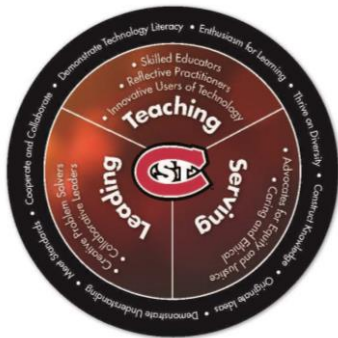


# Using edTPA to Improve Teacher Candidates' Performance

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DR. HSUEHI (MARTIN) LO

JIYEON PARK

ST. CLOUD STATE UNIVERSITY

11/6/2015



# Overview

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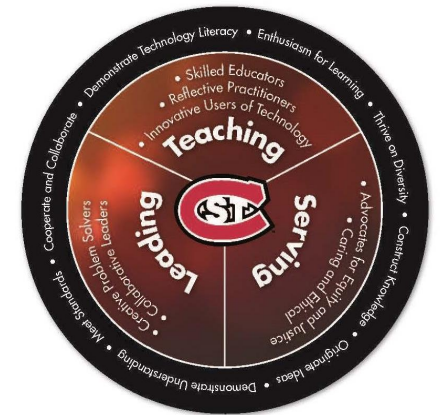
- ❑ The edTPA is required for all teacher candidates applying for their initial MN teaching license.
- ❑ Different institutions have different ways to prepare edTPA for teacher candidates
- ❑ Different departments also operate differentially in scaffolding edTPA concepts into their programs
- ❑ Teacher candidates also have individual perspectives about the edTPA; nature of instrument; importance of tasks

# In this presentation

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□ Part one: Show/discuss how the elementary and special education programs at SCSU introduce and develop the edTPA

□ Part two: show/discuss students' perspectives about the tool



# edTPA at St. Cloud State University

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Requirement for all teaching licensure programs

Teacher Development department:

Elementary education program: All members of our program take responsibility for teaching the edTPA

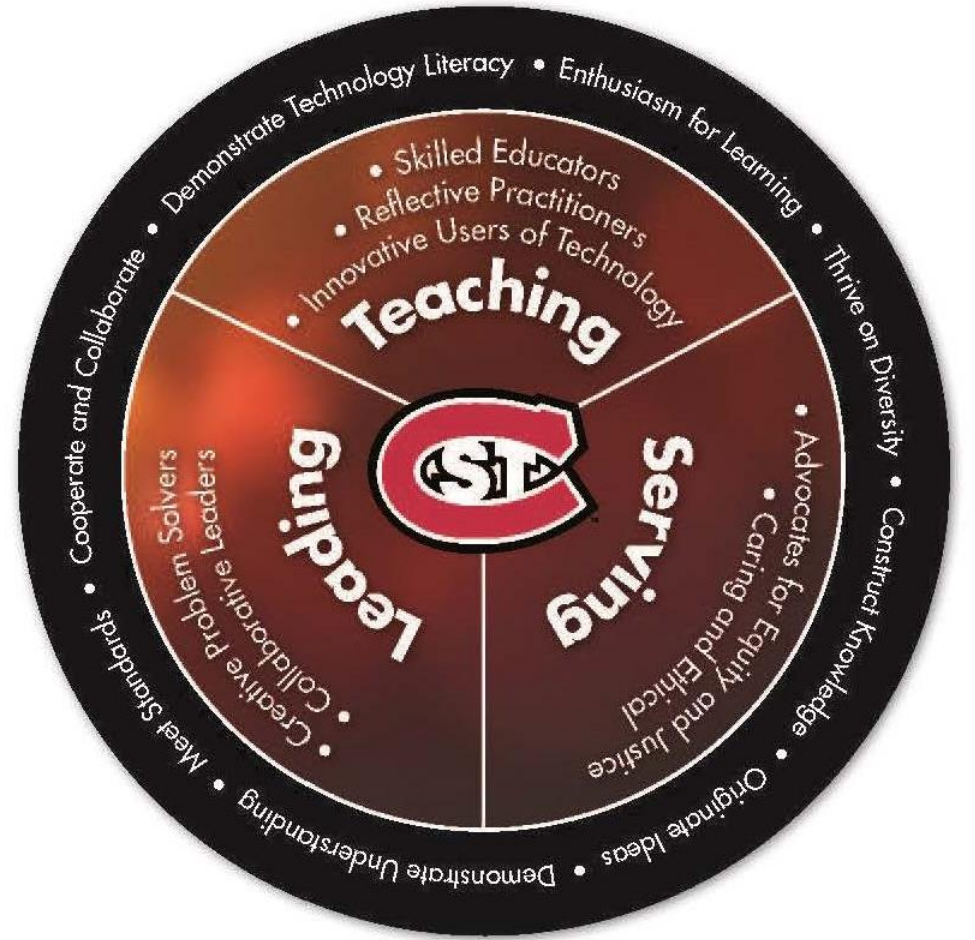
Secondary program: edTPA is taught in students' major (content area) departments

Special Education department and Early childhood ed partment operate similarly to the elementary program

# Part one

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HOW PROGRAMS PREPARE  
THEIR STUDENTS FOR COMPLETING THE EDTPA



# In elementary education

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- We break edTPA tasks and content into different courses for the final two program years
- Scaffolding: we break out edTPA concepts by course

# Elementary education courses

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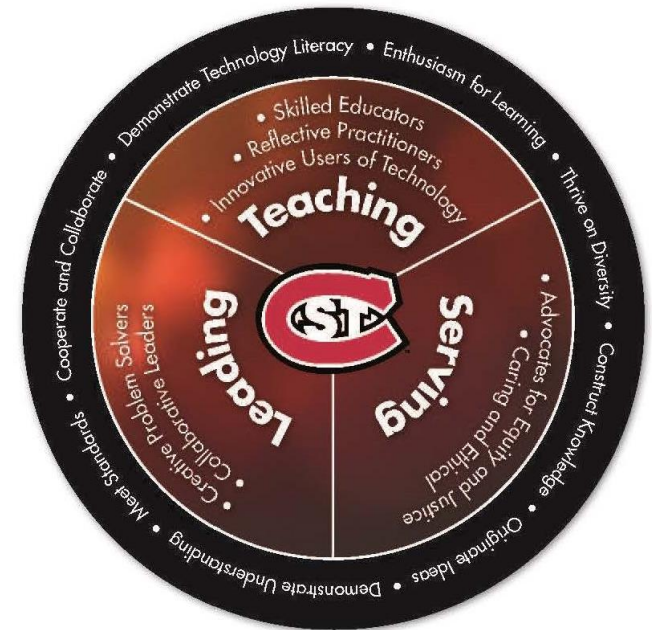
ED200: introduction to Education

Block one (first semester):

- ED310
- ED315
- **IM421**

Block two (second semester)

- **ED 305**
- ED460
- MUSE 201
- ART 391





# Elementary education courses

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## Block 3 (third semester):

- **ED 407**
- **ED408**
- ED 412
- **ED420**: student teaching for 8 weeks

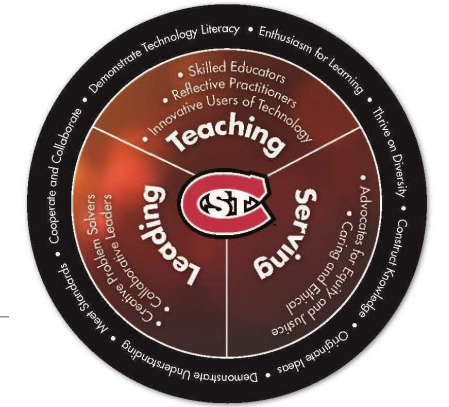
## **Block 4** (fourth semester and the final semester in the program):

- ED 406
- ED 411
- ED 409
- ED 414
- ED 421: students teaching for 2<sup>nd</sup> 8 weeks)



# ED200

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ED200: Introduction to education

Required for any students interest in serving as a K-6 teacher in MN

About edTPA content

- Mention edTPA requirement
- Show overview of edTPA handbook
- Understand edTPA is a performance evaluation
- Know the terms associated with the three tasks (planning, instruction and assessment)
- Practice to write context for learning when they are in the field



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## About edTPA preparation:

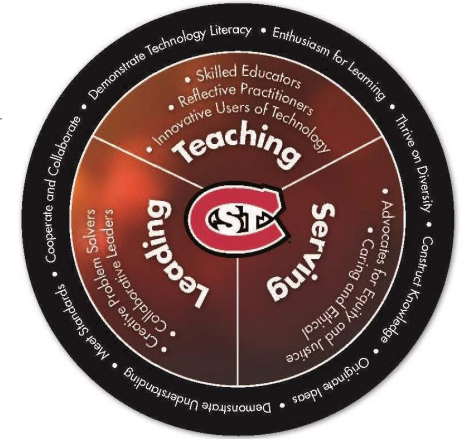
- Practice video filming and make an effective video utilizing different devices
- Practice downloading their video into the computer following required edTPA format
- Practice editing and compressing video

# ED305: Elementary Curriculum & Instruction

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## edTPA preparation:

- Guided reading of the edTPA handbook
- Understand the questions in each task
- Understand the 15 rubrics and what each rubric means
- Practice lesson plan writing
- Practice effective teaching in math and language arts
- Understand and practice different assessment strategies



# ED407: Instructional Mathematics

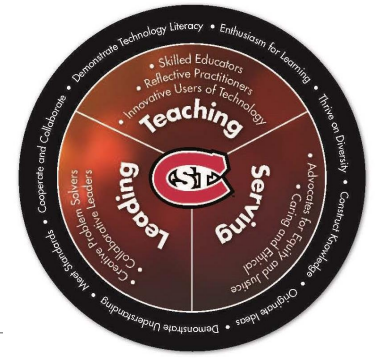


## Preparation of an edTPA portfolio

- In the first 8 weeks, teacher candidates (TC) are in class. Every Monday, TCs are in the field for a whole day
- TCs decide what subject they are going to do (either math or language arts)
- TCs bring in students and classroom information
- I facilitate the writing of their context for learning and planning commentary
- I demonstrate the meaning of math teaching strategies (modeling)
- I explain the meaning of academic language in elementary math

# ED408: Literacy Instruction in the Elementary School

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## Preparation of an edTPA portfolio

- In the first 8 weeks, teacher candidates (TC) are in class. Every Monday, TCs serve in the field for the entire day.
- TCs decide what subject they are going to do (either math or language arts)
- TCs bring in students and classroom information
- I facilitate writing their context for learning and planning commentary writing
- I demonstrate the meaning of math teaching strategies (modeling)
- I explain the meaning of academic language in elementary math

# Comments

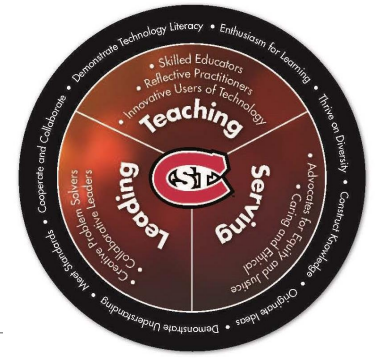
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Our students in block 3 have difficult time transferring conceptual understanding of the edTPA to real (in vivo) implementation

Most of our teaching time is consumed by students' questions about the edTPA

# ED420: Elementary Teaching I



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## Implementing the edTPA

- TCs begin to use knowledge of edTPA planning to complete three consecutive lessons, video recording their teaching, and collecting students' assessment work samples).
- TCs will complete their student teaching in the second 8 weeks and finish their edTPA data collection within the 2<sup>nd</sup> 8 weeks.

# Block 4 semester



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After 2<sup>nd</sup> 8-week student teaching, all TCs return for their next and final semester courses (block 4).

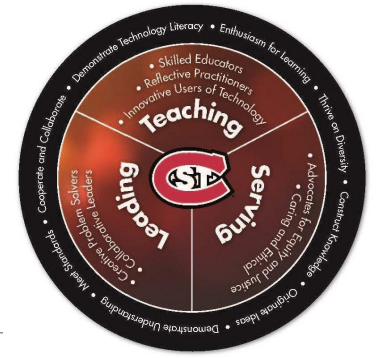
The first 8 weeks, TCs are on campus to take courses and finalize their edTPA

Before going to do student teaching in the second 8 weeks, TCs need to submit their edTPA to the department and officially submit to Pearson.



# Used in program development

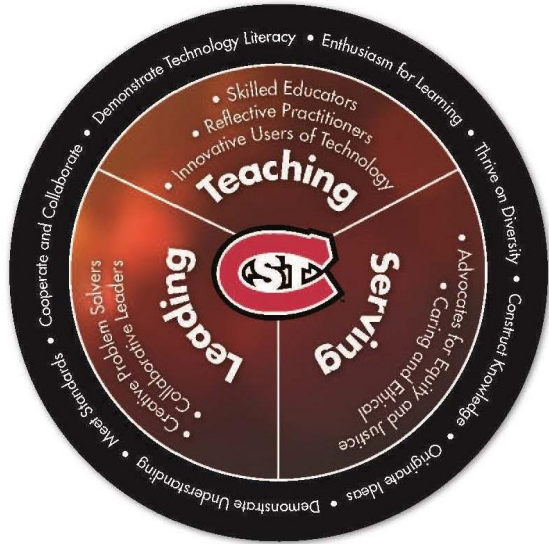
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Every year, the dean's office reports unit Pearson edTPA scores (and disaggregated program)

The report is the data set we employ to rethink and review our program

The edTPA provides a common language and tool with which to discuss programs



# Special education

JIYEON PARK

# Curriculum

**SPED 200 Introduction to Education**

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graph TD; A[SPED 200 Introduction to Education] --> B[SPED 415 Assistive Technology  
SPED 405 Behavior Theories and Practices  
SPED 445 Social and Natural Sciences for Special Educators  
SPED 418 General Literacy Instruction  
SPED 338/339 General Education Field Experience]; B --> C[SPED 455 Special Education Field Experience  
SPED 419 Literacy Instruction Special Educators  
SPED 416 Individualized Assessment in Special Education  
SPED 411 Special Education Procedural Safeguards  
SPED 440 English Learners with Special Needs]; C --> D[SPED 456/457 Student Teaching in elementary/  
Secondary School Program];
```

**SPED 415 Assistive Technology**  
**SPED 405 Behavior Theories and Practices**  
**SPED 445 Social and Natural Sciences for Special Educators**  
**SPED 418 General Literacy Instruction**  
**SPED 338/339 General Education Field Experience**

**SPED 455 Special Education Field Experience**  
**SPED 419 Literacy Instruction Special Educators**  
**SPED 416 Individualized Assessment in Special Education**  
**SPED 411 Special Education Procedural Safeguards**  
**SPED 440 English Learners with Special Needs**

**SPED 456/457 Student Teaching in elementary/  
Secondary School Program**

# 2-1. First block

## **Literacy Instruction**

- Designing instruction
- Writing Lesson Plan
- Context for Learning
- Instructional materials

## **General Field Experience**

**Elementary: 65 hours**

**Secondary: 65 hours**

- Four formal Lessons
- Summative and formative Evaluation

## **Behavior Practices**

- Positive Learning Environment
- Designing BIPs
- Collecting Baseline Data

## **Assistive Technology**


- Recording and documenting
- Physical learning environment

# SPED 405

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## **SPED 405: Behavior Theories and Practices in Special Education**

### **About edTPA concept**

- Rubric 6: Promoting positive learning environment
  - Mention Engaging learners
  - Motivational strategies
  - Designing BIPs for the support learning target
  - Collecting baseline data
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# SPED 415

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## **SPED 415: Assistive Technology for Students with Special Needs**

### **About edTPA concept**

- Artifacts: daily assessment records and graphs to document student growth related to the AT support target
- AT support learning targets, objectives, daily assessment records and graphs
- Making learning environment and instruction accessible with AT that is designed to meet the individual needs of learners

# SPED 418

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## **SPED 418: General Education Literacy Instruction for Special Educators**

### **About edTPA concept**

- Artifacts: Lesson plans, instructional materials
- Language Arts K-12 academic contents
- Designing lesson based on general education standards
- Scaffolding instruction based on group or individual student's needs
- Formative and summative assessment

# SPED 445

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## **SPED 445: Social and Natural Sciences for Special Educators**

### **About edTPA concept**

- Standards/Benchmarks/ Goals
- Modification of lesson plans in content areas
- Strategy instruction



# 2-2. Second block

## **Literacy Instruction**

- CBM
- Scaffolding instruction
- Functional skills
- Teaching strategies

## **Special Field Experience:: 5 weeks M-TH all day**

- Two formal Lessons
- Summative and formative Evaluation
- edTPA Task 1 Assignment

## **Procedural Safeguards**

- Writing IEPs

## **Assessment**

- Formative & Summative

## **English learners with special needs**

- Academic vocabulary
- Communication skills

# SPED 411

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## **SPED 411: Special Education Procedural Safeguard**

### **About edTPA concept**

- Artifacts: IEP goals and objectives/benchmarks
- Alignment of lesson objective with academic standards, IEP goals, short-term objectives, and benchmarks.
- Connecting instruction to individual student IEP goals and objectives

# SPED 416

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## **SPED 416: Individualized Assessment in Special Education**

### **About edTPA concept**

- Artifacts: informal formative assessment materials and results
- Assessing functional academics
- Evidence of making instructional decisions based on assessment results
- Plan monitoring of student progress
- Using summative assessment to inform future instruction

# SPED 419 & 513

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## SPED 419: Literacy Instruction for Students with Special Needs

### About edTPA concept

- Artifacts: lesson plans, teaching materials, pretest/baseline data, daily assessment records and graphs
- Curriculum based measurement and other assessment techniques
- Functional reading, writing, and spelling skills and assessments
- Use of learning strategies to improve instructional outcomes
- Appropriate teaching strategies based on research or theory.

# SPED 440

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## **SPED 440: English Learners with Special Needs**

### **About edTPA concept**

- Artifacts: assessment of EL language
- Planning Commentary #3: Knowledge of focus learner
- Academic vocabulary and communication functions

# 3. Field Experience & Student Teaching

SPED  
338/339

- General Classroom
- 4 weeks (Elementary) + 4 weeks (Secondary)
- Monday to Friday, for a total of 65 hours in each setting
- Meeting with Gas (8h)+ Orientation(8h)+ Journal

SPED  
455

- Special Classroom
- 5 weeks (elementary or secondary)
- Monday to Thursday; All day
- Orientation(10h) + Workshop(4h) + edTPA task 1 practice

SPED  
456/7

- Special Classroom
- Full semester ( 6 weeks + 10 weeks )
- Monday to Friday; All day
- Completing and submitting edTPA task 1,2,&3.



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# Part two

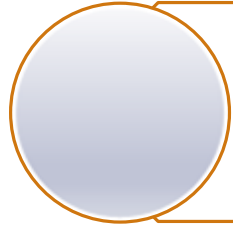
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STUDENTS' PERSPECTIVE ABOUT COMPLETING AN EDTPA

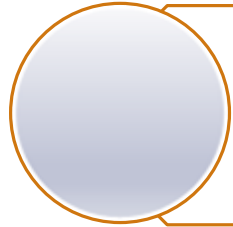
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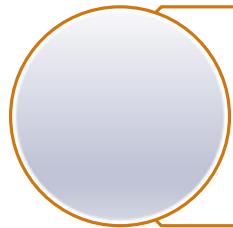
# Preparing edTPA at position of students



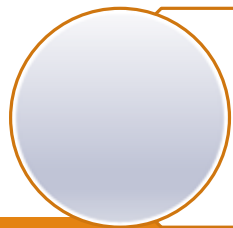
**Difficulty in understanding rubric**



**Needs for mentor or exemplary paper**



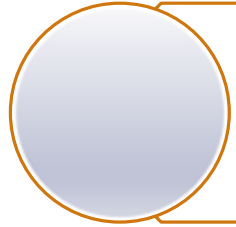
**Being Pressed for Time**



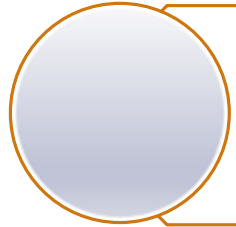
**Not be motivated**



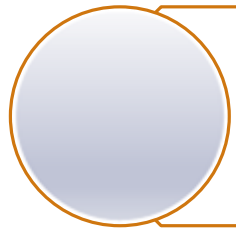
# Scoring edTPA



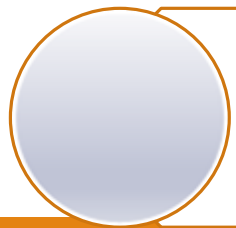
**Too Many Materials**



**Overlapped**



**Vague**



**Impersonal**

# Students In elementary major

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Terms, questions in the edTPA handbook are too abstract

Prompts questions repeat several times

Do not really understand what those rubrics are looking for

Cannot represent the real teaching situation in the video filming part

Struggling in assessment strategies

edTPA is an extra job for them

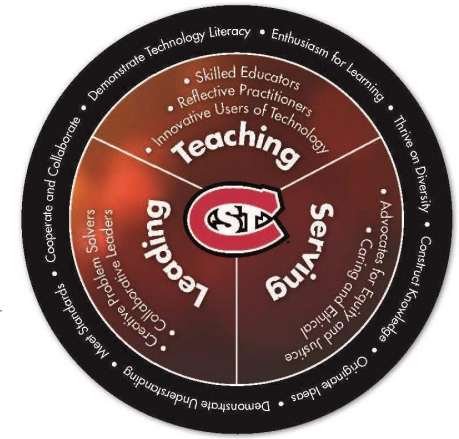
# Conclusion

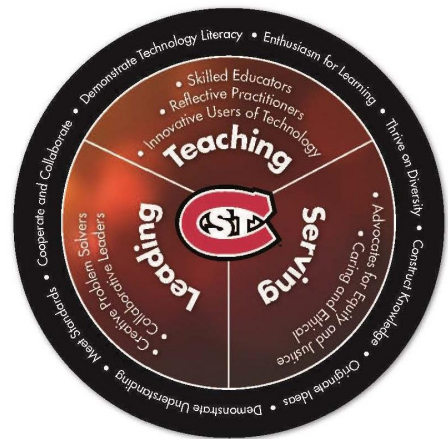
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We don't teach edTPA but use edTPA to prove the value of professional knowledge in teacher preparation programs

Students might feel edTPA is an extra job for them to get teaching license

The most difficult task in connecting the edTPA with programs is the concept of academic language (the meaning of language demand, language, function, discourse/syntax, language support and language use) in the real teaching/learning situation





# Contact information

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