Getting Started, Implementation & Support

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Our Workshop Outcomes

Using dialogue, together we will:

• Identify effective strategies to support programs in implementing edTPA

• Identify effective strategies to support candidates in successfully completing edTPA
Getting Started

Once upon a time in North Carolina......

in the first school......

in the second EPP......
#1 Ah-Ha

- It’s all about the handbook(s).....
What strategies have you used or are you planning to use to best understand the handbooks?

- For EPP Administrators/Faculty?
- For Candidates?
Sometimes when you’re looking for an answer, you search everywhere else before you take a look at what’s right in front of you.

Dean Hughes
Taking Stock on the edTPA

edTPA In a nutshell
- A series of lessons on the central focus
- Record lessons
- Choose one assessment to review

Things that might need attention:
- edTPA vocabulary (central focus)
- Language support

What do we do already in relation to the edTPA (in a nutshell)?
  What do we need to tweak?
  What do we need to add?
8-minute breakout session

Taking Stock---Three guiding questions:

– What do we do already related to the edTPA?
– What do we need to tweak?
– What do we need to add?
Share out & Discussion

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Managing the edTPA Project

Creating the Timeline
Timeline: The Chipper Model

Task 1
Candidate Support
Communication

Task 2
Candidate Support
Communication
Due

Task 3
Candidate Support
FCommunication
edTPA due

SCALE
Stanford Center for Assessment, Learning, & Equity

edTPA
Timeline: Workshop Model

Step 1: edTPA Workshop
Step 2: Candidate works on edTPA
Step 3: edTPA due
Timeline: Deep end of the pool
8-minute breakout session

Timelines--Guiding questions:

- When is your edTPA due or when do you think it should be due?
- Which timeline did you adopt or do you like?
- What other thoughts do you have on timelines?
Share out & Discussion

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Project Management—Candidate Support by Faculty

Faculty/Supervisors/Coaches

Knowledge of edTPA

Handbook Deep Dives

Think back to the 3 models (or other models)

What will faculty need to know? To do?

For support
Timeline: The Chipper Model
Candidate Support

- In this *chipper model*, faculty would provide support for each task.
  - What type of support do candidates need?
  - What type of support would faculty provide?
Stop and Think
Timeline: Workshop Model

Step 1: edTPA Workshop

Step 2: Candidate works on edTPA

Step 3: edTPA due
Candidate Support

• In this *workshop model*, faculty would provide a workshop at the beginning.
  – Who would provide the workshop?
  – What would be included?
Stop and Think
Timeline: Deep end of the pool

edTPA
The Pool Model

In this *pool model*,
- Students work from Handbook.
- May provide some support but mainly students work alone and move toward outcome.
- Supervisor (if there is one) provides main support.
Stop and Think
8-minute breakout session

Timelines--Guiding questions:

– Which Timeline did you choose?
– What are your thinking about in terms of support for this timeline?
Share out & Discussion

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Samples of Candidate Support Seminars

Suggested Topics

• "Making Good Choices"
• Unpacking the handbooks
• Examine each task in-depth while reviewing past candidate sample
• “Understanding Rubric Level Progressions”
• Academic Language
• Video training and information
• Assessment workshop - focusing on effective feedback
• Answer questions/concerns
Communication Plan

• Beginning-Middle-End
• Policies-Processes-Products
Communication Plan

• Beginning-Middle-End
  – Communication to Candidates regarding edTPA
    • Due Date
    • Timeline expectations
    • Role of the “supervisor”
    • Permission Forms
    • FERPA
    • Support and Work Opportunities
Stop and Think

• Policies-Handbooks
Communication Plan

• What about other communication elements?
  – Policies-Handbooks
  – Websites
Communication Plan

• What about your partners?
  – Policies
  – Processes
  – Digital Recordings
Stop and Think
8-minute breakout session

What does your communication plan include?
What might you need to add?
Project Management

Other items

• What is appropriate support?
  – Resources
• Plagiarism--keep it out
• Technology
• Is the due date your program due date?
Key Handouts for EC-12 Partners

- Texas Teachers Who Support Teacher Candidates
- edTPA Guidance for P-12 Leaders & Administrators
- edTPA Professional Growth Plan
- T-TESS Alignment
- FAQ 2-Pager for School Districts (For TX Pilot)
- Sample edTPA Video Permission Form
- Upcoming: TEA Letter to School Districts
Key Handouts for Candidates

- Making Good Choices
- Subject-Specific edTPA Handbook
- Subject-Specific Academic Language Handouts
- Subject-Specific Understanding Rubric Level Progressions (URLPs)
What Do Tech Experts Need to Do?

• Make recording equipment available
• Be prepared to troubleshoot technology issues
• Familiarize themselves with video trimming software (*Note: Handbrake is free!)
Technology Considerations

• Provide training on how to video, extract video clip(s), compress video(s), and upload

• Provide on-site workdays for assistance in extracting, compressing, and uploading

• Provide efficient system for checking-in/checking-out equipment (if provided)
Equipment

- Video cameras, iPads, iPhones
- Lapel microphones
- Tripods
- Batteries
- SD cards
8-minute breakout session

Timelines--Guiding questions:
- Which are your ideas around
  • Resources?
  • Technology?
  • Plagiarism
  • Due dates?
Share out & Discussion
And then this happened.....
#1 Ah-Ha

- It’s all about the handbook(s).....
What’s different?

• The virtual learning environment.
• The recording features.
• The paperwork.
• Feedback options.
Task 1 Planning

• **Context for Learning**
  - Look for “minimum number of students.”

• **Lesson Plans**
  - Follow content handbook requirements: 3-5 lesson plans or at least 180 minutes of instruction (Middle or secondary candidates teaching in a block schedule).
  - Sequential Lessons
Task 2 Instruction:

• **Synchronous** – allows groups of students and the teacher candidate to engage in instruction or learning at the same time

• **Asynchronous** – instruction and communication among students and the teacher candidate is not occurring at the same time and they can work outside the constraints of time and place
Varied Video Clip Formats

Portfolios may show a variety of environments in the Task 2 clips:

• Both in the regular classroom.
• Both are synchronous VLE clips.
• Blended - One clip is regular classroom and one clip is a synchronous clip.

See page 2 of Scoring Guidance
If student avatars, must hear minimum number of different voices.
Must “see” candidate
We must hear students.
Task 3 Assessment

- Number of students in whole class summary
  - Go from minimum number
  - SPED and PE follow handbook requirements
- These guidelines are the same as for a traditional classroom video portfolio.
Task 3 Work Samples

- Follow handbook requirements for work samples.
- Work samples that are downloaded from online platforms (i.e. Schoology, Seesaw, Flipgrid) are acceptable if they meet the handbook requirements.
- Worksheets or other materials downloaded from online curriculum are acceptable as part of work samples.
Task 3: Rubric 12

- Feedback
  - Can be synchronous or asynchronous
  - Variety of delivery methods
    - Google Classroom
    - email
    - chat boxes
    - written on student work
    - separate student video/audio clips
    - copied and pasted from online programs
Any Questions
COVID-19: Partner Logistics

- FERPA
- Access
- Partner Concerns
COVID-19: Candidate Support

- On-line support
- Emotional support
- Bashing the myths
COVID-19: Think about This

- COVID-19 resources for edTPA
- Communication and policy regarding edTPA
- Elimination of Partner Concerns
8-minute breakout session

What pivots have you made because of COVID-19?
Share out & Discussion
....continue your journey
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