Before Keynote Activity:

Please go to the Sociogram Activity located on the wall. You will find the directions posted.

Thank you!
The 3 edTPA Superhero’s for Teacher Candidates

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Dec. 4, 2014

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Introduction:

What led me to be sharing with you today...short story

I measure my effectiveness by my candidates success
Action Thermometer
– the Wave

• Please stand
• I will give you a statement:
  – If you are 100% behind it wave to the left
  – If you are completely sceptical wave to the right
  – If you are unsure wave to the middle

Let’s Practice:
* Caffeine is needed on a daily basis
Take Action:

1. I believe the edTPA has the ability to **structure** effective instruction.

2. Our teacher preparation program is ready to implement the edTPA.

3. Our faculty embrace the edTPA.

3. We have the necessary structures and support for implementation.
PRACTICE WHAT WE TEACH

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

Assessment:
- Analysis of Student Learning
- Providing Feedback
- Supporting Student Use of Feedback

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

Academic Language:
- Using Data to Inform Instruction
- Justifying Planning Decisions
- Analyzing Teaching
Purpose:

To reveal the three edTPA superhero’s and learn about structures, supports and success/celebrations essential to teacher candidate development and employment.

I can statements:

I can....identify the superhero traits and the relation to the edTPA structures and supports.

I can....organize the content of the presentation onto a graphic organizer. This will tell me what we are doing, what we can do and what is a possibility.

I can.... analyze what we are doing and provide suggestions for restructuring.
Would you Rather Have...???

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
Our P-12 students DESERVE qualified teachers who can...

Not only pass the written tests
Can plan, instruct and assess student learning
Safe to Practice as The Standard for Licensure

SELECTIVITY FOR ENTRY TO THE CLASSROOM: “SAFE TO PRACTICE” AS THE STANDARD

- Assess average performance to assure that the professional will be able to, on average, support students’ learning and development
- Use “on-demand” assessments that do not depend on ideal students, circumstances, or environments
- Situate assessments in practice: what this means depends on the knowledge, content, or skill being assessed
Equity VS Equality

Tough concept for teacher candidates but essential in understanding how to meet the needs of all students. That same does not mean equal.

As faculty we must model this not only in our planning and instruction but in our supports.

Different supports does not mean decreasing the rigor.
#1 Stephen King

Finding the Structure & Passion!!

- Capable of thinking & feeling
- Envisions possibilities
- Ability to relate to others who are different than himself
- Versatile

Context for Learning
Prior Knowledge
Asset lens rather than a deficit lens
Ability to adjust
High expectations of teacher candidates!!

“Life is like a wheel. Sooner or later, it always come around to where you started again.

“Talent is a dreadfully cheap commodity, cheaper than table salt. What separates the talented individual from the successful one is a lot of hard work and study; a constant process of honing. Talent is a dull knife that will cut nothing unless it is wielded with great force.” — Stephen King
Like Stephen King we must focus on the people: candidates, faculty and our PDS

1. Syllabus – Share with your department

2. Align the field experiences – Director of Field Experience Supervisors
   - Syllabus
   - Common Lesson Plan
   - Support supervisors and candidates

3. Posters/Anchor Charts

4. Focus on Cultural Proficiency (Values activity, prejudice walk, book study)

4. Cumulative Assessment – (Literacy Day)

4. Time for collaborative unpacking

4. Back map the edTPA elements in the content and methods courses. Not an island!!
<table>
<thead>
<tr>
<th>WHO??</th>
<th>WHAT??</th>
<th>WHEN??</th>
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<tbody>
<tr>
<td><strong>Block 1:</strong></td>
<td>Task 1 – Supervisor/Literacy</td>
<td>Task 3 – Assessment Course</td>
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<tr>
<td>Context for</td>
<td>Professor</td>
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<tr>
<td>Learning</td>
<td>Task 3 – Assessment Course</td>
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<td>Tasks 1 &amp; 3</td>
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<tr>
<td>**Literacy</td>
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<tr>
<td>Focus</td>
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<tr>
<td><strong>Block 2:</strong></td>
<td>Task 1 – Supervisor</td>
<td>Task 2 - Math Instructor</td>
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<tr>
<td>Context for</td>
<td>Task 3 – Peer Evaluation</td>
<td>Task 3 - Supervisor</td>
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<tr>
<td>Learning</td>
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<td>Tasks 1 - 3</td>
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<td>**Math Focus</td>
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<td><strong>Block 3:</strong></td>
<td>Task 1 &amp; 2 – Peer Evaluation</td>
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<td>Tasks 1-3</td>
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<td>**Literacy OR</td>
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<tr>
<td>Math Focus</td>
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</table>
TIME for Collaboration
Candidate
Check in...

IDEA's
- Possibilities:

CAN DO
- Now:

MAY DO
- With reframing:
#2 Stevie Wonder - Support

On one side:
- Dreamer/Creator
- Gambler: recording his own album
- Idealist
- Optimist
- Hopeful confidence
- Spark
- Energy

On the other side:
- Conservative
- Practical
- Seeks stability
- Careful
- Communicator

Finding the Balance of supports!

ABILITY MAY GET YOU TO THE TOP, BUT IT TAKES CHARACTER TO KEEP YOU THERE.

Stevie Wonder
www.quote-coyote.com
Stevie Wonder...

Viewed himself from an asset lens NOT a deficit lens...

“Do you know, it's funny, but I never thought of being blind as a disadvantage, and I never thought of being black as a disadvantage.”

How can candidates sneak instructional strategies in the back door...

“My mother had a rule, obviously, that I couldn’t go across the street by myself, but I had to find a way of doing it.”
Supports for Candidates

- 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 edTPA academic language in courses

- POSTERS – anchor charts

- Misconceptions/Assumptions

- Using the videos and handouts on the edTPA/AACTE Resources Website
SEMINARS: Add on Value......

Block 1: Professionalism in courses and in the field
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
Professionalism expectations in Block 3
Student Teachers Share their tips and experiences
Clarification of Rubrics and Expectations
Peer Evaluation with Faculty Support

PLUS – Field Experience PLC’s
Seminars
What it feels like....
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
Balancing course content and the edTPA

Coursework Examples

**Reflection:**
Weaving content with lived experiences and prior learning
Ex. Using Cornell Notes

**Lesson Plans:**
Using a common lesson plan that uses the academic language of the edTPA along with a rubric and subject specific guides

**Case Studies:**
Questions are developed with a claim and evidence stance

**Differentiation Chart:**
Who are my students and what do they need

**Research & Theory:**
Backing up instructional choices; making connections

**Unpacking the rubrics:**
Creating a new document

**Modeling:**
In all courses!
Support also means to give genuine CARE and be willing to have tough conversations.

“I feel like I am meant to be a teacher because it comes naturally but I want you to know that everything I know now is because of YOU. YOUR determination and success inspires me to go above and beyond to be the best student and teacher I can be. I honestly have never had a teacher push me so hard and give me so much encouragement and I think it's important for you to know how much you are appreciated and how much of a difference you are making in my life... especially for my future!”  B.H.

“I have been at this university for four years and never have I felt that someone had invested so much of their time and efforts into my success. It is an awesome feeling when professors believe in you so much that they put you into leadership roles. I have never had professors so emotionally invested in my education. Thank YOU!”  A.O.
Candidate mentoring...
Check in...

- Possibilities:

- Now:

- With reframing:
“You shouldn't dream your film, you should make it!”

“Every time I go to a movie, it's magic, no matter what the movie’s about.”

Celebrations and Success!!

Candidates who will be safe to practice – impacting P-12 student achievement!
Cultivating Cultural Competence in Teacher Candidates

Michelle Burke & Gretchen Hinrichs
Dr. Lori Piowlski, Advisor
Minnesota State University, Mankato

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.

Methods

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 faculty member embedded five identified variables into a literacy course and seminars to cultivate culturally proficient growth for teacher candidates, with the intention that teacher candidates can begin

Intercultural Development Continuum

Perceived Orientation in Teacher Candidates

Developmental Orientation in Teacher Candidates

Conclusion

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.
Am doing...

Course # Action Evidence Course # Action Evidence

Am doing... Could do...

2.22 Reflection on Reflection Analysis
S.L. actions, skills, results, papers
2.2.2 Model use of results on assessments, 1DB, papers, they connect to goals

3.24 We discuss and work on assessment Planning with lesson planning

0.2 Rubric

3.2

2.22 build, link, study, guide, evidence, charts

2.22 Know personal/cultural/community assets

2.15

2.22 Objectives, supports clearly aligned Lesson Plan

4.34 Instructional activities and self-evaluate, analyze, plan, journal, 124

4.34 - Learn how to summarize & reflect
- Book studies: "The Cultural Proficient Journey" CRT videos
- Taking differences in and changes in understanding strengths & weaknesses

3.22 Sticking to assessment, Prior knowledge and measurements
Think Aloud

**Predicting:** I predict... In the next part I think...

**Questioning:** Why did?... When did?... What did?... Where?

**Visualizing:** I see... I picture... I visualize...

**Response:** I feel... My favorite part... I like... I agree.

**Clarifying:** I get confused when... I'm not sure of...

**Summarizing:** This is mainly about... The summary of...

**Reflecting:** I realized that... Next time I'll... I wonder...

**Connecting:** This is like... This reminds me of...
SMART board Seminar
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Don’t forget to celebrate your success!

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