



Carla L. Tanguay, Ph.D.

Georgia State University

Noreen Price, Ed.S. & Leigh Turner, Ed.D

Dekalb County School District

Qualyn McIntyre, Ed.D.

Atlanta Public Schools

**Bridging Preparation
to Induction:
Constructing the
Bridge through edTPA,
TKES, & LKES**

October 24, 2018

GaPSC Annual Conference

Learner outcomes:

Connecting university teacher preparation to induction support with school partners by...



1. Participating in meaningful discussions about ways to support teacher development;
2. Reviewing preservice teacher induction professional learning plans based on program data (e.g. edTPA; Intern KES);
3. Sharing strategies learned from various stakeholders regarding mutually beneficial partnerships in relation to recruitment, hiring, induction and retention; and,
4. Obtaining professional learning ideas and materials.

Bridging Preparation to Induction

University Teacher Prep:
edTPA & Intern KES

Recruitment:
Finding the Best Fit

Induction
Support

Leadership Engagement
Teacher Evaluation: TKES,
LKES

Preservice
Student
Teacher
University
Faculty/
Supervisors,
Teachers



Connecting to TAPS



Orientation & Growth Plan



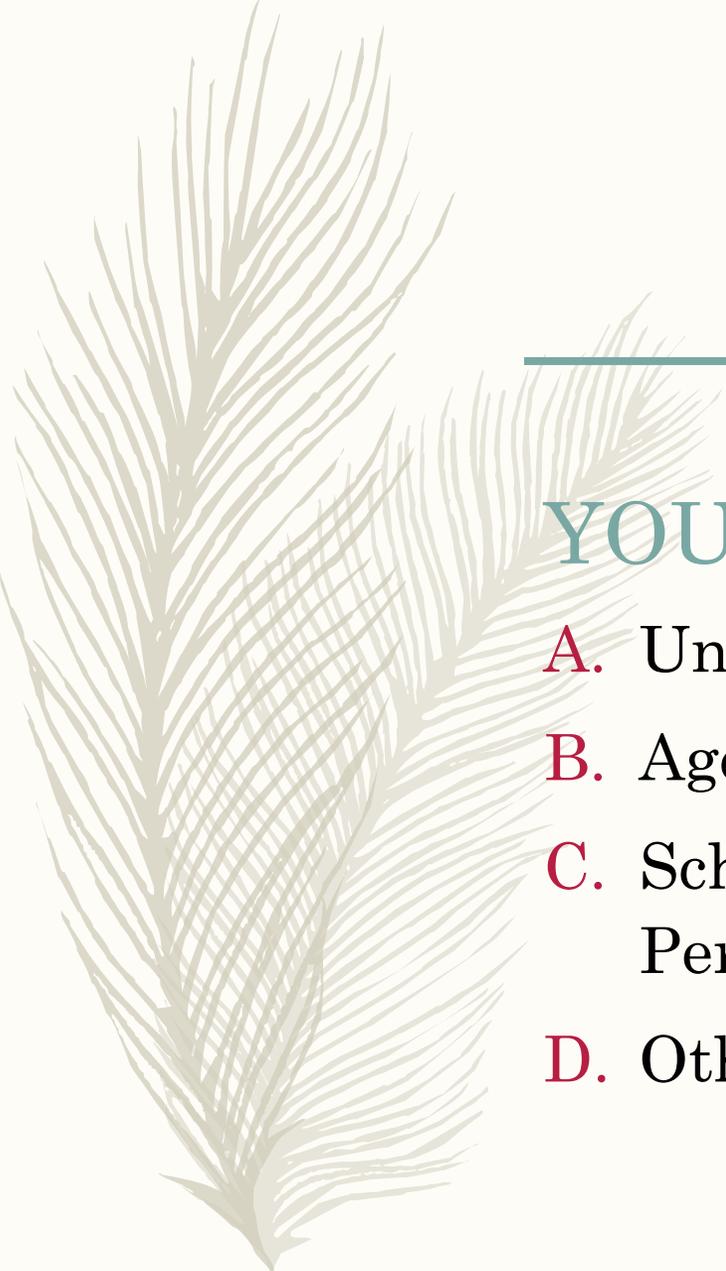
On-going Support



Connecting University Teacher Preparation to Induction Support

Making connections for a
seamless transition

Brief Poll



YOUR ROLE

- A. University Provider
- B. Agency Member
- C. School District
Personnel
- D. Other Representative

YOUR PARTNERSHIPS

1. Mutually beneficial partnership
2. Emerging partnership
3. No partnership

Bridging Preparation to Induction

University Teacher Prep:
edTPA & Intern KES

Recruitment:
Finding the Best Fit

Induction
Support

Leadership Engagement
Teacher Evaluation: TKES,
LKES

Preservice
Student
Teacher
University
Faculty/
Supervisors,
Teachers



Connecting to TAPS



Orientation & Growth Plan

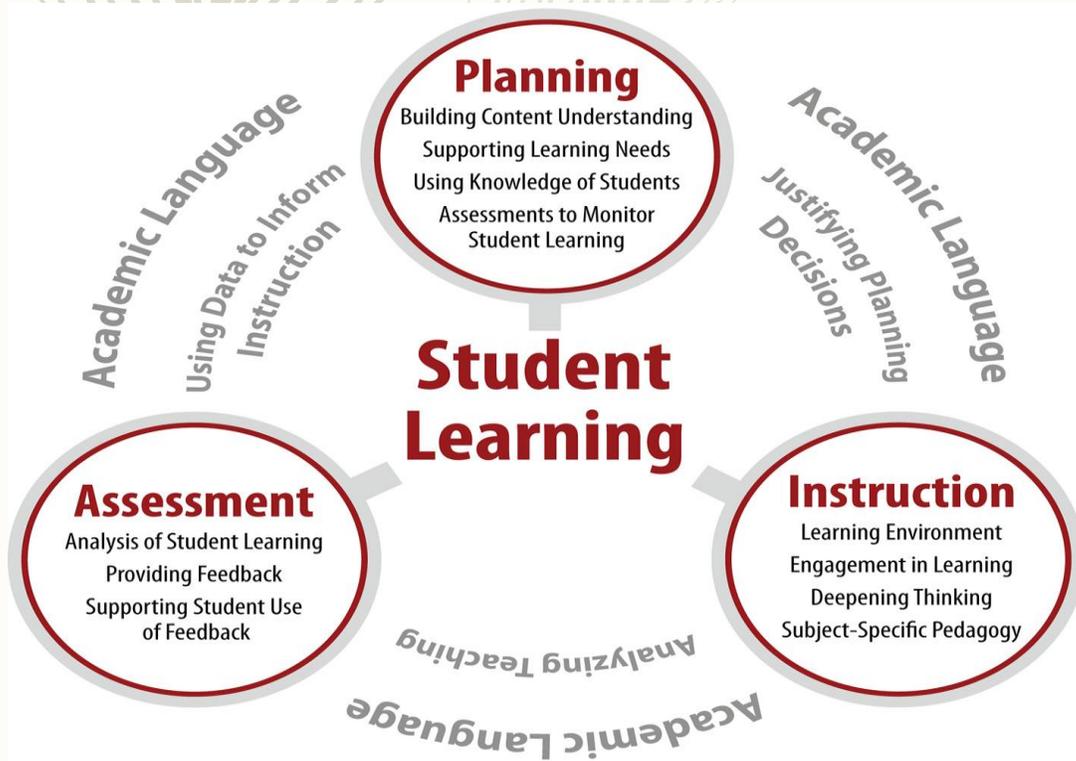


On-going Support

Understanding the edTPA & Alignment to National & State Standards

edTPA

Standards Alignment



	InTASC Standards	TAPS	edTPA Rubrics Version	SCALE
1.	Learner Development	1	2, 3, 4, 5, 14	
2.	Learning Differences	1, 2, 4	1, 2, 3, 4, 5, 6, 7, 14	
3.	Learning Environments	7, 8	1, 6, 7, 8, 9	
4.	Content Knowledge	1, 3	1, 2, 3, 4, 7, 8, 9, 14	
5.	Application of Content	1, 3	4, 7, 8, 14	
6.	Assessment	5, 6	5, 11, 12, 13, 15	
7.	Planning for Instruction	1, 2, 4	1, 2, 3, 15	
8.	Instructional Strategies	1, 2	1, 2, 4, 5, 6, 7, 8, 9, 15	
9.	Professional Learning & Ethical Practice	9	3, 10	
10.	Leadership and Collaboration		No rubrics	

Analyzing Scores to Determine Strengths and Areas for Improvement

edTPA Score Report

Planning for Instruction	Score
1: Planning for Learning and Understanding	3
2: Planning to Support Varied Student Learning Needs/Challenge and Support	2
3: Using Knowledge of Students to Inform Teaching and Learning/Justification of Instruction and Support	4
4: Supporting Language Demands/Expressive and Receptive Communication	3
5: Planning Assessments to Monitor and Support Student Learning	3
Task 1 Total	15
Instructing and Engaging Students	
6: Learning Environment	4
7: Engaging Students in Learning/Language Development	4
8: Deepening Students' Learning/Language Development	2
9: Subject-Specific Pedagogy/Supporting Teaching and Learning	3
10: Analyzing Teaching Effectiveness	2
Task 2 Total	15
Assessing Student Performance	
11: Analysis of Student Learning/Performance	3
12: Providing Feedback to Guide Learning/Language Proficiency	3
13: Student Use of Feedback	1
14: Analyzing Students' Language Use and Learning/Use of Communication	2
15: Using Assessments to Inform Instruction	2
Task 3 Total	11
Total Score	41

Intern KES or TAPS Endpoint Assessment

- 1. Professional Knowledge (3)
- 2. **Instructional Planning (2)**
- 3. **Instructional Strategies (2)**
- 4. **Differentiated Instruction (2)**
- 5. **Assessment Strategies (2)**
- 6. Assessment Uses (3)
- 7. Positive Learning Environment (3)
- 8. Academically Challenging Environment (3)
- 9. Professionalism (3)
- 10. Communication (3)

Sample Professional Learning Plan Created by Candidate

PART 1

Student 1

PROFESSIONAL LEARNING PLAN

Name:

School Year: 2018

PART 1: STRENGTHS & AREAS FOR GROWTH

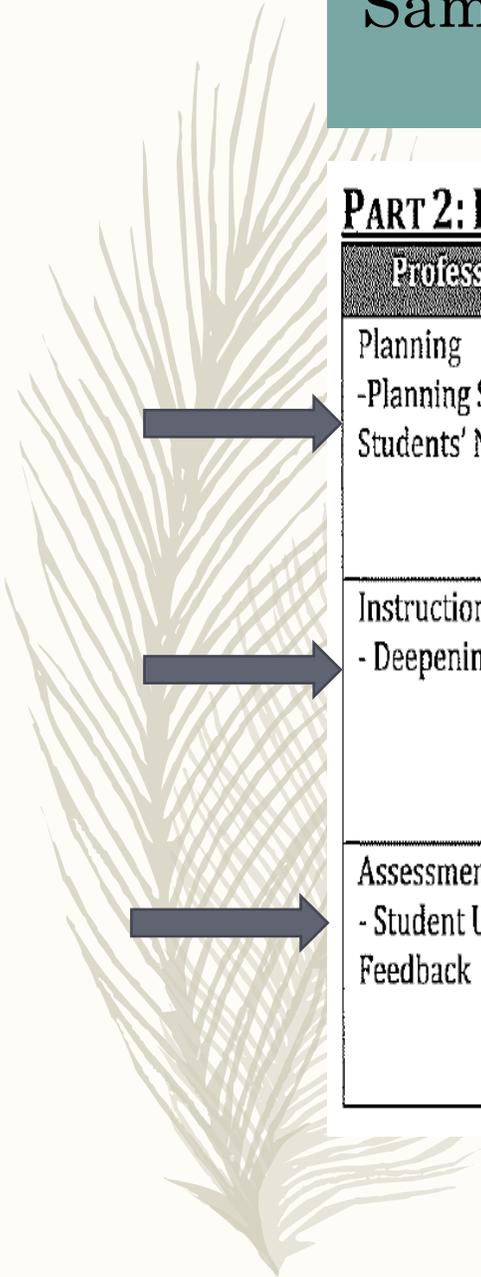
Areas Of Strength	Description Of Identified Strengths	Evidence	Rubric/Standard
Planning -Using Knowledge of Students to Inform Teaching -Identifying and Supporting Language Demands	-Uses students' prior academic learning as well as knowledge of students' personal, cultural, and community assets to plan instruction that will enhance student learning -Identifies and plans supports to help students acquire academic vocabulary, language function, and syntax and/or discourse in each lesson	edTPA Elementary Education Task 1	InTASC: 4, 7 edTPA Rubric(s): 3, 4 TAP: 3
Instruction -Positive Learning Environment	-Creates a positive learning environment based on mutual respect between all members of the classroom, provides a challenging learning environment that promotes higher-order thinking and application to develop new learning	Video clips from edTPA Elementary Education Task 2	InTASC: 3 edTPA Rubric(s): 6 TAP: 7, 8
Assessment -Analysis of Student Work	-Analyzes student work for patterns of learning and understandings to identify specific areas of strength and areas for improvement	edTPA Elementary Education Task 3 and Task 4 (assessment commentaries)	InTASC: 6 edTPA Rubric(s): 11, 16 TAP: 6
Areas For Improvement	Description Of Areas For Improvement	Evidence	Rubric/Standard
Planning -Planning to Support Varied Student Learning	-Plans supports to meet the needs of individual students or groups of individual students in lessons	edTPA Elementary Education Task 1	InTASC: 2 edTPA Rubric(s): 2 TAP: 4 
Instruction -Deepening Student Learning	-Builds on student responses to extend their thinking as it relates to the lesson's objective	Video clips from edTPA Elementary Education Task 2	InTASC: 8 edTPA Rubric(s): 8 TAP: 3 
Assessment -Student Understanding and Use of Feedback	-Supporting students in understanding and using feedback to further develop their learning as it relates to learning objective(s)	edTPA Elementary Education Task 3	InTASC: 6 edTPA Rubric(s): 13 TAP: 5 

Sample Professional Learning Plan Created by Candidate

PART 2

PART 2: PLANNING FOR SUPPORT

Professional Development Goals	Description	Strategies	Supports/Resources
Planning -Planning Supports to Meet Varied Students' Needs	-To plan support to meet the needs of the entire class as well as the needs of individuals and/or groups of individuals.	-Embed strategies specifically designed to support groups of learners in lessons (ELLs, SLD students)	-professional development books on various learning needs -Enrichment/Intervention/other Student Support teachers
Instruction - Deepening Student Learning	-To build on student responses to extend their thinking as it relates to the lesson's objective(s)	-Reiterate lesson's objective(s) throughout lesson -Always connect students' responses to lesson's objective(s)	-professional development books
Assessment - Student Understanding and Use of Feedback	-Support students in understanding and using feedback to further their learning as it relates to the learning objective(s)	-Plan activities for students to revise their incorrect responses on assessments	-professional development books -veteran teachers



Bridging Preparation to Induction

University Teacher Prep:
edTPA & Intern KES

Recruitment:
Finding the Best Fit

Induction
Support

Leadership Engagement
Teacher Evaluation: TKES,
LKES

Preservice
Student
Teacher
University
Faculty/
Supervisors,
Teachers



Connecting to TAPS

Orientation & Growth Plan

On-going Support

A Professional Learning Plan Allows for Accountable Conversations to Occur between Hiring Principals and Pre-Service Teachers



Recruitment for Best Fit is a Process NOT and Event



Bridging Preparation to Induction

University Teacher Prep:
edTPA & Intern KES

Recruitment:
Finding the Best Fit

Induction
Support

Leadership Engagement
Teacher Evaluation: TKES,
LKES

Preservice
Student
Teacher
University
Faculty/
Supervisors,
Teachers



Connecting to TAPS

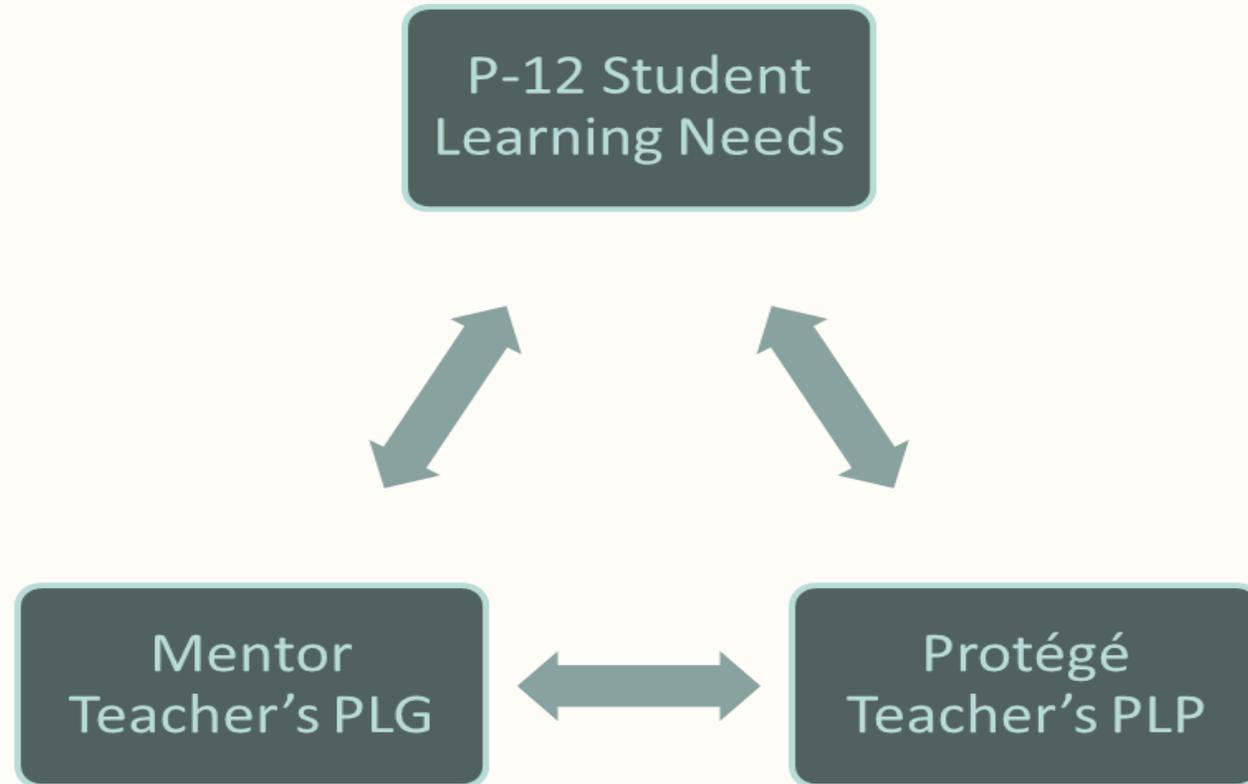
Orientation & Growth Plan

On-going Support

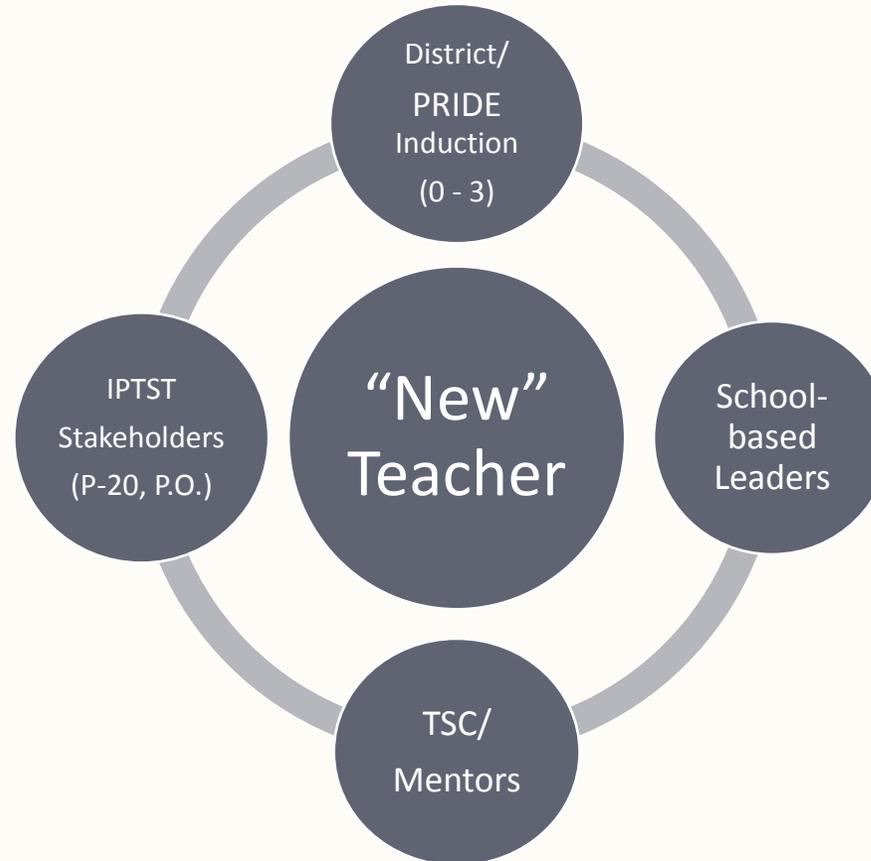
TKES/TAPS Domains/Standards (aligned to InTASC)

<input type="checkbox"/> Domain 1 Planning	<input type="checkbox"/> Domain 2 Instructional Delivery	<input type="checkbox"/> Domain 3 Assessment of and For Learning	<input type="checkbox"/> Domain 4 Learning Environment	<input type="checkbox"/> Domain 5 Professionalism and Communication
<input type="checkbox"/> Professional Knowledge (TAPS 1;INT 4,5, 9 &10) <input type="checkbox"/> Instructional Planning (TAPS 2; INT 1-10)	<input type="checkbox"/> Instructional Strategies (TAPS 2; INT 1-10) <input type="checkbox"/> Differentiated Instruction (TAPS 4; INT 6-10)	<input type="checkbox"/> Assessment Strategies (TAPS 3;INT 8) <input type="checkbox"/> Assessment Uses (TAPS 6; INT 6)	<input type="checkbox"/> Positive Learning Environment (TAPS 7; INT 3) <input type="checkbox"/> Academically Challenging Environment (TAPS 8; INT 1-3)	<input type="checkbox"/> Professionalism (TAPS 9;INT 9) <input type="checkbox"/> Communication (TAPS 10; INT 10)

The Learner and Learning (InTASC)



Wrap-around Support for the “New” Teacher



Bridging Preparation to Induction

University Teacher Prep:
edTPA & Intern KES

Recruitment:
Finding the Best Fit

Induction
Support

Leadership Engagement
Teacher Evaluation: TKES,
LKES

Preservice
Student
Teacher
University
Faculty/
Supervisors,
Teachers



Connecting to TAPS

Orientation & Growth Plan

On-going Support

Supportive Leader



High Expectations



Opportunities to
Experience
Excellence



Equitable
Environment

Using edTPA and Teacher Self Assessment as Sources



Leader Keys Standard 5: Human Resources Management

The leader:

- Screens, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.
- Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-qualified personnel.

Gallery Walk

Now that you have learned about our experience, what ideas do you have to support teacher development and retention? Rotate by role.

University Preparation	Recruitment
Induction	Leadership



shutterstock - 159193751

Ticket Out the Door...

Considering your current role/perspective, what will be your next steps in supporting teacher development and retention?

Thank you for attending!



Please feel free to contact us:

Dr. Carla Tanguay: ctanguay@gsu.edu

Ms. Noreen Price: noreen_s_price@dekalbschoolga.us

Dr. Leigh Turner: leigh_w_turner@dekalbschoolsga.us

Dr. Qualyn McIntyre: qmcintyre@atlanta.k12.ga.us