselves mattered less than the enactment of the evaluation measures for these student teachers.

Ball et al. (2012) note that teacher observations are one among several "staged events and processes" (p. 45) that serve to translate policy directives for teachers. Such events are the connecting link between policy and practice, and put into motion varied enactments of policy. They go on to say that observations are examples of:

Banal policy “enforcement,” intimate moments of direct interplay between policy and practice. . . . Such visibility can be formative or summative, it can be about sharing and improving practice, a learning process, an opportunity to be ‘outstanding’ or it can be reductive, the reduction of a teacher to a grade. (p. xx)

This intimate exchange between high stakes accountability policies and the highly personal act of teaching may explain some of why Alicia was so frustrated with her supervisor. In addition to the tension already at play between summative and formative ends, Alicia felt that her teaching was being evaluated in a manner that did not properly attend to her teaching. It was too impersonal, too rigid, and too disciplinary. The reductive, enforcement-style qualities of evaluation were also seen in Alicia’s reactions to scores or feedback.

**Perceptions of evaluation outcomes: Scores, Grades, and Feedback.** A comparative look at the student teachers’ perceptions of the scores provides another interesting set of comparisons. At face value, it is common sense that the feedback provided by the Danielson observations would be perceived as more authentic than that provided by the edTPA; Danielson feedback is typically given verbally and in written statements of evidence, soon after teaching and consistent over time, whereas the edTPA feedback is a single report provided using the text of the rubrics themselves. However, a closer look at the candidates’ experiences and perceptions with evaluative feedback reveals the influence of rubric-based evaluation measures.

***edTPA scoring: Impersonal and uninformative.*** Standardized rubrics can reduce the potential for detailed, useful feedback. When applied in a standardized manner across varied contexts, rubrics are intended to produce standardized, efficient reports or rankings of performance, a function that represents corporate theories of Taylorism and Fordism (Flynn, Tenam-Zemach, & Burns, 2015). These values are clearly present in the mission and focus of the



edTPA. As a purported “bar” exam for teachers, the edTPA’s heavily standardized rubrics serve to reduce complex teaching behaviors into static, concise categories, packaged for consistent and efficient measurement; clear operationalization of Taylorist ideals in educational settings (Au, 2011) and teacher evaluation. Quantitative, summative measures of teachers’ work enables efficient measurement for the purpose of a higher quality teaching product. Fordism is also present in the edTPA. Consistent, line-style procedures are to be followed during construction and scoring of the portfolios in order to maintain a consistent teaching product, all of which is driven by the rubrics (Flynn, Tenam-Zemach, & Burns, 2015). Although more complex, some of the same connections can be made for the Danielson Framework. Although originally created as a way (framework) to encourage more student-centered teaching methods, it has been rebranded to be scaled up and applied as a tool for screening teachers (Danielson, 2011). As Raul once put it, evaluations like these can make sure a teacher in Arkansas or Mississippi is just as good as one in Illinois. However, while attractive on one level, these ideals generate problematic effects at the individual level.

Tensions between efficiency and measurement ideals were especially evident in the student teachers’ experiences with the scoring of their edTPA portfolios. As previously mentioned, the procedural and logistical demands of the edTPA were quite heavy. The students spent hours upon hours during an already demanding semester planning, strategizing, aligning, reflecting, and writing for their edTPA submissions. The rubrics were a prominent focus throughout this process, serving as the main source of communication between Pearson and candidate. Considering the specificity of the requirements and the significant amount of time required for construction of their portfolios, all three participants were all quite disappointed to find that the feedback provided to them was brief, non-specific, and non-personalized. For an

evaluation measure that claimed to provide formative learning opportunities for student teachers (SCALE, 2015a), they expected much more. However, the strictly standardized nature of the edTPA was also carried into its scoring procedures. For example, Raul found his edTPA feedback to be so impersonal and uninformative that it felt arbitrary.

I think I would've appreciated it more if it was more specific, like three-point-five here, two there, or two-point-five in different areas. It would have felt more catered than, "You just get threes and one four. You're good. Sure."

Even the addition of fractions seemed to be an improvement on the feedback provided by the edTPA. Candidates were only provided with the text of the rubric as justification for each category's score. The edTPA feedback was too brief, too vague, and too standardized, and caused the student teachers to wonder how valid the scores really were. Alicia, for example, said:

They probably have a sheet in front of them and they have to check off a checklist and they are just checking it off. How do they really get to see what kind of teachers they are if they are just using a checklist? It's frustrating.

The strict adherence to the rubrics for feedback seemed to imply a checklist scoring procedure. This was unsatisfying to say the least. Similarly, Daniel described his initial reaction to his score, saying:

Well, at first I looked at it and I said, "Oh I passed." And then I looked and there wasn't a single 4 it was all a 2 or 3, so I was like, huh. I thought I did better than that. But maybe I didn't do what they wanted.

As a high-achieving students and familiar test-takers, the student teachers expected more. Despite their confidence, each student teacher had begun considering the worth of their teacher-selves against the ratings assigned through evaluation. This becomes possible as rubric

expectations transition from a simple tool to “an inscriptive part of the ongoing process of how teachers and students understand their identities in the education process” (Patterson & Perhamus, 2015 p.23-24). As high achieving history majors who considered themselves to be good writers, good test takers, and good teachers, the brief and static feedback was frustrating. Daniel commented, “I mean, they don’t give you much feedback. They say like two sentences and it’s like, you know what I mean? It’s not much of an explanation. . . . I perceive it as incorrectly judging what I did.” Daniel was surprised that his strategy to “teach to the edTPA test” did not pay off. He did what he thought they had asked of him, but still received relatively low marks. Brevity and standardization in the feedback left the student teachers with unsatisfying and unquestionable end results.

If Barbara gave me that feedback I’d be like, “[Barbara,] what does this mean? Can you show me examples? Can you point it out in my work?” . . . . The relationship is important, but if it’s still the same, it’s still the same feedback and the edTPA gave *none*. Simple rankings or scores aligned with a rubric would not ever be enough to support his professional learning. Anything less was perceived of as below their needs as teachers.

This came into clearer focus through a quote by Alicia, who discussed edTPA scores using traditional letter grade language.

I know most people have been getting D’s, and that’s a great score, because it’s like, an average for right now. [Where the cut score currently sits] we’ll probably pass fine. . . .

But I can see people in the future getting more frustrated.

To label edTPA scores as letter grades, Alicia calculated the cut score’s percentage relative to the total possible score. Daniel also referenced his edTPA score in letter grade terms. A minimum 35 out of 75 total points (47%) was required in the state to pass during the 2016-2017 academic

year. In accordance with State Board policy, this cut score was set to “ramp up” each year. Assigning letter grades in relation to evaluations of their teaching practice is perhaps one of the more interesting findings in this study. One could interpret this phenomenon as evidence of the student teachers’ reversion to studenting behaviors or perspectives. As young adults who had grown up and been educated during the era of high stakes accountability and No Child Left Behind school policies, these student teachers were quite familiar with the norms and expectations of testing. They had experience receiving brief, standardized feedback on standardized exams such as the ACT, but this evaluation context was different. The numbers on the rubrics now represented more qualitative judgements about them and their teaching, and so they wanted to know the reasoning behind the scores.

Disciplinary power is dependent on observation from authority, normalized judgement, and examination (Foucault, 1977). As Foucault asserts, examination is the operationalization of normalized judgements. It’s the central process for the creation of a teacher into the image of the ideal norm. These are the techniques of observation and rubric-based evaluation. Evaluation through rubrics makes ranking, classifying, and judging teacher practices possible. It also can enable punishment or reward of ideal teaching practices. These structures are certainly evident in the three cases of student teacher perceptions and enactment of teacher evaluation, although to varying extents. Perhaps as one way to cope with the frustration, once they received such brief, unsatisfying feedback from their Pearson scorers, they reacted as students being graded -- not professionals receiving evaluative feedback on their practice.

Alternatively, the equating of these scores to letter grades could also be seen as evidence of the potentially reductive capacity of teacher evaluation metrics (Ball, Maguire, & Braun, 2012, p. 46). To a certain extent, these student teachers’ characterizations (evaluation-as-letter-

grade) stand as evidence of the translation of evaluation policy into the ranking and grading of student teachers into objectively static categories of fitness.

*Danielson feedback: The importance of interpretation.* Alicia's high stakes, measurement-focused experience with Danielson feedback resulted in a preoccupation with numbers over formative feedback. There was a sense that Alicia had to wait for judgement to be assigned to her and that this process was almost more about the supervisor's reading of her practice than the teacher candidate.

I think spending more time, especially during those midterm and final evals, more time more on the strengths and weaknesses, than necessarily like, "You got a two here. You got a three here." Or less on, "I want to give you a three on this, but [my boss at the College] told me not to give you too many threes." Why would tell me that? Instead, talk more about my strengths and weaknesses, and then how about say, "Overall" ... Yeah, Chrissy was making it more about that [what I should have done], like super in detail than what I would have liked it to be, like just a broad picture.

This concern over numbers and scores (i.e., twos versus threes) was perhaps, partially in response to the translation of teacher evaluation policy at Midwestern University. Ball, Maguire, and Braun (2012) assert that, prior to making its way to classroom teachers, education policy is first filtered through layers of policy translation and enactment at the institutional level. This complicates a researcher's interpretation of policy-in-enactment on the level of individual teacher, as it is an exercise in

Interpretations of interpretations of interpretations, that is, what different policy actors, with differential power/knowledges/allegiances and commitments actually *do* in schools

with different strands of, and pieces of, education policy, in circumstances often not of their own choosing. (p. 17)

These layers are especially numerous for student teachers. In the case of Danielson, an institutional choice of the Danielson Framework (which is all but required at the State level for inservice teacher evaluation) had been translated and enacted for preservice teachers. Then, individual supervisors translate and enact the Danielson framework in a manner with which they are comfortable. By the time Danielson makes its way to the student teachers, who will ultimately enact the evaluation policies themselves, a great deal of interpretation has taken place and tensions arise.

This tension over Midwestern's Danielson scoring policies emerged for all three student teachers. It was institutional policy that student teachers, as novices, should primarily be receiving ratings of "two" on the Danielson rubrics. Supervisors were prompted to be sparing in the use of threes and especially fours on the rubrics, and in the name of transparency, they often discussed this with their student teachers. Danielson herself stated that the "four" or "Distinguished" rating is something that even the best teachers are only occasionally able to achieve in their day-to-day teaching (Danielson, 2011). The supervisors justified this practice to the student teachers, saying it would help them better adjust to being evaluated on the Danielson Framework in their first year of teaching. Even teachers in advanced years of their careers were only receiving threes on the Framework. Despite this common sense justification, the "twos only" approach led the student teachers to question the accuracy of the rubrics. Alicia was consistently struggling to justify ratings of three over two, and Raul felt that the system did not fully represent his skills.

I'm still a little hurt by the idea that we're only gonna score a two on the Danielson things, because I'd want people to know if they're doing a really good job. . . . [being limited to earning a two] isn't meaningful. It's just, "Hey you're good enough, but we can't really be honest because that's not what the department wants." . . . I don't want to have that mindset when I go become a teacher, just "Oh I got a two, I must've done good enough, that's fine." . . . It puts you in a pass-fail situation, which I don't think is rigorous enough. I need more. I want more for other teachers too.

This policy not only created tension between supervisor and student teacher, but made some of the scoring and feedback related to the Danielson rubrics seem arbitrary or unsupported. During an interview following his midterm evaluation, I asked Daniel how he was making sense of his Danielson scores and what they meant to him. He responded,

I don't know. It's hard to understand. Barbara [my supervisor] and Mark [my cooperating teacher] didn't really explain it, if that makes sense. They didn't explain why I got the score I did. Generally, they said, "You met the requirements. You did this. You showed professional responsibility so you got a two," or something. I know Barbara gave me straight twos. I believe that's what she said she was going to do. But it's like, I would assume I got higher than a two on professional responsibility if I was actually graded or I would assume in some others I would get higher. Maybe I would even get lower on some. You know what I mean? She just did straight twos. I think it's just something she does as her thing. If you're a passing teacher, you get twos. She doesn't mean any harm or anything.

By the end of the semester, the student teachers had developed a fair amount of apathy towards the approach and therefore perceived the process as inaccurate and uninformative. All of this talk

about whether or not they “were a two or a three” distracted from the more valuable formative learning and professional risk taking that can be so valuable during observation-based evaluations. The presence of the rubrics and their numerical designations, in these cases were a distraction and deflated their perceptions of themselves as competent teachers.

Here, I would echo what a few others (e.g., Meuwissen & Choppin, 2015; Wei & Pecheone, 2010) have already asserted, that the presence of high stakes accountability obstructs the potential for the edTPA to be much of a learning tool at all. As is evident in the case of Alicia, when teacher candidates perceive an evaluation tool to be abstracted by measurement, it lacks the ability to be seen as of much value. Similar outcomes were seen when an evaluation tool is seen as just serving one particular function, for example, to fulfill program requirements. Furthermore, the programmatic decision to encourage supervisors to score satisfactory student teacher practice as a “two” on the Danielson rubrics may have led to a diminished sense of individual attention or differentiation in the tool, therefore leading to some dissatisfaction or lack of interest in Danielson feedback.

### **Conclusion to Section I**

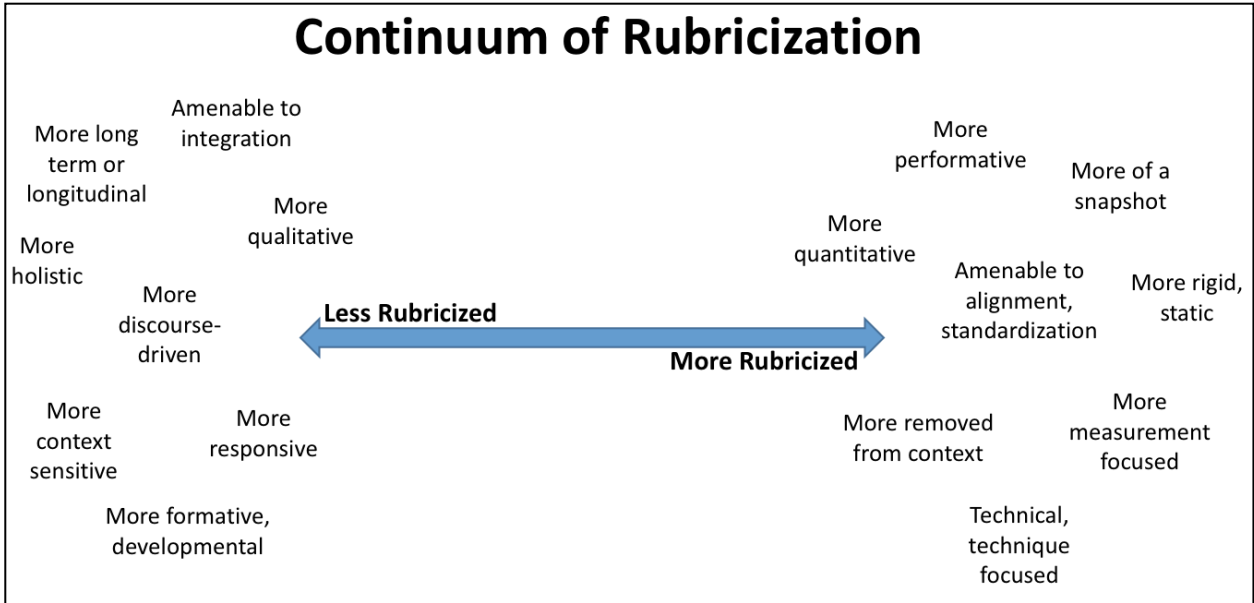
In the earlier rounds of constant comparative coding of this data (Merriam, 1998), I expected to see tensions primarily arising with the edTPA. However, one supervisor’s (Chrissy’s) interpretation and enactment of Danielson complicated this picture. Put simply, the more “rubricized” (Maslow, 1948; as cited in Tenam-Zemach, 2015; Patterson & Perhamus, 2015) and measurement-focused the evaluation experience became, the more candidates expressed tension, frustration, or dismissal of the scores/feedback. My data demonstrates that rubricization is not static. Rather, perceptions of rubricized evaluations can be represented on a



continuum. This continuum is sensitive to, but does not rely on, a particular assessment. (See Figure 5.1).

Figure 5.1

*Continuum of Rubricization*



The Continuum of Rubricization can serve as a kind of thought experiment to visually demonstrate each student teacher’s unique perceptions and enactment of the Danielson and edTPA. For instance, if I were to map the collective of Alicia’s responses to the Danielson Framework on this continuum, I would place this towards the right, nearer the “More Rubricized” side of the Continuum. Her highly measurement focused experience with the Danielson Framework led her to focus on very technical, observable, discreet practices and she found the process of being evaluated disruptive to her student teaching experience. However, her perceptions of the edTPA would be closer to the middle. Figures 5.2, 5.3, and 5.4 demonstrate these placements for each student teacher. My interpretation of their experiences with the Danielson Framework are indicated using red circles, edTPA is indicated with green squares.

Figure 5.2

*Continuum of Rubricization – Alicia*

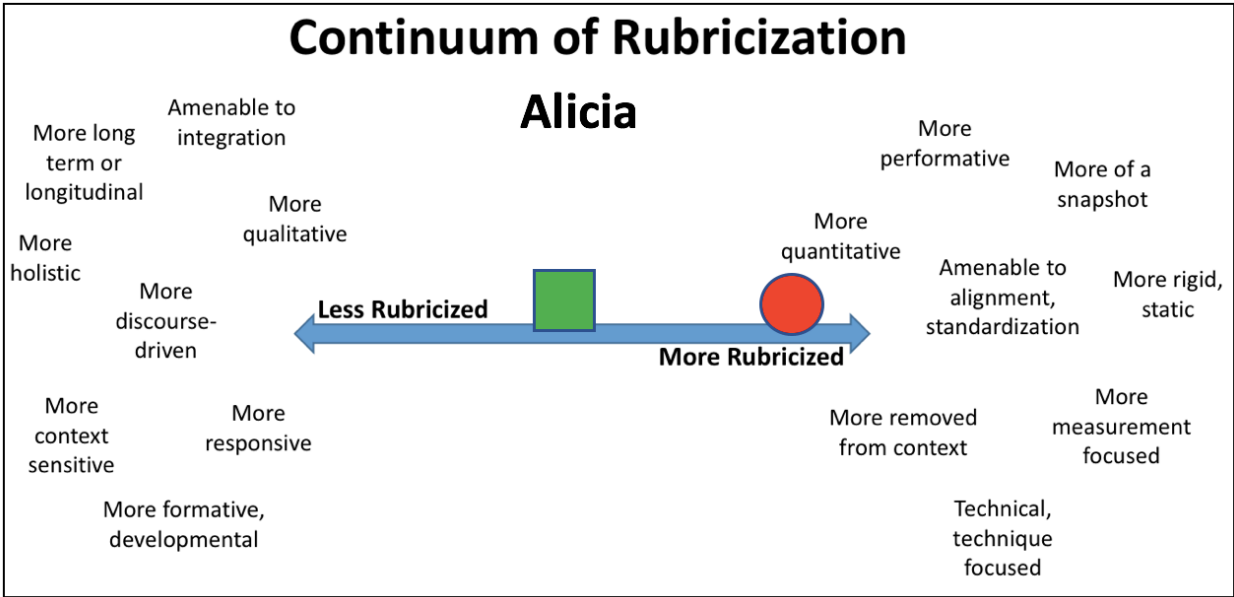


Figure 5.3

*Continuum of Rubricization – Raul*

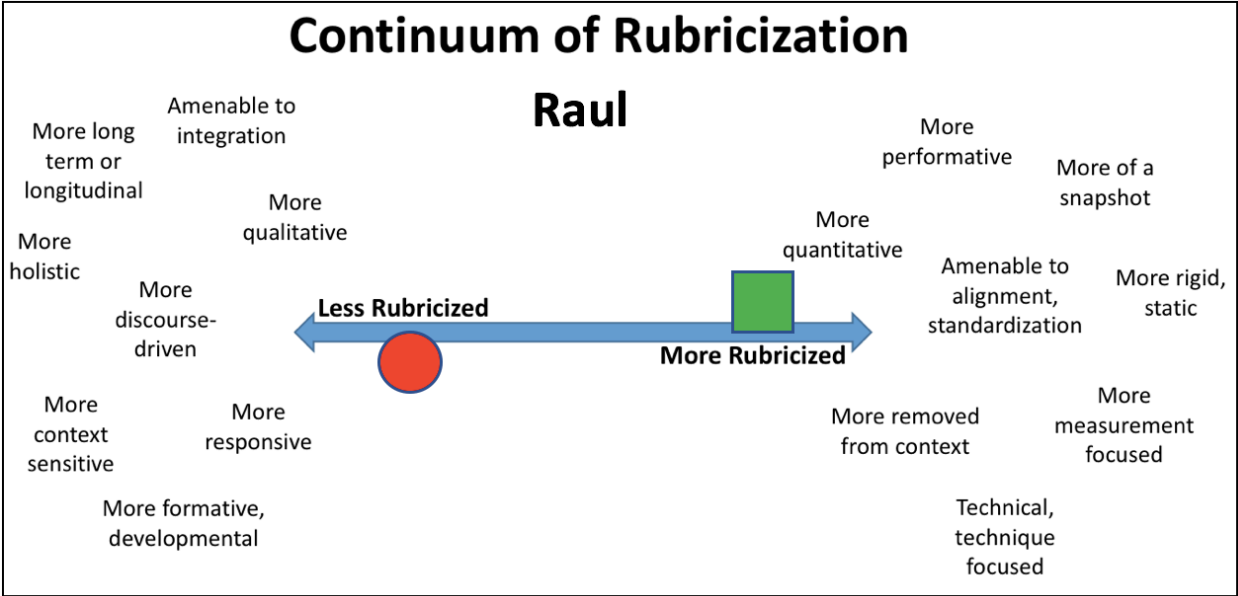
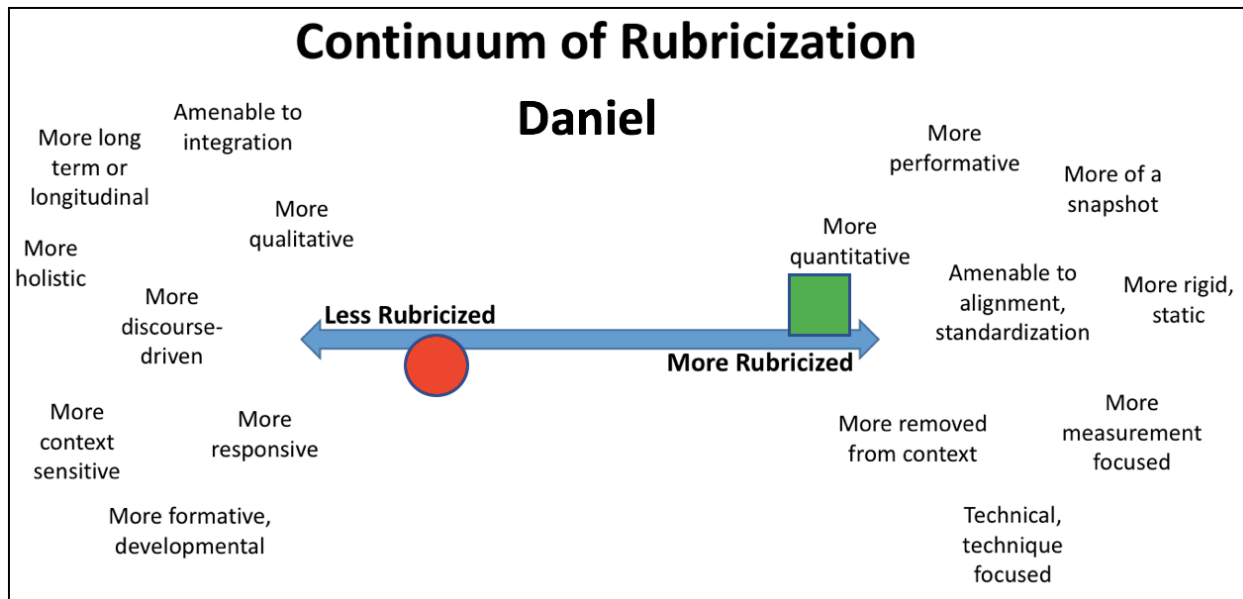


Figure 5.4

*Continuum of Rubricization – Daniel*



When perceived as “more rubricized,” the tools were dismissed and essentially not viewed as educative tools. As an illustration of this difference, we can consider the advice Alicia imparted to incoming student teachers about to embark on their edTPA and Danielson evaluations. She said,

I would say just be yourself in your teaching, because I don't think it's going to help you any bit to try to change just for the Danielson because you're not going to get a true reflection of what your teaching is. I would say be risky ... try to do something you've been wanting to do and you're not sure how it would go, and then you have someone else who's there who can reflect with you.

Despite the tensions and stress she experienced with her Danielson evaluations, Alicia still recognized the formative capacity of the Framework. Her note to “be risky” is especially telling; without risks, some of the deeper professional growth would not be possible. For advice with the edTPA, however, she immediately gave strategic/logistical tips.

I would probably say don't do what I did and get so much of it done in the beginning then think, "Okay, I have time." Try to get it all done, but also maybe don't take on a super hearty project like mine.

The edTPA, in the end, was perceived of as a task to complete not a full learning experience.

Although Alicia engaged in some performative teaching for both tests, she was still able to find value in the reflective elements and the value of taking risks and trying new things.

Raul's overall more positive perceptions of accountability and standardization of teaching meant he was relatively less frustrated than his peers by rigid rubrics. As he put it, his focus was more on marrying the various elements at play in his teaching, and then tweaking his approach slightly for each evaluation context.

When it comes to general every day planning it's saying, "Okay, so where's the goals of the district?" "What's our general curriculum?". . . When it comes to Mary I have to say, "Okay, so we're working on this [Danielson] Domain so let me make sure I have this Domain in there." . . . Then when it comes to edTPA, it's well how do I make this all visible? How do I make this idea translate through text, visible, physical, artifacts? How do I show edTPA, how do I show Pearson that I did this?

Raul's overall perspective towards evaluation was one of improvement, but with elements of performative teaching for distinct audiences (i.e., his edTPA scorer). On the continuum, his characterizations of Danielson would be just to the left towards "Less Rubricized" and edTPA just to the right towards "More Rubricized," but only a bit of distance would appear between the two. Daniel's characterizations of edTPA and Danielson, on the other hand, would be generally farther right than Raul and Alicia's. When perceived of as "More Rubricized," the tools were dismissed and not viewed as educative tools. Daniel appreciated his supervisor's care for him,

but found the process of being evaluated, in general, to be uninformative and even a little annoying. His edTPA teaching was extremely performative, putting him far out of his comfort zone, and his Danielson experience, although less performative and more personalized, was never perceived to be of much formative value.

Following their study of the use of rubrics for assessing preservice teacher dispositions, Lalonda, Gorlewski, and Gorlewski (2015) concluded that standardized rubrics, despite presenting the *appearance* of measuring and quantifying the qualitative or complex aspects of teaching, never quite accomplish it. It is nearly impossible to reduce a social process so complex as teaching into static measurements. Rather than presenting rubrics as the interpreters and enforcers of effective teacher practice, they suggest that rubrics should be used in *dialogue* about practice. They suggest that,

The strength of the rubric is also its weakness; it is a surface-level tool. But, if used intentionally, it can be a lever for continuous improvement. Teacher educators can use them to establish a dialogue relationship with preservice teachers by modeling rubric use as a critical, dynamic, *nonstandardized* endeavor. (p. 146)

The edTPA and Danielson Framework are more complex than what is included or excluded from the rubrics. However, when student teachers view rubrics themselves as the stand-alone communicative element of the assessment, this reduces or excludes the opportunity for dialogue with a scorer and, consequently the formative ends of the tools and procedures of evaluation. The same is true when dialogue is included but focused primarily on measurement of teachers and teaching. When perceived to be a standardized endeavor, evaluation measures are of less formative value, scores are interpreted as less valuable, and scorers seem untrustworthy and arbitrary.

## **Section II: Evidence of Performativity**

This section will consider the application of teacher evaluation policy enacted by individual preservice candidates. Throughout my study, I was presented over and over again with evidence of each participant's acknowledgement of some of the political and social realities of teacher evaluation. It was somewhat surprising to see teachers in the earliest years of their careers so quickly developing some of the same attitudes as their much more experienced mentors. Ball, Maguire, and Braun (2012) describe teachers as situated within impactful contexts that include diverse professional cultures. The teacher candidates were situated within a professional culture that had begun to feel fatigue and cynicism from rapid revolutions of educational reform, especially reform related to evaluation. To varying degrees, and for different reasons, they positioned Danielson and the edTPA within the context of this cycle of educational reform. They understood and described a professional culture that had grown tired. Raul, for example, described a faculty inservice day early in the semester in which his cooperating colleagues were learning about a new set of evaluation requirements. The teachers at Westside High School were about to be held to a different standard for documenting student learning objectives (SLOs).

[The teachers said] It's really just the state wanting hard data. And they're like, "Well, it's called SLO now, but a couple years ago, it was called something else. And in a couple years from now, it's gonna be called something else." It's just a cycle of, to them, this is reform, but really, it's not reform, it's just--just repackaging something that's not helping anymore.

In this atmosphere, it is understandable that performative enactments of policy would arise. The teachers at Raul's school were providing him with a warning of sorts: this too shall pass. Like

Raul, Daniel and Alicia were situated in a professional context that had found it best to selectively enact new policies in order to reserve energy for new changes that would inevitably come again.

These student teachers' cooperating mentors had learned how to engage *with* rapidly revolving policy contexts; leveraging agency on the situation in whatever means were available to them (Ball, Maguire, Braun, & Hoskins, 2011). Their interpretation, translation, and enactment of policy was complex; subject to significant impositions of power, yet dynamic and agentic. Like other teachers represented in the literature on policy enactment, they were "engaged, coping with the meaningful and meaningless, often self-mobilized around patterns of focus and neglect, and torn between discomfort and pragmatism, but most are also firmly embedded in the prevailing policies discourses" (p. 625). Such situated comments are likely to leave a mark on the development of novice educators.

My data supports the argument that although preservice teachers may be otherwise characterized as acted *upon* by policies or other sources of control or power, they are active agents in their own development, integrating new learning from multiple sources, and negotiating their professional selves at the juncture of numerous historical, political, and social discourses (Tatto, Burn, Menter, Mutton, & Thompson, 2017). Their perceptions and behaviors provide insight into this negotiation as it relates to one of the more significant influences on their development: evaluation.

A deeper analysis of how preservice teachers' take up these social tools could aid in our understanding of the complexity of their professional learning and the development of their teacher/professional selves. My data complicates our understandings of the interaction among these forces, showing a process of agentic negotiation. My intention is to illuminate the

complexity and nonlinearity of policy enactment at the level of the individual teacher; context matters, and I understand preservice teachers' interpretations, prior knowledge, perceptions, and experiences to be valid and significant influences on their *enactment* of teacher education policy (Ball, Maguire, & Braun, 2012)

When considering how to interpret and frame my findings about preservice teacher evaluation tools and procedures, it became clear that a policy lens was necessary. First, a dialogue about policy has always been relevant to my work as a social studies educator and social studies teacher educator. My social studies candidates and I often discuss local, state, and national policies that relate to schools, students, and teachers. As outlined in their case narratives, the students who volunteered and were selected for this study were also particularly interested in policy discussions and the political landscape. Second, and perhaps more obviously, University and state policy required that my student teachers demonstrate satisfactory performance on the Danielson Framework and edTPA to achieve licensure; without these layers of power and institutional pressure, many of the complications and tensions present in my student teachers' stories might not have been quite so salient. Yet, even without the pressures of high stakes accountability, evaluation rubrics are inherently political tools. Third, my student teachers also discussed teacher evaluation within a larger institutional and political context, indicating an awareness and agency in the enactment of these policies; they were aware, to varying extents, of the role of teacher evaluation tools as policy technologies. And finally, the enactment choices each student teacher made in their practices in measurement-focused evaluation contexts demonstrated elements of *performativity* (Ball, 2003; Butler, 1990). The latter two contexts (state/institutional policy and the participants' awareness of institutional policy/reform efforts) are of particular relevance to this section of my analysis.



**Attitudes and enactment: Evidence of performative teaching and construction of teacher selves.** Butler's (1990) concept of performativity informed the development of my research question and methods. Performative aspects of the student teachers' characterizations became evident during discussions of the evaluations of their practice. Social/cultural and political/economic discourses seemed evident when concerns about measurement were discussed.

*Performative construction of a good teacher.* Hey (2006) explains that Butler's (1990; 2004) theoretical redefinitions of gender enable us to consider how positioning one's self against an "other" can stand as evidence of discourses of power at play in the creation of self. She illustrates this through a series of interactions of adolescent girls, discussing why they wouldn't want to shop at a certain store so as not to appear "tatty". Similar self-positioning was evident in my data. Raul, for example, frequently positioned himself as "other" against his peers, who he saw as the more regularly-trained student teachers who did not yet have the full perspective his additional time in Teaching Fellows had afforded him. Raul felt that his experience in Teaching Fellows meant that he had a stronger understanding of best practices and teacher evaluation. As he constructed his image of what a "good teacher" was, he drew discursive lines in the sand, so to speak. He engaged the powerful discourses of accountability and standardization as part of his performative characterization of his teacher-self. Take, as an example the following quotation about the edTPA. Raul, although critical of the edTPA's corporate ties, wanted to position himself as a teacher who was good enough or high quality enough to not worry about it.

Use it [to] create some type of high bar to professionalize the career, to professionalize teaching. . . . You just have to suck it up. I think there's more to gain from the edTPA, from these processes, no matter how terrible they are and no matter how much people

want to complain. I think there is a lot of merit to the edTPA. Could it work differently?

Yeah, but someone will always have a problem with something.

Good teachers, according to Daniel, accept the good with the bad so long as it means the profession is being held to a high standard.

Raul also was in the act of constructing an image of himself as an exceptionally good teacher when he criticized Midwestern University's procedures for Danielson observations. The carefully planned and discussed lesson plans were not rigorous enough. He felt that pop-in or surprise observations were what truly high quality teachers should want. And so he said, when he was preparing for his University supervisor to observe and evaluate him, that he would, "[rather] you catch me unannounced. . . . [I'd rather] they just popped in. . . . Then I think they see how you really get engaged with the students." This idea extended to a criticism of teacher evaluation in general. Speaking about both Danielson and edTPA, Raul again found a way to perform the good teacher who wasn't afraid of a challenge.

Don't just grade me on what I planned and why, but grade me on what *happened*. Grade me on how effective it was. 'Cause if it wasn't effective, it doesn't matter how well I planned it, 'cause it means I'm not making those adjustments that I needed to do. Then I shouldn't be a teacher.

Raul's quote shows an application of accountability language towards his own practices. He works to construct a display of a strong teacher who can demonstrate "effectiveness" through student assessment data. Raul was performing the role of good teacher for me in our interview while working out how he fit into larger power discourses around teaching and teachers.

***Performative spectacle, cynical compliance, and game playing.*** The overarching power structures of accountability and standardization present in Raul's quotations were also evident in

moments of performative teaching. The student teachers often positioned themselves as resistant to measurement-focused or high stakes summative evaluation procedures when they were in tension with what they found to be supportive or relevant. They felt tension with the pressure to enact “repeated social performances” of teaching (Applebaum, 2004, p. 64) especially when these social performances were at odds with what they would “normally” or “regularly” do in their teaching. Ball (2003) identifies this as “values schizophrenia,” when teachers feel that they are being told to act or teach in a way that conflicts with what they would otherwise like to do.

Ball also states that performativity represents the “translation of complex social processes and events into simple figures or categories of judgement” (2003, p. 217). In his analysis of performativity in British education policy contexts, he categorized their responses into three categories: spectacle, cynical compliance, and game playing. I saw evidence of these three types of responses in my student teachers’ descriptions.

*Spectacle.* Daniel’s decision to construct an edTPA lesson entirely for explicit vocabulary instruction can be described as a performative spectacle (Ball, 2003). His goal was to construct a spectacle, so to speak, of teaching vocabulary in order to demonstrate what he interpreted to be the edTPA’s academic language requirements. It is apt to characterize this teaching as spectacle as he described feeling uncomfortable with the lesson, it was something he would otherwise not have done and had not done since. His edTPA lesson plan included skits for students to perform vocabulary terms, but he did not repeat this instructional method in his subsequent teaching. Daniel’s performative decisions are also seen in the length of this lesson. He pushed the “explicit” teaching of vocabulary to a full three days of instruction. When compared to other things Daniel said about his teaching, this was also uncharacteristic. In addition to Daniel saying that this was too much time to spend on vocabulary, his cooperating teacher and supervisor also

described his teaching as more focused on larger, social issues than vocabulary teachings. Additionally, Daniel was more likely to move quickly with his students through simpler content like vocabulary, and felt that the pace of his departmental colleagues was a bit too lax and focused on what he saw to be too simple or knowledge-level learning. He was also struggling with his preconceived assumptions about what his students should be capable of handling, especially when it came to reading and writing. A three-day deep-dive into vocabulary was simply not Daniel's style.

Daniel also demonstrated performative spectacle (Ball, 2003) in his choice of instructional methods for the edTPA. The implication of the edTPA rubrics and requirements for him seemed to be that he should be seen on video interacting directly with his students. Because he did not have a mentor available during filming to provide a close-up recording of his interactions with students, Daniel chose to do a great deal of teacher-driven, direct instruction. Daniel even mentioned the importance of putting his objectives and agenda on the board while he was filming his edTPA lesson. He said he normally felt that objectives were sufficiently communicated verbally, but he wanted to make sure they were clearly displayed for the scorer on video. This is a particularly salient example of spectacle. It was not enough to be seen on camera interacting with groups of students, he needed to be able to show himself talking to his students in a manner that befitted the edTPA, performing teaching for the camera. Interestingly, Daniel also spoke performatively when describing how he would prepare for his initial interview with his supervisor. He said he was "not worried" about it, but was still afraid of "arbitrary judgements" of his teaching. So, he made plans to dress up, get a good night's rest, and eat a good breakfast. It was almost as if to say these were the things he knew to do when he was going to be tested, and that was how he should perform preparation.

Alicia alluded to some performative enactment of teaching, as well. However, the construction of a performative spectacle was more prominent for her when she was preparing for observations by her University Supervisor than in relation to her edTPA:

The biggest thing [I've learned about being observed on the Danielson Framework is] that I think every teacher probably does it, and I do it, when they do come in you completely, not completely change your whole instruction, but I do feel like you have to put up this front that you can't really show how your everyday class goes on because there might be [comments from your supervisor] like, "Well that's out of hand" [even if you feel differently].

Alicia's distrust of her supervisor's perspective and the layered complications of a measurement-focused approach led her to believe that the best, and even most common, way of handling a Danielson observation was to *stage* the kind of teaching the supervisor most wanted to see.

*Cynical compliance.* Ball (2003) identifies cynical compliance as one among several strategies employed by teachers who are "fabricating" or performing teaching as they scrutinized or inspected for quality. Daniel described his perspective on teacher evaluation as "cynical" early on in the semester, and this perspective held true in his performative enactments of evaluation procedures and tools. Daniel engaged in an almost parodied tone of accountability and objectivity language when discussing his edTPA. His perspective on the edTPA was separated from his individual development as a teacher; he primarily saw it as indicative of the program he came from, as well as a manifestation of larger corporate reform pressures. Performative measurement-focused language and an attitude of cynical compliance (Ball, 2003) were frequent in Daniel's characterizations of the edTPA. He used an ironic tone when discussing the use of research to justify his instructional choices in the edTPA written commentaries. In our

conversations about these issues, he often used terms such as “research-based,” “effective,” and “best practice” with a tone of irony. He said things like, “Good practice has shown us that . . .” or, “It is more effective to . . . .” and “There is research behind . . . .” when I asked him to describe his work for the edTPA. He used a sarcastic tone saying this as if to indicate his cynicism in these measures of effective practice. He also mentioned several times throughout the semester that what he really learned from completing the edTPA was how to “prove” or justify his practices. For instance, although he felt that he already knew what his students understood, he had to be quite obvious in his language when describing assessments in his edTPA portfolio. All of this was said with a posture of suspicion regarding the purpose and function of the edTPA. Although he understood how some student teachers who came from “bad programs” could learn from the edTPA, it was a “waste of time” in his case. He even suggested that policymakers use the data from the edTPA to compare teacher preparation programs, seeming to tap into the furthest extent of neoliberal policies. He used examples like pre/post tests and control groups to brainstorm a bit about what this could look like. Yet through all of this, he was still questioning whether it was even possible to “*really* tell who’s the better teacher?”

Cynical compliance (Ball, 2003) was also present when they described the potential positives or affordances of the edTPA. Both Raul and Daniel felt that the edTPA was a necessary evil, of sorts. Although they both saw themselves as high quality future teachers who attended high quality teacher preparation programs, who therefore didn’t “need” the edTPA, they could see the potential for the assessment to improve lower-quality programs or to teach struggling teacher candidates a thing or two about assessment practices, to use Daniel’s example.

Performative cynical compliance (Ball, 2003) was also exhibited by Alicia when she was discussing frustrations with the documentation requirements her supervisor was imposing.

Chrissy, Alicia's supervisor, had asked Alicia to upload more evidence to Box primarily for Domains 1 and 4, the elements of the Danielson Framework that are not easily observable by supervisors. At the Midterm Evaluation, Chrissy expressed concern that Alicia's Box evidence was too sparse for Domains 2 and 3. She suggested that Alicia start typing up her lesson plans in order for them to be visible and uploadable to the Box folders. This was a particular point of tension for Alicia who explained to me that she did write lesson plans but preferred to handwrite them, enabling greater flexibility. "That's [the handwritten lesson plans are] just for me, for my sake. That's how I remember everything." I don't like doing that [typing lesson plans]. It sticks in my head better, I don't know why. I like it." In the end, Alicia had to create a separate set of plans for her supervisor in order to demonstrate her planning, even though this was completely unnecessary for her from a practical standpoint.

*Game playing.* In his application of performativity to accountability reforms in schools, Ball (2003) provides several empirical and theoretical examples of "game playing." Game playing is another variation of the fabrication of teaching that teachers do in order to cope with tensions between their own values and the values of reform or accountability. Daniel mentioned that in "the edTPA, you get a lot of time to plan. You can make sure you look like a good teacher even if you're not." All three student teachers seemed to hold this perspective to varying extents. Alicia, for example, constructed a story of a hypothetical candidate who may not be the strongest teacher, but who understood, as she did, that the edTPA could be gamed for a satisfactory score.

[In the future, some student teachers might say], "I need to get this edTPA done, I need to formulate whatever I'm doing in my classroom to fit this edTPA." Which isn't showing their true teaching, because they're just trying to fit whatever edTPA wants.

Alicia felt that there was a real potential for student teachers to game the assessment.

Butler explains that the performative creation of self is a regulated process of repetition. She describes this as “taking up the tools where they lie” (1990, p. 145). In Raul’s case, the ‘taking up’ of the specific language of the edTPA tool was especially important during the filming of his teaching. He described selecting a “Pearson friendly” lesson, making very explicit, performative use of language from the edTPA rubrics, and even practicing certain instructional methods with his University supervisor prior to implementing those same strategies in his edTPA lessons. Similar to Daniel, Raul also mentioned that one of his lessons was simply planned for the edTPA but never taught.

The manner by which one ‘takes up’ the tool is determined and constrained by the tool itself. This concept can be applied to teacher development and evaluation. The “tools” at work are both literal and figurative in this case. Discourses of accountability and efficiency run through teacher evaluation tools and the student teachers’ responses to them. The content of evaluation rubrics, for example, can act as both productive and punitive. Each student teacher was aware of these controlling discourses, as evidenced by their performative shows of teaching. As Applebaum (2004) asserts, performativity is demonstrated in the ascribed categories produced and reinforced by normative enactments. Student teachers are ascribed with the category of “teacher-in-evaluation” and perform that role accordingly. And so, they repeat performances they learned from their time as students, or from other teachers, leading to spectacles, cynical compliance, or game playing.

## **Conclusion to Section II**

Butler (1990) explains that her purpose in putting forth the theory of performativity is to illuminate some of the assumptions we make about gender. This could be said of my work as well. I am striving to examine some of the assumptions we make about teacher evaluation and



“good teaching.” As I have argued throughout other sections of this dissertation, teacher evaluation is a field fraught with tension due to the competing ends embedded within modern evaluation tools and procedures. Just as the Danielson Framework is, and was initially, being used to facilitate formative development of teacher practices and professional growth, it is now also used as a gatekeeping tool; this is the case in each student teacher’ preparation program. The same is true for the edTPA. Furthermore, these competing functions become even more pronounced in the preservice context. Each tool is built upon a collection of normative and naturalized assumptions about how a ‘good’ teacher performs. This is true despite the intended flexibility and somewhat open-ended nature of the portfolio and observation-driven performance assessment formats. Standardized and rubricized measures are intended to be applied across contexts. So long as there are high stakes (e.g., licensure or determinations of fitness to teach) attached to tools like the Danielson Framework and edTPA, there will be the perception of a template, a norm, or an ideal toward which teachers should strive.

## Chapter 6: Conclusion

Current day teacher evaluation measures rest on a rich history of research and practice. In particular, the edTPA and Danielson Framework have emerged from a lineage that is as diverse as it is constant. Portfolio evaluations, for example, have developed in comprehensiveness and complexity since their earlier iterations several decades ago. They can serve formative “learning” purposes and summative “credentialing purposes” (Zeichner & Wray, 2001). Learning portfolios have been used to develop student teachers’ self-awareness and critical self-evaluation (Lyons, 1998), but have been primarily student teacher-driven (Mansvelder-Longayroux, et al., 2007).

Using a multiple case study design inspired by Merriam (1998) and Stake (1995), this study investigated three preservice teachers’ perceptions and enactment of two teacher evaluation measures: the edTPA and the Danielson Framework. I analyzed transcript and observation data collected over the course of one student teaching semester (approximately five months). The analysis of these data found that student teachers’ enactment and perceptions of evaluations were heavily influenced by contextual factors. Contextual factors included high stakes accountability (i.e., licensure determination), the mediational influence of scorers/supervisors/evaluators, and the student teachers’ own perceptions and attitudes towards teacher evaluation. These contextual factors either reduced or increased tensions between the student teachers and the evaluation measures.

Two major conclusions can be drawn from this study. First, the summative and formative ends of both assessments did not coexist in a manner that was productive or valued by the student teachers. Tensions between their desire for formative support and the more summative elements of both assessments were present in all three cases. Second, when evaluation tools were constructed or implemented in a manner that focused primarily on quantitative measurement or

summative accountability, student teachers experienced frustrating tensions between their teaching, the rubrics, their scorers/evaluators, and the scores/feedback received from the evaluation. These tensions often led to an enactment of teaching that was characteristically performative; student teachers staged their teaching for the test, using specific language, instructional methods, and strategizing in order to act out the type of teaching that the rubrics required. After a discussion of these two findings, I will consider other implications of this study for practices and policies in preservice teacher education. Then, I will outline ideas for future studies inspired by what I have learned through conducting this dissertation.

### **Formative and Summative Ends May Not Play Well Together**

I learned three major lessons through my cross-case analysis of these data. First, my candidates were learning how to communicate their teaching for two distinct audiences and/or in two different modalities. This learning is fraught with tension and complexity, and it may be necessary for teacher educators to guide their candidates more explicitly through sense-making of these new lessons and tensions. Second, these candidates were in various stages of understanding how big-picture policy and politics relate to their individual development. As can be seen in the cases of Raul and Daniel, they have learned to engage with accountability-minded language when discussing “teacher quality” at large, but may not accept such ideals when it comes to their own professional growth or formative needs. And finally, I learned that formative learning may be either inhibited or encouraged by the enactment of evaluation requirements. This was most clearly seen in Alicia’s Danielson enactments and Daniel’s edTPA enactments. The longer I worked with this data, the more I realized how much it spoke to the previously named tensions in the literature on portfolio assessments. That is, formative and summative ends do not play well together.

Wei and Pechone (2010) and Snyder et al. (1998) found that learning portfolios are too formatively focused to be appropriate for high-stakes summative decisions about licensure. Likewise, Berrill and Addison (2010) found candidates and teacher educators struggled when formative and summative goals were simultaneously pursued. The edTPA, which maintains a claim on formative learning (SCALE, 2015a) is still primarily being implemented in this State as a standardized licensure exam. Although all three student teachers were very confident, high achieving future teachers, they each engaged in a variety of “studenting” type strategies to ensure a passing score on the edTPA. This was even true of Daniel who was a self-described cynic and “didn’t care” about the edTPA. Once standardized, the portfolio structure of the edTPA lost its ability to be wholly responsive and flexible to individual student teacher needs and contexts. Although the process of reflection is never wasted, these candidates found the standardized questioning and form-driven format of the edTPA to be repetitive and all but uninformative. Furthermore, a single snapshot reflection was limited in its capacity to provide opportunities for critical, sustained contemplation, which is ultimately what these candidates may have been desiring from their evaluation feedback. Both Alicia and Raul seemed to want more from their evaluations and feedback.

When tensions between student teachers’ developmental needs and evaluation measures or procedures arose, the student teachers’ enactments of teacher education policy became more cynical or gamed (Ball, 2003; Ball, Maguire, & Braun, 2012). When formative values recessed and summative ends came to the forefront through a focus on scores, performative (Ball, 2003; Butler 1990), or inauthentic teaching was more likely to occur. Performative shows of teaching further diminished formative value in the evaluation measure.

### **Measurement-Focused Preservice Teacher Evaluation Raises Tensions**

As others have noted (e.g., Clayton, 2017; Meuwissen & Choppin, 2017), teacher candidates are likely to perform or represent teaching in particular ways for the edTPA. My analysis found that this is also possible for other evaluation tools, specifically, the Danielson Framework. At the outset of this study, I did not anticipate the Danielson Framework to represent themes of high stakes accountability. Prior to beginning this study, I assumed that the student teachers' discussions of the edTPA would focus primarily on tensions with standardization and fear over scores, but that the mediational presence of a University supervisor would reduce some of these anxieties where Danielson was concerned. However, Alicia's case provided the opportunity to see what can happen to an otherwise formatively-focused evaluation tool when applied with accountability and scoring as the primary foci.

Measurement-focused evaluation contexts place pressure on teachers to enact teaching *for the test*. Daniel enacted a vocabulary lesson he otherwise would never have done, Raul spent weeks prepping his students on edTPA-friendly skills before videotaping himself teaching while intentionally speaking in edTPA-specific terms, and Alicia took feedback directly from her supervisor and enacted it almost verbatim in order to receive the scores she felt that she deserved on the Danielson rubrics. I identified this enactment of teaching to be performative (Ball, 2003; Butler, 1990) and inspired by an evaluation that was highly rubricized (Patterson & Perhamus, 2015). Likewise, the literature is replete with discussions of these kinds of subtly resistant responses to efficiency and accountability-focused reforms on teaching. Rennert-Ariev (2008) explored the "hidden curriculum" of performance-based teacher education, and found preservice teachers focusing their attention on the practical, evaluated elements of their program. They tended to engage in what he called, "bureaucratic ventriloquism," or a "defense response to external mandates that are issued within a deeply hierarchical structure of authority" from

external sources. Bureaucratic ventriloquism was especially evident when students and teachers felt disempowered by top-down accountability constraints. They complied with what was being asked of them, but only in strictly performative fashion, through careful use of language and teaching actions. In the real world, they switched to teaching in the ways they thought best for their students.

These enactments are part of a larger issue related to standardized, high stakes evaluations of teaching and teachers. As we further pursue measures that are Taylorist in focus and function, teacher agency and critical thinking will continue to be deemphasized (Au, 2011). Efficiently managed, measurable enactments of teaching are, by necessity, static and narrowly defined. They assert control over the teachers themselves, pressuring performative enactments that produce that which is posited (Butler, 1990). These trends are concerning. Teacher education programs and teaching at large are already under pressure to adopt top-down directives of “new professionalism,” which promote simplistic, technical definitions of teaching (Zeichner, 2010a). This should be of concern to teacher educators and teachers as it puts the profession on a path towards technical-managerialism, and moving farther away from more democratic drivers of teaching and teachers, students and schools (Jenlink, 2017).

These concerns are particularly troubling in a reform context that is enabling greater and greater unchecked involvement of corporate actors. This particular concern was raised in relation to the edTPA by Cochran-Smith, Piazza, and Power (2013):

A sense of unease has developed about the TPA in practice, including the loss of local control and voice about teacher endorsement, issues related to privacy and ownership of portfolio data, and problems related to the direct linking of teacher certification to a for-profit corporation. (p. 17)

My candidates were aware of some of these criticisms. Daniel especially found edTPA to be one among a long list of corporate reforms currently enacting influence on teachers and schools. In a rush to hold teacher preparation programs accountable, much of what would make this assessment valuable and useful for individual teachers and preparation programs has been lost. And while the issue of the edTPA and high stakes preservice teacher evaluation is much more complicated than any single study can fully identify,

We also must be aware that [they exist] in the policy sphere on account of longstanding assumptions that learners in the United States are neither college- and career-ready nor particularly competitive on international achievement tests, and that improving teaching quality by tightening teacher evaluation standards is a pathway to solving that problem.

(Meuwissen & Choppin, 2017, p. 607)

The larger the scale and the more outsourced the administration of tests like these become, the more we see evidence of the negative impacts of the measurement-focused practices identified in this study. Other measurement-focused practices are likely to arise as well. For example, teacher educators can “slide” into teaching to the test despite best efforts to avoid such behaviors (Cronenberg, et al. 2016).

### **Implications for Teacher Education Practice**

Teacher candidates are just learning to teach, but they are also learning what it means to be a teacher in this particular policy context. Therefore, it is important that we, as teacher educators, remain mindful of the modeling and messaging we impart to our future teachers.

To varying extents, each of the student teachers in this study tended to see evaluation as something that was constructed for an audience. Alicia even felt pressure to put off or ignore doing what she felt her students needed so she could construct a perfect lesson for her supervisor.

I would encourage practices and policies to prevent this perception. Teaching is messy, complex, contextualized, and dynamic; qualities that are especially true at the student teaching level.

While student teachers are developing a wide range of skills and need to demonstrate those skills in order to move forward, we need to help them do so in a way that does not place an overwhelming amount of pressure on distinct, technical behaviors. Furthermore, we need to support student teachers' critical thinking and in-situ reasoning skills, things that are harder to accomplish in standardized formats.

We also need to move student teachers away from a perception of teaching that amounts to a discrete list of procedural actions. This type of teaching is harder to master, more time consuming to teach, and more complicated to evaluate, but the formative ends of teaching are more important than the summative in many cases. We should work towards a perception of teaching that is collaborative and formative. All of the student teachers in this study identified a preference for more observations, more conversations, more relationship building, and more contextual sensitivity. A coaching-style evaluator presence may be more appropriate for student teachers or those learning to teach. This is certainly resource-heavy and not appropriate for snapshot, summative assessments. However, it could better stress professional values of collegiality and professional learning.

Finally, and I think most importantly, I believe teacher education programs should consider providing something like a civic professional education. Of course my background as a social studies teacher and social studies teacher educator is relevant here, but teachers should enter the profession with clear eyes and strong voices. It is important that we grow teachers who know not only what strong pedagogy looks like and how to advocate on behalf of their students, but what strong professional learning looks like and how to advocate on behalf of themselves



and their profession. Without a strong understanding of how policy is envisioned, influenced, produced, disseminated, implemented, and enacted, teachers are at risk being imposed upon. Evaluation and other professional issues (e.g., history of the profession, etc.) are currently discussed in current teacher preparation programs, but I would encourage an even greater emphasis on professional learning that supports the development and nourishment of the professional community. Teaching is inherently political, and it is important that new teachers are fully aware of this context. When civic ends are not brought to the forefront of teacher education, there are other elements that can be neglected. A more civically minded teacher education would not only support teacher professional engagement but, would support more socially just systems as well.

### **Next Steps and Future Inquiries**

This study truly raised more questions than it answered. I am excited to pursue several follow-up questions that are suggested by my data. I would first like to replicate this study on a larger scale with a more varied group of preservice teachers, perhaps within different subject areas or grade levels, and from a mixture of institutions across the state. Mixed methods could provide a new perspective to the question of performative enactment of teaching for the test. This could also lead to an investigation of how preservice teachers come to learn about and make sense of educational policy, particularly that which has direct impact on teachers' work. Furthermore, a larger scale study could help illuminate some areas that are not addressed in this study. For example, some of the more politicized perceptions represented in my data may be explainable by my student teachers' content areas and past experiences at Midwestern University. As secondary social studies candidates, they were all familiar with political discourses around teacher evaluation; this may not be the case for other student teachers. Related

to this, I would also like to examine the ways in which preservice teachers think about social justice issues in relation to teacher education/evaluation policies. To varying extents, my participants were aware that their evaluations were not explicitly addressing teaching that emphasized social justice or community engagement. Perhaps other student teachers would be more or less aware of these omissions.

In order to keep my data manageable, I did not give exclusive attention to the many cooperating teachers and other mentors whose roles undoubtedly colored my candidates' perceptions of teacher evaluation. In the future, questions of student teachers' socialization into the profession and political-professional issues would be interesting to pursue. Alicia's personal/professional relationship with her father and aunt made me curious about this, as did Raul's story about an SLO-focused inservice meeting. Cooperating teachers, teacher preparation program faculty, or other trusted mentors would be interesting subjects for extended interviews. How do they wish to support new teachers' learning about policy and/or teacher evaluation? Alternatively, a longitudinal case study of a teacher like Raul could help me understand how highly confident leadership-focused preservice teachers grow and develop in the first several years of their career.

Finally, I am curious about unpacking what Jenlink (2016) called the "socialization of teachers in an era of neoliberal accountability" in an editorial piece by the same name. With recent conversations about nationwide teacher shortages and drops in teacher preparation program enrollment (Sutcher, Darling-Hammond, & Carver-Thomas, 2016), the perceptions and development of new teachers has become incredibly important. To a certain extent, my findings concerned me. Each of these three preservice teachers, although strong and bright critical thinkers, were already showing signs of wear from the stressful process of becoming licensed

teachers. I agree that a well-prepared teaching force is of unquestionable importance. However, the student teaching experience is quick and intense; and it is followed by an even more intense first few years through which many teachers do not persist (Ingersoll, 2001). At points in the student teaching semester, it seemed that these student teachers were becoming so frustrated and/or cynical about select elements of teacher evaluation that they were establishing a perspective of their profession that could ultimately cause them to leave. I want to be sure that my research to serve as a voice for teachers, to counter some of the more disparaging narratives circulating about them. Further examinations of preservice teacher socialization could support findings that may address these issues.

And so, I would be interested in exploring the “hidden curriculum” of teacher preparation or evaluation measures. This seems increasingly important under the current federal Department of Education’s push to privatize education and discredit public schooling. It seems that more influence is being ceded to those outside the profession, further enabling an externally-imposed, surveillance-oriented definition of teachers’ work (Furlong, 2005; Robertson, 2000; Zeichner, 2010a). Although some of my interview questions grazed this issue, I think I can do more to target questions about socialization. I would like to further investigate candidates’ perceptions of the larger policy context, and what it means to learn how to become a teacher under the pressure of increasing external surveillance. This question is partially inspired by Rennert-Ariev (2008) who found that preservice teachers and teacher educators, under the pressures of accountability, were learning that “authentic intellectual engagement is less important than successfully complying with external forms of accountability” (p. 132). Exploring how preservice teachers are understanding their professional educative context will help to uncover some of these issues and help drive our attentions towards more democratic control over the profession.

Needed in the socialization experience is a level of democratic accountability; spaces of contradiction may well provide the possibility for securing transformation and renewal in professional communities of practice and in institutional frameworks of community governance, both contradictory spaces whose members powerfully argue in terms of what the teaching profession is or should be and what accountability is or should be for the future of the teaching profession. (Jenlink, 2016, p. 253)

Growing new teachers is an inherently complex and political act that requires thoughtful participation of all stakeholders, but especially the teacher candidates themselves. As I finish my conclusion to this dissertation study I know I will now think more critically and carefully about my work with preservice teachers, thanks to the preservice teachers in this study. The findings from this study and the work I did in preparing for it have forever changed the way I view the teacher education landscape, teacher candidates, and my work as a teacher educator.

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# APPENDIX A: DANIELSON FRAMEWORK RUBRIC USED AT MIDWESTERN UNIVERSITY

Candidate: <span style="background-color: black; color: black;">[REDACTED]</span>	Type: <input type="radio"/> Midterm <input type="radio"/> Final	Evaluation Date (format yyyy/mm/dd): 0001-01-01
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<p><b>DOMAIN 1: Planning and Preparation (Rubric)</b></p> <p><input type="radio"/> 1a <b>Demonstrating Knowledge of Content and Pedagogy</b> • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p><input type="radio"/> 1b <b>Demonstrating Knowledge of Students</b> • Child development • Learning process • Special needs • Student skill, knowledge, and proficiency • Interests and cultural heritage</p> <p><input type="radio"/> 1c <b>Setting Instructional Outcomes</b> • Value, sequence, alignment • Clarity • Balance • Suitability for diverse learners</p> <p><input type="radio"/> 1d <b>Demonstrating Knowledge of Resources</b> • For classroom • To extend content knowledge • For students</p> <p><input type="radio"/> 1e <b>Designing Coherent Instruction</b> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p><input type="radio"/> 1f <b>Designing Student Assessments</b> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p> <p>Comments <input style="width: 100%; height: 20px;" type="text"/></p>	<p><b>DOMAIN 2: The Classroom Environment (Rubric)</b></p> <p><input type="radio"/> 2a <b>Creating an Environment of Respect and Rapport</b> • Teacher interaction with students • Student interaction with students</p> <p><input type="radio"/> 2b <b>Establishing a Culture for Learning</b> • Importance of content • Expectations for learning and behavior • Student pride in work</p> <p><input type="radio"/> 2c <b>Managing Classroom Procedures</b> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p><input type="radio"/> 2d <b>Managing Student Behavior</b> • Expectations • Monitoring behavior • Response to misbehavior</p> <p><input type="radio"/> 2e <b>Organizing Physical Space</b> • Safety and accessibility • Arrangement of furniture and resources</p> <p>Comments <input style="width: 100%; height: 20px;" type="text"/></p>
<p><b>DOMAIN 4: Professional Responsibilities (Rubric)</b></p> <p><input type="radio"/> 4a <b>Reflecting on Teaching</b> • Accuracy • Use of future teaching</p> <p><input type="radio"/> 4b <b>Maintaining Accurate Records</b> • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p><input type="radio"/> 4c <b>Communicating with Families</b> • About instructional program • About individual students • Engagement of families in instructional program</p> <p><input type="radio"/> 4d <b>Participating in a Professional Community</b> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p><input type="radio"/> 4e <b>Growing and Developing Professionally</b> • Enhancement of content knowledge and pedagogical skill • Service to the profession</p> <p><input type="radio"/> 4f <b>Showing Professionalism</b> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p> <p>Comments <input style="width: 100%; height: 20px;" type="text"/></p>	<p><b>DOMAIN 3: Instruction (Rubric)</b></p> <p><input type="radio"/> 3a <b>Communicating with Students</b> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written languages</p> <p><input type="radio"/> 3b <b>Using Questioning and Discussion Techniques</b> • Quality of questions • Discussion techniques • Student participation</p> <p><input type="radio"/> 3c <b>Engaging Students in Learning</b> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p><input type="radio"/> 3d <b>Using Assessment in Instruction</b> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p><input type="radio"/> 3e <b>Demonstrating Flexibility and Responsiveness</b> • Lesson adjustment • Response to students • Persistence</p> <p>Comments <input style="width: 100%; height: 20px;" type="text"/></p>

**Scoring Key:**

1 = unsatisfactory performance on component  
 2 = satisfactory performance on component  
 3 = advanced performance on component  
 4 = exceptional performance on component

Total Score:

Signature:

## APPENDIX B: RECRUITMENT PROTOCOL FOR PARTICIPANTS

*Recruitment scripts written below are to be used in email and phone recruitment.*

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### Recruitment Script for Student Teachers

Dear \_\_\_\_\_,

Hello! My name is Meghan Kessler and I am a graduate student and teaching assistant in the College of Education. I also work in the Office of School and Community Experiences with our current preservice social studies teachers. I am studying student teachers' experiences with evaluation of their practice

I am emailing to ask for your volunteer participation in a small study that seeks to explore what UIUC student teachers learn about teacher evaluation through the edTPA and Danielson evaluation tools. Participation in the study is completely voluntary and extremely low risk. If you choose to participate, you would be asked to consent to a series of short interviews with me before, during, and after your student teaching semester. I would also audio record our conversation for transcription purposes only. I would also ask for your consent to view your student teaching lesson plans and materials (including those which you complete for the purpose of the edTPA portfolio and Danielson evaluations) and observe/ audio record your post-observation conferences with your university supervisor.

During the interviews I will ask you questions about the choices you made in these evaluation contexts and the things you learned from the process.

If you would like to participate in this study, I will give you a detailed consent form. You will only be contacted for interviews if you consent to the study.

Thank you for your time and consideration of participation. Feel free to contact me with any questions using information below.

Meghan Kessler

makessl2@illinois.edu | 815-501-6659

Doctoral Student

College of Education

Department of Curriculum & Instruction

University of Illinois, Urbana-Champaign

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## Recruitment Script for Cooperating Teachers

Dear \_\_\_\_\_,

Hello! My name is Meghan Kessler and I am a graduate student and teaching assistant in the College of Education. I also work in the Office of School and Community Experiences with our current preservice social studies teachers. I am studying student teachers' experiences with evaluation of their practice

I am emailing you because your Spring 2017 student teacher has volunteered to participate in a small study that seeks to explore what UIUC student teachers learn about teacher evaluation through the edTPA and Danielson evaluation tools. During this study I will be interviewing your student teacher and viewing their lesson plans and materials. In order to best contextualize the things he/she shares with me, I would like to interview you a few times as well.

Participation in the study is completely voluntary and extremely low risk. If you choose to participate, you would be asked to consent to a series of short interviews with me during the Spring 2017 semester. I would also audio record our conversation for transcription purposes only.

During the interviews I will ask you questions about the ways in which you are working with your student teacher to help him/her learn from and about evaluations of his/her practice.

If you would like to participate in this study, I will give you a detailed consent form. You will only be contacted for interviews if you consent to the study.

Thank you for your time and consideration of participation. Feel free to contact me with any questions using information below.

Meghan Kessler

makessl2@illinois.edu | 815-501-6659  
Doctoral Student  
College of Education  
Department of Curriculum & Instruction  
University of Illinois, Urbana-Champaign

---

## Recruitment Script for University Supervisors

Dear \_\_\_\_\_,

Hello! My name is Meghan Kessler and I am a graduate student and teaching assistant in the College of Education. I also work in the Office of School and Community Experiences with our current preservice social studies teachers. I am studying student teachers' experiences with evaluation of their practice

I am emailing you because one of your Spring 2017 student teachers has volunteered to participate in a small study that seeks to explore what UIUC student teachers learn about teacher evaluation through the edTPA and Danielson evaluation tools. During this study I will be interviewing your student teacher and viewing their lesson plans and materials. In order to best contextualize the things he/she shares with me, I would like to interview you a few times as well.

Participation in the study is completely voluntary and extremely low risk. If you choose to participate, you would be asked to consent to a series of short interviews with me during the Spring 2017 semester. I may also ask to sit in on post-observation meetings between you and your student teacher. I would audio record the interviews and these conversations for transcription purposes only.

During the interviews I will ask you questions about the ways in which you are working with your student teacher to help him/her learn from and about evaluations of his/her practice.

If you would like to participate in this study, I will give you a detailed consent form. You will only be contacted for interviews if you consent to the study.

Thank you for your time and consideration of participation. Feel free to contact me with any questions using information below.

Meghan Kessler

makessl2@illinois.edu | 815-501-6659  
Doctoral Student  
College of Education  
Department of Curriculum & Instruction  
University of Illinois, Urbana-Champaign

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## APPENDIX C: CONSENT FORMS

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### Preservice Teacher Learning within the Context of the edTPA Portfolio Licensure Requirement

#### Consent Form for Student Teachers

##### Principle Investigator: Marilyn Parsons

319 Education Building  
1310 S. 6th St.  
Champaign, IL 61820  
[marilyni@illinois.edu](mailto:marilyni@illinois.edu) | 217-244-8286

This form is to request your consent to participate in a study exploring the learning and experiences of student teachers while they engage in evaluations of their teaching practice during their student teaching semester. In particular, your volunteer participation is being requested for interviews before, during, and after the student teaching semester.

In order to best understand student teacher learning through and about professional evaluations (i.e., The Danielson Framework for Teaching and the edTPA), participants in this study will be asked to meet with Meghan Kessler for 1-2 interviews prior to beginning the student teaching semester. The interview questions will inquire into student teacher understanding of and concerns related to evaluation procedures. A similar set of interviews will take place at the end of student teaching. The closing interviews may take place individually or in a small group of student teachers. During focus group interviews, Meghan will strive to maintain confidentiality but cannot guarantee that other participants will do the same. Additionally, student teacher participants will meet with Meghan during the student teaching semester to discuss their ongoing process of compiling lesson plans and materials for their Danielson-based observations and edTPA portfolios. As a part of these interviews, participants are also asked to share their planning materials and plans, reflective writing, and assessment materials with Meghan. Meghan may also ask to sit in on and audio record several post-observation conference meetings between student teachers and university supervisors to learn more about how supervisors help student teachers navigate evaluations. Lessons and lesson planning materials will not be evaluated or assessed by Meghan, but will be provided to better demonstrate student teacher learning and decision making in an evaluation context. Meetings with Meghan during the student teaching semester will take place on a weekly or bi-weekly basis. All interviews will be transcribed and the transcriptions will be used for analysis.

There are no risks involved in this study, and your data will be kept confidential. Your decision about whether or not to participate in this study will not have any effect on your student teaching evaluations, edTPA portfolio, grades, or relationship with the University. There are no foreseeable risks to participation in this study other than those encountered in daily life.

Your participation in this study is completely voluntary. You are free to withdraw your permission for participation at any time and for any reason without penalty. These decisions will have no effect on your future relationship with the university supervisors or instructors affiliated with this research study, or others who may instruct other courses at the University of Illinois. There is no cost to participation in this study, and you will not receive any compensation for participation.

The information that is obtained during this research project will be kept strictly confidential and will not become a part of your record of student teaching or future teaching positions. Any sharing or publication of the research results will not identify you or any of the participants by name. Results may be published in academic conference and journal articles. In general, the university institutional review board and researchers will not tell anyone any information about you as it was collected in this study. When this research is discussed or published, no one will know that you were in the study. However, laws and university rules might require dissemination of some information. For example, your records from this research may be seen or copied by the following people or groups: Representatives of the university committee and office that reviews and approves research studies, the Institutional Review Board (IRB) and Office for Protection of Research Subjects; Other representatives of the state and university responsible for ethical, regulatory, or financial oversight of research; Federal government regulatory agencies such as the Office of Human Research Protections in the Department of Health and Human Services;

In the space below, please indicate whether you do or do not want to participate in this project and return this to Meghan Kessler. Please also complete the attached media use form.

Please contact Marilyn Parsons with any questions, or concerns about the research. You may also call Marilyn Parsons if you feel you have been injured or harmed by this research. If you have any questions about your rights as a participant in this study or any



concerns or complaints, please contact the University of Illinois Institutional Review Board at 217-333-2670 or via email at [irb@illinois.edu](mailto:irb@illinois.edu).

\*\*\*\*\*

**My signature below indicates my consent to participate in the research project described above.**

- I am 18 years of age or older.
- I have read and understand the above consent form and voluntarily agree to participate in this study.
- I will be given a copy of this consent form for my records.

\_\_\_\_\_  
(Print) name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

**Consent for Material Use**

This is to certify that the research team may collect and use transcribed interviews, my lesson planning materials, Danielson lesson plans and pre/post conference reflections, and edTPA portfolio materials as a part of this study.

Name (Please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

My edTPA portfolio materials can be viewed and used by the researcher to conduct analysis.

**Written materials (initial):** \_\_\_\_ **Video segments (initial):** \_\_\_\_

My lesson plans and materials created for Danielson-based evaluations (e.g., written pre- and post-evaluation reflections) may be viewed and used by the researcher to conduct analysis.

**Initial:** \_\_\_\_

My lesson plans and related materials created for student teaching (non-Danielson, non-edTPA) may be viewed and used by the researcher to conduct analysis.

**Initial:** \_\_\_\_

Results of the analysis of this study can be used for scientific publications.

**Written materials (initial):** \_\_\_\_ **edTPA Video segments** (all faces will be blurred) **(initial):** \_\_\_\_

Results of the analysis of this study can be used for non-scientific publications.

**Written materials (initial):** \_\_\_\_ **edTPA Video segments** (all faces will be blurred) **(initial):** \_\_\_\_

Results of the analysis of this study can be discussed at research meetings, conferences or presentations to non-scientific groups.

**Written materials (initial):** \_\_\_\_ **Video segments** (all faces will be blurred) **(initial):** \_\_\_\_

Results of the analysis of these materials can be published on the Internet on sites related to the project.

**Written materials (initial):** \_\_\_\_ **Video segments** (all faces will be blurred) **(initial):** \_\_\_\_

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## Preservice Teacher Learning within the Context of the edTPA Portfolio Licensure Requirement

### Consent Form for Cooperating Teachers

#### Principle Investigator: Marilyn Parsons

319 Education Building  
1310 S. 6th St.  
Champaign, IL 61820  
[marilynj@illinois.edu](mailto:marilynj@illinois.edu) | 217-244-8286

This form is to request your consent to participate in a study exploring the learning and experiences of student teachers while they engage in evaluations of their teaching practice during their student teaching semester. In particular, your volunteer participation is being requested for interviews during the student teaching semester.

In order to best understand student teacher learning through and about professional evaluations (i.e., The Danielson Framework for Teaching and the edTPA), several student teacher participants have volunteered to meet and interview with Meghan Kessler about their experiences and learning in evaluation contexts. Cooperating teachers paired with these student teachers are also asked to participate in several interviews with Meghan throughout the semester (3-4 meetings) to discuss the manner in which they have mentored student teachers throughout this process.

There are no risks involved in this study, and your data will be kept confidential. Your transcribed interview contributions will be assigned a pseudonym which will be used on all research materials and results. Your decision about whether or not to participate in this study will not have any effect on your relationship with the researchers, the Office of School and Community Experiences, or the College of Education and its affiliates. There are no foreseeable risks to participation in this study other than those encountered in daily life.

Your participation in this study is completely voluntary. You are free to withdraw your permission for participation at any time and for any reason without penalty. These decisions will have no effect on your future relationship with the university supervisors or instructors who participate as researchers in this study or those who may instruct any future courses you may take at the University of Illinois. There is no cost to participation in this study, and you will not receive any compensation for participation.

The information that is obtained during this research project will be kept strictly confidential and will not become a part of your record of student teaching or future teaching positions. Any sharing or publication of the research results will not identify you or any of the participants by name. Results may be published in academic conference and journal articles. In general, the university institutional review board and researchers will not tell anyone any information about you as it was collected in this study. When this research is discussed or published, no one will know that you were in the study. However, laws and university rules might require dissemination of some information. For example, your records from this research may be seen or copied by the following people or groups: Representatives of the university committee and office that reviews and approves research studies, the Institutional Review Board (IRB) and Office for Protection of Research Subjects; Other representatives of the state and university responsible for ethical, regulatory, or financial oversight of research; Federal government regulatory agencies such as the Office of Human Research Protections in the Department of Health and Human Services;

In the space below, please indicate whether you do or do not want to participate in this project and return this to Meghan Kessler. Please also complete the attached media use form.

Please contact Marilyn Parsons with any questions, or concerns about the research. You may also call Marilyn Parsons if you feel you have been injured or harmed by this research. If you have any questions about your rights as a participant in this study or any concerns or complaints, please contact the University of Illinois Institutional Review Board at 217-333-2670 or via email at [irb@illinois.edu](mailto:irb@illinois.edu).

\*\*\*\*\*

**My signature below indicates my consent to participate in the research project described above.**

- I am 18 years of age or older.
- I have read and understand the above consent form and voluntarily agree to participate in this study.
- I will be given a copy of this consent form for my records.

\_\_\_\_\_  
(Print) name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

**Consent for Material Use**

This is to certify that the research team may use the results of the analysis of this study for the following purposes.

Name (Please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Results of the analysis of this study can be used for scientific publications.

**Initial:** \_\_\_\_\_

Results of the analysis of this study can be used for non-scientific publications.

**Initial:** \_\_\_\_\_

Results of the analysis of this study can be discussed at research meetings, conferences or presentations to non-scientific groups.

**Initial:** \_\_\_\_\_

Results of the analysis of these materials can be published on the Internet on sites related to the project.

**Initial:** \_\_\_\_\_

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## Preservice Teacher Learning within the Context of the edTPA Portfolio Licensure Requirement

### Consent Form for University Supervisors

#### Principle Investigator: Marilyn Parsons

319 Education Building  
1310 S. 6th St.  
Champaign, IL 61820  
[marilynj@illinois.edu](mailto:marilynj@illinois.edu) | 217-244-8286

This form is to request your consent to participate in a study exploring the learning and experiences of student teachers while they engage in evaluations of their teaching practice during their student teaching semester. In particular, your volunteer participation is being requested for interviews during the student teaching semester.

In order to best understand student teacher learning through and about professional evaluations (i.e., The Danielson Framework for Teaching and the edTPA), several student teacher participants have volunteered to meet and interview with Meghan Kessler about their experiences and learning in evaluation contexts. University supervisors paired with these student teachers are also asked to participate in several interviews with Meghan throughout the semester (2-4 meetings) to discuss the manner in which they have mentored student teachers throughout this process. Meghan may also ask to sit in on and audio record several post-observation conference meetings between student teachers and university supervisors to learn more about how supervisors help student teachers navigate evaluations.

There are no risks involved in this study, and your data will be kept confidential. Your transcribed interview contributions will be assigned a pseudonym which will be used on all research materials and results. Your decision about whether or not to participate in this study will not have any effect on your relationship with the researchers, the Office of School and Community Experiences, or the College of Education and its affiliates. There are no foreseeable risks to participation in this study other than those encountered in daily life.

Your participation in this study is completely voluntary. You are free to withdraw your permission for participation at any time and for any reason without penalty. These decisions will have no effect on your future relationship with the instructors who participate as researchers in this study or those who may instruct any future courses you may take at the University of Illinois. There is no cost to participation in this study, and you will not receive any compensation for participation.

The information that is obtained during this research project will be kept strictly confidential and will not become a part of your record of student teaching or future teaching positions. Any sharing or publication of the research results will not identify you or any of the participants by name. Results may be published in academic conference and journal articles. In general, the university institutional review board and researchers will not tell anyone any information about you as it was collected in this study. When this research is discussed or published, no one will know that you were in the study. However, laws and university rules might require dissemination of some information. For example, your records from this research may be seen or copied by the following people or groups: Representatives of the university committee and office that reviews and approves research studies, the Institutional Review Board (IRB) and Office for Protection of Research Subjects; Other representatives of the state and university responsible for ethical, regulatory, or financial oversight of research; Federal government regulatory agencies such as the Office of Human Research Protections in the Department of Health and Human Services;

In the space below, please indicate whether you do or do not want to participate in this project and return this to Meghan Kessler. Please also complete the attached media use form.

Please contact Marilyn Parsons with any questions, or concerns about the research. You may also call Marilyn Parsons if you feel you have been injured or harmed by this research. If you have any questions about your rights as a participant in this study or any concerns or complaints, please contact the University of Illinois Institutional Review Board at 217-333-2670 or via email at [irb@illinois.edu](mailto:irb@illinois.edu).

\*\*\*\*\*

**My signature below indicates my consent to participate in the research project described above.**

- I am 18 years of age or older.
- I have read and understand the above consent form and voluntarily agree to participate in this study.
- I will be given a copy of this consent form for my records.

\_\_\_\_\_  
(Print) name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

**Consent for Material Use**

This is to certify that the research team may use the results of the analysis of this study for the following purposes.

Name (Please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Results of the analysis of this study can be used for scientific publications.

**Initial:** \_\_\_\_\_

Results of the analysis of this study can be used for non-scientific publications.

**Initial:** \_\_\_\_\_

Results of the analysis of this study can be discussed at research meetings, conferences or presentations to non-scientific groups.

**Initial:** \_\_\_\_\_

Results of the analysis of these materials can be published on the Internet on sites related to the project.

**Initial:** \_\_\_\_\_

## **APPENDIX D: INTERVIEW PROTOCOL**

### Semi-Structured Interview Protocol

Cooperating teachers, university supervisors

1. How are student teachers learning from and about performance evaluations?
2. What has been your role in supporting this learning?
3. What is the role of the two major standardized evaluation and assessment tools (Danielson FfT and edTPA) in student teachers' professional development?
4. Describe the work you have done to mentor and educate student teachers in their experiences with the edTPA and Danielson Framework for Teaching. How has this work changed since [the last time we talked]? How does this work change over the course of the student teaching semester?
5. What have you noticed while you have mentored student teachers through the process of evaluation or assessment of their practice?

Initial Interview with Student Teachers  
Semi-Structured Protocol  
Interview 1

1. Describe your student teaching site (students, classes, curriculum, school, mentors, peers). How did you decide to apply for this site?
2. Who or what has been influential for your idea of the type of teacher you would like to be? Who do you want to emulate? Who do you not?
3. How would you describe yourself as a teacher? What have been the most significant influences in crafting your philosophy of teaching?
4. Describe your experiences with evaluation as a student (pre-prep program/UIUC).
5. Describe your experiences with evaluation as a preservice teacher (during prep program).
6. In general, what are assessments for? As a teacher, why do you assess your students? How do you like to assess your students? What makes a good test?
7. How would you describe purpose of evaluation (of teachers)? / Why are teachers evaluated? / What (who) are teacher evaluations for?
8. What is the role of evaluation and assessment in teacher professional growth/development? / What do you know about teacher evaluation? What are you excited/concerned about?
9. What do you hope to gain from being evaluated? What expectations/ concerns do you have about being evaluated? (Spec: about the edTPA, about Danielson)
10. What have you heard or learned so far about the edTPA? About Danielson?

Interview with Student Teachers  
Semi-Structured Protocol  
Interviews 2-4

1. Describe to me the biggest things you have learned so far from your supervisor/observations. What are the top 1-3 areas/topics/challenges you are working on with your supervisor?
2. What shifts have you made in your teaching, planning, assessing, etc. based on the feedback you have received in the first few supervisory observations and conference? What has changed in your teaching from Observation 1/ 2 to 3/4
3. What advice/suggestions/criticisms from your supervisor have you *not* integrated? OR What advice/suggestions/criticisms from your supervisor haven't worked out for you?
4. How has/Has the Danielson Framework been of value to you? What impact do you think this is going to have on your teaching practices/career in the future?
5. How do you feel about being observed? What do you think about the observation/conferences - evaluation processes?
6. How do you feel about your edTPA? What impact do you think this is going to have on your teaching practices/career in the future?
7. Can you identify moments/examples of your teaching when you have “fused” things you learned from your Supervisor/Danielson/edTPA into your daily teaching?
8. What is the biggest influence guiding/influencing your planning processes/products? What is guiding/influencing your teaching style? Have you had any big “ah-ha” moments from your Danielson evaluations? From your edTPA?
9. How would you characterize the work you present to your supervisor? How would you characterize the work you submitted for your edTPA?
10. edTPA timeline/progress update. What do your lessons look like?
11. What were your thoughts on the midterm conference?
12. Do you feel like your supervisor has a full picture of who you are as a teacher?
13. Were there areas on your midterm evaluation that you were scored lower than you thought you should be? Higher than you thought you should be? Explain any disparities.
14. What similarities/differences/transference of learning from Danielson to edTPA or vice versa?



Interview with Student Teachers  
Semi-Structured Protocol  
Final Interviews

1. Tell me the story of your experience with edTPA from the beginning to receiving your score.
2. How would you describe your opinion or attitude towards the edTPA?
3. What did you learn from the edTPA? What has the edTPA helped with? What has the edTPA been not helpful with?
4. What function does the edTPA serve for you?
5. How has your student teaching *context* (i.e., classroom, kids, curriculum, coop, supervisor) intersected with your edTPA (tensions, supports, etc.)?
6. How would you characterize the planning and teaching you completed for your edTPA portfolio?
7. How would you characterize the *type of teacher* you were in your edTPA? / How would you describe the way you represented yourself as a teacher/your teaching in your edTPA portfolio?
8. To what extent would you say your edTPA represented you as a teacher? What strengths of yours were represented/Not represented? What seemed authentic? What didn't?
9. If we were to compare your teaching for the edTPA with the teaching you do on a daily basis (non-evaluated/observed), what similarities and differences would we see? What other changes besides formatting/structure?
10. How do you feel about the scoring procedures for the edTPA? How do you feel about your score? How do you feel about the feedback you received? What have you done with the feedback you received? Do you have any questions about your score? Do you have any questions about the scoring procedures of the edTPA?
11. What influence has the edTPA had on your teaching? How will you use this experience in the future? / How will this experience be informative to you?
12. Did what you did for your edTPA help with your Danielson observations or vice versa?
13. What similarities could you name between your experience with the Danielson Framework and your experience with the edTPA?

14. Rank in order of influence on your practice: edTPA, Danielson framework, feedback from supervisor, feedback from property teacher, feedback from students, other.
15. What are your thoughts on the edTPA as a licensure exam?
16. How has your experience with the edTPA influenced the way you think about teacher evaluation and assessment? / What have you learned about teacher evaluation and assessment?
17. How has your experience with the Danielson Framework (+ your supervisor) influenced the way you think about teacher evaluation and assessment? / What have you learned about teacher evaluation and assessment?
18. If you were to give advice to the creators of the edTPA/admins at the College of Ed/policymakers at ISBE, what would you say?

\*\* Individually-targeted questions picking up on things we have discussed along the way/individual concerns.

## APPENDIX E: EXAMPLE CYCLE 2 CODING DOCUMENT

<b>Raul</b>		
<ul style="list-style-type: none"> <li>- Context/bio</li> <li>- ST's understanding of big picture teacher evaluation</li> <li>- Danielson</li> <li>- edTPA</li> <li>- everyday planning, instruction, and assessment</li> </ul>	<b>Raul themes</b> <ul style="list-style-type: none"> <li>- competing ends</li> <li>- objective vs. subjective</li> <li>- performative practices</li> <li>- proving/justifying practice</li> <li>- objectivity related to rigor</li> </ul>	
<b>General edTPA vs. Danielson big picture noticings</b>		
<ul style="list-style-type: none"> <li>- Raul perceives an observation for which he was well-prepared to be inauthentic.</li> <li>- Raul likes to talk about rigor in very measurement-focused ways. High standards for the profession that everyone should be held to. Student growth-based. He is OK with the third-party scorers on the edTPA (although this expectation doesn't extend to his Danielson observations, for which he would rather have someone who has an appreciation and first-hand understanding of his context)</li> <li>- Despite his early confidence, Raul still experiences the same tensions between edTPA requirements and his current teaching context. For example, he suddenly has several students move into his classroom, which prompts him to take additional time getting to know those students before fully embarking on his edTPA.</li> <li>- This isn't anything, but funnily/ironically, Raul started typing up his edTPA portfolio while he was proctoring the ACT.</li> <li>- Not uncommon to other student teachers, Raul did not fully teach all that was included in his portfolio. His third lesson was planned but not enacted; written about as if he had taught it but he didn't actually teach it.</li> </ul>		
<b>Interview 2 – Early February</b>		
<b>-- by this point Raul has completed his Context for Learning, and i just starting to plan which lessons he wants to use in his portfolio.</b>		
<i>edTPA: characterizations, experience, approach, perceptions</i>	<i>Both</i>	<i>Danielson: characterizations, experience, approach, perceptions</i>
<b>Words he uses frequently to characterize the edTPA</b> <ul style="list-style-type: none"> <li>- build up to, purposeful, a writing test, correcting formatting, "just plug in things"</li> </ul> <b>Topics that come up when he discusses the edTPA</b> <ul style="list-style-type: none"> <li>- Despite his initial sense that he would just slip his edTPA into his teaching, Raul experienced difficulties in constructing his edTPA due to some mobility in his classroom population. More specifically, his context for learning and assessment portions were impacted by the addition of five new students. "it took a bit because we were having new kids coming in. They came last week. So new 504, new IEP. I'm like, 'Oh, we have to re-accommodate everything.' So right now I've been focused on building these relationships. I need to see where everyone's at, build up to having the things that edTPA wants. For example, political cartoons, that would hit a lot of things [that the edTPA requires], analyzing, engaging, interpreting, evaluating, ... [but] I need to build</li> </ul>	<p>"That's how I see myself as a professional. It comes down to that this is me being evaluated as a teacher. This is me different from everyone else in the cohort, me as an individual. I want to see how me as an individual scores in the Danielson. With me, my way of teaching, does Danielson approve of it? Does Danielson want that? Does the edTPA want that?"</p>	<b>Words he uses to characterize Danielson:</b> <ul style="list-style-type: none"> <li>- student engagement student responsiveness/responses to questioning/discussion/lesson activities, nuances of everyday teaching, Questioning, listening and seizing upon student contributions, pacing/slowing down content coverage</li> </ul> <b>Topics that come up when he discusses Danielson</b> <ul style="list-style-type: none"> <li>- For his first observation with his supervisor, he first commented on the positive feedback he received from his supervisor, but he was only able to receive a "two" rating on the Danielson Rubric. With Raul's supervisor, there's constant interplay between what you get on Danielson as a student teacher ("I gotta give you twos."), and what you would've/should've gotten. Raul says, "We talked about how I would've scored on the Danielson with the stuff [Domains/components] that I picked out. ... [She said I had] very rich content, the video's very rich. ... [I asked for her to focus] mainly on my relationships with the kids. I was talking about how I can't get them into the questions. I can't really get them to speak or participate. ... She said I was doing well with questioning, but I had one that fell</li> </ul>