“It is nice to have someone with an education background to plan with and bounce ideas off from each other. It is nice to have someone with a fresh perception. I also feel I learn from them especially in the area of technology. I feel that the students in my class benefit the most because they receive more attention. We can plan for more small group lessons. It also makes it easier to differentiate instruction.”

“Our classroom is able to incorporate more flexible grouping opportunities and more one on one for students. All levels of learners benefit. High achievers get enrichment, on level students get more practice and challenge, and those that struggle can have opportunities to have more hands on activities and practice. Teachers have very high expectations put on the teacher candidates.”

“Students from MSU are very willing to jump in and get started in the classroom right away! Students benefit by having more ‘hands‘ in the classroom. It is a greater teacher/student ratio!! They are very upbeat and excited! They listen to what students have to say and get down to ‘their level.’”
Jump Start Faculty and PDS in edTPA Practice

Dr. Lori Piowlski, Dr. Beth Beschorner, Ms. Lisa Vasquez
Minnesota State University, Mankato
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Purpose

• Identify how faculty and departments can delve into the analysis, problem solving and PDS engagement to integrate and model the edTPA through program restructuring?
Quick Partner Share

◆ What is happening now for faculty and PDS support systems?
Talking Points

1. Faculty expertise
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 and use of edTPA academic language
- Analyzing the data collected
- Be an advocate in PDS collaboration
- TOTAL “BUY IN”
- CAEP Alignment
Faculty: 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
- Faculty growth in cultural proficiency (use of the IDI and Randall Lindsey books)
- Digging into the data – personalization, action
- Rubric Activities
- Expert Groups
- Common evaluation time of candidate work
- Coordinator of Field Experience Supervisors
Faculty: Who is doing what??

Am doing... Could do...

<table>
<thead>
<tr>
<th>Course #</th>
<th>Action</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>#322</td>
<td>Aligning Assessment to Instruction</td>
<td></td>
</tr>
<tr>
<td>#322</td>
<td>Learner Feedback</td>
<td></td>
</tr>
<tr>
<td>#355</td>
<td>Represent different perspectives</td>
<td></td>
</tr>
</tbody>
</table>

2.2.2 Reflection on Analysis
S.L. actions, skills, results, changes, report on class wide assessments, IDI, papers, articulate how they connect to goals.

3.3.4 We discuss work on assessment planning with lesson planning.
Accessibility and Visual Representation

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.

Planning
- Building Content Understanding
- Supporting Learning Needs
- Using Knowledge of Students
- Assessments to Monitor Student Learning

Instruction
- Learning Environment
- Engagement in Learning
- Deepening Thinking
- Subject-Specific Pedagogy

Student Learning
- Analyzing Teaching
- Providing Feedback
- Supporting Student Use of Feedback

Academic Language
- Using Data to Inform Instruction
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”
  - Consequential “how and then what”

- Supervisor coaching - ethics
  - peer mentoring/coaching/teaching

- How does this work fit into my tenure/promotion
  - Fits mentorship criterion
  - evidence of effective teaching

- Are we teaching to the test and is Pearson is controlling everything?
Supervisors & Faculty giving edTPA Commentary feedback for all 3 blocks
Looking ahead…

Hiring opportunities

◆ Faculty who have the dispositions that are willing to buy in and do what is best is best for candidates.

◆ Faculty who are willing to embed edTPA, Cultural Proficiency and PDS practices

◆ Faculty who are willing to engage in seminars and in the field PLC’s.

◆ The culture of the EEC Department to do what is in the best interests of the candidates.
Am doing... Could do...
Anchor Charts:

all faculty sharing in the room are impacted by what goes on the wall
Block 1:

Block 2:

Block 3:
- Start the Year off Right
- Resume
- Interviewing
- Autism
- Academic Language
- iTutoring
- Community Asset Fieldtrip
- edTPA Boot Camps
Timeline Prior to Field Experience…

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

2. Gather input from lead teachers about curriculum needs and pacing.

3. TOSA makes official placements.

4. TOSA meets candidates at MSU during class time and provides SMARTboard training.

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.

5. Students have pre-field experience: focused active observations (1 day a week for 4 weeks)
Supervisors on site
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.
PDS Partnerships

St. Peter Public Schools engagement

-Principal, TOSA and mentor teachers
Block One Model:

Pre-field Experience:
One day a week for 4-5 weeks in a pre-field experience prior to the full 4 week field experience with morning PLC’s Faculty supervisor or TOSA meet candidates at the school for a tour and meet your teacher the first day.

Outcome:
Targeted student observations, assist teacher as needed (no specific requirements for teachers), create Context for Learning, research cultures in the classroom.

Full Time Experience:
Supervisors/faculty on sight 4-5 days per week during the duration of the 4 week field experience. Increased partnership/collaboration with teachers and principal.

Outcome: Candidates are mentored and evaluated by university faculty daily, lesson planning and instruction, edTPA Task 1, context for learning, immediate feedback, time to ask “why”, morning PLC’s, in-depth reflection.
District understanding and "buy in"
Mutual reward!

- Not an added burden on mentor teachers – front loading content
- Meetings - use the edTPA resources (video and handout)
- University provides supports for candidates
- Candidates talking their practice
- Principals give PD-edTPA connection with how they evaluate their teachers
- Staff provide PD on site during morning PLC’s
- Engage curriculum publishers into the conversation
District understanding and "buy in"
Mutual reward!

- Pre-active observation full days in all blocks
- Give back – teacher in-service
- Support of repeated field experience (not a burden)
- Engage publishers in PD for candidates
- Lesson planning sessions
- Morning PLC’s for candidates
Partnership Vision
Example: Block 1

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 and whole group teaching
* 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

Block 1: Literacy
Block 2: Math and Literacy
Block 3: ELL, SPED & Differentiation
Student Engagement
Frontloading content for teacher candidates:

Teachers Requests for field experience students prior knowledge:
Strategies for Reading/ Common Core (CCSS)
DIBELS Progress Monitoring
Alpha Friends/Zoo Phonics
Daily 5/ CAFÉ
Essential Learner Outcomes (ELO’s)
RTI  Response to Intervention
Reciprocal Teaching
Cultural Responsive Teaching Strategies
Transitions – Call and response & brain breaks
Phonemic Awareness (grades K-2)
Literacy theory and CCSS strategies
PBIS  Positive Support Intervention Support (STAR Pride)
Read Naturally
Interactive Read Aloud
Professional Learning Communities

Daily – Grade Levels – “Promoting Reflection”

• Facilitated by Administration/TOSA/University Staff/Teacher Candidates
  - PBIS
  - Assessment
  - Teacher Evaluation
  - Interviewing
  - edTPA — Context for Learning, Lesson Planning, Planning Commentary
  - Co-Teaching
  - Professional Collateral
Questions