AACTE 67th Annual Meeting: Advancing the Imperative

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Title: Brace for Innovation: When the edTPA and PDS Collide

Statement of the issue:

Preparing 21st Century teachers is at a crucial time where the accountability of teacher candidate pedagogical knowledge and their performance in the classroom are under scrutiny. To prepare candidates to pass the performance assessment (edTPA) requires a unified front with our partnership development schools (PDS). University faculty, supervisors, mentor teachers and PDS administrators need common understanding of the requirements and elements of what constitutes effective teaching related to the elements of the edTPA. Currently PDS and edTPA are separate entities that need to be meld together to create a culture of instructional celebration – "this is just what good teachers do"!

Research Question: In what ways can PDS partners create a road map that intersects the goals of the PDS and edTPA to impact both P-12 student achievement and teacher candidate's development of effective instruction?

Literature review:

Goals of edTPA: edTPA is the first nationally accessible pre-service teacher assessment and support program to (About edTPA, n.d.).

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: (About edTPA, n.d.)
- 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.

NCATE listed the five defining characteristics of PDSs (NCATE, 2012),

Standard I: Learning Community—Addresses the unique environment created in a PDS partnership that supports both professional and children's learning. Aligned with edTPA goal 1.

Standard II: Accountability and Quality Assurance—Addresses the responsibility of a PDS partnership to uphold professional standards for teaching and learning. Aligned with edTPA goal 2.

Standard III: Collaboration—Addresses the development and implementation of a unique university/school community; which shares responsibility across institutional boundaries. Aligned with edTPA goal 1 & 2.

Standard IV: Equity and Diversity— Addresses the responsibility of the PDS partnership to prepare professionals to meet the needs of diverse learners. Aligned with edTPA goal 2 & 5.

Standard V: Structures, Resources and Roles—Addresses the infrastructure that a PDS partnerships uses and/or creates to support its work. Aligned with edTPA goal 1.

CAEP, the Council for the Accreditation of Educator Preparation has replaced NCATE but continues to reinforce the power of school partnerships and practice. CAEP Standard 2: Clinical Partnerships and Practice (Standard 2: Clinical Partnerships and Practice, n.d.):

"The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development (NAPDS, 2008)".

The edTPA, PDS, NCATE and now CAEP all agree that the encompassing force to create effective teachers include faculty development with P-12 teachers and higher

education faculty, continued improvement of practice that will increase student achievement of P-12 students as well as teacher candidates (Professional Development Schools. n.d.). Overall there is a consensus that they both want to push the envelope to improve the quality of instruction, impacting student learning of all students. Although the edTPA is aligned with InTASC, CAEP, and Common Core Standards (About edTPA. (n.d.) creating an awareness which completes the direction in the roadmap to increased teacher effectiveness; there first needs to be a clear connectedness between partnerships regarding the importance of the edTPA.

Method: Constant Comparative Method

Glaser (1978) identifies the following steps to the constant comparative method of data analysis: 1) Begin collecting data. 2) Look for key issues, recurrent events, or activities in the data that become categories for focus. 3) Collect data that provide many incidents of the categories of focus with an eye to seeing the diversity of the dimensions under the categories. 4) Write about the categories you are exploring, attempting to describe and account for all the incidents you have in your data while continually searching for new incidents. 5) Work with the data and emerging model to discover basic social processes and relationships. 6) Engage in sampling, coding, and writing as the analytic focuses on the core categories. In accordance with Glaser's model, analyzing the data results in material and creating a report, which explains the findings and also analyzes the themes of the study.

Themes:

The themes that emerged from this study indicated intersections of the edTPA and IDI and five themes emerged under the common theme of Creating a Culture of...1) Care 2) Responsibility 3) Collaboration 4) Respect: equity and diversity 5) Intersections

New Model: Creating a New Culture in 21st Century Field Experiences

Theme 1. Creating a Culture of Care between PDS Partners

Standard I: Learning Community—Addresses the unique environment created in a PDS partnership that supports both professional and children's learning. Aligned with edTPA goal 1.

"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.).

1. *Shared Vision of Teaching and Learning:* Initial meeting between leadership stakeholders: University faculty, Teachers on Special Assignment (TOSA's)

and the Principal. Purpose: to agree on a shared vision/focus for the field experience and begin the conversation of Standard V, the structure, resources and roles.

2. _Recognizing Partner Assets:_ Create an agreement of the assets that both partners will bring to the relationship and benefit from.
3. _Agents of Change:_ Shared knowledge of the school's culture, community and district that will impact the teacher candidate's planning, instruction and assessment.
4. _Shared Focus for Field Experience:_ Shared knowledge of teacher candidate expectations, including the edTPA
5. _Setting up for Success:_ Pre-field active involvement days: one full day a week for seven weeks prior to beginning full time field experience. Purpose: 1) to allow time to build relationships with students and between the mentor teacher and teacher candidate. 2) The teacher candidate gains knowledge of the district, school and students (evidence in the edTPA Context for Learning). 3) To gain comfort, learn the routines, PBIS/classroom management, gain understanding of what takes place in specials, the RTI model of the school 4) PLC mornings: Meet and Greet, RTI, PBIS, Daily 5, Effective Questioning and Differentiation

Theme 2. Creating a Culture of Responsibility between PDS Partners

"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.).

Standard II: Accountability and Quality Assurance—Addresses the responsibility of a PDS partnership to uphold professional standards for teaching and learning. Aligned with edTPA goal 2.

1. _Evaluation/Assessment/Reflection:_ Shared model of teacher evaluation and teacher candidate evaluation, such as Danielson and qualitative questions/reflections
2. _Assurance of Learning:_ Assurance of the universities commitment to P-12 student learning; P-12 student learning will never be put in jeopardy. University supervisor may co-teach or model when a teacher candidate needs assistance.
3. _Co Teaching:_ Co-teaching is encouraged between, candidate and mentor teacher, candidate and supervisor, candidate and candidate
4. _Transparent Expectations:_ Clear responsibilities of the mentor teacher, university supervisor and TOSA, principal & teacher candidate
5. _Theory into Practice:_ Planning, instruction and assessment is based on research and theory

Theme 3. Creating a Culture of Collaboration between PDS Partners

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.

Standard III: Collaboration—Addresses the development and implementation of a unique university/school community; which shares responsibility across institutional boundaries. Aligned with edTPA goal 1 & 2.

1. *Recognizing Mutual Commitments:* Before field experience: University faculty and mentor teacher meet prior to field experience. Purpose: to understand and discuss mutual responsibilities, to address any questions, evaluations, and also for teachers to request specific strategies or information to be front-loaded to students during on campus instruction.
   Formal and Informal Conversations: Ongoing during field experience.
   Reflection: After field experience: Collect qualitative feedback.
2. *Gradual Release of Responsibility:* Level of support provided to candidates during field experience by university faculty and supervisors (lesson planning, edTPA task support, assessment support, curriculum support). This support ensures that the mentor teacher's time is not spent "teaching teacher candidates information" but modeling effective teaching and reflecting with teacher candidates. Support will resemble the gradual release of responsibility model from modeling/demonstration and guided practice support in block one to moderate support with independent practice in block two with the ultimate goal in block three to independent application, collaboration, and feedback.
3. *Purposeful Support:* Ongoing support from the mentor teacher includes: lesson plan intent given prior to teaching allowing time to plan, modeling, feedback and talking about the mentor teacher thinking as she/he plans and reflects. Communication with the supervisor about concerns or celebrations.
4. *Purposeful and Mutual Supports:* Purposeful support given before school in PLC's, conducted by the university supervisor, TOSA, principal and teachers. With feedback from mentor teachers and the TOSA, this is a time for; further instruction, lesson planning conversations and reflection on student work samples between teacher candidates and edTPA support. This is also a time when teacher "experts" can share/present to the teacher candidates.
5. *Added Value Beyond Field Experience:* Event support by teacher candidates during kindergarten roundup, science fair, carnivals, back to school night, etc. This is built into their course syllabus as service learning. Free on university campus field trips prepared and executed by faculty and teacher candidates for PDS partner schools: Literacy Day and Dr. Seuss Day
6. *Celebration:* Celebrating P-12 student learning as well as teacher candidate milestones.

Theme 4. Creating a Culture of Respect: Equity and Diversity

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).

Standard IV: Equity and Diversity— Addresses the responsibility of the PDS partnership to prepare professionals to meet the needs of diverse learners. Aligned with edTPA goal 2 & 5.

1. *Knowledge of Student Cultures:* Research by teacher candidate on the school and their classroom demographics; including but not limited to: race, gender, ethnicity, socioeconomic, family configuration, religion and sexual orientation.
2. *Assessment of Evidence*: Recognition of equity and diversity within candidate's lesson plans that build on student assets, prior lived experiences and prior academic knowledge.
3. *Equitable Support of all Teacher Candidates:* All candidates will require different supports as they develop their abilities to plan, instruct and assess student learning.
4. *Administration Validation:* Candidate recognition by administration; welcome breakfast, tweeting, observation feedback, statements of candidate impact on P-12 learning
5. *Mutual respect of Educational Practices:* Mutual respect of the university and school policy, practices, and instructional direction.

Theme 5. Create a Culture of Intersections

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).

Standard V: Structures, Resources and Roles—Addresses the infrastructure that a PDS partnerships use and/or create to support its work. Aligned with edTPA goal 1.

1. *Structures:* Extensive/intensive field experience over three semesters prior to student teaching.

Block 1	Block 2	Block 3	Student Teaching
- Pre-field 7 full days (7.5 hours) - Full time field 20 days, 4.5 hour days - Total hours = 142.5	- Pre-field 8 full days (7.5 hours) - Full time field 20 days, 7.5 hours - Total hours = 210	- Pre-field 15 full days (7.5 hours) - Full time field 20 days, 7.5 hours - Total hours = 263	16 weeks
- On-site supervisor (17-32 students placed at one site) - Morning PLC's - Daily lesson plan support - 4-5 observations with planning and feedback support - Daily availability of supervisor to mentor teachers - Ongoing communication - 2 edTPA boot camps	- On-site supervisor part-time (16 students placed at each site) - Morning PLC's - 2 formal observations with planning and feedback support - 2 informal observations or coaching conversations - 3 days per week availability of supervisor to mentor teachers - Collaboration with PDS TOSA & Teachers - 2 edTPA boot camps	- 2-3 formal observations and feedback - Collaboration with supervisors and faculty. - Long-term placements - 2 edTPA boot camps	TOSA

2. *Resources*: Integration of course content into "real world" application in the classroom with students.
3. *Resources*: edTPA Resources provided to educate PDS partners: Minnesota edTPA: Teachers who Oversee Teacher Candidates
http://edtpaminnesota.org/resources/teachers-who-oversee-teacher-candidates
Strengthen Clinical Experiences
https://secure.aacte.org/apps/rl/res_get.php?fid=1650&ref=edtpah
Teachers who Support Teacher Candidates
https://secure.aacte.org/apps/rl/res_get.php?fid=1619&ref=edtpah
4. *Human resources:* university faculty, TOSA's, supervisors, principals, mentor teachers, school specialists, community leaders
5. *Roles:* identified in Collaboration Standard 3

Conclusion:
The constant comparative analysis suggested that there is an intertwined relationship that exists between PDS partners and the edTPA. Both have a strong emphasis on effective instruction, which is evident in the goals and objectives provided by both organizations. The current emphasis and research on teacher performance assessment and professional development school partnerships exist primarily as separate entities. This must be

overcome! The presented field experience model: Creating a New Culture in 21st Century Field Experiences is a roadmap for PDS partnerships that embraces the elements of the edTPA.

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