Get Ready, Get Set, Go…

Get Ready, Get Set, GO...Learn to Leap Over the Hurdles Hindering Program Development and Begin to Merge Course Content and the edTPA

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Overcome the edTPA Hurdles

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"IF THERE IS NO STRUGGLE, THERE IS NO PROGRESS."
"Life's problems wouldn't be called hurdles if there wasn't a way to get over them."

~ Author Unknown
Would you Rather Have...? "OOO-HA"

Dr. who has past his boards
But can’t apply it with patients

Passed Boards &
can apply his skills

Have a fireman who is certified
But is unable to perform in a crisis situation.

Certified and can fight fires
Hurdles
We can navigate over...

1. Faculty expertise on the edTPA
2. District understanding the edTPA value
3. Informing candidates of the edTPA components
4. Time to practice and give feedback prior to student teaching
5. Balancing course content and the edTPA
#1 Faculty Expertise on the edTPA

How can we get all faculty to dive into the edTPA?  

Academic Freedom

What we would like faculty involvement to look like:

- Developing a common language regarding planning, instruction & assessment
- Development of an edTPA program map (in courses and in field experience)
- Common Rubric understanding
- Analyzing the data collected
- Be an advocate in PDS collaboration
- TOTAL “BUY IN”
How can it be accomplished?

- Space and time for FOCUSED conversations (as a department & content areas)
- Posters and accessible materials
- Staff development - during faculty meetings
- Digging into the data – personalization
- Rubric Activities
- Expert Groups
- Common evaluation time of candidate work
- Coordinator of Field Experience Supervisors
Rubric 3

3.2

Am doing... Could do...

Course #  Action Evidence Course #  Action Evidence

#322  Level 3: Aligning \( \text{Avoid missteps in } \)

#322  Level 1: Preceding Information \( \text{Avoid missteps in } \)

#355  Using different Apps & Feedback

### 2.2.2 Reflection on Analysis

**SL Actions:**
- Results
- Papers
- Changes
- Classroom

**Assessments:**
- IDI, papers, articulating how, quizzes, etc.

**Goals:**

3.3.4 This was ungraded.

Rubric 3

3.0

**Course #**  Action  Evidence  Course #  Action  Evidence

**Unit 5:** Cognition

3.01  Review Concept Sequence on Tethered Tethered

2023 (no)

**Exercising this?**

3.02  Create a Rubric for this Activity

2.2.2 Practice recognizing and accepting and celebrating personal/cultural/community differences and similarities

- Evidence: graphic organizers
  - Papers
  - Quizzes
  - Presentations
  - Blog entries

2.2.2 DMIS Theory in 1st Coaching 9/1

2.2.2b-1 Use of prizes.

Kennedy's Struggles in 8th Grade
The edTPA Tasks and the Cycle of Effective Teaching

The three edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on student learning). The Planning task documents your intended teaching, the Instruction task documents your enacted teaching, and the Assessment task documents the impact of your teaching on student learning.
Faculty concerns

◆ Faculty are too “busy” to teach something else-
  - Stop working harder but smarter
  - Embed it in your instruction
  - Model the structure of edTPA in your instruction with your course content

◆ Program development or consequential to candidate licensure
  - For program development “how

◆ Supervisor coaching
#2 District understanding and "buy in”
Mutual reward!

- Not an added burden on mentor teachers
- Meetings - use the edTPA resources (video and handout)
- Provide supports for candidates
- Candidates talking their practice
- Principals give PD-edTPA connection with how they evaluate their teachers
- Pre-active observation full days in all blocks
#2 Timeline – Prior to Field Experience
Relieve the burden…

1. Meet with TOSA and Principal to collaborate and clarify the field experience.

2. Placements made

3. Gather input from lead teachers about curriculum needs and pacing. Discuss how edTPA compliments these practices.

4. TOSA meets candidates at MSU during class time and provides expectations dispositions related to the edTPA and professionalism.

5. Principal, TOSA, and lead teachers lead a seminar at MSU on the school expectations, policies, procedures. Lead teachers will break apart with candidates placed in their grade level to front load grade level specifics.

6. Students have pre-field experience: focused active observations. Context for Learning completed at this time.

7. Field Experience begins for 4 weeks. Faculty on site and conducts PLC’s.
Partnership Vision

South Elementary Field Experience 321 Partnership with MSU

Supporting the vision of South's Literacy Program

Collaboration between teachers/principal/TOSA/faculty

Shared Learning
South Students:
* Small group facilitators
* Assist in informal assessments
* Assist with teacher tasks

MSU Students:
* Experience
* Feedback
* Time to ask why
* Continued PD
* Execute edTPA lessons and Task 1 & 3

Ultimate Goal:
• Impact student achievement while creating highly qualified candidates
Student Engagement
Frontloading content for pre-service students on site:

Teachers Requests for field experience students prior knowledge:
Houghton Mifflin 6 Strategies for Reading
DIBELS Progress Monitoring  (NWF and ORF)
Alpha Friends/Zoo Phonics
Daily 5/ CAFÉ
Essential Learner Outcomes (ELO’s)
RTI  Response to Intervention
Reciprocal Teaching
Cultural Responsive Teaching Strategies
Transitions
Phonemic Awareness
Literacy theory and strategies
PBIS  Positive Support Intervention Support
Read Naturally
Daily 5 and CAFÉ
Lesson Planning Sessions/Support
Supervisors on site
Alignment of Planning

Being on site,

I can immediately respond to teacher, TOSA and principal feedback.

2 examples
#3 Informing Candidates on the edTPA

- Back map the edTPA elements in the content and methods courses. Not an island!!

- Embed it in your courses and field experiences (syllabus)
  
  Modeling through your instruction - the Cycle of Effective Teaching
  
  What are you doing & what can you do?? Chances are you are - just clarify

- Seminars and PLC’s

- Talking the academic language in courses

- POSTERS – anchor charts

- Using the videos and handouts on the edTPA/AACTE Resources Website
<table>
<thead>
<tr>
<th>WHO??</th>
<th>WHAT??</th>
<th>WHEN??</th>
</tr>
</thead>
</table>
| **Block 1: Context for Learning**  
   Literacy Focus | Tasks 1 & 3 | Task 1 – Supervisor  
   Task 3 – Assessment Course |
| **Block 2: Context for Learning**  
   Math Focus | Tasks 1 - 3 | Task 1 – Math methods Course  
   Task 2 - Supervisor  
   Task 3 – Peer Evaluation |
| **Block 3: Context for Learning**  
   Literacy OR Math Focus | Tasks 1-3 | Task 1 & 2 – Peer Evaluation  
   Task 3 - Supervisor |
SEMINARS/SUPPORTS: Add on Value

Block 1: Danielson and edTPA alignment  
Task 1- Making Good Choices and Rubrics  
Academic Language (function, strategy, skill, demands and supports)  
Co-planning  
Block 2 candidates share tips and experiences AND mentor

Block 2: Academic Language (block 1 plus syntax and discourse)  
Task 2- Making Good Choices and Rubrics  
Danielson 11  
Co-teaching

Block 3: Task 3 – Making Good Choices and Rubrics  
Student Teachers Share their tips and experiences  
Clarification of Rubrics and Expectations  
Peer Evaluation with Faculty Support

PLUS – Field Experience PLC’s
#4 Time to practice/mentor and give feedback

Ability to give candidates the opportunity to practice and give the feedback to them to adjust...

During Field Experience – (legitimate practice)

**Timing:** Must complete the edTPA early for feedback to be influential. The pre-field days allow this to happen.

**Type of feedback:** Written and verbal peer, faculty and supervisor

**Faculty/Supervisor Feedback: Verbal** - During the writing process during PLC’s and edTPA work days.

Group evaluation day – provide written feedback
#5 Balancing course content and the edTPA

## Coursework Examples

<table>
<thead>
<tr>
<th>Reflection:</th>
<th>Weaving content with lived experiences and prior learning Ex. Using Cornell Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans:</td>
<td>Using a common lesson plan that uses the academic language of the edTPA along with a rubric and subject specific guides</td>
</tr>
<tr>
<td>Case Studies:</td>
<td>Questions are developed with claim and evidence stance</td>
</tr>
<tr>
<td>Differentiation Chart:</td>
<td>Who are my students and what do they need</td>
</tr>
<tr>
<td>Research &amp; Theory:</td>
<td>Backing up instructional choices; making connections</td>
</tr>
<tr>
<td>Modeling:</td>
<td></td>
</tr>
</tbody>
</table>
Writing skills: Prior to student teaching coaching
Writing Lab in the Student Support Center
Writing tutoring
T: So just as a little practice we are going to fill out a Castle graphic organizer. I started one of my own. This graphic organizer has sections for two stories. On the first one for Yeh-Shen I wrote the title of the book we read the other day; Yeh-shen. Now we are only going to take a couple minutes to do this activity, so it’s important that you write one thing per category. Once you have done that, feel free to add more until the class is ready.

Now I am modeling the task I expect the students to perform before and after the reading. Firstly, this illustrates the “I do” portion of Vygotsky’s model “I do-We do-You do.” This is an important scaffold for the students where the instructor gives an explicit example of the task expectations, and how to achieve them. The reason why this is important scaffold is twofold. 1. You are showing in parallel to telling the students how to meet expectations. This is a way of hedging your bets in regard to how a student learns. The hope is that teaching through more than one of Gardeners multiple intelligences will create a stronger mental bond for the students. 2. When you have shown students how to do something you can hopefully eliminate some student questioning that is at the lower end of Blooms level of thought. E.G. How to identify, and remember. This is more of a preemptive measure, but you would always like your students’ mindset to be moving towards creating, and synthesizing on any task at hand.
Cultivating Cultural Competence in Teacher Candidates

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Background

The purpose of this quantitative study was to investigate teacher candidates’ cultural proficient growth during their first semester in professional education courses. Our central question is, what progression can be made along the Intercultural Development Continuum for teacher candidates from the beginning of their first semester in professional education, to the end of that semester, when given culturally responsive instruction and experiences. Quantitative data was collected from twenty-eight teacher candidates in a Midwest undergraduate teacher education program through participation in the Intercultural Development Inventory (IDI) during the Fall 2013 semester.

The IDI, according to Hammer (2011), “measures how a person or group thinks and feels about cultural difference stemming from any aspect of diversity, human identity, and cultural difference”. The IDI places teacher candidates along the Intercultural Development Continuum, ranging from denial to adaptation. A journey towards an intercultural mindset. The following are the five identified variables:

- Pre-instruction IDI participation
- IDI focus group & personal goal setting
- Weekly culturally responsive videos with discussion and reflection
- AVID’s “ Culturally Relevant Teaching” workshop
- Post-instruction IDI participation

Methods

Results

Objective

Paired samples t-tests were used to compare the Intercultural Development Continuum before and after instruction. The results indicated a significant difference in the Developmental Orientation pre-instruction and post-instruction indicates that by embedding culturally proficient teaching practices in the teacher preparation program, teacher candidates can make significant advancement on the cultural proficient continuum in one semester.

Conclusion

Through the
In the context of the current debates about teacher education quality, it has been inspiring to us to see educators step up and accept the challenge to create better assessments, rather than complaining about narrow measures that do not support learning or improvement. The best hope for significantly improving education at all levels is for educators to take charge of accountability and ensure it reflects our highest aspirations for ourselves and our profession.

By Linda Darling Hammond and Maria Hyler
Future 21st Century Educators