

edtpa task 3 assessment commentary

****Mastering the edtpa Task 3 Assessment Commentary: Insights and Strategies****

edtpa task 3 assessment commentary is a crucial component of the edTPA portfolio that teacher candidates must complete to demonstrate their instructional skills and ability to assess student learning effectively. Navigating this task can feel overwhelming at first, but understanding its purpose and knowing how to approach it thoughtfully can make all the difference. In this article, we'll explore the ins and outs of the task 3 assessment commentary, unpack its requirements, and offer practical strategies to help you produce a compelling and reflective submission.

What is edtpa Task 3 Assessment Commentary?

The edTPA (Educative Teacher Performance Assessment) is designed to evaluate prospective teachers' readiness by assessing their planning, instruction, and assessment practices. Task 3 specifically focuses on assessing student learning and analyzing instructional effectiveness through a detailed commentary.

The task 3 assessment commentary asks candidates to analyze how their teaching impacted student learning. This includes interpreting assessment data, reflecting on the effectiveness of their instructional strategies, and identifying areas for future growth. Unlike other tasks that emphasize lesson planning or instruction, task 3 is heavily centered on assessment literacy and reflective practice.

Key Objectives of Task 3

The goal of the task 3 assessment commentary is to:

- Analyze student learning evidenced by assessments
- Reflect on the effectiveness of your instruction based on assessment results
- Demonstrate your ability to use assessment data to guide future teaching decisions
- Provide evidence of how you support diverse learners through assessment

Understanding these objectives is critical as you draft your commentary, ensuring your reflections align with the edTPA scoring rubrics.

Breaking Down the Components of the Task 3 Commentary

The commentary in task 3 typically includes several distinct elements, each requiring thoughtful consideration:

1. Analysis of Student Learning

This section calls for a close examination of student work samples and assessment results. Candidates must identify patterns in student understanding, skills, and misconceptions. It's helpful to select a representative range of student work that illustrates different levels of achievement.

2. Reflection on Instructional Effectiveness

Here, you reflect on how your teaching strategies influenced the outcomes seen in the student data. Did your instructional approach address the learning targets? Were certain methods more successful than others? This reflection highlights your ability to critique your own teaching.

3. Planning for Future Instruction

Based on the analysis and reflection, you propose next steps to enhance learning. This might include differentiated instruction, alternative assessment methods, or targeted interventions to support struggling students.

4. Use of Assessment to Support Diverse Learners

Demonstrating an understanding of how assessment can be adapted or interpreted to meet the needs of diverse learners is essential. This shows your capacity to create an inclusive learning environment.

Tips for Writing a Strong edtpa Task 3 Assessment Commentary

Producing a high-quality commentary is as much about thoughtful reflection as it is about clear communication. Here are some effective strategies to guide you:

Focus on Evidence-Based Analysis

Your commentary should be grounded in concrete examples from student work and assessment data. Avoid vague statements; instead, point to specific evidence that supports your observations. For instance, rather than saying “students understood the concept,” explain how the majority correctly applied a skill or answered a question.

Be Honest and Constructive

Assessments often reveal areas where students struggle. Acknowledge these honestly and discuss how you plan to address gaps in learning. Showing your willingness to adapt and improve is a strength.

Use Clear, Concise Language

Though the commentary is reflective, clarity is key. Organize your thoughts logically and avoid overly complex sentences. Remember, the assessors are looking for your ability to communicate your analysis effectively.

Connect to Learning Objectives and Standards

Tie your assessment commentary back to the learning objectives you set in earlier tasks. This alignment reinforces your understanding of how instruction, assessment, and standards work together.

Incorporate Educational Terminology Naturally

Using terms like formative assessment, summative assessment, differentiated instruction, and student engagement appropriately demonstrates your content knowledge. Just be sure to integrate these concepts smoothly rather than forcing jargon.

Common Challenges and How to Overcome Them

Many teacher candidates find the task 3 assessment commentary challenging for several reasons:

Interpreting Student Data

Sometimes, it can be difficult to make sense of assessment results, especially if student performance is mixed. To tackle this, categorize student work into groups based on mastery levels and look for trends rather than focusing on outliers.

Balancing Positivity with Critical Reflection

It's tempting to highlight only successes, but assessors want to see critical thinking. Frame weaknesses constructively by discussing how you will improve instruction rather than simply apologizing for shortcomings.

Meeting Word Limits While Being Thorough

edTPA tasks usually have strict word limits, which can make it challenging to be both concise and comprehensive. Plan your commentary carefully, focusing on the most significant evidence and reflections to make every word count.

Utilizing Resources for edtpa Task 3 Success

Fortunately, there are many resources available to help you craft a strong task 3 assessment commentary:

- **edTPA Handbook:** This provides detailed scoring rubrics and examples of high-scoring commentaries.
- **University Support:** Many teacher preparation programs offer workshops and feedback sessions focused on edTPA tasks.
- **Peer Review:** Sharing your commentary with classmates or mentors can provide valuable insights and suggestions.
- **Assessment Literacy Guides:** Books and articles on educational assessment can deepen your understanding of interpreting student data.

Using these resources can build your confidence and improve the quality of your submission.

Why the Task 3 Commentary Matters in Your Teaching Journey

Beyond just a requirement for certification, the task 3 assessment commentary offers an opportunity to develop a reflective teaching practice. Engaging deeply with student assessment data teaches you to be responsive and adaptive as an educator. This skill is invaluable in the classroom, where ongoing assessment and adjustment are key to supporting all learners.

Moreover, producing a thoughtful commentary showcases your professionalism and commitment to student growth. It signals to future employers that you are prepared to analyze your teaching critically and use evidence to guide instruction—qualities highly sought in effective teachers.

Writing the edtpa task 3 assessment commentary might seem daunting, but with a clear understanding of the expectations and a reflective mindset, it becomes a powerful tool for growth. By focusing on evidence, being honest about challenges, and planning strategically for future instruction, you can confidently demonstrate your assessment skills and instructional impact. Taking the time to craft a well-organized and insightful commentary will not only help you succeed in the edTPA process but also lay the foundation for a successful teaching career.

Frequently Asked Questions

What is the purpose of the edTPA Task 3 Assessment Commentary?

The purpose of the edTPA Task 3 Assessment Commentary is to provide a detailed reflection and analysis of a student's assessment results, demonstrating the teacher candidate's ability to evaluate student learning and plan future instruction based on assessment data.

What key components should be included in the edTPA Task 3 Assessment Commentary?

Key components include a description of the assessment used, an analysis of student performance, discussion of evidence of student learning, reflection on the effectiveness of instruction, and plans for next steps to support student growth.

How should teacher candidates analyze student work in the Task 3 commentary?

Teacher candidates should identify patterns in student responses, discuss strengths and areas for improvement, provide specific examples, and connect their analysis to learning objectives and instructional strategies.

What is the recommended length for the edTPA Task 3 Assessment Commentary?

The recommended length varies by subject and program but generally ranges between 750 to 1200 words; candidates should follow specific guidelines provided by their institution or edTPA handbook.

How can candidates effectively demonstrate their understanding of assessment data in Task 3?

Candidates can effectively demonstrate understanding by interpreting student work samples, explaining what the data reveals about student learning, linking findings to instructional decisions, and proposing targeted interventions.

What common challenges do candidates face when writing the Task 3 Assessment Commentary?

Common challenges include providing sufficient evidence from student work, avoiding vague statements, clearly linking assessment results to instruction, and managing the commentary within word limits.

Are video recordings required for the Task 3 Assessment Commentary?

No, video recordings are not required for Task 3; the commentary focuses on written analysis of student assessments and reflection on instructional implications.

How does the Task 3 Assessment Commentary relate to the overall edTPA portfolio?

Task 3 complements the other tasks by showcasing the candidate's ability to assess and reflect on student learning outcomes, which is essential for demonstrating effective teaching practices in the overall portfolio.

What strategies can help improve the quality of the

edTPA Task 3 Assessment Commentary?

Strategies include using clear and specific language, grounding analysis in evidence from student work, aligning commentary with learning objectives, and reviewing exemplar commentaries for guidance.

Can collaboration with peers or instructors be used when preparing the Task 3 Assessment Commentary?

While collaboration for understanding is encouraged, the written commentary must be the candidate's original work to ensure authenticity and adherence to edTPA requirements.

Additional Resources

****Navigating the edtpa Task 3 Assessment Commentary: An Analytical Overview****

edtpa task 3 assessment commentary serves as a critical component in the evaluation of teacher candidates' readiness and effectiveness in real classroom settings. As part of the larger edTPA portfolio, Task 3 focuses on the analysis of student learning, requiring candidates to demonstrate their ability to assess and reflect on instructional impact. This commentary acts as a reflective narrative that supports the evidence presented in the portfolio, providing evaluators with insight into the candidate's pedagogical decision-making and adaptability.

Understanding the nuances of the edtpa task 3 assessment commentary is essential for both teacher candidates and educator preparation programs. Given its pivotal role in licensure and certification processes across numerous states, this segment demands a strategic yet authentic approach. By delving deeply into this task, candidates can better articulate how their instructional practices influence student outcomes, making the commentary an indispensable element of the edTPA submission.

Dissecting the edtpa Task 3 Assessment Commentary

Task 3 of the edTPA requires candidates to present a thorough analysis of student learning based on artifacts collected during instruction. Unlike the first two tasks, which emphasize planning and instruction, Task 3 calls for a reflective and evidence-based evaluation of how teaching strategies impacted student comprehension and skill development. The assessment commentary is the vehicle through which candidates communicate their understanding of student progress, challenges encountered, and the effectiveness of their instructional interventions.

This commentary is not merely a summary but a detailed, data-driven explanation that connects observed student work to instructional decisions. It requires candidates to highlight both successes and areas needing improvement, demonstrating a capacity for reflective teaching practice that aligns with professional standards. The commentary must showcase the candidate's ability to interpret assessment data, identify learning gaps, and propose actionable next steps to enhance student achievement.

Key Components of the edtpa Task 3 Assessment Commentary

The edtpa Task 3 assessment commentary typically encompasses several critical elements:

- **Analysis of Student Learning:** Candidates must describe what student work reveals about growth and understanding relative to learning objectives.
- **Reflection on Instructional Effectiveness:** A candid evaluation of which teaching strategies succeeded or fell short, supported by specific evidence.
- **Next Steps for Instruction:** Recommendations for future teaching approaches or interventions tailored to student needs.
- **Use of Assessment Data:** Integration of formative and summative data to substantiate claims about student progress.
- **Consideration of Diverse Learners:** Reflection on how instruction met the needs of students with varying abilities, backgrounds, and learning styles.

The commentary's depth and clarity are critical. Evaluators look for a balanced analysis that reflects a growth mindset and a commitment to continuous improvement.

Challenges in Crafting an Effective edtpa Task 3 Commentary

Navigating the expectations of the edtpa task 3 assessment commentary often proves challenging for candidates. One common difficulty lies in striking the right balance between descriptive reporting and analytical insight. Candidates sometimes risk becoming overly descriptive, recounting student work without sufficiently interpreting its significance in terms of learning outcomes.

Another issue is the integration of assessment data. Candidates must not only present data but also meaningfully analyze it to demonstrate how it informs instructional decisions. This demands a level of critical thinking and familiarity with assessment literacy that some candidates may find daunting.

Additionally, addressing diverse learners effectively within the commentary is essential but complex. Candidates must illustrate how their instruction accommodated individual differences, yet this requires a nuanced understanding of differentiation strategies and their impact on student engagement and achievement.

Comparative Insights: edtpa Task 3 Versus Other edTPA Tasks

While all three edTPA tasks are interconnected, Task 3's focus on analysis and reflection distinguishes it from the planning and instruction emphasis of Tasks 1 and 2. Task 1 centers on designing learning experiences aligned with standards, and Task 2 documents the enactment of these plans. Task 3, however, requires candidates to step back and critically evaluate the effectiveness of these efforts.

In comparison, Task 3 demands a higher level of metacognitive engagement. Candidates must demonstrate not only what they did and why but also how well it worked and what they will do differently moving forward. This reflective depth is often a determinant in the overall success of the edTPA submission.

Best Practices for Writing the edtpa Task 3 Assessment Commentary

To optimize the quality of the Task 3 commentary, candidates should consider the following best practices:

1. **Use Specific Evidence:** Anchor reflections in concrete examples from student work and assessment data to provide credibility.
2. **Be Honest and Balanced:** Acknowledge both strengths and areas for growth to demonstrate reflective professionalism.
3. **Focus on Student Learning:** Keep the analysis centered on student outcomes rather than solely on teaching actions.
4. **Connect to Learning Objectives:** Relate insights back to the goals established in Task 1 to maintain coherence.
5. **Address Diversity:** Explicitly discuss how instructional choices

supported diverse learners and what adjustments might enhance inclusivity.

Incorporating these strategies can help create a commentary that resonates with evaluators and effectively communicates the candidate's reflective capacity.

The Role of edtpa Task 3 in Teacher Preparation and Certification

Given the edTPA's growing prominence as a licensure requirement across multiple states, understanding the nuances of Task 3 is imperative for teacher preparation programs. The assessment commentary serves as a formative tool that encourages candidates to develop a habit of reflective practice early in their careers.

Programs that provide targeted support around Task 3—such as workshops on data analysis, reflective writing, and differentiation—tend to see higher success rates among their candidates. Furthermore, the insights gained from Task 3 can inform ongoing professional development, fostering a culture of continuous improvement that extends beyond certification.

Technological and Pedagogical Trends Impacting edtpa Task 3

Recent trends in education technology and pedagogy have implications for how candidates approach the Task 3 assessment commentary. The increasing availability of digital tools for formative assessment allows for richer data collection and analysis. Candidates who leverage platforms that track student progress in real time can provide more nuanced commentary grounded in robust evidence.

Similarly, contemporary pedagogical approaches emphasizing culturally responsive teaching and personalized learning have raised the bar for how candidates address diverse learners in their commentary. Teacher candidates are expected not only to recognize diversity but to actively articulate how their instructional decisions respond to it.

Final Reflections on the edtpa Task 3 Assessment Commentary

The edtpa task 3 assessment commentary represents a sophisticated exercise in reflective teaching practice. It challenges candidates to demonstrate analytical rigor, self-awareness, and a commitment to student-centered instruction. While it poses certain challenges, particularly in balancing narrative and analysis, the commentary remains a vital component of the edTPA portfolio, offering a window into how new educators translate theory into practice.

For teacher candidates, mastering this aspect of the edTPA is more than a certification hurdle; it is an opportunity to cultivate habits of reflection that underpin effective teaching throughout their careers. Educator preparation programs and mentors who emphasize the strategic crafting of Task 3 commentaries contribute significantly to preparing confident, reflective, and responsive teachers ready to meet the diverse needs of their students.

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edtpa task 3 assessment commentary: *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 task 3 assessment commentary: *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.

edtpa task 3 assessment commentary: *The Complex Work of Teacher Educators* Rebecca West Burns, Jennifer Jacobs, 2025-05-30 The challenge of being a teacher educator in today's shifting context and accountability climate is real. *The Complex Work of Teacher Educators: Cases that Illustrate Teacher Educator Standards in Action* provides concrete, contemporary examples of the ATE Standards from practicing teacher educators.

edtpa task 3 assessment commentary: *Using Video to Assess Teaching Performance* Carrie Eunyung Hong, Irene Van Riper, 2017-09-15 Recent performance-based teacher assessments have challenged teacher educators to rethink the ways that candidates are prepared in education programs. edTPA (formerly the Teacher Performance Assessment) requires teacher candidates to demonstrate knowledge and skills through authentic teaching artifacts, written commentary, and video clips recorded in real classroom settings. As part of the edTPA requirements, teacher candidates submit video clips of their own teaching to be viewed and assessed by evaluators. This implies that teacher candidates should know how to utilize their own videos for the purpose of improving their instructional skills as well as the learning of their students. These initiatives have urged teacher educators to prepare their candidates for the active use of video-recorded instruction either in university classrooms or in field-based practices. This book provides research-based strategies to support video analysis of authentic teaching in initial teacher education programs. It also presents a review of video recording tools in reference to their features and practicality for different educational settings.

edtpa task 3 assessment commentary: *Impact of Digital Transformation in Teacher Training Models* Afonso, Ana, Morgado, Lina, Roque, Licínio, 2022-02-11 A new reality of teaching and learning through technology is continually on the rise creating the need for governments, organizations, teachers, students, and families to adapt. Students are realizing the need to become more autonomous, parents are having to become more present, and teachers are assuming new roles in virtual education. Although this new era of education is marked by innovation at all levels, most of these changes have not been thoroughly planned or structured, thus creating a difficult experience for all the educational stakeholders. *Impact of Digital Transformation in Teacher Training Models* conducts a critical discussion on teacher preparedness in the digital transformation of teaching practices. It promotes practitioner reflections on the role of institutional policies, teacher digital literacy, the digital divide, and how the ongoing digital transformation of society will induce the need for a paradigm shift in teacher training models. Covering topics such as emergency remote education, emerging pedagogies, and massive open online courses, this book is an essential resource for policymakers, government officials, education administration, pre-service teachers, educators, researchers, and academicians.

edtpa task 3 assessment commentary: *Expanding Opportunities to Link Research and Clinical Practice* JoAnne Ferrara, Janice L. Nath, Irma N. Guadarrama, Ronald Beebe, 2017-03-01 This volume in the *Research in Professional Development Schools* book series considers the role professional development schools (PDSs) play in expanding opportunities for linking research and clinical practice. As in past volumes of this series, PDS practitioners and researchers make a compelling case for the power of micro-level initiatives to change practice. Contributors share ideas to expand PDS work beyond site-specific contexts to include a broader macro-level agenda for clinical practice. Authors hope to inspire large scale PDS reform through replication of successful initiatives featured in this volume. Evoking change is not easy. Nonetheless, series editors and contributors conclude that PDSs generate a critical mass of PK-16 educators willing to form partnerships to address enduring educational dilemmas. This volume represents a cross section of PDS stakeholders engaged in research along with innovative projects that uncover the richness of clinical practice. Higher education faculty, school practitioners, and preservice teachers featured in these chapters explore the ways PDSs deepen clinical practice while enriching teaching and learning. We begin with the discussion by Beebe, Stunkard, and Nath on the National Association for

Professional Development School's (NAPDS's) role to support teacher candidates' clinical practice through the cooperative efforts of university and school-based personnel. The authors explain NAPDS' history and advocacy over the years to promote a context for school-university partnerships to thrive and expand. As the premier association guiding the work of collaborative P-12/higher education partnerships, we welcome the insightful perspectives provided.

edtpa task 3 assessment commentary: *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 task 3 assessment commentary: Handbook of Research on Emerging Practices and Methods for K-12 Online and Blended Learning Heafner, Tina Lane, Hartshorne, Richard, Thripp, Richard, 2019-01-11 National efforts have been made to encourage technology integration in teacher preparation with expectations for frequent and successful applications with K-12 learners. While online learning has become pervasive in many fields in education, it has been somewhat slow to catch on in K-12 settings. The *Handbook of Research on Emerging Practices and Methods for K-12 Online and Blended Learning* is a collection of innovative research on the applications of technology in online and blended learning environments in order to develop quality courses, explore how content is delivered across disciplines and settings, and support the formation of relationships and enrichment opportunities. While highlighting topics including learning initiatives, institutional policies, and program structures, this book is ideally designed for teachers, principals, early childhood development centers, university faculty, administrators, policymakers, researchers, and practitioners.

edtpa task 3 assessment commentary: Research Anthology on Developing Effective Online Learning Courses Management Association, Information Resources, 2020-12-18 In the current educational environment, there has been a shift towards online learning as a replacement for the traditional in-person classroom experience. With this new environment comes new technologies, benefits, and challenges for providing courses to students through an entirely digital environment. With this shift comes the necessary research on how to utilize these online courses and how to develop effective online educational materials that fit student needs and encourage student learning, motivation, and success. The optimization of these online tools requires a deeper look into curriculum, instructional design, teaching techniques, and new models for student assessment and evaluation. Information on how to create valuable online course content, engaging lesson plans for the digital space, and meaningful student activities online are only a few of many current topics of interest for promoting student achievement through online learning. The *Research Anthology on Developing Effective Online Learning Courses* provides multiple perspectives on how to develop engaging and effective online learning courses in the wake of the rapid digitalization of education. This book includes topics focused on online learners, online course content, effective online instruction strategies, and instructional design for the online environment. This reference work is ideal for curriculum developers, instructional designers, IT consultants, deans, chairs, teachers, administrators, academicians, researchers, and students interested in the latest research on how to create online learning courses that promote student success.

edtpa task 3 assessment commentary: 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 task 3 assessment commentary: 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 task 3 assessment commentary: Mapping the Way from Teacher Preparation to edTPA® Completion Jason C. Fitzgerald, Michelle L. Schpakow, 2021-06-18 As nationwide calls for educational rigor and accountability continue across the U.S., many states have made the edTPA®, a teacher performance assessment, a requirement for teacher certification. The edTPA® is a subject-specific performance assessment that requires aspiring teachers to plan, implement, assess, and reflect upon a learning segment, while demonstrating pedagogical skills related to their disciplines. While it is designed to promote teaching excellence, the edTPA® can drive already-stressed teacher candidates to their breaking point, as it places them in an unfamiliar classroom and asks them to quickly display their knowledge and savvy. This book is here to help teacher candidates not only survive the challenge of the edTPA®, but also thrive. It maps out precisely what steps aspiring secondary education teachers should take to ensure successful completion of the edTPA®. Demystifying the language used in the assessment, it uniquely connects edTPA® requirements with what teacher candidates learn within their teacher preparation programs, showing them how the assessment relates to what they are already doing in their classrooms. The strategies in this book draw on both academic research and practical experience to guide student teachers as they plan for their edTPA® portfolios and for their teaching careers.

beyond.

edtpa task 3 assessment commentary: 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 task 3 assessment commentary: 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 task 3 assessment commentary: 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 task 3 assessment commentary: 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 task 3 assessment commentary: 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.

edtpa task 3 assessment commentary: 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 task 3 assessment commentary: *Research Anthology on Inclusive Practices for Educators and Administrators in Special Education* Management Association, Information Resources, 2021-09-24 Inclusion in the classroom is a growing phenomenon that covers a range of areas and subjects; with prominent discussions about race, gender, sexual orientation, and age, today's world is increasingly focused on making sure education is designed so everyone can succeed. Inclusivity in special education is particularly important as special education covers a wide range of students, including those with physical, intellectual, and behavioral disabilities. As more research and information surrounding best practices, new technologies, and teacher education for special education is considered, it is imperative that teachers and administrators remain up to date on these innovative techniques. The Research Anthology on Inclusive Practices for Educators and Administrators in Special Education is a critical reference source that includes abundant research on all aspects of inclusion in special education as well as the latest trends, research, and studies to provide a comprehensive look at the current state of special education. Covering topics such as accessibility, educational models, teacher training, and assistive technologies, it is ideal for special education teachers, academicians, in-service teachers, pre-service teachers, professors, students, researchers, professionals, administrators, curriculum developers, instructional designers, and policymakers.

edtpa task 3 assessment commentary: *Visions from Professional Development School Partners* Michael Cosenza, Marilyn Buchanan, 2018-01-01 Rich clinical preparation combined with progressive experiences in professional development school (PDS) settings are proposed to bring about systemic and impactful transformation of educator preparation and professional growth in order to improve and enhance P-12 student learning. In this book, diverse authors describe their efforts to forge PDS partnerships to develop and deliver high quality training and practical experiences for candidates, and simultaneously provide professional development for experienced practitioners in ways that mirror recommendations found in authoritative reports and literature. The authors' collective wisdom is vividly captured in the multi-voiced chapters that are collaborations between cooperating teachers, school administrators, county and district level administrators, university supervisors, and instructional faculty. The contexts authors write about are recognizable, and the accomplishments they experienced and challenges faced will resonate with institutions courageously undertaking change or renewal. The book will be invaluable to school and university faculty and administrators as they transition to a partnering model of clinical preparation for teacher candidates: it will help stakeholders decide if their schools and institutions are ready to commit to a partnership, and highlight the benefits they stand to gain, but realistically address challenges that may be faced by administrators and faculties as well as teacher candidates in the PDS enterprise.

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