

Using an Ethical Decision-Making Model to Evaluate the Incorporation of a Teaching Performance Assessment into a Teacher Credential Program

California Senate Bill 2042 (Chap. 548 Stats. of 1998) requires all candidates for a preliminary Multiple and Single Subject Teaching Credential to pass a Teaching Proficiency Assessment (TPA) prior to recommendation for a teaching credential. California SB 2042 took effect July 1, 2008. California Senate Bill 2042 is California's legislative response to the requirements of No Child Left Behind, Title II. (CTC, 2008; CTC, 2009).

This presentation discusses the use of an ethical decision-making model to evaluate the effect of incorporating a state mandated teaching proficiency assessment (TPA) into a teacher credential program. Using a decision-based model of evaluation, the paper discusses the process by which universities can clarify and evaluate proposed policies and procedures, prioritize values and apply ethical decision-making as a continuous cycle of evaluation when implementing a state mandated TPA into their teacher credential program (Josephson, 1999).

A series of ethical decision-making questions contained in this paper serve as a guide for formulating and evaluating the effect of university policies when implementing a TPA in a teacher credential program.

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