Video Assessment of Teacher Knowledge

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Introduction
Recent years have seen increased pressure on teacher preparation programs to demonstrate that teacher candidates develop capacity for practicing effective teacher-student interactions that will promote their students’ learning. Yet Feuer, Folden, Chudowsky, and Ahn (2013) outlined the difficulties with evaluating teacher education programs concluding, “The credibility of results from [teacher preparation programs] will hinge largely on the extent to which their implementation is monitored and their key features are revised and refined based on independent and objective research” (p. 8). There has been progress in developing standardized, reliable end-of-program assessments such as the edTPA (Darling-Hamond, 2006; Pearson Education, Inc., 2018), which is currently used by more than 600 teacher education programs across the United States. End of program assessments such as the edTPA and standardized tests such as the PRAXIS exams (Educational Testing Services, 2018) arguably provide information about the readiness of teacher candidates to assume full-time teaching responsibilities. However, these assessments do not provide information about growth in teacher candidate knowledge and abilities throughout their programs. Thus, there is a need for theoretically and empirically supported measures that can provide reliable data on teacher candidate growth. The Video Assessment of Teacher Knowledge (VATK) was developed to provide a standardized assessment of teacher pedagogical knowledge that can be easily administered multiple points in a teacher preparation program.

Framework & Sample Questions

The Learner and Learning
Standard/Progression #1: Learner Development
Sample Question: How does this clip demonstrate student-centered learning?

Standard/Progression #2: Learning Differences
Sample Question: What are some methods that this teacher could use to make the content more accessible to English learners?

Standard/Progression #3: Learning Environments
Sample Question: How could the teacher more effectively create academic discussions?

Instructional Practice
Standard/Progression #4: Assessment
Sample Question: What is one additional way that the teacher could summatively assess the students’ understanding of the lesson?

Standard/Progression #8: Instructional Strategies
Sample Question: In what way could the teacher have provided more of an opportunity for students to demonstrate their knowledge?

Sample Question:
Standard/Progression #3: Learning Environments

Sample Question:
Standard/Progression #1: Learner Development

Step 1: 79 Questions Created

Step 2: Expert Review

Step 3 & 4: Think Alouds and Item Analysis

Step 5: Final Version of the VATK

InTASC Standards and Corresponding Number of Questions in the FINAL VATK

<table>
<thead>
<tr>
<th>InTASC Standard</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Standard 1: Learner Development</td>
<td>1</td>
</tr>
<tr>
<td>Standard 2: Learning Differences</td>
<td>3</td>
</tr>
<tr>
<td>Standard 3: Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>Standard 6: Assessment</td>
<td>2</td>
</tr>
<tr>
<td>Standard 8: Instructional Strategies</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

Conclusion
Currently, many countries have policies that require prospective and practicing teachers to be assessed by various subjective measures. The VATK could provide a more objective measure for administrators in determining teacher readiness. Coupling VATK with other measures may provide another level of evaluative certainty to teachers and administrators.