Overview of Teacher Education Programs and edTPA

Jill D. Shedd
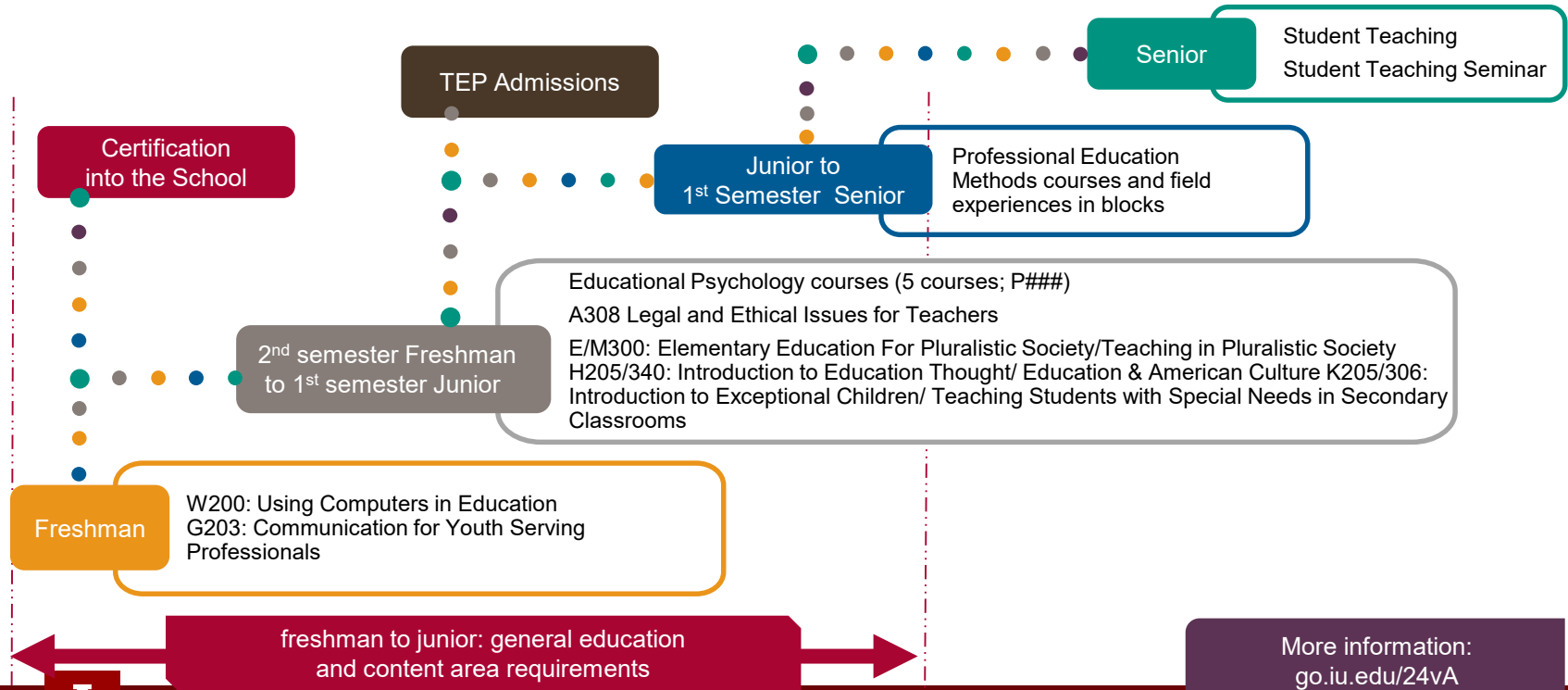Assistant Dean for Teacher Education

Keith C. Barton
Professor, Department of Curriculum & Instruction

This Morning's Goals

1. Provide an overview of the School of Education undergraduate teacher education programs

2. Discuss the programs with *the end in mind*

3. Share information re: edTPA – the teacher performance portfolio our candidates must complete during student teaching

4. Key observations from candidates' edTPA performance – potential consideration for various courses of the undergraduate programs

# Overview of School of Education Undergraduate Programs: 4 Years Progress

TEP Admissions

Senior

Student Teaching

Student Teaching Seminar

Certification
into the School

Junior to
1st Semester Senior

Professional Education
Methods courses and field
experiences in blocks

Educational Psychology courses (5 courses; P###)

A308 Legal and Ethical Issues for Teachers

E/M300: Elementary Education For Pluralistic Society/Teaching in Pluralistic Society
H205/340: Introduction to Education Thought/ Education & American Culture K205/306:
Introduction to Exceptional Children/ Teaching Students with Special Needs in Secondary
Classrooms

2nd semester Freshman
to 1st semester Junior

Freshman

W200: Using Computers in Education
G203: Communication for Youth Serving
Professionals

freshman to junior: general education
and content area requirements

More information:
go.iu.edu/24vA

What is edTPA?

- A performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States developed at Stanford University.

- Used in over 40 states.

- At Indiana University, required completion during student teaching with support provided.

- edTPA at IU is scored by trained local scorers who provide instructive feedback to the candidates.
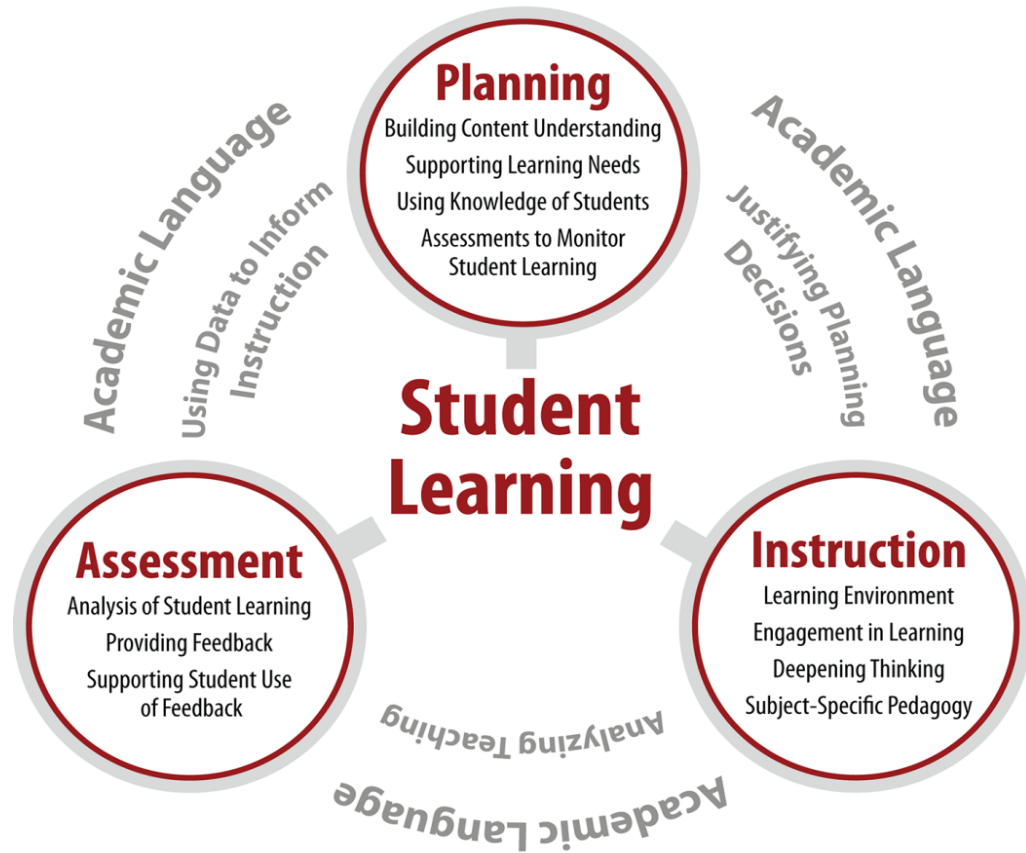
School of Education
INDIANA UNIVERSITY BLOOMINGTON

edTPA Elements

Snapshot of the work that teachers do every day in teaching and working with students

What one intends to do	What are their plans … All the elements one considers in planning
A snapshot	video of their teaching and students' interactions
How did it go	What did students learn … What questions remain for students … What feedback/subsequent instruction the candidate plans to provide

Context for Learning

First candidates provide a description of their classroom, school, community and students

In other words, what will they consider about the students, classroom, school as they make plans for instruction

Observations re: Context for Learning

1. Candidates' deficient thinking/negative descriptions of learners rather than positive assets

2. Candidates' focus on documented learning needs (IEP's) rather than more broad learning needs

3. Description of available resources limited to classroom

Task 1 - Planning

Evidence

Context for learning

Lesson Plans (3-5)

Copies of Materials & Assessments

Commentary Regarding Planning

Indicators

Planning for content understanding

Planning to support varied student learning needs

Using knowledge of students to inform teaching & learning

Planning assessments to monitor/support student learning

Observations re: Task 1 - Planning

1. Deficient thinking about learners' abilities and assets

2. Instruction and assessments directly associated with stated learning objectives

3. Plans account for *varied student learning needs* and reflect *use of knowledge of learners*

4. Ability to provide rationale/analysis of instructional choices – materials, activities, etc.

Task 2 - Instruction

Evidence

Videos (1-2) of candidate teaching

Commentary regarding videos & instruction

Indicators

Demonstrating positive learning environment

Engaging students in learning

Deepening student learning

Analyzing teaching effectiveness

Observations re: Task 2 - Instruction

1. Ability to model and to address *deepening student learning*

2. Ability to provide rationale/analysis of instructional choices, activities, their success

Task 3 - Assessment

Evidence

Samples of student work

Evidence of feedback to students

Evaluation criteria used

Commentary regarding assessments

Indicators

Analysis of student learning

Providing feedback to guide learning

Student use of feedback

Using assessment to inform instruction

Observations re: Task 3 - Assessment

1. Assessment alignment with stated learning objective(s)

2. Clear, specific evaluation criteria aligned with stated learning objective(s)

3. Ability to provide clear, specific, instructive feedback to learners

Ways to Say GOOD JOB

- ✓ You've got it made!
- ✓ You've got your brain in gear today.
- ✓ Great!
- ✓ Congratulations!
- ✓ Couldn't have done it better myself.
- ✓ I've never seen anyone do it better.
- ✓ You've just about mastered that.
- ✓ That's an interesting way of looking at it.
- ✓ That's really nice.
- ✓ That's coming along nicely.
- ✓ Keep up the good work.

- ✓ You did it that time!
- ✓ It looks like you've put a lot of work into this.
- ✓ Super-Duper!
- ✓ Out of sight.
- ✓ Now that's what I call a fine job.
- ✓ Couldn't have done it better myself.
- ✓ Keep working on it; you're improving.
- ✓ Much better!
- ✓ That's better than ever.
- ✓ That was first class work.
- ✓ You're doing fine.
- ✓ That's a real work of art.
- ✓ You certainly did well today.

- ✓ Way to go.
- ✓ I like that.
- ✓ That's it.
- ✓ Marvelous!
- ✓ Cool!
- ✓ Tremendous!
- ✓ Fantastic!
- ✓ Excellent!
- ✓ You've got the hang of it!
- ✓ It's a classic.
- ✓ Right on!
- ✓ Keep on trying!
- ✓ Very interesting.
- ✓ That's coming along nicely.
- ✓ Terrific!
- ✓ Beautiful!
- ✓ You haven't missed a thing.

GOOD JOB!

English Study

Critical feedback

- Does not focus on personal characteristics

- Is constructive rather than negative

- Provides specific info on how to improve

- Focuses on processes and self-regulation

- Takes place during learning, not just after

- Alerts students to the goal of learning

Summary

Our candidates need to:

Think about context

Plan with the end in mind

Establish positive learning environment, engage students and deepen their learning

Align assessments with objectives, provide feedback, and inform their instruction based on assessments results

Understanding Undergraduate Program Progression *Planning with the end in Mind*

Freshman

W200: Using Computers in Education
G203: Communication for Youth Serving Professionals

Understanding Undergraduate Program Progression *Planning with the end in Mind*

2nd semester Freshman
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Understanding Undergraduate Program Progression *Planning with the end in Mind*

Junior to 1st Semester Senior

Professional Education
Methods courses and field experiences in blocks

Summary

❑ Come to know your students

❑ Teaching represents an interactive relationship between the instructor & students

❑ Provide reasons/rationale for instructional/activity choices

❑ Consider the goals/purpose of writing assignments

- Evaluative criteria

- Specific feedback to each student

My Contact Information

Dr. Keith C. Barton,

Professor of Curriculum and Instruction
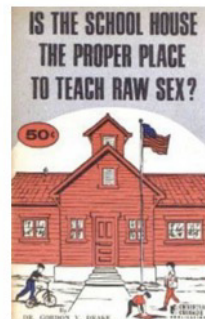
Email: kcbarton@Indiana.edu

Phone: 812-856-8058

My Contact Information

Dr. Jill D. Shedd, Assistant Dean for Teacher Education

Email: jshedd@indiana.edu

Phone: 812-856-8013