Jump Start Faculty and PDS in edTPA Practice

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December 4, 2014
Purpose

• Identify how faculty and departments can delve into the analysis, back mapping, 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?
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
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
- Rubric Activities
- Expert Groups
- Common evaluation time of candidate work
- Coordinator of Field Experience Supervisors
<table>
<thead>
<tr>
<th>Course #</th>
<th>Action</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>215</td>
<td>Review &amp; Formation in Teacher Preparation</td>
<td>Research is grounded in the construct of the book</td>
</tr>
<tr>
<td>300</td>
<td>Analysis</td>
<td>Study Guide</td>
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2.2.2 Practice recognizing and accepting and celebrating personal/cultural/community differences. Use similarities and diversity as a tool for discussion and decision-making.

3.2.2 Model use of results of IDI, Papers, Assessments, Articulate how exit goals, etc., connect to goals.

3.3.1 We discuss and work on assessment planning within 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.
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

◆ How does this work fit into my tenure/promotion

◆ Are we teaching to the test and is Pearson is controlling everything?
Supervisors & Faculty giving edTPA Commentary feedback
Am doing... Could do...

Course #  Action Evidence Course #  Action Evidence

215  Unit 2  Cognition  Study Guide  Unit 3  Student Log

222  Know personal/ cultural/ Community assets

222  Objectives  Supports  Clearly aligned Lesson Plan

424  Instructions/ activities  values/ (values/ activities/ values)

424  How to summarize & reflect

424  Book study: "The Cultural Proficient Teacher"

424  CRT videos

222  Reflection on Analysis: S.L actions, skills, results, papers

222  Model use of reflection on assessments: IDI, papers, articulate how to achieve goals

334  We discuss and work on assessment planning with lesson planning

334  This will be evaluated
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
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 Learn 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
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

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
Student Engagement
Frontloading content for teacher candidates:

Teachers Requests for field experience students prior knowledge:
Houghton Mifflin 6 Strategies for Reading/ Common Core (CCSS)
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 – Call and response & brain breaks
Phonemic Awareness (grades K-2)
Literacy theory and CCSS strategies
PBIS  Positive Support Intervention Support (STAR Pride)
Read Naturally
Daily 5 and CAFÉ
Interactive Read Aloud
Lesson Planning
Sessions/Support
Supervisors on site
Alignment of Planning

Being on site, Engaging Activities

Immediate response to teacher, TOSA and principal feedback.
Cultivating Cultural Competence in Teacher Candidates

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Background

"The responsibility rests with future and current educators to infuse their planning and instruction with culturally responsive teaching strategies that will meet the needs of all students in their classroom while embracing the cultural differences of the students" (Godwick & Chin, n.d.). Teacher preparation programs are being held to national standards which ensure future educators have been cultivated to be culturally competent.

Using literature mainly describes the importance and urgency to prepare teachers for the changing demographics within classrooms across the United States. In every 3 students enrolled in elementary and secondary school is of racial or ethnic minority, and every 7 children between ages 5-17 speak a language other than English at home" (Widener & Lucas). Despite these statistics, there is significant literature on how culturally responsive teaching strategies are being implemented or directed in teacher preparation programs.

Objective

If proposed cultural competence impacts candidates' scores along the cultural competence continuum, then the percentage of their scores will increase in professional education and after that semester.

Methods

The purpose of this quantitative study was to investigate teacher candidates' cultural proficiency 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 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 the 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

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.

Through this study, we hope to provide a framework for teachers to ensure culturally competent practices in their classrooms.

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Quick Write – Add on

Reflect:

What could you easily add on and what strategies could you develop?

If time permits conduct a share out.