

Teacher Education Redesign Initiative Work Session

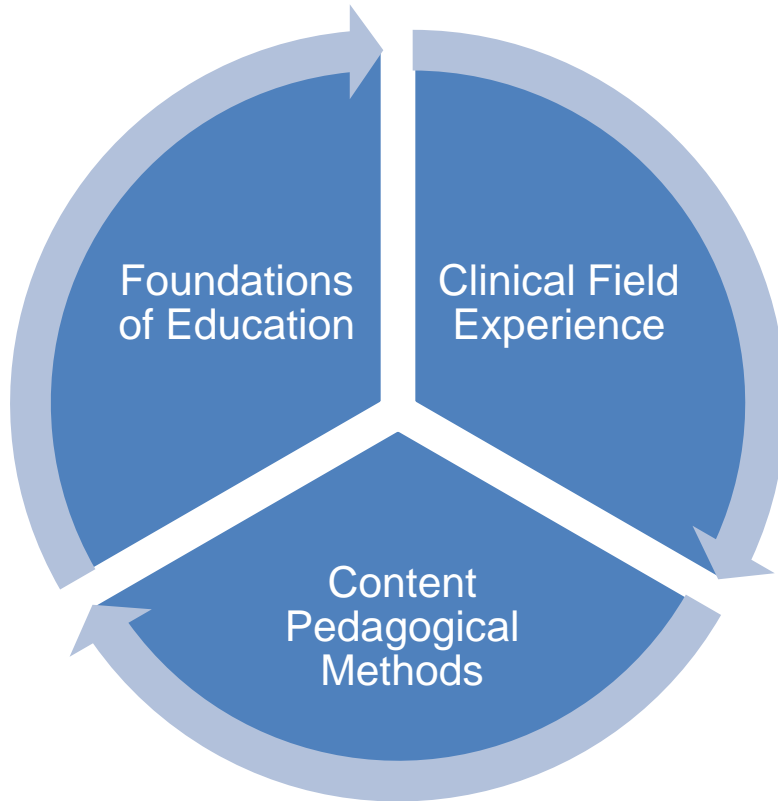


Educator Development and Research Center (EDRC)

UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

Conceptual Design Change

Current Program Concept



New Program Concept



Summer 2009

2009 -2010

2010 -2011

Task Groups:

- Families & Communities
- Spec. Ed
- Assessment & Learning
- Reading
- Technology
- R,C,C,G
- ELL

Curriculum & Assessment Task Group

(co-chaired by Martha Bigelow & Cassie Scharber)

- Focused on Common Assessments
- Foundation > Common Content

Common Content Task Group

(co-chaired by Martha Bigelow & E. Finsness)

- Common Content Group Expanded
- Assessments Developed
- Partner Engagement

Current Model	Future Model
Foundations	<ul style="list-style-type: none"> • Common Content • Great Lessons • Classrooms for All Modules • Common Assessments
Methods Courses with Practicum	<ul style="list-style-type: none"> • Method Courses • Field Assignments tied to Methods • Common Content
Student Teaching	<ul style="list-style-type: none"> • Co-Teaching • TPA

Preparing Teachers for a Changing World

Expert teachers are able to perform a variety of activities **without having to stop and think** about how to do them... Lifelong learning [of] *innovation*... typically involves **moving beyond existing routines** and often requires people to **rethink key ideas, practices, and even values** in order to change what they are doing (p. 361).

Preparing Teachers for a Changing World

2. Shift to collaboratively planning for the ongoing development of individuals preparing to teach as “**adaptive experts**”- seeking to continuously add to their knowledge and skills (p. 3)

Learning about teaching develops through participation in a **community of learners** where content is encountered in contexts in which it can be applied. Emerging evidence suggests that teachers benefit from **participating in the culture of teaching—by working with the materials and tools of teaching practice**; examining teaching plans and student learning **while immersed in theory** about learning, development, and subject matter . . . (p. 405)

Bransford, J. & Darling-Hammond, L. (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. San Francisco, CA: Jossey-Bass

Three Sponsoring Organizations

- AACTE – overall project management, communication with programs
- Stanford University – assessment development and technical support
- Council of Chief State School Officers – policy development and support, communication with state education agencies

Lineage of TPA

- National Board for Professional Teaching Standards (NBPTS) portfolio assessments – accomplished teachers
- Connecticut BEST assessment – teachers at end of induction
- Performance Assessment for California Teachers (PACT) – pre-service teachers

Teacher Performance Assessment

- Minnesota will be the first state to fully implement the new program in 2012, as part of the Board of Teaching's program approval protocol
- During this pilot year results will be used to coach candidates and to inform practice

TPAC Design Framework

The following framework shows what a pre-service teaching candidate demonstrates he/she knows and is able to do in the TPAC assessment.

	Who are the students and what learning supports do they need?	What are the students learning in the content area?	How is academic language supported?
Task 1. Planning Instruction and Assessment	<p>Describe the school and classroom context.</p> <p>Describe your students' academic development, language abilities, social and emotional development, and family and community assets.</p> <p>Describe the modifications you plan for students with specific learning needs.</p>	<p>Identify what you are going to teach your students in the content area.</p> <p>Describe how you plan to teach the content in ways that will support your student's learning.</p> <p>Describe how you will monitor student learning while you are teaching them.</p>	<p>Identify the language that is needed to process and express the content.</p>
Analysis & Reflection	Justify how what you know about your students influences your instructional planning.	Connect theories about learning, development, and content area structures to your instructional planning.	Connect the learning tasks to students' language development.
Task 2. Engaging Students and Supporting Learning	Describe (with evidence) how your strategies to engage students in learning specifically addressed your students' academic development, language abilities, social and emotional development, and cultural and lived experiences.	<p>Describe (with evidence) how you built your students' understanding of the content learning goals during instruction.</p> <p>Describe (with evidence) how you monitored students' understanding during instruction.</p>	Describe (with evidence) the language supports you used to build your students' understanding of the content learning goals.
Analysis & Reflection	Analyze how your selected strategies met the diverse learning needs and characteristics of the students in your class.	Evaluate the success of the strategies you chose for furthering the learning of all students' in your class.	Evaluate the quality of your efforts to use academic language supports to further the learning of all students in your class.
<p style="text-align: center;">Daily Reflection</p> <p style="text-align: center;">What is working? What is not? For whom? Why?</p> <p style="text-align: center;"><i>How does this reflection inform what you plan to do in the next lesson?</i></p>			
Task 3. Assessing Student Learning	<p>Describe the variation in student learning based on whole class and individual student performance.</p> <p>Describe how your feedback specifically addressed your students' learning needs.</p>	Analyze what students learned based on an assessment that is aligned with the content learning goals.	
Analysis & Reflection	Reflect on next steps for individualized student learning.	Synthesize what you know about your students, what they have learned, the content learning goals, and academic language development to plan the appropriate next steps in instruction?	

Overview of English-Language Arts TPA Assessment

TPAC Task	What to Do	What to submit
1. Planning Instruction & Assessment	<ul style="list-style-type: none"> ✓ Complete the Context for Learning form to provide relevant information about your instructional context. ✓ Select a learning segment of 3-5 lessons (or, if teaching English-language arts within a large time block, about 3-5 hours of connected instruction) that supports students in developing an understanding and interpretation of complex features of a text and in creating a written product responding to text. ✓ Determine what content and related academic language you will emphasize. ✓ Consider your students' strengths and needs, create an instruction and assessment plan for the learning segment, and write lesson plans. ✓ Respond to commentary prompts to describe your students and teaching context, and explain your thinking in developing the plans and how they reflect what you know about your students as well as research/theory. ✓ As you are teaching, complete daily reflections by answering the prompts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Context for Learning Information Lesson Plans for Learning Segment <input type="checkbox"/> Instructional Materials <input type="checkbox"/> Assessment tools and criteria <input type="checkbox"/> Planning Commentary <input type="checkbox"/> Daily reflections
2. Engaging Students & Supporting Learning	<ul style="list-style-type: none"> ✓ Identify opportunities to a) present or review a concept, process, or content that is needed during the learning segment; and b) extend student thinking and response through unscripted teacher-student interaction. .Select at least one lesson for filming. ✓ Collect permission forms from parents and prepare for filming. ✓ Video the lesson. ✓ Review the video to identify two video clips that meet requirements. The total running time of each clip should not exceed 10 minutes. ✓ Respond to commentary prompts to analyze your teaching and your students' learning in the video clip(s). 	<ul style="list-style-type: none"> <input type="checkbox"/> Video Clip(s) <input type="checkbox"/> Video Label Form <input type="checkbox"/> Engagement Commentary
3. Assessing Student Learning	<ul style="list-style-type: none"> ✓ Analyze student performance across the class from one assessment completed during the learning segment. ✓ Identify three student work samples that illustrate class trends in student understanding. ✓ Select two focus students from the class whose learning you will analyze in more depth, and for whom you will document feedback on their work. ✓ Respond to commentary prompts to analyze the extent to which the whole class met the standards/objectives, analyze the individual learning of two focus students and describe your feedback to them, and identify next steps in instruction based on your analysis. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation Criteria <input type="checkbox"/> Student Work Samples <input type="checkbox"/> Evidence of Feedback <input type="checkbox"/> Assessment Commentary

TPA Design Principles

- Discipline Specific
- Integrative
- Student Centered
- Provides Analytic & Formative Feedback to Candidates and Programs
- Affords Complex View of Teaching based on Multiple Measures

adapted from SCALE @ Stanford University

Focus of TPA Assessment

- A meaningful chunk of instruction around a big idea or essential question for students in a particular class
- Support for both content learning and academic language development
- Strategies and materials tailored to the students in the class

source: SCALE @ Stanford University

Learning Segments

- Instructional period documented in TPAC assessment
- 3-5 lessons (elementary) or 3-5 hours of instruction (secondary) of a set of lessons that build one upon another toward a central purpose, with a clearly defined beginning and end
- Centered around a specified subject-specific focus, e.g.,
 - skills and strategies to comprehend and/or compose text for elementary literacy;
 - using key scientific concepts and inquiry skills to make sense of one or more real world phenomena for science

Conceptual Framework

- **What?** – candidate describes plans or provides descriptions or evidence of what candidate or students did
- **So what?** – rationale for plans in terms of knowledge of students & research/theory, explanation of what happened in terms of student learning or how teaching affected student learning
- **Now what?** – what candidate would do differently if could do over, next instructional steps based on assessment, feedback to students

source: SCALE @ Stanford University

Teaching Event Records of Practice

Analysis of **Context** (Instructional and Social)

Planning – Instruction & Assessment	Engaging Students & Supporting Learning	Assessing Student Learning
<ul style="list-style-type: none">▪ Lesson plans▪ Handouts, overheads, student work▪ Planning commentary	<ul style="list-style-type: none">▪ Video clip(s)▪ Daily reflections▪ Teaching Commentary	<ul style="list-style-type: none">▪ Analysis of Whole Class Assessment▪ Analysis of learning of 2 students▪ 3 student work samples▪ Assessment Commentary that includes next instructional steps

Critical reflection on learning & instruction
Support for **academic language** development

Targeted Competencies

- | | |
|-------------------|--|
| Planning | <ul style="list-style-type: none">• Planning focused, sequenced instruction• Using knowledge of students to inform teaching• Planning assessments to monitor and support student learning• |
| Engagement | <ul style="list-style-type: none">• Engaging students in learning• Deepening student learning during instruction• |
| Assessment | <ul style="list-style-type: none">• Analyzing student work• Using assessment to inform instruction• Using feedback to guide further learning |
| Reflection | <ul style="list-style-type: none">• Monitoring student progress and adjusting instruction• |
| Academic Language | <ul style="list-style-type: none">• Understanding language demands and resources• Expanding students' academic language repertoire |

Impact on You

- The tasks will correspond closely to the work currently expected
- You will have the opportunity to provide insight and input into the Field Test TPA
- You will receive a certificate of participation & successful completion for your resume

Rubrics

- Is the candidate ready for independent teaching (i.e., to be the teacher of record)?
- Rubric Levels
 - **Level 1** – Some skill but needs more practice to be teacher-of-record
 - **Level 2** – Acceptable level to begin teaching
 - **Level 3** – Solid foundation of knowledge and skills
 - **Level 4** – Stellar candidate, in the top 5% of candidates

Questions??

- At this point, what questions do you have about the design of the TPA?