



Book Series

# *Contemporary Issues in Accreditation, Assessment, and Program Evaluation Research in Educator Preparation*

Series Editors

Joyce E. Many, *Georgia State University*

This series will provide opportunities for reflecting on political and social drivers affecting current efforts to reform teacher education through discussions of research and program evaluation inquiries which explore educator effectiveness in diverse state and institutional contexts. By considering ways in which researchers have investigated educator preparation within the context of increased expectations in accreditation and program approval, the series will contribute to conversations on how to best facilitate faculty engagement in re-imagining and reforming the preparation of educators, will share strategies for aligning curriculum, assessment, and accreditation requirements, and add to the public's understanding of research initiatives within the field of educator preparation.

The series will be comprehensive in addressing research focusing not only on aspects of teacher preparation for K-12 schools, but also on preparation of educational leaders and service professionals, and on the quality, reform, and effectiveness of programs for educators seeking advanced preparation. Topic within the series may include (a) research examining implementation and analysis of new curricular innovations, assessments, or practices within educator preparation, (b) inquires focusing on faculty engagement, resistance, and participation in accreditation and program approval processes, (c) analysis of the impact of policy changes on educator preparation, and (d) impact of reform drivers such as nationally funded centers on curriculum innovation and program effectiveness. The intended audience of this series will include university faculty, researchers, and administrators in traditional educator preparation institutions as well as school district level mentors, alternative program providers, and policy makers at state and federal levels.

For more information about the series or one of the upcoming volumes, contact the Series Editor.

Series Editor

Joyce Many, Georgia State University  
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## **Books in this series:**

- Linking Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students
- Implementing and Analyzing Performance Assessments in Teacher Education

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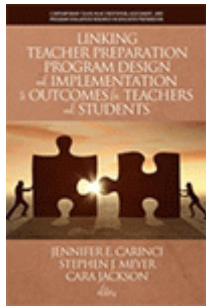
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## Linking Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students

Jennifer E. Carinci, American Association for the Advancement of Science; Stephen J. Meyer, RMC Research Corporation; Cara Jackson, Bellwether Education Partners

2020. Paperback 978-1-64113-957-1 \$45.99. Hardcover 978-1-64113-958-8 \$85.99. eBook 978-1-64113-959-5 \$65.

Improving the use of evidence in teacher preparation is one of the greatest challenges and opportunities for our field. The chapters in this volume explore how data availability, quality, and use within and across preparation programs shed light on the structures, policies, and practices associated with high quality teacher preparation. Chapter authors take on critical questions about the connection between what takes place during teacher preparation and subsequent outcomes for teachers and students - which has remained a black box for too long. Despite a long history of teacher preparation in the U.S. and a considerable investment in preservice and in-service training, much is still to be learned about how pre-service preparation impacts teacher effectiveness.

A strong empirical basis that informs how specific aspects of and approaches to teacher preparation relate to outcomes for graduates and their preK-12 student outcomes will provide a foundation for improved teaching and learning. Our book responds to stakeholders' collective responsibility to students and teachers to act more deliberately. Issues of data availability and quality, the uses of data for improvement, priorities for future research, and opportunities to promote evidence use in teacher preparation are discussed throughout the volume to inspire collective action to push the field towards more use of evidence. Chapters present research that uses a variety of research designs, methodologies, and data sources to explore important questions about the relationship between teacher preparation inputs and outcomes.

**CONTENTS:** Preface. Introduction. Improving Teacher Preparation: The Promise, Challenges, and Research Needs of State Accountability Systems, *Saroja R. Warner, Michael B. Allen, and Charles R. Coble*. Learning to Teach: Optimizing Coursework and Fieldwork Requirements in Traditional Teacher Preparation, *Courtney Preston*. Using Case Study Data of Completers as Evidence in a Continuous Improvement Model, *Bruce Weitzel, Hillary Merk, Jacqueline Waggoner, James Carroll, and Randy Hetherington*. Educating Effective Science Teachers: Preparing and Following Teachers Into the Field, *Elizabeth B. Lewis, Ana M. Rivero, Aaron A. Musson, Lyrica L. Lucas, Amy Tankersley, and Brandon Holding*. Measuring Diversity in Teacher Candidate Practicum Placements and its Relationship to Outcomes, *Zafer Unal, Aslihan Unal, and Yasar Bodur*. Signature Practices in an Urban Residency Program: How Are These Practices Evident in the Graduates' Classrooms, *Jennifer Collett, Nancy Dubetz, Harriet Fayne, Anne Marie Marshall, and Anne Rothstein*. Preparing and Keeping Our Best: Linking a Measure of Preservice Teacher Quality to Professional Outcomes, *Margarita Pivovarova, Robert Vagi, and Wendy Barnard*. Toward Causal Evidence on Effective Teacher Preparation, *Dan Goldhaber and Matthew Ronfeldt*. Supporting the Use of Evidence in Teacher Preparation: Considerations and Next Steps, *Cara Jackson, Jennifer E. Carinci, and Stephen J. Meyer*. About the Editors. About the Contributors.



## Implementing and Analyzing Performance Assessments in Teacher Education

Joyce E. Many, Georgia State University; Ruchi Bhatnagar, Georgia State University

2017. Paperback 978-1-64113-119-3 \$45.99. Hardcover 978-1-64113-120-9 \$85.99. eBook 978-1-64113-121-6 \$65.

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  
UL-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

**CONTENTS:** Introduction. The Evolution of Teacher Performance Assessments As a Measure of Accountability, *Carla L. Tanguay*. From Isolation to a Community of Practice: Redefining the Relationship of Faculty and Adjunct University Supervisors During the Implementation of edTPA, *Sharilyn C. Steadman and Ellen E. Dobson*. Faculty Investment in Student Success: A Four-Year Investigation of edTPA Implementation, *Gaoyin Qian, Harriet Fayne, and Leslie Lieman*. Mandates Revisited: One Coordinator's Story of Cultivating Collegiality and Inquiry Through a Professional Learning Community, *Holley M. Roberts*. The Power of Supports to Improve edTPA Outcomes, *Kathleen Fabrikant, Cynthia Bolton, Cindy S. York, and Angie Hodge*. Cognitively Guided Instruction as a Means of Preparing Elementary Teacher Candidates for edTPA Mathematics Assessment Task 4, *Susan Swars Auslander, Stephanie Z. Smith, and Marvin E. Smith*. Not Just for Preservice Teachers: edTPA as a Tool for Practicing Teachers and Induction Support, *John Seelke and Xiaoyang Gong*. Forcing Me to Reflect: Preservice and Novice Teachers' Reflective Thinking in Varied School Contexts, *Dianna Gahlsdorf Terrell, Kathryn McCurdy, Megan L. Birch, Thomas H. Schram, and Page Tompkins*. State Education Agency Use of Teacher Candidate Performance Assessments: A Case Study of the Implementation of a Statewide Portfolio-Based Assessment System in Kansas, *Stephen J. Meyer, Emma V. Espel, and Nikkolas J. Nelson*. Using the Concerns-Based Adoption Model To Support edTPA Coordinators and Faculty During the Implementation Process, *Joyce E. Many, Shaneeka Favors-Welch, Karen Kurz, Tamra Ogletree, and Clarice Thomas*. About the Editors. About the Contributors.



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