To update your name, **right-click on your name** in the small gray box next to your video. You can also find your name in the **participants tab** and right-click to rename yourself.

**Step 1.** Click “rename”
**Step 2:** Add the Number of Cohort in Front of your name
**Step 3:** List your “Name, EPP or District”

*i.e. 3 - Khiandra Woods, US PREP*
Keep your camera on.

Stand up and move around as needed.

Take lots of notes!

Stay hydrated (or caffeinated).

Actually use your breaks.

Ask questions & participate.

Build Community & Connection through social media and hashtags.
We recognize that engaging in transformation can be deeply personal and challenging, yet rewarding and necessary to improve outcomes for students.

To achieve our rigorous goals we will:

★ Actively engage (limit technology and side conversations)
★ Honor one another by striving for equity of voice
★ Be respectful of perspectives and experiences
★ Push ourselves to name and reframe deficit thinking and speaking
Roll Call - Who’s in the Room?
We will be recording...
University-School Partnerships for the Renewal of Educator Preparation

Our focus:
Accountability for educational equity for all students, through excellent teacher preparation, while being especially attentive to communities who have been historically underserved.
Who We Are

- We are a **mutual** party organization (we don’t work for Educate Texas, TEA, or Pearson) that supports and advocates for teacher prep programs, some of which are in the room and others we hope to partner with in the future.

- We are not edTPA experts, rather have experience managing large-scale change projects like this in educator preparation programs.

- We were asked to facilitate this session to support your learning and seek to generate solutions as you implement the edTPA pilot. Your success is our success.
Today’s Goals

Participants in this Community of Practice session will have the opportunity to:

● Develop Data Protocols by participating in a mock Data Day
● Analyze and Apply Principles of Change Management to edTPA implementation
● Develop a comprehensive Action Plan entailing implementation strategies for engagement with all stakeholders.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:40 - 10:50</td>
<td>Welcome &amp; Norms</td>
</tr>
<tr>
<td>10:50 - 12:20</td>
<td>Mock Data Day</td>
</tr>
<tr>
<td>12:20 - 1:10</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:10-2:30</td>
<td>Principles of Change Management</td>
</tr>
<tr>
<td>2:30-2:45</td>
<td>Break</td>
</tr>
<tr>
<td>2:45 - 2:55</td>
<td>Framing up Team Time</td>
</tr>
<tr>
<td>2:55- 3:55</td>
<td>Team Time</td>
</tr>
<tr>
<td>3:55 - 4:00</td>
<td>Wrap-Up and Next Steps</td>
</tr>
</tbody>
</table>
Materials for this Session: Task Card
Task Card

Everything you need for this session will be contained in this task card.

You will notice that all the documents are hyperlinked.

Some documents will force you to make a copy, this will allow you to capture personal notes.
The Texas Tech Journey
Mock Data Day
Mock Data Day

Inquiry into edTPA
Agenda

- Purpose
- Mock Data Day
  - Elementary
  - Middle Childhood/Secondary
- Reflection Questions
Purpose

- Implementing edTPA
- edTPA Data
- Shared Responsibility
  - Clinical/Coursework

“We’re not in charge of IF we administer the edTPA, but we are in charge of making it useful.”

~ Cap Peck
Elementary Agenda

1. Overview of Data
2. Digging into Task 4 Rubrics
3. Analyzing Commentary

ESSENTIAL QUESTION:

How can learning from Task 4 be generalized to support Task 3?
edTPA Portfolio Structure

- **edTPA Portfolio**
  - **Task 1** Planning
    - Artifacts & Commentary
      - Evaluated by 5 Rubrics
  - **Task 2** Instruction
    - Artifacts & Commentary
      - Evaluated by 5 Rubrics
  - **Task 3** Assessment
    - Artifacts & Commentary
      - Evaluated by 5 Rubrics
  - **Task 4** Mathematics
    - Artifacts & Commentary
    - Evaluated by 3 Rubrics

*Elementary Only*
## An Overview of Elementary Data

<table>
<thead>
<tr>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.27</td>
<td>2.49</td>
<td>2.37</td>
<td>2.42</td>
</tr>
</tbody>
</table>
Looking at Task 3 and 4 Data

<table>
<thead>
<tr>
<th>Rubric 11</th>
<th>Rubric 12</th>
<th>Rubric 13</th>
<th>Rubric 14</th>
<th>Rubric 15</th>
<th>Rubric 16</th>
<th>Rubric 17</th>
<th>Rubric 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.16</td>
<td>2.93</td>
<td>2.19</td>
<td>2.19</td>
<td>2.39</td>
<td>2.47</td>
<td>2.62</td>
<td>2.16</td>
</tr>
</tbody>
</table>

Task 3: Assessment (2.37)

Task 4: Mathematics (2.42)
Looking At Rubrics

Rubric 16: Analyzing Whole Class Understandings

How does the candidate analyze whole class evidence to identify patterns of student learning?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evaluation criteria, learning objectives, summary, and/or analysis are not aligned with each other.</td>
<td>Candidate identifies what students did right OR wrong related to:</td>
<td>Candidate identifies what students did right AND wrong related to:</td>
<td>Candidate identifies and explicitly connects patterns of learning to:</td>
<td>Level 4 plus: Candidate describes the relationship between or among patterns of learning.</td>
</tr>
<tr>
<td></td>
<td>• conceptual understanding,</td>
<td>• conceptual understanding AND</td>
<td>• conceptual understanding AND</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• procedural fluency, OR</td>
<td>• procedural fluency or mathematical reasoning/problem solving.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There are significant content inaccuracies that affect analysis.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 4: Math
## Looking At Rubrics

### Rubric 17: Analyzing Individual Student Work Samples

**How does the candidate use student work to analyze mathematical errors, confusions, and partial understandings?**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The analysis is <strong>not supported</strong> by student work samples.</td>
<td>Candidate selects student work samples that are <strong>loosely connected</strong> to identified student struggles (errors, confusions, or partial understandings).</td>
<td>Candidate uses evidence from the 3 focus student work samples to identify the <strong>specific</strong> student struggles (errors, confusions, or partial understandings).</td>
<td>Candidate uses evidence from the 3 focus student work samples to <strong>explain</strong> the student struggles (errors, confusions, or partial understandings) in relation to the <strong>related mathematical concepts</strong>.</td>
<td><strong>Level 4 plus:</strong> Analysis includes explicit connections between the identified area of struggle and underlying mathematical understandings and misconceptions.</td>
</tr>
</tbody>
</table>

---

### Task 4: Math
# Looking At Rubrics

## Rubric 18: Using Evidence to Reflect on Teaching

**How does the candidate examine the re-engagement lesson to further student learning?**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate states whether or not the re-engagement strategy was effective without providing evidence from student work samples.</td>
<td>Candidate states whether or not the re-engagement strategy was effective and provides superficial evidence from student work samples.</td>
<td>Candidate uses evidence of student learning from the 3 student work samples to describe whether or not the re-engagement strategy was effective.</td>
<td>Candidate uses specific evidence of student learning from the 3 student work samples to evaluate whether or not the re-engagement strategy was effective.</td>
<td>Level 4 plus: Candidate analyzes the change in student mathematical understanding or misconceptions using evidence from the re-engagement lesson.</td>
</tr>
</tbody>
</table>

OR

What the candidate cites as evidence of student learning does not align with the student work samples.

OR

Targeted learning objective/goal is not aligned with the identified area of struggle.

---

**Task 4: Math**
<table>
<thead>
<tr>
<th>Rubric 11</th>
<th>Rubric 16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>connections</td>
<td></td>
</tr>
<tr>
<td>● analyzing evidence of student learning</td>
<td>● analyzing evidence of student learning</td>
</tr>
<tr>
<td>● focuses on right and wrong answers</td>
<td>● focuses on right and wrong answers</td>
</tr>
<tr>
<td>● patterns of learning are described (whole class and individual)</td>
<td>● patterns of learning are described</td>
</tr>
<tr>
<td>● Our average score <strong>2.16</strong></td>
<td>● Our average score <strong>2.47</strong></td>
</tr>
</tbody>
</table>
Other Connections

<table>
<thead>
<tr>
<th>Rubric 15 Literacy</th>
<th>Rubric 17 Math</th>
<th>Rubric 18 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>● how does the candidate use analysis to plan next steps?</td>
<td>● how does the candidate analyze student work?</td>
<td>● how does the candidate analyze the re-engagement lesson to further student learning?</td>
</tr>
<tr>
<td>● propose supports to improve student learning</td>
<td>● analysis includes evidence from student work</td>
<td>● evidence from student learning is used to determine effectiveness</td>
</tr>
<tr>
<td>Our average score 2.39</td>
<td>Our average score 2.62</td>
<td>Our average score 2.16</td>
</tr>
</tbody>
</table>
Task Card

edTPA 2021 Spring Institute
March 30th, 2021

- edTPA Data questions: Handout
- Breakout 1: Elementary
  - Make a copy of the Google Sheet
  - Identify these roles in your group:
    - time keeper (20 minutes)
    - note taker
  - Locate RESOURCES
  - Discuss: How can learning from Task 4 be generalized to support Task 3?
- Secondary
  - Resource: edTPA Handbooks
- Breakout Session 2: Secondary
  - Make a copy of the Google Sheet
  - Once in Breakout Rooms
    - Select a Tab with the content area your group would like to look at
    - Assign Roles:
      - Time Keeper (20 minutes)
      - Scribe
  - Analyze the Sample Portfolio Documents linked
  - Respond to the questions as a group
  - Reflect as a group on our EQ
    - How does your role in coursework/clinical contribute to planning in order to have a successful assessment?
Breakout Rooms

- Make a copy of the Google Sheet
- Identify these roles in your group:
  - time keeper (20 minutes)
  - note taker
- Locate RESOURCES
  - Score of 4s Task 4 Commentary
  - LINK to Rubrics

**Essential Question:**
How can learning from Task 4 be generalized to support Task 3?
We want to hear from you!

- Based on your role, what connections did you make participating in your break out room?
- Based on your role, how will you contribute towards our candidates’ improvement?
- How can learning from Task 4 be generalized to support Task 3?
Trademark Outcome:

TechTeach graduates will be masters of engaging pedagogy, models of effective learning, and significantly contribute to student achievement.

Essential Question:
How can learning from Task 4 be generalized to support Task 3?
Middle Level/Secondary
Middle Level/Secondary Agenda

- Review Program Data
- Focus Area
- Connections
- Break Out Rooms

Essential Question:
How does your role in coursework/clinical contribute to planning in order to have a successful assessment?
Purpose

“We’re not in charge of if we administer the edTPA, but we are in charge of making it useful.”

~ Cap Peck
edTPA Portfolio Structure

- edTPA Portfolio
  - Task 1: Planning
    - Artifacts & Commentary
      - Evaluated by 5 Rubrics
  - Task 2: Instruction
    - Artifacts & Commentary
      - Evaluated by 5 Rubrics
  - Task 3: Assessment
    - Artifacts & Commentary
      - Evaluated by 5 Rubrics
## Attention to Task 1 and 3

**Essential Question:** How does your role in coursework/clinical contribute to **Planning** in order to have a successful **Assessment**?

### Planning

<table>
<thead>
<tr>
<th>Task 1</th>
<th>Rubric</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.52</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.41</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2.52</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2.23</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2.22</td>
<td></td>
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</tbody>
</table>

### Instruction

<table>
<thead>
<tr>
<th>Task 2</th>
<th>Rubric</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>3.07</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2.55</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2.41</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2.81</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2.30</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment

<table>
<thead>
<tr>
<th>Task 3</th>
<th>Rubric</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>2.11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3.00</td>
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</tr>
<tr>
<td>13</td>
<td>2.11</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2.15</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>2.11</td>
<td></td>
</tr>
</tbody>
</table>
edTPA Handbooks

Task Card
edTPA 2021 Spring Institute
March 30th, 2021

• edTPA Data questions: Handout
• Breakout 1: Elementary
  o Make a copy of the Google Sheet
  o Identify these roles in your group:
    ■ time keeper (20 minutes)
    ■ note taker
  o Locate RESOURCES
  o Discuss: How can learning from Task 4 be generalized to support Task 3?
• Secondary
  o Resource: edTPA Handbooks
• Breakout Session 2: Secondary
  o Make a copy of the Google Sheet
  o Once in Breakout Rooms
    ■ Select a Tab with the content area your group would like to look at
    ■ Assign Roles:
      ● Time Keeper (20 minutes)
      ● Scribe
  o Analyze the Sample Portfolio Documents linked
  o Respond to the questions as a group
  o Reflect as a group on our EQ
    ■ How does your role in coursework/clinical contribute to planning in order to have a successful assessment?
Task 1 Planning

What do candidates submit?

- Part A: Context for Learning
- Part B: Lesson Plans (minimum 3)
- Part C: Instructional Materials
- Part D: Assessments
- Part E: Planning Commentary

Handbook Page: 8, 14
PDF Page: 11, 17
### Task 1 to 3

**Essential Question:** How does your role in coursework/clinical contribute to **Planning** in order to have a successful **Assessment**?

#### Direct Connection

<table>
<thead>
<tr>
<th>Task 1: Rubric 4</th>
<th>Task 3: Rubric 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and Support: Language Function and Language Demands</td>
<td>Explains with Evidence: Student understanding of the Language Function and Language Demands</td>
</tr>
</tbody>
</table>

#### Indirect Connection

<table>
<thead>
<tr>
<th>Task 1: Rubric 3 &amp; 5</th>
<th>Task 3: Rubric 15</th>
</tr>
</thead>
</table>
| Justifies Plans: appropriate, prior learning, personal, cultural, etc.  
  *Research/Theory Connection | Next steps to improve student learning towards the assessed learning objectives.  
  *Research/Theory Connection |
| Assessments: provide evidence to monitor student learning | *Research/Theory Connection |
Essential Question:
How does your role in coursework/clinical contribute to planning in order to have a successful assessment?

In edTPA Terms

Planning

Task 1 (Rubrics 1 -4)

Task 1 (Rubric 5)

ANALYZING

Assessment

Task 3

Planning of Assessment

IMPACT
Task Card

edTPA 2021 Spring Institute
March 30th, 2021

- edTPA Data questions: Handout
- Breakout 1: Elementary
  - Make a copy of the Google Sheet
  - Identify these roles in your group:
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  - Discuss: How can learning from Task 4 be generalized to support Task 3?
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      - Scribe
  - Analyze the Sample Portfolio Documents linked
  - Respond to the questions as a group
  - Reflect as a group on our EQ
    - How does your role in coursework/clinical contribute to planning in order to have a successful assessment?
Breakout Rooms

- Make a copy of the Google Sheet
- Once in Breakout Rooms
  - Select a Tab with the content area your group would like to look at
  - Assign Roles:
    - Time Keeper (20 minutes)
    - Scribe
- Analyze the Sample Portfolio Documents linked
- Respond to the questions as a group
- Reflect as a group on our EQ
  - How does your role in coursework/clinical contribute to planning in order to have a successful assessment?
### Task 1: Planning

<table>
<thead>
<tr>
<th>Examinee Name / SSN</th>
<th>Test</th>
<th>Test Date</th>
<th>Total Score</th>
<th>Rubric 1</th>
<th>Rubric 2</th>
<th>Rubric 3</th>
<th>Rubric 4</th>
<th>Rubric 5</th>
<th>Rubric 6</th>
<th>Rubric 7</th>
<th>Rubric 8</th>
<th>Rubric 9</th>
<th>Rubric 10</th>
<th>Rubric 11</th>
<th>Rubric 12</th>
<th>Rubric 13</th>
<th>Rubric 14</th>
<th>Rubric 15</th>
<th>Rubric 16</th>
<th>Rubric 17</th>
<th>Rubric 18</th>
<th>Rubric 19</th>
<th>Rubric 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary ELA (1)</td>
<td>2020-04-16</td>
<td>43</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td></td>
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</tr>
<tr>
<td>Secondary ELA (1)</td>
<td>2020-04-16</td>
<td>47</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>Secondary ELA (1)</td>
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<tr>
<td>Secondary ELA (1)</td>
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<td>37</td>
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<td>3</td>
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</tr>
<tr>
<td><strong>Averages:</strong></td>
<td></td>
<td><strong>43.25</strong></td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2.25</td>
<td>3</td>
<td>3</td>
<td>3.25</td>
<td></td>
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</tr>
</tbody>
</table>

**RESOURCES:**

edTPA ELA Handbook

### Task 1

<table>
<thead>
<tr>
<th>Sample Portfolio to Review</th>
<th>Question</th>
<th>Group Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Context for Learning</td>
<td>What does the candidate include in the <strong>Context for Learning</strong> that they need to think about before completing lesson plans?</td>
<td></td>
</tr>
<tr>
<td>Part B: Lesson Plans</td>
<td>How do the <strong>Lesson Plans</strong> build on each other with alignment throughout?</td>
<td></td>
</tr>
<tr>
<td>Part C: Instructional Materials</td>
<td>How do the <strong>Instructional Materials</strong> support the lesson plans?</td>
<td></td>
</tr>
<tr>
<td>Part D: Assessments</td>
<td>How do the <strong>Assessments</strong> assess the content that was covered in the lesson plans and allow for student monitoring?</td>
<td></td>
</tr>
<tr>
<td>Part E: Planning Commentary</td>
<td>From the <strong>Planning Commentary</strong>, what are three examples of how the candidate justified the learning task, assessment, etc.?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How does your role in coursework/clinical</td>
<td></td>
</tr>
</tbody>
</table>


We want to hear from you!

- What was your group's learning or noticings from Task 1?
- If you had time, did your group have any takeaways from Task 3 commentary?
- EQ: How does your role in coursework/clinical contribute to planning in order to have a successful assessment?
Trademark Outcome:

TechTeach graduates will be masters of engaging pedagogy, models of effective learning, and significantly contribute to student achievement.

Essential Question

How does your role in coursework/clinical contribute to planning in order to have a successful assessment?
Reflection Questions

- What learning will you take back to your program?
- How can this process be replicated with your program?
- Do you have any wonderings?

Our Next Steps

- Look at aligning our main course assignments with the expectations and language use of edTPA.
Lunch- 50 minutes
SWITCH

Supporting Change Management
• Shared Language
• Real world examples
• Data focus
• Three-Part Framework
SWITCH: A Change Framework

Direct the Rider  
Provide a crystal clear direction

Motivate the Elephant  
Engage the emotional side of people

Shape the Path  
What looks like a people problem is often a situation problem
SWITCH: A Change Framework

Provide a crystal clear direction
- Find the bright spots
- Script the critical moves
- Point to the destination
Direct the Rider

Task 2
Part 1

Read: 8 min

- Independently read the Case Study - Save the Children, Vietnam pgs. 27-32

Where were they succeeding and how did they leverage that bright spot?
Direct the Rider

Task 2- Part 1

Case Study - Save the Children, Vietnam pgs. 27-32

Where were they succeeding and how did they leverage that bright spot?
Direct the Rider Breakouts

Task 2
Part 1

Breakout Room: 12 min

- In your breakout group, find your slide in the working slide deck (pay attention to the group you are being sent to and use the corresponding slide).
- Choose a scribe to document your thinking:
  - Where were they succeeding and how did they leverage that bright spot?
  - What are the current successes in your EPP? How can you leverage these successes in your implementation of edTPA?
<table>
<thead>
<tr>
<th>Breakout 1</th>
<th>Breakout 2</th>
<th>Breakout 3</th>
</tr>
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<tbody>
<tr>
<td><strong>Direct the Rider</strong></td>
<td><strong>Motivate the Elephant</strong></td>
<td><strong>Shape the Path</strong></td>
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<td>Where were they succeeding and how did they leverage that <strong>bright spot</strong>?</td>
<td>How was the emotional side of the change engaged and valued?</td>
<td>How did Principal Natalie Elder Shape the Path?</td>
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<tr>
<td>What are the current successes in your ZPP? How can you leverage these successes in your implementation of edTPA?</td>
<td>What emotions will need to be engaged and valued to motivate your different stakeholders in piloting edTPA?</td>
<td>How can I set up situation(s) within the edTPA pilot Team that set students up for success?</td>
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Direct The Rider

What are the current successes in your EPP? How can you leverage these successes in your implementation of edTPA?
SWITCH: A Change Framework

Direct the Rider

Motivate the Elephant

Shape the Path

Engage the emotional side of people

- Find the Feeling
- Shrink the Change
- Grow your people
WHY?
Why is the change needed?

HOW?
How does this change impact others?

WHAT?
What does success look like?
Analyze- Think- Change

See - Feel - Change
Task 2
Part 2

Read: 5 min

- Independently read the Case Study - HopeLabs – pgs. 107-110

How was the emotional side of the change engaged and valued?
Motivate the Elephant

Independently read the Case Study - HopeLabs – pgs. 107-110

How was the emotional side of the change engaged and valued?
In your breakout group, return to your slide.

Document your thinking:
- How was the emotional side of the change engaged and valued?
- What emotions will need to be engaged and valued to motivate your different stakeholders in piloting edTPA?
<table>
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<th>Breakout 3 (Shape the Path)</th>
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| Where were they succeeding and how did they leverage that **bright spot**?  
-  | How was the emotional side of the change engaged and valued?  
-  | How did Principal Natalie Elder Shape the Path?  
-  |
| What are the current successes in your EPP? How can you leverage these successes in your implementation of edTPA?  
-  | What emotions will need to be engaged and valued to motivate your different stakeholders in piloting edTPA?  
-  | How can I set up situation(s) within the edTPA pilot Team that set students up for success?  
-  |
Application: Motivate the Elephant

What emotions will need to be engaged and valued to motivate your different stakeholders in piloting edTPA?
### SWITCH: A Change Framework

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What looks like a **people** problem is often a **situation** problem.

How can I set up a situation that brings out the good in these people?

- Tweak the Environment
- **Build Habits**
- Rally the Herd
Shape the Path

Task 2
Part 3

Read: 5 min

Independently read the Case Study – Hardy Elementary – pgs. 217-220

How did Principal Natalie Elder Shape the Path?
Direct the Rider

 Independently read the Case Study – Hardy Elementary – pgs. 217-220

How did Principal Natalie Elder Shape the Path?
In your breakout group, return to your slide.

Document your thinking:
- How did Principal Natalie Elder Shape the Path?
- How can I set up situation(s) within the edTPA pilot Team that set students up for success?
The habit needs to advance your organization’s mission related to edTPA.

The habit needs to be relatively easy to embrace.
Group 2: Change Management
Group Notes

Direct the Rider
Breakout 1

Where were they succeeding and how did they leverage that bright spot?

Motivate the Elephant
Breakout 2

How was the emotional side of the change engaged and valued?

Shape the Path
Breakout 3

How did Principal Natalie Elder Shape the Path?

What are the current successes in your EPP? How can you leverage these successes in your implementation of edTPA?

What emotions will need to be engaged and valued to motivate your different stakeholders in piloting edTPA?

How can I set up situation(s) within the edTPA pilot Team that set students up for success?
Application: Shape the Path

How can I set up situation(s) within the edTPA pilot Team that set students up for success?
SWITCH Change Framework

“Successful change efforts involve connecting all three parts of the framework”

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<td>Provide a crystal clear direction</td>
<td>Engage people’s emotional side</td>
<td>What looks like a people problem is often a situation problem</td>
</tr>
<tr>
<td>● Find the Bright spots</td>
<td>● Find the Feeling</td>
<td>● Build Habits</td>
</tr>
</tbody>
</table>
What from today’s readings and conversations, about change management, most resonates with you as you reflect on your institution’s piloting of edTPA?
“The core of the matter is always about changing the behavior of people, and behavior happens in highly successful situations mostly by speaking to people’s feelings… In highly successful change efforts, people find ways to help others see the problems or solutions in ways that influence emotions, not just thought.” (Kotter & Cohen)
To update your name, **right-click on your name** in the small gray box next to your video. You can also find your name in the **participants tab** and right-click to rename yourself.

Option 1:

Option 2:

**Step 1.** Click “rename”  
**Step 2:** Add the Number of Cohort in Front of your name  
**Step 3:** List your “Name, EPP or District”

*i.e. 3 - Khiandra Woods, US PREP*
Break
The Elephant

It’s a Fan!

It’s a Wall!

It’s a Spear!

It’s a Snake!

It’s a Tree!

It’s a Rope!
Team Time

You will move into Breakout rooms with your EPP partners.

This is a time to synthesize the learning for the week, and begin to make plans for next steps.

**Identify the Group Roles:**
- **Time Keeper**
- **Note Taker** - the note taker will make a Copy of the document to record notes
- **Facilitator**

Follow the activities outlined in the Task Card.

---

**Team Collaboration Task Card**

**Name of University**
**Curriculum Design Retreat**
2:45-3:45 PM CST

**Purpose:** Team collaboration time is a dedicated space to share and co-plan with your university colleagues. Your team will co-develop a plan for ways your EPP and School District partners can collectively come together to develop systems and structures for implementing and sustaining the edTPA implementation practices.

**Tasks:** Assign the following roles.

<table>
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<th>Note Taker</th>
<th>Facilitator</th>
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**Doing & Learning:** Spend **25 minutes** reflecting and sharing what you are doing and learning within your content teams.

**Part 1:** Take **3 minutes** to individually reflect and chart your responses to the three prompts in the table below.
- 1 key learning that could be shared broadly across the EPP
- 1 key action that can be taken to move the work forward in your EPP
- 1 wondering that resonates with you as you begin to consider the context of the EPP

**Part 2:** Each colleague should take **2-3 minutes** sharing your learning and action.
Breakout Rooms - In Progress

Barbara Ashmore
3 Marie Maxwell - Arlington Baptist Univ

ACT RGV

Join

- Alamo College
- Arlington Baptist
- Austin Community College District
- Harris County Dept. of Ed
- HISD
- Inspire Texas
- iTeach
- McElennan Community College
- North American University
- Our Lady of the Lake
- Prairie View
- Region 1

Broadcast Message to All  Close All Rooms
Closing Survey

Thank You