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**Validation in assessment and certification system
within courses for school teacher development – Kazakhstan experience**

Kazakhstan puts into practice teacher development project by leveled programmes developed by the Center of Excellence of the autonomous educational organization "Nazarbayev Intellectual schools" in collaboration with the Faculty of Education of the University of Cambridge. The Centre for Pedagogical Measurements conducts an independent assessment and certification of teachers, trainers who train them and experts within the project. Standards for teachers, trainers and experts are formulated in terms of learning outcomes in accordance with levels. Assessment is carried out according to common criteria for teachers, trainers and experts, on all levels and methods of assessment. Portfolio is a single assessment tool for all participants of assessment process. The portfolio structure correlates to key assessment criteria and the content of the portfolio correlates to the standards of the levels. Presentations and tests are used as assessment tools in teacher certification, and the review of trainer's and experts' practice and their development in post-certification period are used in their recertification.

Validity goes through all the aspects of developing and implementing the assessment process. It starts with the question of how the assessment process determines what is to be assessed and relies on the information to which the assessment is applied. The extent of the conclusions based on the assessment results is meaningful, useful and appropriate for considering them as an important aspect of the process. Assessment is a part of the context and its validity is associated with using a particular assessment in a particular context with a particular group of candidates.

Validation takes place as a process in the system of assessment within the project. Compliance of teacher, trainer and expert is confirmed by portfolio assessment submitted as a proof of their achievement of the standards according to key assessment criteria. Teacher portfolio is assessed by an independent trainer summatively after preliminary assessment by the group trainer. In case of grades divergence, expert conduct moderation, which is an essential part of the assessment process to ensure its validity. Accordingly, trainer portfolio is assessed by local and independent experts. In case of a disputable situation, moderation is implemented by Team-leaders of experts. Further, team-leaders assess experts' portfolios and in case of grades divergence, the decision is taken by the Principal expert. In addition, assessment validity is provided by accreditation conducted by external experts from CIE. Accreditation is aimed to scrutinize the assessment system from the point of view of established principles, procedures and results, as well as in connection with the international practice in respect to assessment of the practice of teacher, trainer and expert. During accreditation the following is conducted: audit of reporting documentation compiled in the result of assessment, sampling rubrics and portfolio for assessment, interviewing teamleaders and experts in assessment.

As a result, validation arises from the fact that the Center for Pedagogical Measurements makes a decision on the Examination Board on the certification and recertification of teachers,

trainers and experts by levels of the programme on the results of assessment. Teacher certificate on qualification level assignment is provided with additional financial allowance depending on the level of learning. Trainer and expert certificates give the right to carry out professional activities in these positions within the project and bear the logos of the autonomous educational organization "Nazarbayev Intellectual schools" and Cambridge International Examination.

In connection with the purposes of validation for awarding the qualification level, assessment of teachers, in addition to the assessment of portfolio and presentation, envisages taking a test of the Center for Pedagogical Measurements. Gathering reliability and validity evidence of testing and enhancing test validity are implemented through examinations, approbation and test analysis. In the case of trainers, experts observe trainer's practice of teaching and assessment of teachers.

The main tool of assessment in teacher assessment model is portfolio. Portfolio grade is supported by independent assessment of portfolio evidence presentation. If not confirmed, the results of presentation and portfolio assessment are moderated by independent trainer and experts. Assessment of teachers through various components, such as assessment of portfolio, graphic presentations and testing, has a significant impact on the achievement of assessment reliability. Despite the positive character of aggregate statistics, the study of teacher assessment procedures delivery showed that the assessment of presentations is the weak link in the context of the final assessment. The number of presentations and the amount of time spent on the presentations assessment procedures effect on the balance of the assessment components. As a result of analysis the change has been made to optimize the presentations assessment procedure and agreed with the developers of the programme, to provide the best opportunities for teachers to demonstrate knowledge and understanding, and ability to apply and reflect more accurately and fully.

In the period of time after certification trainers collect evidence of their own continuous development. This process is not aimed at repetition – this is a spiral professional learning in which trainers with each cycle of courses re-conceptualize the practice enriched with new ideas and experiences how they develop, deepen and strengthen their understanding and skills. Unlike certification, in this period trainer provides portfolio which contains evidence of own planning, teaching, formative and summative assessment practices and evaluation of teaching. Evidence review of trainers' practice and development is considered as a tool to verify certification in two years. This approach enabled experts to conduct a systematic and more fully formative support of trainers and recertification results were obtained, reflecting the real state of practicing trainers.

Center for Pedagogical Measurements certified about 50 000 teachers, 400 trainers and 100 experts within four years. Despite generally successful experience and positive results of the assessment and validation within the project, there is a need to study the correlation of assessment and validation through the procedures and assessment tools at a more detailed level within this project. Since the assessment of learning, based on practical experience of an adult, requires comprehensive analytical methods to confirm the appropriate level of education.