Community of Practice

Curriculum Alignment and District Coordination

7th, October 19 | edTPA Community of Practice | DALLAS
Welcome!

• Involvement with edTPA beginning in 2012, as an early adopter

• Oversight of implementation at two universities, in two states

• Implementation with alternative route program candidates

• Development of resources for all stakeholders
  ▪ Teacher Candidates, Faculty, Supervisors, Cooperating/Mentor Teachers,

• Extensive work in Texas!
Keys to Success

Section subhead or description.
Success
Keys to Success in WI

• Early adopter: 2012 DPI decision
• Full implementation: AY 2016-17
• Full-state edTPA Coordinator collaboration
• Sharing resources!
• Attending national conferences
• Piloting!
• Coordination between DPI and EPPs
Keys to Success in NJ

• Adopted / policy initiated 2014-15
• Full implementation: AY 2019-20
• Attending regional and national conferences
• Piloting!
• Introduction and overview provided by SCALE and Pearson
• Workshops facilitated by National Academy Members
Keys to Success in TX

- 2-year pilot approved AY 2019-21
- Attending regional and national conferences
- Introduction and overview provided by SCALE and Pearson
- Workshops facilitated by National Academy Members
Maximizing Success in TX

What are the **ways to maximize success** in Texas?
What is **already in place**?
What **seems to be working**?

What is **missing**?
What do you **need**?
What do you **want**?

What is…

**Working** and **Not Working**
Managing Change

Section subhead or description.
Managing Change
Managing Change

- Thoughtful implementation
- Identification of edTPA Coordinator
- Education for:
  - Faculty / instructional staff
  - University Supervisors
  - Cooperating / Mentor Teachers
  - Teacher Candidates
- Curriculum Inquiry
- Planning support models for teacher candidates
Traits of a Good edTPA Coordinator

Managing Change
Implementation Needs

Section subhead or description.
Onboarding All Stakeholders

Different groups need different education, resources, and support and at different times.

Faculty

Pk12 and IHE Administrators

Supervisors and Cooperating / Mentor Teachers

Teacher Candidates
Faculty Needs

- edTPA language and terminology
- edTPA performance expectations
- Embedding key edTPA terminology and activities into course work (especially clinical work)
- Scaffolding edTPA preparation appropriately within the curricula

Key Resources
- Understanding Rubric Level Progressions
- Academic Language Handouts
Faculty Needs

- **Professional development**
  - Deep Dive Into the edTPA Rubrics
  - Local Evaluation Training
  - Curriculum Alignment and ESA Development

- **Opportunities to Collaborate**
  - Share successes and challenges
  - Share resources
• Ways that edTPA supports a rigorous and meaningful experience for pre-service teachers.

• How edTPA promotes positive outcomes for P12 students.

• Using edTPA a growth tool during a teacher’s early years in the profession.

• Provide placements with effective mentor teachers who will model best practices and allow teacher candidates to complete requirements for edTPA.
CT and Supervisor Needs

• Guidance on selecting a class and particular lessons
• Provide formative feedback on the constructs of effective teaching as measured by edTPA
• Familiarization with edTPA requirements
  ▪ Planning – backward design
  ▪ Engaging lessons, built knowledge of students
  ▪ Assessment
• Help facilitate collection of permission forms
• Provide recording assistance
• Be a source of support and balance
Allowable Supports

• Types of allowable support
  • edTPA Guidelines for Acceptable Candidate Support
  • Teachers Who Support Teacher Candidates
Teacher Candidate Needs

Complete Context for Learning

Leave no stone unturned

Professionally discuss classroom practices, curriculum, and restrictions

Divorce yourself from the reader
Curriculum Inquiry

Section subhead or description.
Opportunity to use *identified outcomes and data* to examine if our program is preparing teacher candidates for the knowledge, skills, and dispositions necessary to be effective teachers.

It is *NOT an opportunity* to teach to the test.
A curriculum inquiry evaluates the curricular experiences of a program (with the classroom and within the field) and identified where there are **opportunities for renewal, expansion, and improvement**.

A curriculum inquiry should include all **constructs of effective teaching, including those specific to your mission and vision** that may not be assessed by edTPA.
The Process

• Review edTPA Rubrics
• Review the program of study
  ▪ Coursework and clinical / field work
  ▪ Review specific syllabi
  ▪ Conduct alignment of learning experiences to edTPA rubrics
  ▪ Fill the gaps
Theories of human learning tell us that we learn best when through repeated exposure.

to be introduced to edTPA constructs early in their program

opportunities to practice in the middle of their program *with feedback*

opportunities to demonstrate mastery at the end of their program
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<thead>
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<th>Rubric 2</th>
<th>Introduction</th>
<th>Practice</th>
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**Planning - To Support Varied Student Learning Needs**

**Rubric 2**

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How Does Your Program Fare?

What edTPA Tasks do you think your program does a good job in preparing candidates?

- Planning
- Instruction
- Assessment
How Does Your Program Fare?

What edTPA constructs do you think your program does a good job in preparing candidates?

- Planning based on knowledge of students?
- Planning academic language supports?
- Analyzing teaching effectiveness?
- Provide feedback?
- Creating opportunities for students to use feedback?
- Analyzing student learning?
Which rubrics or task do you think will be the most challenging for your candidates? Why? What can the program do about that?
Embedded Signature Assessments

Key learning opportunities/assessments that are directly aligned to edTPA (InTASC, TX Standards, SPA/content standards, Conceptual Frameworks, etc.).

Designed to provide foundational skills/application opportunity at key points in the program.

Assessment common across all sections of a course.
Determining Needed ESAs

Start with Concepts **YOUR** students are challenged by

- Use your official edTPA data **and** local evaluation of edTPAs
## Using Your Data

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Mean: 38.32
Standard Deviation: 5.74
Range (smallest # to largest # in the list): 27-51

Number proficient (# of students who scored 3 or higher): 12, 9, 12, 17, 12, 19, 13, 13
Percentage proficient (percentage of students who scored 3 or higher): 63.20%, 47.40%, 63.20%, 89.50%, 63.20%, 100%, 68.40%, 68.40%

Number of students who would have passed with Sept 2019 scores: 10
Percentage of students who would have passed with Sept 2019 scores: 52%
Determining Needed ESAs

Start with common edTPA challenges

♫ Academic Language (R 4 & 14)
♫ Justification/research (R 3, 10, & 15)
♫ Feedback (R 12 & 13)
FOLDER OF WISDOM

This assignment is designed to serve as a resource in your learning of the principles and applications of key theories and topics within the field of educational psychology. In the columns to the right, you will see a list of theories and topics. In the column labeled "Principles/Major ideas" you will describe the major ideas, terms, and principles of the topic. In the "Application" column, you will write a description of how that theory or topic can be applied in a K12 classroom.

<table>
<thead>
<tr>
<th>Theory/Topic</th>
<th>Principles/Major Ideas</th>
<th>Application</th>
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<td>Bronfenbrenner</td>
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Academic Language

Section subhead or description.
Academic language is the language of school. It is the language that we use with and expect our students to know, every day in the classroom. The language is both cross disciplinary and discipline-specific.
Academic Language is an issue of equity. If we do not ensure that all students have equal access to and support for the oral and written language that we use within our lessons, we are (perhaps inadvertently) denying them access to the curriculum.
• In World Language Handbook (13 rubrics)
  ▪ No rubrics assessing AL specifically, everything in WL is AL

• In the Early Childhood Handbook
  ▪ Emphasis on language and vocabulary development

• In the Special Education Handbook
  ▪ Emphasis on expressive and receptive vocabulary development
• In all other Handbooks
  ▪ Emphasis on 4 language demands:
    ▪ Language function
    ▪ Vocabulary
    ▪ Syntax
    ▪ Discourse
Language functions are the content and language focus of the learning tasks. These are often represented by the active verbs within the well-written learning objectives.

Functions are the purpose for which language is used. For example

- Summarizing information
- Evaluating performances
- Classifying based on attributes
Vocabulary includes words, phrases, and symbols that are used within education in general and within specific disciplines.

- Words and phrases with subject-specific meanings that differ from meanings used in everyday life
- General academic vocabulary used across disciplines
- Subject-specific words defined for use in the discipline
Syntax is the set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, formulas, staffs in music).
Discourse is how members of the discipline talk, write and participate in knowledge construction. Discipline specific discourse has distinctive ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated. Discourse includes the structures of written and oral language.
Can Penny Use Physics AL?
Final Questions

Section subhead or description.
Maximizing Success in TX

What are the **ways to maximize success** in Texas?
What is **already in place**?
What **seems to be working**?

What is **missing**?
What do you **need**?
What do you **want**?
Thank you!

Dr. Lori Kroeger
Assessmentinnovations@gmail.com