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""Conceptual Frameworks: Pulling it all Together""""NCATE Standards""; ""INTASC Principles: Where NCATE and AERA, APA, and NCME Standards Converge""; ""Making Sense of Conceptual Frameworks""; ""Our Conceptual Framework: What We Value""; ""Assessment Options""; ""Records of Training Completed""; ""Tests and Exam Scores""; ""Observations of Performance""; ""Portfolios of Assessable Artifacts""; ""Job-Related Tasks and Work Sample Products""; ""Ka€?12 Student Work Samples""; ""Wrap-Up""; ""Activity #1.1: Whata€?s Happening in Your State and School?"" ""Activity #1.2: Questionnaire for Faculty Views on Competency Assessment""""Activity #1.3: Assessment Belief Scalea€?Beliefs about Assessment""; ""Activity #1.4: Assessment Options""; ""Chapter 2 - Portfoliosa€?To Be or Not to Be? That is the Question!""; ""The Portfolio: Panacea or Pandoraa€?s Box?""; ""Portfolios as Certification a€œTestsa €?: Lessons from Standards and History""; ""Assessment Illiteracy, Paradigm Shifts, and Conflicting Purposes""; ""The Conflict of Formative vs. Summative Assessment""; ""The Conflict of Program Approval vs. Accreditation"" ""The Conflict of Regulatory vs. Professional Perspectives""""The Conflict of Freedom vs. Accountability""; ""The Conflict of Constructivism vs. Positivism""; ""Recommendations for Use of Portfolios in Accountability Contexts""; ""Ten Recommendations for Assessment System Design""; ""A Recommended, Standards-Based Model""; ""Overview of Competency Assessments Aligned with Teacher Standards (CAATS) Model""; ""CAATS Step 1: Define Purpose, Use, Propositions, Content, and Other Contextual Factors""; ""CAATS Step 2: Develop a Valid Sampling Plan"" ""CAATS Step 3: Create or Update Tasks Aligned with Standards and Consistent with the Sampling Plan""

Sommario/riassunto

This comprehensive five-step model for measuring teacher knowledge and skills helps teacher educators and school administrators prepare fair, valid, and reliable assessments of teacher performance.
