# Table of Contents

Preface ...................................................................................................................................................... xviii  

**Section 1**  
The Role of Faculty and Institutions in Implementing Performance-Based Assessments

**Chapter 1**  
Redesigning Teacher Education in the Context of Multiple Reform Initiatives ........................................ 1  
Jessica DeMink-Carthew, University of Vermont, USA  
Maria E Hyler, University of Maryland, USA  
Linda Valli, University of Maryland, USA

**Chapter 2**  
How to Thrive in the Changing Landscape of Teacher Education: Planning for Implementation of  
Performance-Based Assessments ............................................................................................................ 18  
Holly Henderson Pinter, Western Carolina University, USA  
Kim K. Winter, Western Carolina University, USA  
Myra K. Watson, Western Carolina University, USA

**Chapter 3**  
Data and Dialogue: Cultivating Transformative Change in Teacher Preparation Programs ................. 34  
Diana B. Lys, University of North Carolina at Chapel Hill, USA  
Mark L’Esperance, East Carolina University, USA  
Ann Bullock, East Carolina University, USA  
Ellen Dobson, East Carolina University, USA  
Linda A. Patriarca, East Carolina University, USA  
Elbert E. Maynard, East Carolina University, USA

**Chapter 4**  
One University’s Pathway to a Change in Practice ................................................................................. 52  
Renee Moran, East Tennessee State University, USA  
Karen Keith, East Tennessee State University, USA  
Huili Hong, East Tennessee State University, USA
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Authors</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Using edTPA Data to Improve Programs</td>
<td>Kristen C. Cuthrell, Diana B. Lys, Elizabeth A. Fogarty, Ellen E. Dobson</td>
<td>67</td>
</tr>
<tr>
<td>6</td>
<td>Creating Faculty Buy-In for edTPA and Other Performance-Based Assessments</td>
<td>Laura C. Hart, Shawnee Wakeman</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>edTPA Local Evaluation: Engaging Our Partners, Improving Our Practice</td>
<td>John Louis Seelke, Kelly Mills</td>
<td>93</td>
</tr>
<tr>
<td>8</td>
<td>Examination of Content Validity for edTPA: Academic Language and Representation</td>
<td>Woong Lim, Alyson E. Lischka</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td><strong>Section 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supporting Teacher Education Candidates’ Work with Performance-Based Assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Preparing Elementary Education Teacher Candidates to Design Learning Segments: The Case of edTPA Task One</td>
<td>Drew Polly</td>
<td>126</td>
</tr>
<tr>
<td>10</td>
<td>edTPA Preparation: Building Support Structures for Teacher Candidates</td>
<td>Randa Suleiman, Clavon Byrd</td>
<td>138</td>
</tr>
<tr>
<td>11</td>
<td>Portfolios²: TESL Candidates’ Transformed Understandings of Portfolio Assessments with English Learners through Performance-Based Assessment</td>
<td>Joan Lachance</td>
<td>166</td>
</tr>
<tr>
<td>12</td>
<td>Supporting Teacher Candidates Completing the edTPA</td>
<td>Deborah Greenblatt</td>
<td>184</td>
</tr>
</tbody>
</table>
Chapter 13
Supporting Teacher Education Candidates through the edTPA Process .................................................. 201
   Teresa Petty, University of North Carolina at Charlotte, USA
   Tina Heafner, University of North Carolina at Charlotte, USA
   Joan Lachance, University of North Carolina at Charlotte, USA
   Drew Polly, University of North Carolina at Charlotte, USA

Chapter 14
Early and Often Creating and Implementing Performance-Based Field Instruments: For Students
in Early Field Experiences ................................................................................................................................. 217
   Scot M. Rademaker, Winthrop University, USA

Chapter 15
Using a Literacy-Based Classroom Partnership to Prepare Teacher Candidates for the edTPA ........ 237
   Jana Lynn Hunzicker, Bradley University, USA
   Cecile M. Arquette, Bradley University, USA
   Peter Olson, California State Polytechnic University – Pomona, USA
   Douglas Atkins, Whittier Primary School, USA

Section 3
Programs and Initiatives Related to Performance-Based Assessments

Chapter 16
Assessing Experience: Performance-Based Assessment of Experiential Learning Activities ............ 261
   Erik Jon Byker, University of North Carolina at Charlotte, USA

Chapter 17
Lesson Study as an Effective Performance-Based Measure of Teacher Effectiveness .................. 281
   Mark Patrick Ryan, Loyola Marymount University, USA

Chapter 18
Collaborative Video-Based Action Research Studies to Assess Classroom Teaching Performances
and Improve Educator Programs: A Model Research Approach ................................................................. 295
   Linda A. Catelli, City University of New York (CUNY), USA
   Joan Carlino, North Babylon School District, USA
   GinaMarie Petraglia, North Babylon School District, USA
   Patricia Godek, North Babylon School District, USA
   Valerie Jackson, North Babylon School District, USA

Chapter 19
Evaluation Results of Initial Training Teachers Programs in Mexico Based on the Performance of
Their Students ........................................................................................................................................... 311
   Edgar Oliver Cardoso, National Polytechnic Institute (IPN), ESCA - ST, Mexico
   Jorge Mejía Bricaire, National Polytechnic Institute (IPN), ESCA - ST, Mexico
   Fernando Briseño Hurtado, National Polytechnic Institute (IPN), ESCA - ST, Mexico
   Joel García Mendoza, National Polytechnic Institute (IPN), ESCA - ST, Mexico
Chapter 20
Process vs. Product: What Are Preservice Teachers Learning from ISL Projects?................................. 328
  Christina Janise McIntyre, Midwestern State University, USA
  Angela Cartwright, Midwestern State University, USA
  Stacia C. Miller, Midwestern State University, USA

Chapter 21
Performance-Based Assessment Evaluated by Croatian Preschool Teachers and Students:
Implications for Study Program and Practice Modifications ................................................................. 337
  Sanja Tatalović Vorkapić, University of Rijeka, Croatia
  Vesna Katić, University of Rijeka, Croatia

Chapter 22
Teacher Effect Model for Impacting Student Achievement ................................................................. 376
  Tina Heafner, University of North Carolina at Charlotte, USA

Compilation of References .......................................................................................................................... 393

About the Contributors ............................................................................................................................... 425

Index......................................................................................................................................................... 433