

2014 Fall edTPA Technical Assistance Event

Wednesday, December 3, 2014

The Clark Atlanta University Experience with EdTPA– A Collaborative Effort

Middle Georgia State College, Macon, GA

Testimonials

- **Akin to storytelling**
- *Intimacy and Transparency*
- Sharing strategies that worked, and did not work
- *Rescue and empowerment*

Three Themes for Delivering the Testimony

- The consistency of the Clark Atlanta University Conceptual Framework and EdTPA
- The collaboration that was sought throughout the Exploratory Phase into the Implementation Phases
- Tuckman's Stages for Group Development,

Clark Atlanta University



The School of
education
CLARK ATLANTA UNIVERSITY



The CAU Experience

- Clark Atlanta University School of Education, under the leadership of Interim Dean Moses Norman
- We have three departments: *Educational Leadership, Counselor Education/Community Counseling and Curriculum Instruction*
- We have 4 teacher certification programs: K-5, Special Education, MAT in General Science 6-12, MAT in Math 6-12.

The CAU Experience Using Tuckman's Stages for Group Development

○ Stage One **Forming**

- *The Mother Rule, along with the shift from NCATE to CAEP with an emphasis on assessment **for** learning, sent us to a place of needing to make changes in **what we teach, what we assess and how we teach and how we assess.***
- We wrestled with the fact this was not just a change for the candidates.
- Does this 'fit' with our concerns for equity? Can we trust this new thing?

Collaboration During Forming

- Environmental Scanning
- Finding allies
- Looking for consistencies in EdTPA and the CAU conceptual framework

Lesson Learned: Involve the students

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○ Stage Two **Storming**

- The second step was to acknowledge that the process for change was mandated and ***appeared on the surface*** to be somewhat in conflict with the traditions of higher education and academic freedom through inquiry.

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- "It was no longer, "Who moved my cheese?"; but, "Who took cheese off the menu?"

Collaboration During Storming

- Mercer, Georgia State, Columbus State, and Valdosta State
- Testimonies of others
- Advisory Committee

Lesson Learned: Spend more time orienting students. The Box maintained by SCALE was helpful!

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○ **Norming**—The third step---Mobilization

- There was a nexus with work of aligning key assessments for CAEP and the work with aligning EdTPA competencies
- There was a nexus with the CAU philosophy in its Conceptual Framework and the expectations of teacher candidate behavior students in EdTPA
- **nex·us** /'nɛksəs/ Show Spelled [nek-suhs] Show IPA noun, plural nex·us·es, nex·us. 1. a means of connection; tie; link. 2. a connected series or group.

Collaboration During Norming

“Apply to become scorers”

“Start with Task IV”

“Teach the skills in the methods courses.”

Two-way sharing with Spelman

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Performing – The Fourth Step

- Guiding Questions (Dr. Saroja Barnes):
- How do we currently prepare candidates to demonstrate skills and practices assessed in the edTPA portfolio?
- Where in our courses or programs do candidates have opportunities to develop those skills and practices?
- What skills and practices are not explicitly assessed in edTPA that align with our mission and values for preparing new teachers?

Collaboration During Performing

- EdTPA Coordinators' Calls
- AACTE
- Conferences
- IT Department
- Arts and Sciences

Skills/practices evaluated by EdTPA	Course/Activity/ ESA? (Learn)	Course/Activity/ ESA? (Develop)	Course/Activity/ ESA? (Master)
Rubric 1: Planning for Literacy Learning	CECE 415	Practicum II	CECE 404 (mock EdTPA will be developed)
Rubric 2: Planning to Support Varied Student Needs	CECE 415	Practicum II	CECE 404 (mock EdTPA will be developed)
Rubric 3: Using Knowledge of Students to Inform Teaching & Learning	CECE 415 CEDC 408	Practicum II	CECE 404 (mock EdTPA will be developed)
Rubric 4: Identifying and Supporting Language Demands	CECE 300	Practicum II	CECE 404 (mock EdTPA will be developed)
Rubric 5: Planning Assessments to Monitor and Support Student Learning	CECE 300	Practicum II	CECE 404 (mock EdTPA will be developed)
Rubric 6: Learning Environment	CECE 415 CEDC 408	Practicum II	CECE 404 (mock EdTPA will be developed)
Rubric 7: Engaging Students in Learning	CEDC 408	Practicum II	CECE 404 (mock EdTPA will be developed)
Rubric 8: Deepening Learning Student Learning	CECE 300	Practicum II	CECE 404 (mock EdTPA will be developed)
Rubric 9: Subject-Specific Pedagogy: Elementary Literacy	CECE415	Practicum II	CECE 404 (mock EdTPA will be developed)
Rubric 10: Analyzing Teaching Effectiveness	CEDC 360 (Tests and Measurement)	Practicum III	CECE 404 (mock EdTPA will be developed)
Rubric 11: Analysis of Student Learning	CEDC 360 (Tests and Measurement)	Practicum III	CECE 404 (mock EdTPA will be developed)
Rubric 12: Providing Feedback to Guide Learning	CEDC 360 (Tests and Measurement)	Practicum III	CECE 404 (mock EdTPA will be developed)
Rubric 13: Student Use of Feedback	CEDC 360 (Tests and Measurement)	Practicum III	CECE 404 (mock EdTPA will be developed)
Rubric 14: Analyzing Students' Language Use and Literacy Learning	CEDC 360 (Tests and Measurement)	Practicum III	CECE 404 (mock EdTPA will be developed)
Rubric 15: Using Assessment to Inform Instruction	CEDC 360 (Tests and Measurement)	Practicum III	CECE 404 (mock EdTPA will be developed)
Mathematics Assessment Rubrics	Course/Activity/ ESA? (Learn)	Course/Activity/ ESA? (Develop)	Course/Activity/ ESA? (Master)
Rubric 16: Analyzing Whole Class Understanding		CECE 206	CECE 404 (mock EdTPA will be developed)
Rubric 17: Analyzing Student Samples		CECE 206	CECE 404 (mock EdTPA will be developed)
Rubric 18: Using Student Teaching	CECE 206	CECE 206	CECE 404 (mock EdTPA will be developed)



Mapping is only the first step!

- **Curriculum alignment infuses the KSD throughout the curriculum**
- Relevant assignments
- *Key formative assessments*

