

between each unit of lessons, and no lessons on early dismissal days or before holidays. The school uses the MAP tests for all standardized testing.

About the Class Featured in this Learning Segment

1. How much time is devoted each day to literacy instruction in your classroom?

[60 minutes is devoted in the classroom each day to literacy instruction.]

2. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.

[N/A]

3. Identify any textbook or instructional program you presently use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

[The instructional program used for all literacy instruction is the IM and Bridges program by Great Minds.]

4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for literacy instruction in this class.

[The resources used in the classroom for literacy instruction are the smartboard and document camera, IM and Bridges lesson handouts, and classroom text sets. The class also utilizes the RAZ Kids online literacy program for leveled reading and additional literacy skill practice.]

About the Students in the Class Featured in this Learning Segment

1. Grade level(s):

[2nd]

2. Number of students in the class: 27

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your literacy instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the history of learners in your class who may require different supports/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEP] or 504 plans; students with specific language needs; students needing greater challenge or support; students who struggle with reading; students who are underperforming or those with gaps in academic knowledge).

For Literacy Assessment Task 3, you will choose work samples from 3 focus students. At least one of the focus students must have an identified learning need (for example, an English language learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student, or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge). *Noted California candidates—within your edTPA, you must include an English language learner, a student*

Samples Of Edtpa Completed Portfolios

Stephen J. Hernandez



Samples Of Edtpa Completed Portfolios:

A Practical Guide for edTPA Implementation Lisa Barron, 2019-09-01 edTPA is the most widely used performance assessment for pre service teachers in the United States and a requirement in many states for teaching licensure Through edTPA teacher candidates demonstrate their effectiveness in different aspects of teaching including planning instruction assessment analysis of teaching and use of academic language This book is a practical guide for anyone involved in edTPA implementation The chapters are written by experienced teacher educators who are leading successful edTPA programs in their own universities who are in the field and involved in the work They represent diverse teacher preparation programs each with their own strengths and challenges This book addresses the challenges of edTPA while providing practical strategies for educative and thoughtful implementation Organized into four sections each section explores a different aspect of edTPA implementation and provides guidance for leading faculty and teacher candidates through edTPA

Performance-Based Assessment in 21st Century Teacher Education Winter, Kim K., Pinter, Holly H., Watson, Myra K., 2019-03-01 Performance based assessments can provide an adequate and more direct evaluation of teaching ability As performance based assessments become more prevalent in institutions across the United States there is an opportunity to begin more closely analyzing the impact of standardized performance assessments and the relationship to variables such as success entering the workforce program re visioning for participating institutions and the perceptions and efficacy of teacher candidates themselves Performance Based Assessment in 21st Century Teacher Education is a collection of innovative research that explores meaningful and engaging performance based assessments and its applications and addresses larger issues of assessment including the importance of a balanced approach of assessing knowledge and skills The book also offers tangible structures for making strong connections between theory and practice and offers advice on how these assessments are utilized as data sources related to preservice teacher performance While highlighting topics including faculty engagement online programs and curriculum mapping this book is ideally designed for educators administrators principals school boards professionals researchers faculty and students

Researching edTPA Promises and Problems Peter B. Swanson, Susan A. Hildebrandt, 2018-04-01 Teacher effectiveness and licensure in the United States continue to be scrutinized at the state and national levels At present 40 states plus the District of Columbia have adopted edTPA to inform initial teacher licensure and or certification decisions American Association of Colleges for Teacher Education n d edTPA is designed to measure novice teachers readiness to teach their content area with a focus on student learning and principles from research and theory SCALE 2015 Composed of planning instruction and assessment tasks edTPA portfolios seek to provide evidence of teacher candidate readiness in three areas 1 intended teaching 2 enacted teaching and 3 the impact of teaching on student learning Specifically edTPA measures teacher candidates ability to develop knowledge of subject matter content standards and subject specific pedagogy develop and apply knowledge of varied students needs consider research

and theory about how students learn reflect on and analyze evidence of the effects of instruction on student learning p 1
Teacher candidates create extensive portfolios that include written commentaries explaining each task and video excerpts of a recorded teaching event Teacher candidates must submit evidence to show their teaching prowess and pay 300 at present to Pearson Education for their portfolio to be evaluated by external reviewers In this volume researchers share their experiences working with edTPA in three areas of language learning English Language Arts English to Speakers of Other Languages and World Languages The volume provides empirical research in the areas of multicultural perspectives pedagogical practices and edTPA in compatibility Findings are of interest to multiple stakeholders such as teacher candidates mentor teachers teacher preparation faculty members and program coordinators and administrators

Exemplary Clinical Models of Teacher Education Sara R. Helfrich, Sara L. Hartman, 2023-06-01 Across settings teacher education programs utilize innovative practices to prepare teacher candidates yet rarely is this work shared in a way that is accessible to stakeholders This book presents exemplary models utilized by universities in a variety of settings with the objective of sharing with readers a sampling of research based teacher preparation models that are currently in place at accredited universities and colleges across the country in an effort to help others that are developing or redesigning their programs Authors of the included chapters focused on the setting in which their college university is located Location impacts every aspect of a clinical model of teacher preparation including the number and proximity of placements that are available for teacher candidates access to resources and diversity of experiences The authors in describing their clinical model address how their location impacts their model sharing information about the resources to which they have access how they make use of available resources in potentially unique ways as well as how they overcome a lack of resources to provide a meaningful and diverse experience for their candidates Readers will be able to use this book to learn more about how similar colleges universities are embracing their locations and resources to further the learning of their candidates and to implement these ideas within their own programs All those involved in teacher preparation state level policy makers university and P 12 administrators and educators who bridge university and school settings to work together to prepare teacher candidates will benefit from this book It can serve as a resource for these individuals to help inform them of how universities and colleges across the country are implementing a clinically based teacher preparation program so that they have a model for creating implementing assessing and maintaining their own program Additionally teacher education faculty and staff may utilize it for help with self studies and accreditation purposes and as a text to use within courses in principal and or superintendent preparatory programs

Because Teaching Matters Marleen C. Pugach, 2023-12-12 Revised and updated guide for prospective teachers with increased detail about the realities of teaching in a changing demographic society post pandemic life societal changes brought about by technology and the current political moment in education Real challenges Real choices And very real consequences That s what today s classrooms are about That s why Marleen Pugach s

Because Teaching Matters Third Edition depicts today's classrooms as they truly are while highlighting the enormous impact teachers have on students' lives. The book is organized around five professional commitments: learning from multiple sources of knowledge; using the curriculum responsibly; practicing equity-minded teaching; meeting the needs of individual students in the context of the classroom and school community; and contributing actively to the profession. The third edition focuses on the current landscape and challenges of supporting multi-racial, multi-ethnic, multi-lingual, and multi-ability classrooms across socio-economic levels and the relationships among students, families, communities, and educators. The latest academic approaches for teaching students who have disabilities, leveraging modern classroom technology, the role of legislation and funding, and updates on the current context of teaching and teacher preparation. New post-pandemic societal and educational contexts. Classroom and school reflections on practice written by current teachers and teacher leaders in real classrooms and real schools showing authentic best practices in action. Ideal for Foundations of Education and Introduction to Teaching courses designed to provide preservice teachers with an overview of the profession. Because Teaching Matters Third Edition tells the story of today's complex classrooms. It also drives home that though the decision to teach is a serious one, it is one that can be extremely rewarding.

Understanding the World Language edTPA Susan A. Hildebrandt, Peter B. Swanson, 2016-07-01. In *Understanding the World Language edTPA: Research Based Policy and Practice*, two researchers in the forefront of world language edTPA discuss the new beginning teacher portfolio including its required elements, federal and state policies concerning teacher evaluation and research from their own programs. Higher education faculty members and language teacher preparation program coordinators who would like to better understand edTPA requirements and gain suggestions for necessary programmatic changes will find this book of interest. The book is composed of eight chapters. The authors begin by describing edTPA and how it became a national trend to assess beginning teacher ability. In Chapter 2, the authors present ideas about curricular changes that may need to occur in traditional world language teacher education programs as well as suggestions to assist teacher candidates as they begin to develop their portfolios. Afterward, the authors discuss the context for learning. Chapter 3 and they begin with assessment, moving to planning and then to instruction. Chapters 4, 5, 6. In each chapter, the authors discuss the work sample that teacher candidates must create, an analysis of a high-scoring portfolio, and steps to stimulate teacher candidates' professional thinking. In Chapter 7, the authors present activities for the methods classroom. In the final chapter, the authors provide a critical analysis of edTPA in general and the world language edTPA in particular. *Understanding the World Language edTPA: Research Based Policy and Practice* provides readers with a much-needed guide to inducting teacher candidates into the new portfolio requirements while helping higher education faculty make appropriate curricular changes to accommodate edTPA.

Handbook of Research on Teacher Education and Professional Development Martin, Christie, Polly, Drew, 2016-09-23. With the ever-changing climate of education around the globe, it is essential that educators stay abreast of the most updated teaching methods and applications.

To do this fostering teacher education programs that include innovative practices and initiatives within the field is imperative. The Handbook of Research on Teacher Education and Professional Development investigates current initiatives and approaches in educational programs. Focusing on research studies and theoretical concepts on innovative projects related to teacher education and professional development programs, this book is a pivotal reference source for academics, professionals, students, practitioners, and researchers.

Implementing and Analyzing Performance Assessments in Teacher Education Joyce E. Many, Ruchi Bhatnagar, 2017-12-01. Teacher education has long relied on locally developed assessments that lack reliability and validity. Rigorous performance-based assessments for preservice teachers have been advanced as one possible way to ensure that all students receive instruction from a high-quality teacher. Recently, performance-based assessments have been developed which focus on the application of knowledge of teaching and learning in a classroom setting. Our book explores factors related to the implementation of teacher performance assessments in varying state and institutional contexts. The contributors, teacher educators from across the country, focus on what was learned from inquiries conducted using diverse methodologies: quantitative, qualitative, self-studies, and mixed methods. Their research encompassed faculty supervisors, cooperating teachers, and students' perceptions and concerns of teacher performance assessments, case studies of curricular reform, and/or resistance, analyses of experiences and needs as a result of the adoption of such assessments, and examinations of the results of program alignment and reform. The chapters showcase experiences which occurred during high-stakes situations in implementation periods prior to high-stakes adoption and in contexts where programs adopted performance assessments as an institutional policy rather than as a result of a state-wide mandate. Endorsements: The chapters compiled for *Implementing and Analyzing Performance Assessments in Teacher Education*, edited by Joyce E. Many and Ruchi Bhatnagar, present a thoughtful look at the challenges and solutions embedded in the adoption of teacher performance assessments for preservice teachers. Most chapters feature edTPA, the most commonly used performance assessment now mandated in numerous states and used voluntarily by other programs across the country, and reveal how such assessments shine a bright light on the problems of practice in teacher preparation: stressful timelines, faculty silos, communication with P-12 partners, etc., when new requirements disrupt the status quo. Each chapter tells a valuable story of performance assessment implementation and approaches that offset compliance in favor of inquiry and educative experiences for candidates and programs alike. Andrea Whittaker, Ph.D., edTPA National Director, Stanford University Graduate School of Education, UCL SCALE. Many and Bhatnagar launch the AAPE book series with a curated volume highlighting the contexts in which teacher educators implement and utilize performance assessments in educator preparation. Together, the chapters present research from various viewpoints from candidates, faculty, university supervisors, and clinical partners using diverse methodologies and approaches. The volume contributes significantly to the program assessment research landscape by providing examples of how performance assessments inform preparation at the intersection of praxis.

and research and campus and field These chapters provide a critical foundation for teacher educators eager to leverage performance assessments to improve their programs Diana B Lys EdD Assistant Dean of Educator Preparation and Accreditation School of Education University of North Carolina at Chapel Hill

The edTPA Assessment for Special Education Pre-Service Teachers Stephen J. Hernandez, 2020-04-23 This book is designed to assist the Special Education pre service teacher plan and prepare a successful edTPA portfolio assessment Creation of this portfolio requires the candidate to plan implement and assess a series of three to five lessons designed specifically for one student with a disability In total the portfolio amounts to the writing of up to fifty pages of commentary and analysis of their pedagogical skills The need for pre service teachers in special education to receive a passing score on the edTPA portfolio assessment has become a requirement for teacher certification and the successful completion of a degree preparation program in the majority of states in the USA The creation of a successful high quality edTPA portfolio necessitates the incorporation of teaching and assessment strategies geared towards students with disabilities or the focus learner in edTPA parlance This book will provide the Special Education pre service teacher and edTPA candidate with detailed guidance on the development of a high quality portfolio The reader will discover here a wealth of best practices and proven strategies that teacher candidates of special education are sure to find highly beneficial in creating their portfolio

Alternatives to Privatizing Public Education and Curriculum Daniel Ness, Stephen J. Farenga, 2017-03-16 Through conversations in honor of Dale D Johnson this book takes a critical view of the monoculture in curriculum and policy that has developed in education with the increase of federal funding and privatization of services for public education and examines the shift from public interest and control to private and corporate shareholder hegemony Most states educational responsibilities assessment of constituents curriculum development and instructional protocols are increasingly being outsourced to private enterprises in an effort to reduce state budgets These enterprises have been given wide access to state resources such as public data from state sanctioned testing results field testing rights to public schools and financial assistance Chapter authors challenge this paradigm as well as the model that has set growing premiums on accountability and performance measures Connecting common impact between the standards movement and the privatization of education this book lays bare the repercussions of high stakes accountability coupled with increasing privatization Winner of The Society of Professors of Education Book Award 2018

Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2018-11-02 As with any industry the education sector goes through frequent changes due to modern technological advancements It is every educator s duty to keep up with these shifting requirements and alter their teaching style to best fit the needs of their classroom Pre Service and In Service Teacher Education Concepts Methodologies Tools and Applications explores the current state of pre service teacher programs as well as continuing education initiatives for in service educators It also emphasizes the growing role of technology in teacher skill development and training as well as key pedagogical

developments and methods Highlighting a range of topics such as teacher preparation programs teaching standards and fieldwork and practicum experiences this multi volume book is designed for pre service teachers teacher educators researchers professionals and academics in the education field Mixed Methods Research for Improved Scientific Study Baran, Mette Lise, Jones, Janice Elisabeth, 2016-03-17 The clear division between quantitative and qualitative research methods becomes problematic when students begin conducting extensive research for the first time often as part of a master's thesis or dissertation In order to handle such complexities in the selection of research methods a Mixed Methods Research MMR approach is one proposed solution Mixed Methods Research for Improved Scientific Study seeks to demonstrate how mixed methods research designs can address a wide array of scientific questions across disciplines Focusing on essential concepts and methods for a hybrid approach to quantitative and qualitative research methods for real world implementation this publication is ideally designed for students and researchers interested in refining their research skills as well as educators seeking to integrate research methods coursework into the graduate curriculum **Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs** Polly, Drew, Putman, Michael, Petty, Teresa M., Good, Amy J., 2017-12-15 Educators play a significant role in the intellectual and social development of children and young adults Thus it is important for next generation teachers to have a strong educational background as it serves as the foundation to their understanding of learning processes leadership and best practices in the field of education Innovative Practices in Teacher Preparation and Graduate Level Teacher Education Programs presents critical and relevant research on methods by which future educators in high level courses are equipped and instructed in order to promote the best experience in academic scholarship Featuring discussion on a diverse assortment of topics such as social justice for English language learners field based teacher education and student satisfaction in graduate programs this publication is directed at academicians students and researchers seeking modern research on the approaches taken by instructors to qualify and engage future educators **Effectively Using Data for Educator Preparation Program Improvement** Christine Carrino Gorowara, Erica M. Brownstein, Timothy Wall, 2023-05-01 This volume provides a synthesis of protocols and strategies to support assessment leaders in effectively using data for educator preparation program improvement Data informed decision making has become increasingly important in quality assurance for both internal and external audiences yet there are scant resources to guide those charged with managing the development and application of data for monitoring and improving the quality of their programs Until this work there has been little explication of how assessment directors working in educator preparation should conceptualize organize and implement best practices in data collection analysis interpretation and sharing As state and national expectations for evidence of quality are growing it is essential to chronicle the collective wisdom of assessment leaders in education preparation in one manuscript For both novice and experienced assessment directors this volume offers insightful perspectives and excellent strategies to facilitate the journey from complying with

external expectations to strategically using data and evidence to achieve goals leveraging assessment to achieve socially just outcomes involving multiple voices and interpreters and opening windows to further inquiry The editors have gathered experts in all phases of the assessment process and organized their work in an easy to follow manner This work provides both conceptual underpinnings of educator preparation quality assurance as well as practical lessons learned that will support the transformation of an assessment professional into an assessment leader ENSORSEMENTS Finally a book that shows what we can learn from accreditation collectively The strength of the volume lies in the concrete examples of evaluation and improvement that are woven throughout the chapters Effectively Using Data for Educator Preparation Improvement is a welcome addition to the small but growing body of useful literature related to quality assurance work in the field Mark LaCelle Peterson Ed D President and CEO Association for Advancing Quality in Educator Preparation The volume Effectively Using Data for Educator Preparation Program Improvement provides many examples of how providers collect data and evidence to establish or enhance quality assurance The publication will be of value to any provider seeking to enhance quality and improve their programs The publication is particularly timely given many state efforts to increase enrollments and diversity which have resulted in lowered standards Having measures and evidence of quality provide a necessary counter balance to these efforts Christopher Koch Ed D President Council for the Accreditation of Educator Preparation Effectively Using Data for Educator Preparation Program Improvement assists educators in data informed research and practice to improve programs diversify the profession and ensure that our teacher candidates are profession ready Written predominantly for the assessment director or leaders as the editors posit this volume goes beyond that goal to add a valuable resource for all of us who care about the field of educator preparation I highly recommend this book to the field as we work together to elevate the teaching profession Lynn M Gangone Ed D President CEO American Association of Colleges for Teacher Education Evaluating Teacher Education Programs through Performance-Based Assessments Polly, Drew, 2016-02-10 Performance based assessments have become a critical component of every teacher education program Such assessments allow teacher candidates to demonstrate their content and pedagogical knowledge skills and dispositions in an authentic setting Evaluating Teacher Education Programs through Performance Based Assessments analyzes and discusses the theory and concepts behind teacher education program evaluation using assessment tools such as lesson plans classroom artifacts student work examples and video recordings of lessons Emphasizing critical real world examples and empirically based studies this research based publication is an ideal reference source for university administrators teacher educators K 12 leaders and graduate students in the field of education **Writing in Education** Elizabeth Chase, Nancy P. Morabito, Sandra Schamroth Abrams, 2020-08-17 Writing in Education The Art of Writing for Educators focuses on educators professional journeys and discoveries about teaching learning writing and self This book offers insightful discussions about teaching practices reflective writing and digital and nondigital representations of meaning It explores practical matters

facing teachers and teacher candidates such as communicating about one's practice writing beyond content and page or conducting classroom observations and maintaining field notes This volume is divided into three main parts each of which spotlights a Featured Assignment that examines an area of writing in education The sample student work that is highlighted in each chapter is designed to support teachers and teacher candidates as they consider the importance and forms of writing as professionals in the field as well as the roles of writing in their own current or future classrooms Rethinking Field Experiences in Preservice Teacher Preparation Etta R. Hollins, 2015-03-12 The focus of this book is the centrality of clinical experiences in preparing teachers to work with students from diverse cultural economic and experiential backgrounds Organized around three themes learning teaching through the approximation and representation of practice learning teaching situated in context and assessing and improving teacher preparation Rethinking Field Experiences in Preservice Teacher Preparation provides detailed descriptions of theoretically grounded research based practices in programs that prepare preservice teachers to contextualize teaching practices in ways that result in a positive impact on learning for traditionally underserved students These practices serve current demands for teacher accountability for student learning outcomes and model good practice for engaging teacher educators in meaningful productive dialogue and analysis geared to developing local programs characterized by coherence continuity and consistency **Medical Education and Ethics: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources, 2016-09-27 As the healthcare industry continues to expand a higher volume of new professionals must be integrated into the field Providing these professionals with a quality education will likewise ensure the further progress and advancements in the medical field Medical Education and Ethics Concepts Methodologies Tools and Applications presents a compendium of contemporary research on the educational practices and ethical considerations in the medical industry This multi volume work contains pedagogical frameworks emerging trends case studies and technological innovations essential for optimizing medical education initiatives This comprehensive publication is a pivotal resource for medical professionals upper level students researchers and practitioners **Teacher Education: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources, 2016-05-19 Educators play a significant role in the intellectual and social development of children and young adults Next generation teachers can only be as strong as their own educational foundation which serves to cultivate their knowledge of the learning process uncover best practices in the field of education and employ leadership abilities that will inspire students of all ages Teacher Education Concepts Methodologies Tools and Applications explores the current state of pre service teacher programs as well as continuing education initiatives for in service educators Emphasizing the growing role of technology in teacher skill development and training as well as key teaching methods and pedagogical developments this multi volume work compiles research essential to higher education professionals and administrators educational software developers and researchers studying pre service and in service teacher training Handbook of

Research on Critical Thinking Strategies in Pre-Service Learning Environments Mariano, Gina J.,Figliano, Fred J.,2019-01-25

Learning strategies for critical thinking are a vital part of today s curriculum as students have few additional opportunities to learn these skills outside of school environments Therefore it is of utmost importance for pre service teachers to learn how to infuse critical thinking skill development in every academic subject to assist future students in developing these skills The Handbook of Research on Critical Thinking Strategies in Pre Service Learning Environments is a collection of innovative research on the methods and applications of critical thinking that highlights ways to effectively use critical thinking strategies and implement critical thinking skill development into courses While highlighting topics including deep learning metacognition and discourse analysis this book is ideally designed for educators academicians researchers and students

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