

Rosselli, H., Girod, M., & Brodsky, M. (Eds). (2010). *Connecting teaching and learning: History, evolution, and case studies of teacher work sample methodology*. Lanham, MD: Rowman & Littlefield.

This book presents an historical and current look at the work of H. Del Schalock (1929-2006) an influential professor and researcher who for 45 years was a leader in the field of teacher education and promoted the importance of standards based education as well as the influence of the teacher on student achievement. The late Dr. Del Shalock, a professor at the Teaching Research Institute at Western Oregon University, is described as a visionary who over the course of many years and funding through various federal grants (mostly Title II grants) brought together groups of teacher educators, government leaders, and others interested in school improvement to design and research teacher education curricula particularly the effectiveness of teachers decision-making and planning on student learning and achievement. David Imig and Scott Imig write in the forward to this book that, "In personal conversations and during professional presentations he [Schalock] insisted that university-situated teacher education would not survive unless it was more carefully coupled with student learning. Teacher Work Sample Methodology (TWSM), he asserted, was the means to that end" (p. xiv). TWSM is a performance based assessment used in teacher education at several universities and in some states to evaluate beginning teachers for licensure. This book is edited by Del Schalock's colleagues and includes chapters authored by him and his son Mark Schalock (also a research professor at the Teaching Research Institute at Western Oregon University). Chapters include case studies authored by colleagues from other universities who collaborated with him over the years to promote and examine the use of performance-based assessment in teacher education. In many ways this book serves as documentation of his work in teacher education and his considerable influence as a researcher.

The editors have organized the book into five parts, Context and Evolution, Practice, Research, Policy, and Reflections. The book provides the reader with the historical context for the longstanding issues surrounding research in teacher education and the vision of researchers like Del Schalock who devoted their work to addressing the connection between teacher effectiveness and student outcomes. Several chapters in the book describe the adoption of the TWSM (by universities and states outside of Oregon) and how it has evolved through the years as one of the assessments of teacher preparedness for obtaining a license to teach. The book contains chapters that address a range of interests. For instance Girod and Girod contribute a chapter about using web-based simulations to prepare pre-service teachers. Fredman, McKean, and Dahlem describe the use of TWSM as a performance-based measure for beginning teacher promotion and tenure, and a chapter by Buchanan and Johnson discuss their use of TWSM data to revise and improve the Early Childhood Education program at George Fox University. Those involved in teacher education who seek empirical findings about the use of a performance-based assessment to rate teacher education candidates will find this book a wealth of information in the case studies that report empirical findings about the use of TWSM within teacher education

programs and its use in some state teacher licensing decisions. The final chapter, co-authored by Del Schalock and Mark Girod describes the next steps that teacher educators need to do to continue to empirically demonstrate the connections between how teachers think about teaching and learning, what they actually do in their classroom, and student achievement or outcomes. Girod states, “Del Schalock has. . . left as part of his legacy, an invitation, a blueprint, and a challenge to the profession to carry out what is now needed to establish a solid, empirical, support and a comprehensive theoretical framework for teacher education” (p. 223).

In this current climate when legislators and others in the public policy realm are increasingly demanding accountability from traditional university teacher education programs to produce competent teachers who are capable, who make solid data-based decisions about student learning and achievement and who are able to challenge their students and differentiate curricula to meet the needs of each student, this book provides the profession with an historical perspective, current state of the field, and future challenge to empirically study the use of performance-based assessments with teacher education candidates as well as beginning teachers. Empirical studies focused on the use of performance-based assessment such as the TWSM may provide those in teacher education with a solid research based focus in order to improve teacher candidates’ performance in the assessment, planning, teaching, and evaluation process of their students.

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