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The edTPA and PDS Collide in a Culture of Care (COC) Model

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The edTPA and PDS Collide in a Culture of Care (COC) Model

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Presenters:

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Session Outcomes

Participants will:

- 1. Explore how to support the edTPA through university policies/procedures**
- 2. Explore how to utilize and strengthen partnerships**

Connector

- ◆ **Three things that are going well with the edTPA Implementation**
- ◆ **Two things that you have learned during this Implementation Conference**
- ◆ **One Question that you would like answered before you leave here today**

Partnerships



- ◆ **Diverse partner districts**
 - 28 years old to new emerging partnerships
 - Rural, regional center, suburban
 - Student population: from 1,300 to 11,000
 - Range of student diversity
- ◆ **Placements**
 - Almost 700 field placements per semester



edTPA @ MNSU

We began our edTPA journey in 2009

We use the expertise and experience of those within our system to create supports for teacher candidates.

Faculty embed edTPA concepts and practice across the program.

Embedding the edTPA into structure & expectations

MEMORANDUM OF AGREEMENT

FOR STUDENT TRAINING EXPERIENCE/INTERNSHIP

◆The School Agrees to:

Cooperate with the University with the execution and completion of the state mandated edTPA, the teacher performance assessment required for initial licensure teacher preparation programs. See Attachment B attached to this Agreement and made part of it.

Extending to Co-teaching

- ◆ While we do not expect the mentor teacher to assist with the edTPA
- ◆ We do expect awareness and support
- ◆ A simple request added to the

Student Teaching Assignment Contract

(this will be a link to the document)

Mentor teacher and teacher candidate have viewed the edTPA video at <http://vimeo.com/74137447>

Identify Misconceptions to Create Collaboration

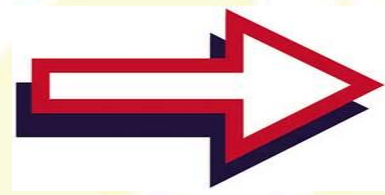
UNDERSTANDING

- ❖ Identify the collective commitments you are willing to make to each other to make your shared hopes a reality.
- ❖ Recognize that a collaborative culture will not be created by a chance, or even by invitation...you must embed collaborative processes into the routine practices of the school.

How will you grow?



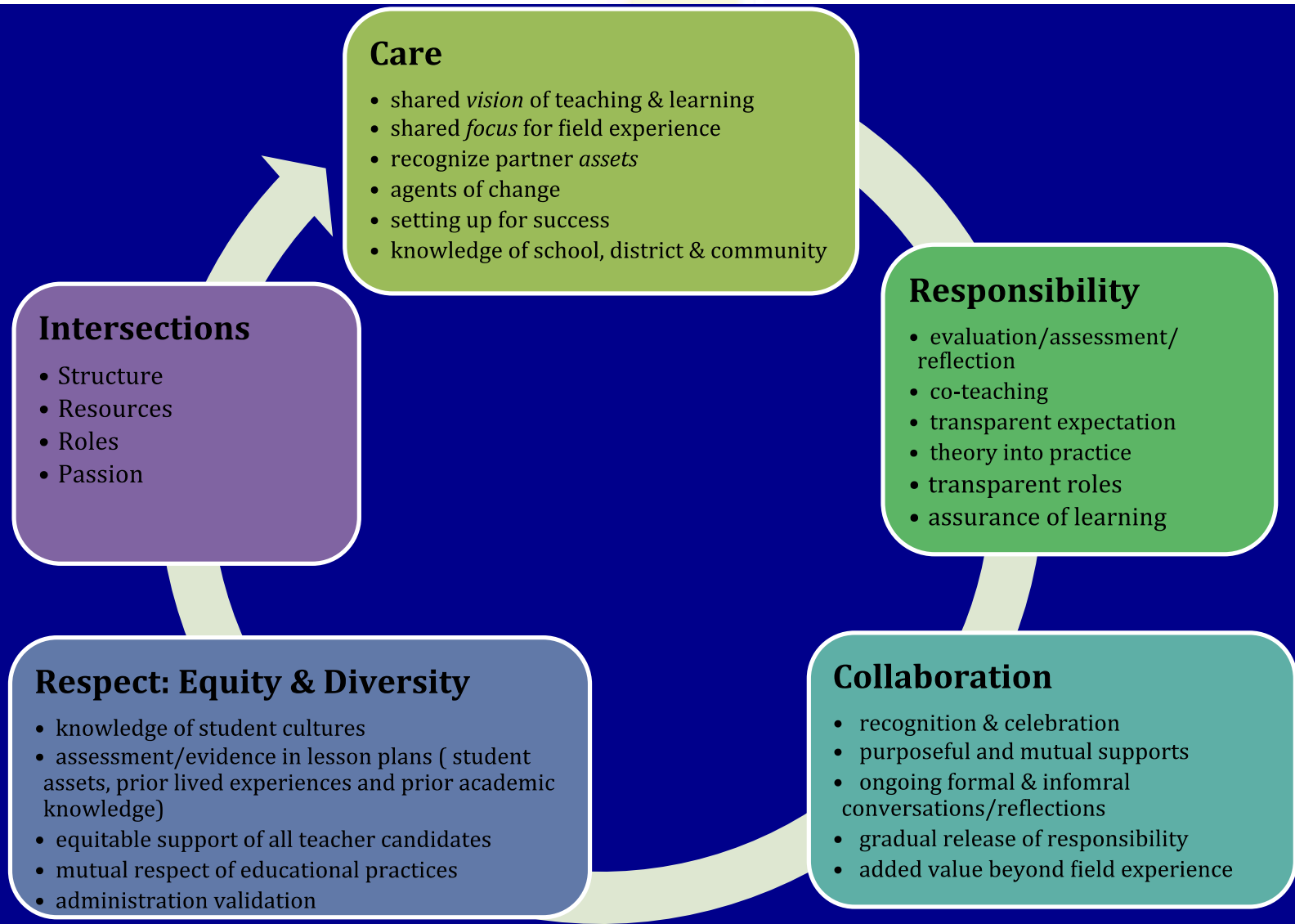
PDS roadmap is data driven...



MASON-MONTGOMERY ROAD / BETH



Culture of Care (COC) Field Experience Model



Incorporating a “theory to practice” model will necessitate discussion and shared decision-making among the participants. The intent of this statement is to honor: (a) the skill and expertise of P–12 faculty and the context in which they work on a daily basis and (b) the knowledge and expertise of college/university faculty” (Professional Development Schools. n.d.).

Care...

- shared *vision* of teaching & learning
- shared *focus* for field experience
- recognize partner *assets*
- agents of change
- setting up for success
- knowledge of school, district & community

“The PDS partnership holds a shared belief that it is the responsibility of the education community (the public school and teacher preparation program) to prepare future educators” (Professional Development Schools. n.d.).

Responsibility

- evaluation/assessment/reflection
- co-teaching
- transparent expectation
- theory into practice
- transparent roles
- assurance of learning

The university faculty, field experience supervisors, TOSA's, principals and mentor teachers "Team up" to provide a framework of ultimate support to guide and reflect with the teacher candidate.

Collaboration

- recognition & celebration
- purposeful and mutual supports
- ongoing formal & informal conversations/reflections
- gradual release of responsibility
- added value beyond field experience

Nieto has explained that the achievement gap can be divided into a resource or expectation gap. With this mindset, teachers can begin to peel back the layers that impact and empower student learning, where student differences go from a deficit to an asset (Piowlski, 2013).

Respect: Equity & Diversity

- knowledge of student cultures
- assessment/evidence in lesson plans (student assets, prior lived experiences and prior academic knowledge)
- equitable support of all teacher candidates
- mutual respect of educational practices
- administration validation

Sharon Robinson, president and CEO of the American Association of Colleges for Teacher Education (AACTE), declares that PDSs “are emerging as particularly effective, evidence based school–university partnership models in many sites across the nation, providing academic content and pedagogical instruction that is well integrated with extensive, closely supervised, hands-on in-school clinical experience” (Robinson, 2007).

•Intersections

- Structure
- Resources
- Roles
- Passion



edTPA Common Understanding...

- **Literature review:**

- Goals of edTPA: edTPA is the first nationally accessible pre-service teacher assessment and support program to:
Goals to Improve student outcomes:

- 1. Improve the information base guiding improvement of teacher preparation programs
- 2. Strengthen the information base for accreditation and evaluation of program effectiveness
- 3. Be used in combination with other measures as a requirement for licensure
- 4. Guide professional development for teachers across the career continuum.

-

- **Objectives:**

- Help candidates develop the confidence and skills they need to be successful in urban, suburban, and rural schools.
- Provide a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom.
- Measure candidates' ability to differentiate instruction for diverse learners, including English language learners and special education students.
- Inform teacher licensure and recruitment.
- Provide meaningful and consistent data that can be used to improve and update teacher preparation programs and renew program curriculum.
- Allow states, school districts, and teacher preparation programs to share a common framework for defining and measuring teaching performance.

Wrap UP

- ◆ **Any suggestions for ending? –**
- ◆ **Possibly a quick elbow partner conversation:**
- ◆ **... so is there anything you heard today that might be a “take away” for your university/school situation?**
- ◆ **... or what what have you done in your IHE or school to create partnership and facilitate edTPA implementation?**

Discussion

- 1. What strategies and practices have proven to be most successful in carrying out partnerships between schools of education and other organizations?**
- 2. What roles can partnering institutions play in P-12 schools and schools of education?**
- 3. What evidence could show they have been successful in carrying out these roles?**

Final Questions/Thoughts?

