

Task 2 Sample Edtpa Elementary Education

Paper and Timber Brazilian Archives of Biology and Technology Journal of Pulp and Paper Science Synthesis and Characterization of a Chelator Modified Zirconia Support for Biochromatographic Applications Russian Journal of Inorganic Chemistry Bulletin Bulletin of the Chemical Society of Japan Journal of Chromatography Bulletin Proceedings of the 16th World Congress of Soil Science on CD-ROM. American Laboratory Honorary Volume for Prof. D.D. Raftopoulos EdTPA Camera 2 A Study of the Impact of Participating in the EdTPA Process on the Assessment Practices of Novice Teachers An Investigation of Pre-service Teacher Assessment Literary and Assessment Confidence Andrew Michael Clausen Nihon Kagakkai Dale E. Baker Michelle C. York Kelli A. Ryan

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oregon student achievement continues to linger in the bottom of state rankings for assessment scores and graduation rates recent literature suggests that formative assessment and feedback are the most effective practices for improving student outcomes oregon has adopted the educative teacher performance assessment or the edtpa which measures among other abilities teacher use of assessment practices this mixed methods study explores the impact of the edtpa on the development of assessment practices of novice teachers by collecting data in two phases an online survey and a one on one interview the sample included 41 graduates of oregon educator preparation programs from 2016 2017 and 2018 and seven of the survey participants also participated in a follow up interview through the data analysis four themes emerged 1 novice teachers perceive that completing the edtpa had little to no impact on their current assessment practices 2 novice teachers perceive that the edtpa was a waste of time or hindered the learning process for preservice teachers 3 novice teachers did learn assessment practices but from other sources and 4 novice teachers interviewed for this study self report the use best practices in assessment the findings of this study indicate implications for pre service teachers educator preparation programs and policymakers in oregon and the need to further explore how to support the development of pre service teachers assessment practices and effective implementation of the edtpa

the need to create assessment literate and assessment confident teachers is increasing popham 2009 2011 research has revealed that teachers are not well trained to use assessment in the classroom and are poorly trained in standardized testing zhang burry stock 1997 zhang burry stock 2003 the purpose of this study was to 1 evaluate the psychometric properties i e reliability and validity of an instrument that measures the assessment literacy and assessment confidence of pre service teachers i e the classroom assessment literacy inventory cali and 2 investigate the relationship between assessment literacy assessment confidence and scores on a performance based assessment edtpa in the pilot testing phase rasch analysis and rasch principal components analysis pca were used to evaluate the

psychometric properties i e reliability and validity of the assessment literacy and confidence measures i e the cali the pilot sample n 165 consisted of sophomores and juniors in one teacher preparation program in the midwestern united states us after the pilot testing phase the instrument was revised and administered to a second sample of 112 pre service teachers who were in their final semester of the same undergraduate teacher preparation confirmatory factor analysis cfa was used to provide evidence of the internal structure of the cali following the cfa controlling for other demographic and academic variables such as teacher education program e g early childhood middle childhood adolescent education etc and grade point average gpa the impact of the second phase sample s assessment confidence on the relationship between assessment literacy and performance based assessment scores was examined results indicated the limited range of the assessment related content measured by the modified cali as well as the modified cali s relative difficulty for this sample significant relationships were found between pre service teacher program and gpa on the relationship between assessment knowledge assessment confidence and a performance based assessment discussion and implications for teacher education programs emphasizes the relationship between assessment knowledge and performance gpa and performance as well as the differences between programs on the main variables of interest methodological and statistical discussion and implications are presented for the use of rasch pca parceling the cfa model and the benefits to considering a mixed methods methodological approach

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