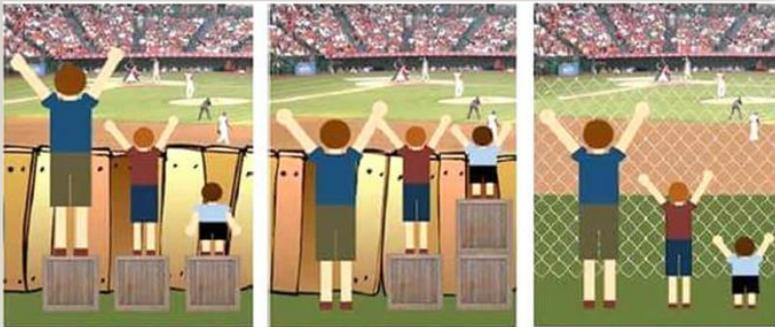
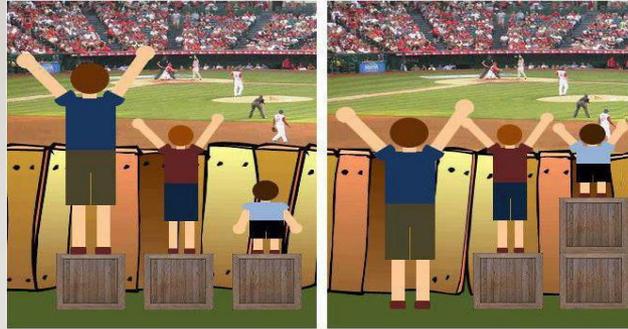
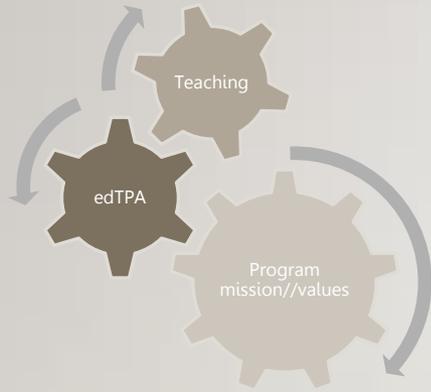


USING EQUITY CONSTRUCTS IN EDTPA TO INFORM EPP PROGRAMS AND BRIDGE PRE-SERVICE PREPARATION TO IN- SERVICE PRACTICE

www.gapsc.com/Commission/Media/DocsPresentations.aspx

Anne Marie Fenton, Director, Rules Management and Educator Assessment, GaPSC
Neporcha Cone, Department Chair, Kennesaw State University
Andrea Whittaker, Director, Teacher Performance Assessment, Stanford Center for
Assessment, Learning and Equity (SCALE)
Jerry Bush, Senior Education Consultant, Evaluation Systems Group, Pearson



Goals

- 1) Examine how edTPA constructs address equitable teaching and learning practices
- 2) Utilize Georgia performance data to guide program enhancement and professional learning plan development

**disclaimer – Keep in mind your program and personal perspective and paradigm as you interpret rubrics and types of evidence they reveal

Guiding Questions

- 1) What equitable teaching and learning practices are embedded in your educator preparation program?
- 2) What opportunities exist for candidates to leverage students' assets in your educator preparation program?
- 3) How can your educator preparation program use edTPA data to support programmatic changes and the development of professional learning plans?

I am completing my clinical experience in a low-income school. I have heard endless stories of parents who are not involved, students being defiant, families and students who are lazy, parents and the community being a distraction, and teachers who are not supported to teach in a dangerous environment. One of my classes has 33 students, 11 of which have an IEP. The rest of the students are low-skilled. I know that along with low skills comes bad behaviors. At this school, a number of students yell out, say and do inappropriate things, and are disrespectful to other students and adults. I am bitter about my placement and frustrated that I must deal with behavior rather than concentrate on instruction.



Equity Matters

Reflection:

What challenge(s) exist for educator preparation programs?

I am completing my clinical experience in a low-income school. I have heard endless stories of parents who are not involved, students being defiant, families and students who are lazy, parents and the community being a distraction, and teachers who are not supported to teach in a dangerous environment. One of my classes has 33 students, 11 of which have an IEP. The rest of the students are low-skilled. I know that along with low skills comes bad behaviors. At this school, a number of students yell out, say and do inappropriate things, and are disrespectful to other students and adults. I am bitter about my placement and frustrated that I must deal with behavior rather than concentrate on instruction.



OPPORTUNITIES TO ENGAGE IN CRITICAL REFLECTION



Reflection Prompts

- Students' strengths (assets) include prior learning. Describe a recent lesson you designed to address and build on students' prior learning (e.g., knowledge, understandings, experiences). How did you connect the lesson to students' lived experiences? In other words, how did you make the lesson "real" for students?
- Describe an activity you planned where you deliberately incorporated students' assets. What community assets support your students' instruction and non-instructional development? How did these community assets support learning in your classroom?
- Creating a classroom climate where all students feel valued is important. Explain some of the strategies you use to model and maintain equitable and respectful relationships. How do you handle "incorrect" responses? How do you redirect students who appear to be off-task? What do you teach your students about listening skills? Communication skills?
- Why is it important to integrate multiple instructional delivery methods (and strategies) throughout a lesson? How is student engagement affected when a teacher sticks to one strategy day after day? Is there one strategy you use too often? What can you do to change your instructional delivery?

Planning
Building Content Understanding
Supporting Learning Needs
Using Knowledge of Students
Assessments to Monitor
Student Learning

Academic Language
Using Data to Inform
Instruction

Academic Language
Justifying Planning
Decisions

Student Learning

Assessment
Analysis of Student Learning
Providing Feedback
Supporting Student Use
of Feedback

Academic Language
Analyzing Teaching

Instruction
Learning Environment
Engagement in Learning
Deepening Thinking
Subject-Specific Pedagogy

Equitable Instruction and edTPA

- Features of “equitable” instructional practices
 - Leverage student's **assets (funds of knowledge)** and prior academic learning
 - Individualized/differentiated to address student **strengths/assets** and needs (cultural, linguistic, academic, social emotional, etc.)

Operational Definition

“They are existing or emerging interests and preferences, motivational inclinations, passions and commitments, attitudes, beliefs, opinions, self-perceptions, personal or collective identities, and prior experiences, knowledge, understanding, skills and competencies. When asset focused factors are present in the classroom, they are likely to lead to gap closing outcomes.”

(Boykin and Noguera, 2011)

Acting on Assets

Assets (Funds of Knowledge)

- **Personal** – student interests, knowledge (prior academic learning), everyday experiences
- **Cultural** – cultural practices, traditions, languages, worldview, art
- **Community** – local resources, landmarks, community events, practices

Acting on Assets

Reflection:

What learning opportunities exist in your program of study (or courses) for candidates to reflect on students' assets?

OPPORTUNITIES TO ENGAGE IN COMMUNITY (ASSET) MAPPING



A. Walk through the School's Community (the surrounding neighborhood)

1. As you're walking, write what you see, hear, smell, notice, and the questions that come to mind. Please use the following questions as a guide to take notes:
 - a. What do you see as strengths/assets in the community? Write down observations, draw a map, or create a concept map/mind map if that's helpful. Why do you see these as strengths/assets?
 - b. What do you see as the challenges within the community? Why do you see these as challenges?

B. Have conversations with at least four individuals (at least one must be a community elder or organizer) from the groups below (You choose the type of questions to be asked)

1. Converse with a student
2. Converse with a parent
3. Converse with your CT and other teachers
4. Converse with a community elder
5. Converse with a community organizer (from a community based organization)

As you speak with these people, find out about their experiences living and working in this community.

Using the data collected as supporting evidence, reflect on the following questions: How does this experience impact your own thinking about the school you're working in? How will this experience impact your interactions with students and families; ways you engage with the school community; ways you engage with the community at large? What are you noticing about your own thinking as a result of doing the walk and the interviews? How will this impact your next steps? **Note: Reflections are to be done individually.**

Equity Features by Rubric

- Leveraging Students' Assets and Prior Academic Learning

- **Rubric 3 @ Level 4**
- Rubric 7 @ Level 4

Rubric 7 Level 4

Students are engaged in learning tasks that develop understanding of

- mathematical concepts,
- procedures, AND
- mathematical reasoning and/or problem-solving skills.

Candidate links prior academic learning AND personal, cultural, or community assets to new learning.

Rubric 3

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

How does the candidate use knowledge of his/her students to justify instructional plans?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.	Candidate justifies learning tasks with limited attention to students' <ul style="list-style-type: none">• prior academic learning OR• personal, cultural, or community assets.	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' <ul style="list-style-type: none">• prior academic learning OR• personal, cultural, or community assets. <p>Candidate makes superficial connections to research and/or theory.</p>	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' <ul style="list-style-type: none">• prior academic learning AND• personal, cultural, or community assets. <p>Candidate makes connections to research and/or theory.</p>	Level 4 plus: Candidate's justification is supported by principles from research and/or theory.

A. Walk through the School's Community (the surrounding neighborhood)

1. As you're walking, write what you see, hear, smell, notice, and the questions that come to mind. Please use the following questions as a guide to take notes:
 - a. What do you see as strengths/assets in the community? Write down observations, draw a map, or create a concept map/mind map if that's helpful. Why do you see these as strengths/assets?
 - b. What do you see as the challenges within the community? Why do you see these as challenges?

B. Have conversations with at least four individuals (at least one must be a community elder or organizer) from the groups below (You choose the type of questions to be asked)

1. Converse with a student
2. Converse with a parent
3. Converse with your CT and other teachers
4. Converse with a community elder
5. Converse with a community organizer (from a community based organization)

As you speak with these people, find out about their experiences living and working in this community.

Using the data collected as supporting evidence, reflect on the following questions: How does this experience impact your own thinking about the school you're working in? How will this experience impact your interactions with students and families; ways you engage with the school community; ways you engage with the community at large? What are you noticing about your own thinking as a result of doing the walk and the interviews? How will this impact your next steps? **Note: Reflections are to be done individually.**

Equity Features by Rubric

- Individualized/differentiated learning
 - Rubrics 2 and 5 (IEP) @ Level 2
 - Rubric 2 (other needs) @ Level 4
 - Rubrics 5, 10 and 15 (other needs) @ Level 5
 - **Rubrics 4, 11 and 14 @ Level 5**

Rubric 2 Level 4

Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.

Everyday Language & Academic Language

- Martin: Like, to divide em, you turn the second one over and times it by the first one. But ya gotta see if any numbers fit into the top and bottom to cross em out and get em smaller so you don't get big numbers at the end. At the end you see if you can make the top and bottom as small as possible.
- Leslie: In order to divide two fractions, take the reciprocal of the second one and multiply by the first. Before multiplying though, see if any numerators and denominators have common factors that cancel out. For example, if a nine is above and three below, divide by three and you end up with three on top and one below. Multiply the numerators across the top and the denominators across the bottom. See if the answer can be further reduced.

Zwiers, 2008

Rubric 4

Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key mathematics learning task?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Language demands⁵ identified by the candidate are not consistent with the selected language function⁶ OR task.</p> <p>OR</p> <p>Language supports are missing or are not aligned with the language demand(s) for the learning task.</p>	<p>Language supports primarily address one language demand (vocabulary and/or symbols, function, discourse, syntax).</p>	<p>General language supports address use of two or more language demands (vocabulary and/or symbols, function, discourse, syntax).</p>	<p>Targeted language supports address use of</p> <ul style="list-style-type: none">• vocabulary and/or symbols,• language function, AND• one or more additional language demands (discourse, syntax).	<p>Level 4 plus:</p> <p>Language supports are designed to meet the needs of students with different levels of language learning.</p>

OPPORTUNITIES TO UNDERSTAND, USE, AND DEVELOP LANGUAGE SUPPORTS



Language Supports

- Explicit vocabulary instruction
- Variety of scaffolds
- Sentence stems
- Graphic organizers
- Anchor charts
- Modeling
- Pre-teach terms and sentence patterns
- Word walls or posters displayed that show commonly used terms, operations, and math processes
- Posters with mnemonics, including cartoons or other illustrations
- Emphasis on classroom discourse by having students question one another; having students turn to a partner and answer a question first, before reporting out to the whole class

Academic Language Questions for Lesson Planning (Math)**Mathematical Vocabulary & Representations**

1. What are the key mathematical words and phrases my students will need to understand and use in my learning segment?
 - a. Which of these words/phrases will be **new** to my students?
 - b. Which of these words/phrases have different meanings in informal/non-mathematical conversations?
 - c. What are “kid-friendly” ways of describing each of these?
2. Which new mathematical representations (including notation) will students need to learn to “read” and use in my learning segment?
3. What “non-mathematical” words or phrases will my students need to understand in order to make sense of the task scenarios in my learning segment.

Genre (i.e., Purpose) and Linguistic Features

1. How (i.e., for what purpose) will students be using language in your learning segment?
 - a. Which key words/phrases will my students need to understand in order to follow directions during this learning segment, and which of these will be **new** to my students?
 - b. Write some sentences (to develop into sentence frames) that capture how you expect students to be using academic language to achieve a particular purpose during the learning segment.

Everyday Language & Academic Language

A lot of people are talking about technology and how it gets used in schools. We need to use technology better. People use technology all the time but they don't think about it and then mess things up because they don't know stuff about how it is used. Schools don't really use technology right and everyone knows that.

Research in digital literacy, specifically as it applies to pre-service teachers, continues to grow. Recent studies focus on digital technology as a means of structuring teacher education courses or engaging with content, i.e., wikis, blogs, and online professional communities (e.g., Baran & Cagiltay, 2010); pre-service teachers' reflections on their digital practices (e.g., Burnett, 2009); and the disconnect between pre-service teachers' enthusiasm with digital technologies in their coursework and their reluctance in field placements (e.g., Vratulis, V., Clarke, T., Hoban, G., & Erickson, G. 2011). Studies have examined how pre-service teachers develop specific multimodal and digital approaches to literacy instruction (e.g., Whiting, 2009) and engage in content-focused activities that can be used in their future classrooms (e.g., Swan & Hofer, 2006).

EVERYDAY LANGUAGE & ACADEMIC LANGUAGE

Everyday Language

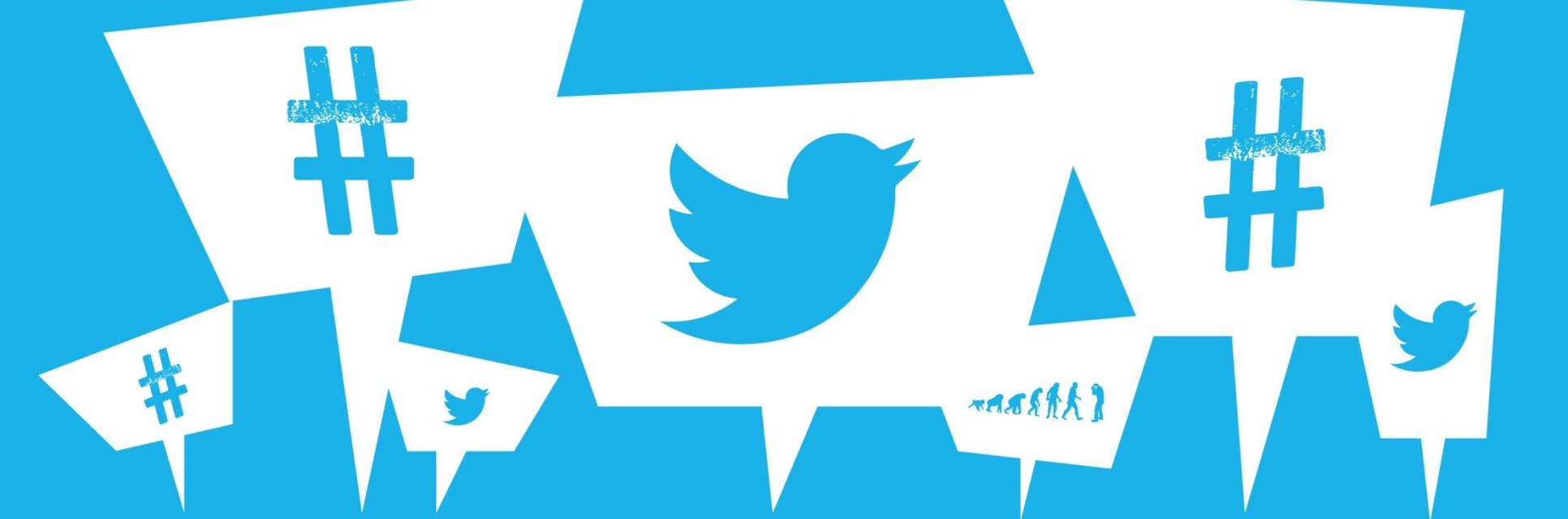
- Shorter sentences
- Incomplete sentences
- Doesn't cite evidence for arguments
- Uses opinions not supported by citations
- Use vague or general terms to refer to something or to people (for example a lot of people rather than specifics)
- Show actions through verbs
- Uses more active voice
- Shorter noun phrases

Academic Language

- Longer and more complex sentences
- Discipline specific terms
- References to scholars
- Make actions into nouns to build concepts
- Passive voice more common
- Long noun phrases

edTPA and Equity Resources

- Community Inquiry ESA webinar:
<https://secure.aacte.org/apps/rl/resource.php?resid=635&ref=edtpa> recorded in September 2016 with Professor Etta Hollins
- Articles/presentations by Marvin Lynn and Maria Hylar
- AACTE Resource Center



Share your conference experience!

#GaPSCDriveIn18

@Ga_PSC



#GaPSCDriveIn18
@Ga_PSC