Calls for performance assessments of teaching pervade the current discourse on education, and a range of examples of performance assessment systems are now in use (including but not limited to PACT and edTPA).

What are the relationships between these assessments and teacher education, either conceptually or in terms of outcomes? What might/can/should they be? What do we know about their use in the context of teacher education, and what do we need to know? What differences may exist across novice teachers and expert teachers with respect to performance assessment, and how does that impact their professional learning? How do policies related to performance assessment of teachers affect opportunities for teacher learning? How do performance assessments of teachers in schools map onto assessment of teacher education programs, or how don’t they?

For this issue, we invite research and conceptual articles related to teacher performance assessments specifically as they affect teacher education. Also, for this issue only, we would welcome validation studies of performance assessments of teaching.