edTPA: Supporting Candidates

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Agenda

- Review evaluative components of edTPA
- A framework for formative support
  - Fundamental experiences
  - Associated rubrics to inform practice
- THE HOW? Creating ideas for candidate support of Fundamental Experiences
- Examples of program support developed in other states
- Considering possible challenges for our candidates
The evidence submitted in the edTPA is evaluated across five components of teaching practice:

- Planning
- Instruction
- Assessment
- Analyzing Teaching
- Academic Language
As We Consider Excerpts for Components (for the associated rubrics):

- Identify what are the Fundamental Experiences (FE) for candidates within Planning, Academic Language OR Instruction.
- What are the core constructs within the Fundamental Experience(s)/performance(s)?
- What do the constructs involve or entail?
- How could we support candidates within programs to ensure they develop the skills and knowledge necessary to implement these practices in authentic and effective ways?
Let’s Start with Planning...
Planning Excerpts from edTPA rubrics

- Instructional plans build on each other to support student learning with clear and consistent connections to targeted content understandings. [edTPA1]

- Planned supports include a variety of tasks/materials and scaffolding tied to the specific learning objective(s) and central focus. The supports consider the characteristics of the class as a whole and the requirements in IEP/504 plans, and they address the needs of specific individual students or groups of students with similar needs. [edTPA2]

- Learning tasks draw on students’ academic prior learning and experience, as well as personal/cultural/community assets. [edTPA3]

- Candidate considers how learning tasks are connected to or justified by relevant research and theory. [edTPA3]

- The set of assessments provide multiple forms of evidence for monitoring students’ progress toward developing content understanding. [edTPA5]
Let Us Consider this FE or Expected Performance...

- Learning tasks draw on students’ academic prior learning and experience, as well as personal/cultural/community assets.  \(^{[\text{edTPA3}]}\)
- If we were to consider this a Fundamental Experience (FE) for our TCs from the edTPA, then what are its core constructs?
- What does it entail or involve?
Learning tasks draw on students’ academic prior learning and experience, as well as personal/cultural/community assets. [edTPA3]

**CORE CONSTRUCTS:**
- Understanding students’ learning needs and diverse experiences
- Using knowledge of students to plan lessons
Getting to know students

Informing instructional planning

- Students’ Needs
- Personal/Cultural/Community Assets
- Students’ Strengths
- Academic Language Considerations
This FE Would Involve...

- Gathering/recording information about students prior knowledge related to the content being taught (HOW? From CT, by observing, using previous learning evidence, or even pretests..)

- Gathering/recording information about students experiences and cultural, linguistic and community backgrounds (HOW? From the CT, from school or district resources, from observing in the classroom, from students themselves...)
How would we support candidates within programs to ensure they develop the skills and knowledge necessary to implement these practices in authentic and effective ways?
How Can We Support Candidates?

- All Teacher Candidates complete a program-developed *Context for Learning* form for field and/or student teaching experiences.
- Connect this assignment to a course or related seminar.
- Have faculty provide feedback on the assignment to ensure TCs are learning how to gather quality evidence.
- Have candidates use information within program, prior to the edTPA, to plan lessons or units – in a methods class, seminar or field placement. For the field, this might be built into the lesson plan template, observation form and/or post conference discussion (How does this plan meet the needs of your students?).
The purpose is to practice using relevant information to identify students’ strengths, needs, and personal/cultural/community assets, as well relevant academic language considerations, to inform instructional planning.
In Jigsaw Teams to Share Back, Collaboratively...

1. **Identify**: What the Fundamental Experiences are for candidates using Planning, Instruction OR Academic Language.
2. **Consider**: What are the core constructs within the Fundamental Experience(s)/performance(s)?
3. **Develop a List of**: What does it involve or entail?
4. **Figure out**: How could we support candidates within programs to ensure they develop the skills and knowledge necessary to implement these FEs/practices in authentic and effective ways?
5. **Consider**: Possible challenges to candidates along the way...
• Candidate identifies language function, vocabulary and additional language demands *(related to a learning task within the learning segment)*. [edTPA4]

• Candidate provides support for language demands in addition to vocabulary in ways that develop content understanding. [edTPA4]

• Candidate explains and identifies evidence that students are using the language function, vocabulary, and other language demands to develop language and content understanding (using video clips and/or assessment samples). [edTPA14]
Candidate demonstrates rapport with and respect for students and provides a challenging learning environment. [edTPA6]

Candidate engages students in learning tasks that develop content understanding. [edTPA7]

Instruction links new content and students’ prior academic learning, experiences, and assets. [edTPA7]

Candidate elicits and builds on students’ responses to develop concepts, skills or strategies related to the content area. [edTPA8]

Candidate uses subject specific pedagogy in ways that deepen student understanding. [edTPA9]
Assessment Excerpts from edTPA rubrics

- The analysis of student work describes what students did right and wrong and discusses patterns of student learning. [edTPA11]

- The candidate provides accurate feedback, tied to learning objectives and addresses needs and strengths. [edTPA12]

- Candidate supports students’ use of feedback for further learning. [edTPA13]

- The candidate proposes next steps to provide support to the whole class, and individuals or groups, supported by research/theory. [edTPA15]
A framework for formative support

1. Understanding and developing plans for students/Embedded Context for Learning

2.

3.

4.

5.

6.
Adequate opportunities for formative experiences

Candidate Support

Substantive feedback derived from the rubrics on their performance
SDSU Supports: Planning

- Developed Embedded Signature Assessments (ESAs) (which are program developed formative assessments based on what is already in our programs), in course-alike groups, that were aligned with components and rubrics of TPA.

- Mapped when and where Planning was covered across courses in program: Social Studies & Science Methods and ELL courses had candidates plan units.

- Held onto our program values and state expectations, while also beginning to align our teaching language to that of the TPA – surrounding our candidates with similar language.

- Choose courses where Academic Language within Planning would be the focus while all the courses also infused AL... (Elementary – Literacy Methods, and ELL course, Secondary: Reading Across the Content Areas and ELL course).
SDSU Supports: Instruction & AL

- Added 1 unit to Student Teaching Seminar focused on TPA Support for Academic Language and Instruction – framed as effective teaching practices
- Context for learning was a seminar assignment with feedback given and drafts done
- Created program lesson plan template
- Taught and required candidates to write content and language objectives within lesson plans to address AL explicitly
- Practiced and evaluated video using field/ST experiences. Used rubric constructs/rubrics to discuss effective engagement and questioning strategies
- Discussed organizational issues of TPA– timeline, alignment – to bring it altogether
- Provided open workshop times during weeks prior to due date to support candidates as they wrote up final TPA for submission
Supporting Students – SDSU Examples

- Dean of College of Education Presented to Committee of Superintendents and sent follow up letters
- Letters Sent to Participating School Principals and Cooperating Teachers
- Supervisor Workshop on edTPA Developed and Implemented for Professional Development Purposes
- Faculty Meetings – Portion Designated for edTPS Professional Development and Planning
- TPA Coordinator met with Faculty for Support and Curriculum Mapping
- Resource Development:
  - Program lesson plan template with edTPA and program elements
  - Content for learning guide to gather information about students to use across field and student teaching placements became seminar assignments
Final Questions?

- Possible Challenges to Candidates?
  - Our Final Reflections...
Thank you!
Supporting Students at UW-Eau Claire

- Regular Meetings with Field Test Participants to:
  - Analyze Video Components
  - Learn the Art of Video-recording by
    - Discussing a Plan/Schedule for Video-recording
    - Planning for Video-recording Week 3 of Quarter II Placement
  - Discuss Academic Language
    - TESOL Expert Provided Support to Students

- Submission Support
  - Formal Submission Deadline Extended to June 15th
  - Internal Deadline-May 15th
  - Troubleshooting for those with challenges
Anticipating additional considerations

- Remediation
  - Campuses should be able to determine what is acceptable and necessary

- Additional Forms of Support
  - Getting State Superintendent's endorsement and support
  - Building relationships with school personnel, PTA and unions
Supporting the discourse demands of the discipline

- Recognize academic language demands
- Make the familiar strange
- Provide appropriate supports for students
- Support the discourse demands of the discipline
Developing Well-Articulated Lesson Plans

- Address student prior knowledge and learning needs
- Academic Language support
- Appropriate purpose driven justification

Lesson Plans
Developing and applying appropriate assessment criteria

1. Developing appropriate assessment criteria
2. Applying them to student work
3. Drawing actionable conclusions