Call for Chapter Proposals

Proposal Submission Deadline: August 15, 2016

Researching edTPA Problems and Promises: Perspectives from ESOL, English, and WL Teacher Education

A book edited by Drs. Peter Swanson (Georgia State University, U.S.A.) & Susan A. Hildebrandt (Illinois State University, U.S.A.)

To be published by Information Age Publishing Inc.:

> http://www.infoagepub.com/current-calls.html

Introduction

edTPA is a high-stakes assessment that influences teacher preparation programs across the United States, yet there is a dearth of research on its use and implications in every content area, especially in English to Speakers of Other Languages (ESOL), English Language Arts, and Classical/World Language, the three foci of this book. These three critical content areas inform communication across disciplinary boundaries and teach K-12 students to express ideas in written and spoken forms. Thus, the research contained in this volume can help serve as a guide for program directors who express angst about how to incorporate edTPA into existing teacher education programs, how to overcome obstacles to teacher candidate success, and how to support teacher candidates as they create portfolios.

Teacher effectiveness and licensure continue to be scrutinized at the state and national levels. At present, 38 states and the District of Columbia are participating in edTPA, with about a dozen using it to inform licensure or certification decisions (American Association of Colleges for Teacher Education, n. d.). This teacher performance assessment concerns teacher education programs across the country. Composed of planning, instruction, and assessment tasks, edTPA portfolios provide evidence of teacher candidate readiness in three areas: (1) intended teaching, (2) enacted teaching, and (3) the impact of teaching on student learning. 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 to Pearson Education for their portfolio to be evaluated by external reviewers.

Objectives of the Book

The goal of this volume is to broaden the edTPA discussion around language teacher preparation issues and the complexities of preparing language teachers. To that end, the editors invite papers that (1) explore critical issues in English Language Arts, ESOL, and Classical/World Language teacher preparation and assessment at all levels (K-16) AND (2) provide strategies for teacher educators inside and outside of higher education. The audience for this book ranges from faculty

in *traditional* teacher education programs to school district personnel tasked with preparing provisional certified and/or student teachers to policymakers at state and federal levels.

Suggested topics include, but are not limited to, the following:
- ESOL teacher candidates' literacy skills in their native language and the edTPA.
- Formative activities to prepare candidates for the edTPA.
- World Language edTPA and teacher candidates' literacy skills in the target language.
- The preparation of language teachers by school district personnel.
- Supporting non-native speakers of English as teacher candidates.
- English Language Learners and edTPA.
- Supporting non-native English speakers throughout teacher preparation.
- Content-based instruction and teaching English language learners.
- World Language edTPA and the Integrated Performance Assessment: A model for success.
- Complexities and language demands associated with the English Language Arts edTPA
- Communicative proficiency development and edTPA.
- Specific challenges faced by program coordinators and teacher candidates have when developing edTPA portfolios.

Submission Procedure

Researchers and practitioners are invited to submit, on or before August 15, 2016, a chapter proposal (1-3 pages, including references) clearly explaining the research-based edTPA problems and promises (solutions) of English Language Arts, ESOL, and Classical/World Language teacher education and development.

Authors of accepted proposals will be notified by September 15, 2016 about the status of their proposals and sent chapter guidelines. Full chapters, ranging from 8000 to 10,000 words each including title, abstract, manuscript, and references, are expected to be submitted by February 15, 2017. Please use APA style guidelines. Include a separate title page with author contact information. Authors should submit chapter proposals to both editors:

> Pete Swanson, Ph.D. (pswanson@gsu.edu)
> Susan A. Hildebrandt, Ph.D. (shildeb@ilstu.edu)

Important Dates

> August 15, 2016: Proposal Submission Deadline
> September 15, 2016: Notification of Acceptance
> February 15, 2017: Full Chapter Submission
> March 15, 2017: Review Results Returned
> April 30, 2017: Final Chapter Submission
> May 30, 2017: Final Deadline