# edtpa language function examples

EdTPA Language Function Examples: Unlocking Effective Teaching Strategies

**edtpa language function examples** play a crucial role in helping teacher candidates demonstrate their ability to support student learning through language development. If you're preparing for the edTPA (Teacher Performance Assessment), understanding how to identify and apply language functions effectively can elevate your teaching practice and showcase your skills in fostering student communication. This article dives into practical examples of language functions within the edTPA framework, offering insights that can help you design lessons, assess student language proficiency, and meet the rigorous demands of this performance-based assessment.

## What Are Language Functions in the Context of edTPA?

Before exploring specific edtpa language function examples, it's important to clarify what language functions mean in educational settings. Language functions refer to the purposes for which language is used in communication—whether it's requesting information, expressing opinions, giving instructions, or narrating events. In the edTPA context, understanding and utilizing these functions help teacher candidates design lessons that promote meaningful language use among students and align with academic standards.

## Why Language Functions Matter for Teacher Candidates

The edTPA focuses heavily on assessing a teacher's ability to support diverse learners, including English Language Learners (ELLs). Language functions are the bridge between content knowledge and language proficiency, allowing students to engage actively during lessons. When candidates integrate language functions into their planning and instruction, they create opportunities for students to practice language authentically, which is essential for both academic success and language development.

## Common edtpa Language Function Examples and How to Use Them

Understanding different language functions and how they appear in classroom settings is vital for edTPA success. Here are some typical examples with explanations on how to incorporate them effectively:

# 1. Describing

Describing is one of the fundamental language functions where students explain attributes, characteristics, or details about something.

- **Example in a science lesson:** Students describe the phases of the moon using specific vocabulary.

- **Application for edTPA:** You might prompt students with sentence starters like "The moon appears…" or "During this phase…" to scaffold their language.

This function encourages students to use precise adjectives and domain-specific terms, facilitating deeper content understanding and language growth.

# 2. Comparing and Contrasting

This function involves analyzing similarities and differences, which is critical for higher-order thinking and language use.

- **Example in social studies:** Students compare two historical figures based on their leadership styles.

- **Classroom strategy:** Use graphic organizers such as Venn diagrams to support students in structuring their responses.

In your edTPA commentary, highlight how you scaffold this function by modeling language frames like "Both leaders… however…" to assist learners in expressing complex ideas.

# 3. Explaining Cause and Effect

Explaining cause and effect is a common language function that helps students understand relationships between events or phenomena.

- **Example in reading comprehension:** Students explain why a character made certain choices in a story.

- **Instructional tip:** Encourage the use of conjunctions such as "because,"

"therefore," and "as a result" to clarify relationships.

By focusing on this function, teacher candidates demonstrate their ability to foster critical thinking and language development simultaneously.

## 4. Giving Opinions and Justifying

Expressing personal viewpoints and backing them up with reasons is a powerful language function that supports persuasive speaking and writing.

- **Example in an English Language Arts lesson:** Students state their opinion about a book and provide evidence from the text.

- **Scaffolding approach:** Provide phrases like "I believe that…" or "In my opinion…" to help students articulate their thoughts confidently.

In edTPA, showcasing how you encourage justification of opinions highlights your commitment to developing students' academic discourse skills.

## 5. Requesting and Clarifying

Requesting information and clarifying understanding are interactive language functions that promote student engagement and comprehension.

- **Example during group work:** Students ask peers for explanations or repeat instructions.

- **Classroom techniques:** Teach polite question forms such as "Could you explain…?" or "What do you mean by…?" to facilitate peer support.

Including these functions in your lesson plans demonstrates your ability to nurture a collaborative learning environment, a key edTPA focus.

# Integrating Language Functions into edTPA Planning and Instruction

Successfully incorporating language functions into your edTPA submission

requires intentional planning and reflection. Here are some practical steps to consider:

## Align Language Functions with Learning Objectives

Start by clearly defining your lesson's learning objectives and identifying which language functions students need to practice to meet those goals. For example, if your objective is for students to analyze text, emphasize functions like explaining cause and effect or comparing and contrasting.

## Use Language Function Examples to Scaffold Student Language

Scaffolding is essential, especially for ELLs or students with varying language proficiency. Provide sentence frames, model responses, and use graphic organizers to support students in using the target language functions. Document these supports in your edTPA commentary to showcase your instructional strategies.

## Assess Language Function Mastery Through Student Work

Collect artifacts such as written responses, audio recordings, or video clips that demonstrate students effectively using language functions. In your edTPA reflection, analyze how these examples show students' language development and content understanding.

# Tips for Showcasing Language Functions in Your edTPA Submission

Navigating the edTPA can feel overwhelming, but focusing on language functions can make your submission stand out. Here are some insider tips:

- **Be explicit:** Clearly identify the language functions you are targeting in your lesson plans and commentaries.

- **Provide concrete examples:** Use actual student work or dialogue excerpts to illustrate how language functions are practiced.

- **Reflect thoughtfully:** Discuss how your instruction supports language development and what adjustments you would make for diverse learners.

- **Connect to standards:** Link language functions to relevant language arts or content standards to demonstrate alignment.

By weaving language functions throughout your edTPA portfolio, you present a cohesive narrative of your teaching effectiveness.

# Understanding the Role of Language Functions in Supporting Diverse Learners

One of the edTPA's core emphases is equity and access. Language functions play a pivotal role in ensuring all students, including those with limited English proficiency, can engage meaningfully with content.

## Supporting English Language Learners (ELLs)

ELLs benefit immensely when teachers explicitly teach language functions tied to academic content. For instance, teaching how to describe scientific processes or explain historical events empowers these students to participate more fully in class discussions and assessments.

## Addressing Varied Language Proficiencies

Not all students come to the classroom with the same language skills. Differentiating instruction around language functions—such as simplifying sentence frames for beginners or encouraging complex reasoning for advanced speakers—helps meet individual needs.

## Promoting Academic Language Development

Academic language is often challenging because it requires mastery of specific language functions in unfamiliar contexts. By intentionally focusing on language functions within lessons, teacher candidates help students build this critical skill set, which is essential for college and career readiness.

# Examples of Language Functions in Different Content Areas

Different subjects emphasize different language functions. Here's how they

might look across disciplines:

- **Math:** Explaining problem-solving steps, describing patterns, justifying answers.

- **Science:** Observing and describing phenomena, hypothesizing, comparing experiments.

- **Social Studies:** Analyzing cause and effect, comparing cultures, expressing opinions on historical events.

- **English Language Arts:** Summarizing texts, making predictions, arguing a point.

Tailoring language functions to your content area ensures your edTPA submission reflects authentic instructional practices.

Exploring and applying edtpa language function examples is more than just a requirement; it's a pathway to becoming a more effective, responsive teacher. By understanding the nuances of how language operates in the classroom and strategically integrating these functions, you can create rich learning experiences that empower all students to communicate and think critically. As you prepare your edTPA portfolio, keep these examples and strategies in mind to demonstrate your instructional prowess and commitment to student success.

# Frequently Asked Questions

## What are some common language function examples used in edTPA?

Common language function examples in edTPA include describing, explaining, comparing, persuading, questioning, and summarizing. These functions help students demonstrate their language skills in various contexts.

## How can I incorporate language function examples into my edTPA lesson plans?

You can incorporate language function examples by designing activities that target specific functions such as having students explain a concept, compare two ideas, or persuade others through writing or speaking tasks aligned with your lesson objectives.

## Why are language function examples important in the edTPA assessment?

Language function examples are important because they show how well students can use language to achieve communication goals, which is a key component of language development and content mastery assessed in edTPA.

## Can you provide an example of a language function used in an edTPA commentary?

An example would be explaining how students use the language function of 'describing' to articulate observations in a science lesson, demonstrating their ability to use precise vocabulary and sentence structures.

## What is the difference between language functions and language features in edTPA?

Language functions refer to the purposes of communication (e.g., requesting, informing), while language features refer to the grammatical and vocabulary elements used to achieve those functions (e.g., sentence structure, word choice).

## How do language function examples support English Language Learners in edTPA?

Using clear and targeted language function examples helps English Language Learners understand how to use language purposefully, improving their ability to communicate effectively and meet edTPA language demands.

## What are some effective strategies for teaching language functions in edTPA lessons?

Effective strategies include modeling language functions, providing sentence frames, engaging students in role-plays, and using graphic organizers to help students practice specific communicative purposes.

## Are there specific language functions emphasized for different grade levels in edTPA?

Yes, language functions are tailored to age-appropriate communication goals; for example, younger students might focus on naming and describing, while older students work on persuading and justifying their opinions.

## How can I assess students' use of language functions

## in my edTPA submission?

You can assess students by analyzing their ability to use the targeted language functions accurately and appropriately in speaking, writing, or other communicative tasks included in your edTPA artifacts.

## Where can I find resources or examples of language functions for edTPA preparation?

Resources can be found on official edTPA websites, teacher preparation programs, and educational forums, which often provide sample lesson plans, commentaries, and rubrics highlighting language functions.

## Additional Resources

**Comprehensive Examination of edtpa Language Function Examples**

**edtpa language function examples** serve as a critical component for teacher candidates navigating the edTPA assessment process. As the edTPA evaluates prospective educators' readiness through authentic teaching tasks, understanding how to effectively demonstrate language functions is essential. These examples not only illustrate candidates' ability to support diverse learners but also reflect pedagogical competence in fostering communication skills across subject areas. This article delves into the nuances of edtpa language function examples, offering a professional review to help candidates and educators alike grasp their significance and application.

## Understanding edtpa Language Functions

Language functions refer to the purposes for which language is used in communication, such as describing, requesting, explaining, or persuading. In the context of edTPA, language functions are integral as they reveal how teachers facilitate student interactions and scaffold academic language. The edTPA rubric assesses candidates on their ability to analyze and support language use within their teaching practices, emphasizing the role of language in content mastery and student engagement.

Integrating language functions in lesson planning and instruction is not merely about vocabulary or grammar but also about enabling students to use language purposefully. This includes helping English Language Learners (ELLs) or students with varied linguistic backgrounds access content through strategies that promote comprehension and expression.

## Key Language Function Examples in edTPA Tasks

Candidates often encounter specific prompts within edTPA requiring them to identify and utilize language functions effectively. Below are some common edtpa language function examples that demonstrate a candidate's skill in this area:

- **Describing:** Encouraging students to describe processes, objects, or events to deepen understanding, such as describing the steps in a scientific experiment.

- **Explaining:** Guiding students to explain their reasoning or the rationale behind a solution, which is particularly crucial in mathematics and science instruction.

- **Comparing and Contrasting:** Facilitating language that helps students analyze similarities and differences between concepts, texts, or historical events.

- **Arguing or Persuading:** Supporting students in formulating arguments with evidence, which is vital in social studies and language arts.

- **Requesting Information:** Modeling and encouraging students to ask clarifying questions or seek additional details to enhance comprehension.

These language functions often appear in lesson plans, instructional commentary, and student work samples submitted for edTPA evaluation. Candidates must not only incorporate these functions but also provide evidence of scaffolding techniques that enable student success.

# Practical Application and Scaffolding Strategies

Effectively demonstrating language functions in edTPA requires more than identification; it involves intentional instructional design. Candidates must show how they scaffold language to support learners at different proficiency levels. This is especially pertinent for ELLs or students with limited academic language skills.

Scaffolding can take various forms, including:

1. **Modeling Language Use:** Teachers demonstrate correct use of language functions through think-alouds or sentence frames.

2. **Graphic Organizers:** Tools such as Venn diagrams or flowcharts assist students in organizing thoughts for comparison or explanation.

3. **Interactive Dialogues:** Structured peer or group discussions encourage students to practice target language functions in a supportive setting.

4. **Targeted Questioning:** Strategic questions guide students to use specific language functions, prompting deeper thinking and articulation.

5. **Explicit Vocabulary Instruction:** Introducing academic and content-specific vocabulary that supports the required language functions.

Incorporating these scaffolds within lesson plans and reflections strengthens the candidate's demonstration of pedagogical expertise in supporting language development.

## Analyzing Student Language Use for edTPA

Another critical aspect of edtpa language function examples involves the analysis of student language. Candidates must observe and interpret how students employ language functions during activities, using this data to inform instruction.

For instance, a candidate might note that a student struggles to explain reasoning in a math problem, indicating a need for further scaffolding or targeted feedback. This analysis is often presented in the edTPA commentary, showcasing the candidate's reflective practice and responsiveness to student needs.

## Comparative Insights: edTPA Language Function Examples vs. Other Assessments

When compared to other teacher certification assessments, edTPA places a distinct emphasis on language functions within authentic classroom contexts. Unlike traditional multiple-choice exams, edTPA requires candidates to provide concrete examples from their teaching practice, accompanied by reflective analysis.

This practical approach aligns with contemporary educational standards that prioritize language-rich interactions and differentiated instruction. Candidates who master the integration of language functions tend to perform better in the edTPA because they demonstrate the ability to meet diverse learners' needs effectively.

## Challenges and Considerations

Despite the importance of language function examples in edTPA, candidates often face challenges such as:

- **Identifying Appropriate Functions:** Choosing language functions that align with lesson objectives and student needs can be complex.

- **Balancing Content and Language:** Ensuring that language support does not overshadow content learning requires finesse.

- **Documenting Evidence:** Providing clear, concise examples of language functions in student work and commentary can be difficult.

Addressing these challenges involves thorough planning, continuous reflection, and seeking feedback from mentors or peers. Using resources such as edTPA handbooks and language function exemplars can also provide valuable guidance.

# Integrating Technology to Enhance Language Functions in edTPA

Modern classrooms increasingly incorporate technology to facilitate language development. Candidates can leverage digital tools to support language functions, thereby enriching their edTPA submissions.

Examples include:

- **Interactive Whiteboards:** Allowing dynamic modeling of language structures and functions during lessons.

- **Language Learning Apps:** Providing additional practice opportunities for students to engage in specific language functions outside of class.

- **Video Recordings:** Capturing student language use in real-time, which can be analyzed for edTPA commentary.

These technological integrations demonstrate innovative teaching practices and a commitment to meeting diverse learner needs, aligning well with edTPA expectations.

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Understanding and effectively employing edtpa language function examples is a
cornerstone of successful teacher candidate performance. Through careful
selection, scaffolding, and analysis of language functions, candidates can
showcase their capability to foster meaningful communication and academic
growth. As education continues to emphasize language proficiency across
disciplines, mastering these examples will remain an indispensable element of
teacher preparation and assessment.

# Edtpa Language Function Examples

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**edtpa language function examples: 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.

**edtpa language function examples: 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.

**edtpa language function examples: Mapping the Way from Teacher Preparation to EdTPA® Completion** Jason C. Fitzgerald, Michelle L. Schpakow, 2021-06-18 This book is here to help teacher candidates not only survive the challenge of the edTPA(R), but also thrive. Demystifying the language used in the performance assessment, it maps out precisely what steps aspiring secondary education teachers should take to ensure successful completion of the edTPA(R).

**edtpa language function examples:** 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.

**edtpa language function examples: Technology in the Middle and Secondary Social Studies Classroom** Scott K. Scheuerell, 2015-03-12 Technology in the Middle and Secondary Social Studies Classroom introduces pre-service teachers to the research underpinning the effective integration of technology into the social studies curriculum. Building off of established theoretical frameworks, veteran social studies teacher educator Scott Scheuerell shows how the implementation of key technologies in the classroom can help foster higher-level thinking among students. Plentiful, user-friendly examples illustrate how specific educational tools—including games, social media, flipped classrooms, and other emerging technologies—spur critical thinking and foster authentic intellectual work. A rigorous study, Technology in the Middle and Secondary Social Studies Classroom provides a comprehensive, up-to-date research framework for conceptualizing successful, technology-rich social studies classrooms.

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early childhood professionals and policy making practices, and addresses such questions as: · How is the field of early childhood education defined? · What are the roots of this field of study? · How is the history of early childhood education similar to yet different from the study of public education? · What are the major influences on understandings of best practices in early childhood education?

**edtpa language function examples: Teacher Development for Content-Based Language Education** Susan Ballinger, Ruth Fielding, Diane J. Tedick, 2024-09-10 This book fills a large gap in our understanding of how to prepare teachers for the challenging but increasingly popular task of integrating content and language instruction. It brings together findings on content-based teacher education from Africa, Asia, Australia, Europe and North America in order to inform researchers and teacher educators and enable them to play a critical role in the continued success of such programs. It offers a solid grounding in theories and applications of content-based approaches with empirical studies investigating teacher identity, materials design, use of cognitive discourse functions and best practices for teacher education. Responding to the growing popularity of content-based programs and the shortage of qualified teachers for these contexts, this book promotes teacher-researcher collaboration and provides support for trainee teachers, in-service teachers and course leaders.

**edtpa language function examples: 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.

**edtpa language function examples:** *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.

**edtpa language function examples:** <u>Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs</u> 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.

**edtpa language function examples: 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

  **edtpa language function examples:** *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.

**edtpa language function examples:** *Policy, Professionalization, Privatization, and Performance Assessment* Theresa J. Gurl, Limarys Caraballo, Leslee Grey, John H. Gunn, David Gerwin, Héfer Bembenutty, 2016-02-19 This volume reviews the background of mandated teacher performance assessment with an emphasis on policy, privatization, and professionalization. The authors discuss the potential impact of mandated teacher performance assessments on teacher education in the content areas of mathematics, English, and social studies. The perspectives and empirical research examined in this conceptual analysis illustrate the various ways in which the Stanford Center for Assessment, Learning, and Equity (SCALE) Teacher Performance Assessment (edTPA) promises to restructure teacher education in the United States. The authors consider both the affordances and the constraints that teacher performance assessments offer for teacher preparation programs, and conclude by discussing the implications of the intersections among policy, privatization, professionalization, and performance assessments of teachers, as well as the relationship between performance assessments and teacher education. The impact of the edTPA on the development of signature pedagogies in teacher education is also discussed.

**edtpa language function examples:** *Teacher Performance Assessment and Accountability Reforms* Julie H. Carter, Hilary A. Lochte, 2016-12-20 Winner of the 2017 AESA Critic's Choice Book Award This book provides multiple perspectives on the dual struggle that teacher educators currently face as they make sense of edTPA while preparing their pre-service teachers for this high stakes teacher exam. The adoption of nationalized teacher performance exams has raised concerns about the influence of corporate interests in teacher education, the objectivity of nationalized teaching standards, and ultimately the overarching political and economic interests shaping the process, format, and nature of assessment itself. Through an arc of scholarship from various perspectives, this book explores a range of questions about the goals and interests at work in the roll out of the edTPA assessment and gives voice to those most affected by these policy changes, teacher educators, and teacher education students.

**edtpa language function examples: Designing your Teaching Life** Trace Lahey, 2019-07-26 Designing your Teaching Life is written for student teachers and their program-based mentors. This book provides engaging and detailed guidance for making the most out of the student teaching experience and overcoming the stressful situations and challenges that can arise during student teaching in today's fast-paced, diverse, and evidence-based classrooms. Designing your Teaching Life supports the student teacher to organize his/her experience, build positive relationships with mentors and students, design high quality plans and instruction, and use assessment data to inform teaching and learning. Filled with narratives, snapshots, examples, questions, templates, and advice from program and school-based mentors as well as former student teachers, the book will support student teachers working in a range of classrooms, including physical education. In addition, advice about the edTPA is woven throughout the chapters to support student teachers preparing for this assessment. Reading this book will provide the student teacher the guidance he or she needs to design a rewarding and successful teaching life.

**edtpa language function examples: 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 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

**edtpa language function examples: Advancing Supervision in Clinically Based Teacher Education** Rebecca West Burns, Laura Baecher, Jennifer K. McCorvey, 2022-02-01 Supervision in teacher education is entering an exciting time. In the last decade, national reports calling for the transformation of teacher preparation have advocated for greater school-university collaboration and increased clinical preparation of teachers (AACTE, 2018; NCATE, 2010). Thus, institutions with teacher preparation should be increasingly concerned with the clinical component of their teacher certification programs (AACTE, 2010; 2018; NCATE, 2001; NEA, 2014). However, supervision in teacher preparation has historically been held in low regard, (Beck & Kosnik, 2002; Feiman-Nemser, 2001; The Holmes Group, 1986; Hoover, O'Shea, & Carroll, 1988; Soder & Sirotnik, 1990) even though research has shown that high-quality supervision promotes teacher candidate learning (Bates, Drits, & Ramirez, 2011; Burns, Jacobs, & Yendol-Hoppey, 2016; Darling-Hammond, 2014; Gimbert & Nolan, 2003; Lee, 2011). In fact, university supervisors "may be the most undervalued actors in the entire teacher preparation equation when one considers the knowledge, skills, and dispositions they must have to teach about teaching in the field" (Burns & Badiali, 2016, p. 156). Despite this research, the function of supervision has often been relegated to adjunct faculty or even removed the university-based supervisor altogether in some colleges/schools of education (McIntyre & McIntyre, 2020; NCATE, 2010; Slick, 1998; Zeichner, 1992, 2005). These practices are incredibly problematic for actualizing clinically based teacher education. Thus, the road to transforming teacher education must involve addressing such long standing misperceptions about what supervision is, what purpose it serves, and how it can be renewed from an afterthought to become the driving engine of high quality teacher preparation. Advancing Supervision in Clinically Based Teacher Education: Advances, Opportunities, and Explorations aims to elevate supervision and supervisors, as undervalued actors, by disseminating high-quality manuscripts on this critical area of study. The chapters in this book tackle the persistent issue of devaluing and marginalizing supervision in some institutions of higher education by sharing current research, illuminating

challenges of supervising in the current high stakes accountability climate, and offering innovative ideas that can improve supervision in clinically based teacher education.

**edtpa language function examples: Teaching English Through ELA, Mathematics, Science, and Social Studies** Long Peng, 2022-07-21 Accessible and hands-on, this textbook provides a comprehensive introduction to teaching language through content, an approach known as Content-Based Language Teaching (CBLT). A content-based, language-focused approach to teaching in the disciplines is essential to serving the language and disciplinary needs of English learners (ELs) in the classroom. Guided by learning standards and informed by research, this book demonstrates how content materials in the English Language Arts (ELA), Mathematics, Science, and Social Studies can be harnessed to develop the English language proficiency of ELs as well as advance their disciplinary knowledge and skills. Using content materials in ELA, Mathematics, Science, and Social Studies as a starting point, this textbook illustrates how to teach English as an additional language effectively by integrating language instruction with disciplinary teaching. It showcases numerous learning and instructional activities, complete with targeted language exemplified in sentential and discourse contexts, direct instruction, teacher modeling, guided and individual practices, and assessments, which are further backed up by detailed discussions of their goals, rationales, and implementation. This textbook also features a discussion of differentiation to address the varied needs of students. To further assist readers in determining how to incorporate language instruction, Peng identifies extensive possibilities for language teaching that are based on the same content materials and beyond those targeted by sample learning activities. Each chapter ends with three types of exercises—multiple-choice questions, open-ended discussion questions, and problems of application—to bolster understanding, promote reflection, and encourage application. Complementing the book are additional online resources, including ready-to-use PowerPoints, which are available on the book's webpage at Routledge.com/9780367521134. Covering key issues such as characteristics of effective language instruction, differentiation, and the challenges associated with CBLT, this is an essential text in TESOL methods and content-area language teaching, as well as an invaluable resource for pre-service and in-service ESL/EFL teachers and content-area teachers who are interested in furthering their students' language and literacy development.

**edtpa language function examples: Von der Lehrperson zur Lehrerpersönlichkeit** Erwin Rauscher, 2015-12-11 Im Band 6 der Reihe Pädagogik für Niederösterreich begeben sich die Autoren auf die Spur der Lehrerpersönlichkeit. Im modernen Schulalltag stehen LehrerInnen vor einer Reihe von Herausforderungen: Problemlösung im Alltag, Strukturreformen, Vernetzung und Kooperation, Kreativität und Innovation, Inklusion, Weiterbildung und die allezeit präsente Forderung nach weitreichenden Kompetenzen. - Ist das Idealbild einer solchen Lehrerpersönlichkeit überhaupt erreichbar? - Wie können die Lehrenden die Schwierigkeiten, die dieses Idealbild mitbringt, meistern? - Wie von der Lehrperson zur Lehrerpersönlichkeit werden? Die Autoren des Bandes gehen den Menschen hinter den Methoden und Systemen auf den Grund: In 40 spannenden, informativen und anregenden Aufsätzen setzen sich nationale und internationale SpezialistInnen des Themas mit den Herausforderungen an die Lehrerpersönlichkeiten von heute auseinander, sprechen von ihren Erfahrungen und präsentieren innovative Ansätze und Lösungsvorschläge.

**edtpa language function examples:** Curriculum Development and Online Instruction for the 21st Century Fudge, Tamara Phillips, Ferebee, Susan Shepherd, 2021-06-25 The world of education has undergone major changes within the last year that have pushed online instruction to the forefront of learning. Thanks to the COVID-19 pandemic, online learning has become paramount to the continued and uninterrupted teaching of students and has forced students and teachers alike to adjust to an online learning environment. Though some have already returned to the traditional classroom, or plan to very soon, others have begun to appreciate the value of online education – initiatives that had previously been discussed but never acted upon as they have been in the past year. With plenty of positive and negative aspects, online learning is a complex issue with numerous factors to consider. It is an issue that must be studied and examined in order to improve in the future. Curriculum Development and Online Instruction for the 21st Century examines the issues

and difficulties of online teaching and learning, as well as potential solutions and best practices. This book includes an examination on the value of teaching fully via the internet as well as the challenges inherent in the training of teachers to teach in online environments. While addressing key elements of remote learning, such as keeping student data safe, as well as methods in which to engage students, this book covers topics that include assessment tools, teaching deaf students, web technology, and standardized curricula. Ideal for K-12 teachers, college faculty, curriculum developers, instructional designers, educational software developers, administrators, academicians, researchers, and students, this book provides a thorough overview of online education and the benefits and issues that accompany it.

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