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| Nota di contenuto | Cover; Title Page; Copyright Page; Dedication Page; Table of Contents; List of Figures; Foreword; Introduction; Part I: Context and Evolution; 1: Teacher Work Sample Methodology at Western Oregon University; Part II: Practice; 2: Answering the Call: How Do We Know They Can Teach?; 3: The Development, Implementation, and Institutionalization of the Renaissance Teacher Work Sample Model; 4: Preparing Principals to Use the Teacher Work Sample in Their Schools; 5: Connecting Teaching and Learning: Teacher Work Samples in a University-School Partnership Context 6: Practicing Connecting Teaching and Learning Using the Cook School District Simulation 7: Sowing the Seeds of Multi-institutional Collaborative Research: A Case Study; Part III: Research; 8: Using TWS Methodology to Establish Credible Evidence for Quality Teacher Preparation; 9: Generalizability of Teacher Work Samples across Occasions of Development: A Research Case Study; 10: Research on First- and Second-Year Teachers Using the Twsm and Pathwise Observation Form B; 11: Contextualizing the Teacher Work Sample: An |

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12: Using Teacher Work Sample Data for Program ImprovementPart IV: Policy; 13: ""Student Learning"" in Accreditation; 14: Teacher Work Samples in Louisiana's Teacher Assistance and Assessment Program; 15 The Performance Assessment for California Teachers: A Policy Case Study of TeacherWork Sampling; Part V: Reflections; 16: Connecting Teaching, Teacher Preparation, and Student Learning: Education's Equivalent in Theory Development and Research to Biology's Genome Agenda; Notes; Appendix A; Appendix B; Appendix C; Appendix D; Index; About the Contributors

Sommario/riassunto

Teacher Work Samples are increasingly being used by teacher preparation programs to quantify the complex set of tasks that comprise effective teaching on a daily basis and document the effectiveness of preservice teachers' impact on student learning. The featured case studies from 10 universities and insights from key policy leaders capture current knowledge on practice, research and policy linked to Teacher Work Samples. The book also includes Del Schalock's own description of the evolution of TWS as well as his thoughts about remaining theory development needed to effectively link teacher pr
