Assessment for Learning in Teacher Education Programs

The Purpose
This paper examines the challenges associated with promoting and modeling assessment for learning within initial teacher education programs.

The Results
This article outlines temporal, programmatic, and institutional constraints that typically undermine the spirit of assessment for learning within initial teacher preparation programs.

Conclusions
The paper concludes with a research agenda aimed at promoting more effective integration of assessment for learning in teacher education programs.


Full article at cdeluca.com