St. Cloud State University – Teacher Education Unit
Conceptual Framework
Educating for a New Era
Description of Key Elements

Institutional/Unit Commitment to:

- **Excellence in Teaching**- The St. Cloud State University teacher education program is committed to preparing teachers who understand the importance of pursuing excellence by developing the knowledge and skills to become effective teachers and continuing to develop their knowledge and skills throughout their careers. This commitment is reflected in faculty who model excellence in their own teaching, reflect on their work and aspire towards continuous improvement.

- **Access and Opportunity**- The SCSU teacher education program has a strong history and commitment to providing access to students from different (socioeconomic, student with disabilities and cultural) backgrounds and giving students the support that they need to succeed in our program. As a state university, we offer affordable programs and provide financial assistance to help our students to pay for their programs.

- **Active and Applied Learning**- The SCSU teacher education program is committed to providing students with clinical experiences that allow them to practice the skills they are learning. Faculty members engage students in a variety of projects inside and outside the classroom to learn in an active and real manner.

- **Community Engagement**- SCSU as an institution of higher education is committed to involve students in the community to learn with and from community members, programs and professionals. The teacher education unit reflects this commitment through strong and active partnerships with P-12 schools.

- **Accountability that Improves Teaching**- SCSU teacher education program is committed to working with students to study and implement meaningful accountability measures and processes that are connected with assessing learning and improving teaching by better understanding student learning and being able to individualize approaches to learning to match student needs, level of understanding and style of learning.

- **Global and Cultural Understanding**- SCSU is committed to cultivating a multicultural and engaged campus that prepares students and faculty to embrace living, learning and working in a diverse global community.

Transforming Candidates and Supporting Faculty as Co-Learners to be:

- **Knowledgeable and Skilled Educators**-The basic knowledge base and skills for teachers are identified in the 2011 InTASC standards and refer to four areas: 1) Understanding the learner and learning environments; 2) Content knowledge-that is specific to each licensure area; 3) Instructional Practice-that involves understanding instructional strategies, planning for instruction and assessment; and 4) Professional Responsibility- A commitment to ongoing professional development and ethical practice and collaboration with others.

- **Caring and Ethical Professionals**- The understanding of the importance of building caring relationships with learners and colleagues as a basis for promoting individual and group learning. Ethical practice refers to an awareness of the ethical dimensions of teaching diverse learners and the nature of educational professionalism in the 21st Century.

- **Collaborative Leaders**- This role acknowledges that teaching is no longer a solitary activity within the walls of a classroom but depends upon working in a collaborative manner with other educators, other professionals, families and community members and the responsibility to be advocates for individual learners and the education system.

- **Reflective Practitioners**- Reflective practice involves the ability to assess educational practice by reviewing assessment data, understanding self as an educator/ learner and making adjustments to be more skilled and effective as an educator. Being a reflective practitioner requires a life-long commitment to learning and continuous improvement.

- **Creative, Flexible Problem Solvers**-Teachers need the ability to work with students in creative ways to maximize student learning and display the flexibility to be effective with learners from diverse backgrounds with differing abilities, learning styles and interests. They also need to be creative in engaging parent and family members in learning about a learner's background, interests and needs.

- **Advocates for Equity and Justice in Education**-The current context for education in the US reflects gaps in opportunities, inequity of resources for students in poverty and bias based on race, gender, sexual orientation and SES. Educators have to advocate for all students including individual students and groups of students who may face social injustices in our society.

- **Innovative Users of Technology**-The role of technology in education continues to evolve and educators need to seek innovative ways to engage learners through using and teaching with technology. This includes, but is not limited to enriching learning experiences, enhancing the learning environment, assessing individual learning and communicating with families.

Leading P-12 Students to:

- **Display Inquiry and Enthusiasm for Learning-** Learners need support for their innate curiosity to be understood and stimulated by activities in their educational settings. Educators model this enthusiasm for learning in their approach to education. They continue their own professional development and embrace new information, new ways of thinking and new ways of learning.

- **Thrive on Diversity-** Learners growing up in the 21st Century should embrace new opportunities to interact in a global environment where physical boundaries will no longer constrain their exposure to different ways of thinking and living. Educators model cultural sensitivity and global awareness reinforcing the importance of diverse ideas, cultures and values.

- **Construct Knowledge and Originate Ideas-** Learners will need to move beyond learning the current "facts" to being able to put knowledge together in new and creative ways. Educators model creative presentation and engagement with knowledge, using a variety of modalities including artistic, kinesthetic, technological and traditional.

- **Demonstrate Understanding through Authentic Assessment-** Learners need to demonstrate not just their memorization of facts or concepts but show how this understanding is applied in real-life situations. Educators construct and utilize authentic assessment to ascertain learners' mastery of skills and understanding.

- **Meet Well-Defined Standards-**Learners must demonstrate mastery of a core set of subjects that will continue to evolve with our understanding of what is most important. Educators continue to review and refine their understanding of current standards and develop relevant learning experiences.

- **Cooperate and Collaborate with Others in Multiple Contexts-** Learners and workers in the 21st Century will collaborate on projects that may stretch across different disciplines and cultures. Learning how to communicate and work as a member of a team on complex real-world issues is a necessary new mind-set and set of skills. Educators model collaboration in their interactions with colleagues, learners, families and community.

- **Demonstrate Technology Literacy-**Learners are able to use digital tools for research, problem solving, and decision-making in an information rich environment. They understand and practice the ethical use of technology in communicating and collaborating with others. Educators model innovative and ethical use of technology with learners and colleagues.

REV 01.2014

SCHOOL OF EDUCATION
Teacher Education Program Requirements

STEP ONE: Admission to Major	**Where:** Academic Departments **When:** Varies By Program • After meeting prerequisites • Typically fourth or fifth semester **Requirements:** Varies By Program • GPA • Minnesota Teacher Licensure Exam (MTLE): Basic Skills • Writing Sample • Interview ***SEE ADVISOR OR DEPARTMENT OFFICE FOR SPECIFIC DEADLINES AND REQUIREMENTS***
STEP TWO: Admission to Teacher Education	**Where:** School of Education Dean's Office (Education Building A110) **When:** After being admitted to major **Requirements:** • **GPA:** 2.75 • **MTLEs:** Score of 220 or higher on all exams • **Intro to Education Course:** Grade of C or higher • **Admitted to major**
STEP THREE: Application for Student Teaching	**Where:** Office of Clinical Experiences (Education Building B120) **When:** One year prior to expected student teaching **Requirements:** • **GPA:** 2.75 • **MTLEs:** Passed by the beginning of the semester prior to student teaching • **Admitted to Major** • **Admitted to Teacher Education** • **Meet program eligibility requirements** • **Program advisor approval** ***ATTEND STUDENT TEACHER ROUND-UP MEETING FOR APPLICATION INFORMATION***

Rev. Aug. 2013

MTLE
Minnesota
Teacher
Licensure
Examinations

Do you need to take the MTLE Basic Skills Exams?

The Minnesota Teacher Licensure Exam (MTLE) is now the sole means of assessing the basic skills, pedagogical and content area knowledge of Minnesota P-12 teacher candidates. In order to be recommended for a teaching license, you will need to pass tests in all three areas (Basic Skills, Pedagogy & Content Knowledge).

The Basic Skills tests should be taken early in your program. Many upper level courses are restricted if you have not taken these exams. There are three subtests to the **Basic Skills** test: Reading, Writing and Mathematics. *If you have taken and **passed** part or all of the Praxis I (PPST), prior to September 1, 2010, you do not need to re-take that portion of the MTLE, as long as you apply for licensure by Dec. 31, 2015.*

Note: SCSU teacher candidates must get a score of 220 or above on each subtest in order to be admitted to Teacher Education. Candidates are required to pass the Basic Skills subtests in Reading, Writing and Math <u>prior</u> to student teaching.

The MTLE exams are computer-based, and are available at select testing centers around the state of Minnesota. The SCSU Testing Center, located in Atwood Memorial Center, Room 219, is one of the state-approved sites.

These exams are **now available year round**. Due to high demand, it is still advised to register early. There is no benefit to you in waiting to attempt these exams. If you do not pass a portion of the MTLE Basic Skills Exam, you will have to wait 45 days to retake that subtest.

To register and schedule your exam, go to www.mtle.nesinc.com

Registration is a two-step process. You register first, and once you have paid, you are able to schedule your test dates, times and locations. **Please note:** in order to take your exams on different days, which is recommended, you must pay for them separately. In other words, put only one subtest in your cart, check out, and then repeat the process for each remaining subtest. While this may take a lot of time now, it pays off on test day!!

Test takers with disabilities – please complete the Alternative Testing Arrangements Request Form on the MTLE website, or stop in the MTLE Center for assistance!

Additional information is available in the MTLE Center (EB A131) or Student Services Office (EB A117). MTLE Center hours vary by semester and are posted by the door. Please check for a time that works for you.

Rev. Aug. 2013

St. Cloud State University requires a score of 220 on the MTLE Basic Skills tests in Reading, Writing and Mathematics for admission to Teacher Education. To enter student teaching, these exams must be passed (passing = 240). Regardless of anyone's opinions about these tests, they are the single means of demonstrating mastery of basic skills accepted by the Minnesota Board of Teaching, who oversee regulations related to teacher licensure. To become a fully licensed teacher in the State of Minnesota, you will be required to pass these tests.

In an effort to help you plan your program and make important decisions about your future, please consider the following data, based on experiences of other teacher candidates. We provide this information so you can make informed choices about continuing in teacher education. We do not want candidates to spend thousands of dollars in tuition and countless hours in classes if they are unable to complete the program.

ACT Score	Previous Basic Skills Attempt	Likelihood of passing
23 or higher	---	It is likely that you will pass the MTLE Basic Skills
Between 20 and 22	221-239	It is likely that you will pass the MTLE Basic Skills exams, but preparation and use of study guides is strongly recommended.
Between 18 and 19	201-220	The MTLE Basic Skills exam will likely be very challenging for you. Preparing by using study guides, attending workshops and taking practice tests is strongly advised.
Between 14 and 17	181-200	It is possible you will not pass the MTLE Basic Skills exams. Meet with your advisor, the Student Relations Coordinator or someone in the MTLE Center to develop a plan for success prior to attempting the tests.
Below 14	Below 181	It is highly unlikely that you will pass the MTLE Basic Skills tests. You should make an appointment to discuss alternatives with your academic advisor.

Rev. Aug. 2013

MTLE Basic Skills Information

The Minnesota Teacher Licensure Exam Basic Skills Tests assess general college-ready competencies in Reading, Writing, and Mathematics. There are Basic Skills practice tests available on the MTLE website. Students report that these practice tests are very helpful, but there is a cost for them. You can choose to take one, two, or all three. If you are at all worried about passing these tests, it is recommended that you take the practice test in that area. It may seem like a lot of money now, but retaking the test is also costly and time consuming.

http://www.mtle.nesinc.com/TestView.aspx?f=HTML_FRAG/MN001_PrepMaterials.html

There are also study guides available on the MTLE website that are very detailed and have helped many students. We recommend the NES Prep study guides available at this site. http://www.myneslab.com/MN/. You will receive access to these study materials for six months.

It is also recommended to review **directions for the written assignments** and sample questions for the Minnesota Basic Skills tests and the test specifications. This will undoubtedly help you in your preparation.

http://www.mtle.nesinc.com/TestView.aspx?f=HTML_FRAG/MN001_SG.html

To date there are very few free materials to prep for the MTLE Basic Skills exams; however, there the following websites may be of help for those taking the MTLE Basic Skills tests.

Additional MTLE Practice Tests:
Math: http://www.mtlemath.com

Reading: http://www.mtlereading.com

Writing: http://www.mtlewriting.com

The **Write Place** is located on campus and offers a variety of free workshops throughout the year. A list of resources is included on their website; feel free to check them out: http://www.stcloudstate.edu/writeplace/

There are other materials available online that are free to use. These materials have been developed for other states that use the same testing company (Pearson) for assessing the basic skills of future educators. While these resources can be very helpful in preparing you for your exams, they should be reviewed carefully as they are NOT aligned specifically to the Minnesota exams.

California Basic Education Skills Test (CBEST)
http://www.cbest.nesinc.com/PDFs/CA_OPT_Math.pdf
http://www.cbest.nesinc.com/PDFs/CA_OPT_Reading.pdf
http://www.cbest.nesinc.com/PDFs/CA_OPT_Writing.pdf

Rev. Aug. 2013

Georgia Assessments for the Certification of Educators (GACE)
http://www.gace.nesinc.com/GA_PG_200201202_opener.asp

Michigan State Teachers Certification Exam (MTTC)
http://www.mttc.nesinc.com/PDFs/MI_field096_SG.pdf

Certification Examinations for Oklahoma Educators (CEOE)
http://www.ceoe.nesinc.com/PDFs/OK074PBT_PracticeTest.pdf

Additional resources can be found online that can help you fine tune your math, reading, writing, and typing skills. Below is a list of websites that offer a variety of resources.

Math Review
Math Videos: http://www.khanacademy.org; http://www.yourteacher.com

Math Concept(s): http://www.algebasics.com; http://www.math.com; http://education-portal.com/academy/course/index.html

Writing Concepts
http://owl.english.purdue.edu/

Typing Practice
Free typing timed tests and typing games: http://www.typingtest.com

WORK TOGETHER

FORM STUDY GROUPS

ATTEND WORKSHOPS

PRACTICE!

Rev. Aug. 2013

Important MTLE Basic Skills Deadlines

In order to student teach, you must meet the following deadlines:

For Fall student teaching, official passing score reports must be on file in the School of Education Dean's Office no later than **January 15**th of the semester prior to student teaching.

For Spring student teaching, official passing score reports must be on file in the School of Education Dean's Office no later than **September 15**th of the semester prior to student teaching.

Background Check Issues Relating to Teacher Licensure and Employment

Teachers are entrusted with educating children and preparing youth to lead successful lives as adults. With such an important role, criminal background checks are a necessity for anyone wishing to become an educator. Although minor crimes may not interfere with your pursuit to be a teacher, certain criminal offenses will prevent you from achieving certification. Each state legislature determines what standards must be met before a teacher can receive certification to practice as an educator. This includes a list of crimes generally not permissible for a professional teacher. In addition, districts may have their own standards relating to information on criminal history background checks that may disqualify a teacher from consideration.

Crimes Involving Children

Potential teachers must not have been convicted of transporting a minor over state lines or withholding a child's location to prevent custody proceedings or any proceedings related to the abuse or neglect of a minor. Child abuse and neglect and any contribution to the delinquency of a minor are felony offenses that can prevent teacher certification. While not a felony offense, the misdemeanor crime of battery to a child also affects a person's eligibility to become a teacher.

Sexually Related Offenses

Anyone wishing to teach children must be clear of any sexually related offenses. This includes child molestation, sexual battery, or lewd and lascivious conduct against a minor or an adult. A sexual offender or predator need not even apply to teach children. Most states will deny a teacher certification if a candidate has been convicted of voyeurism, prostitution or being a peeping tom, as well as possession of pornography involving juveniles.

First or Second-Degree Crimes

A teacher candidate who has been convicted of a first- or second- degree crime will be denied certification or renewal of a teaching certificate. Burglary, grand theft, manslaughter and murder are crimes that would fit into this felony category of a serious nature. Home invasion robbery, carjacking and dealing in stolen property are also crimes that will stop teacher certification.

Drug Activity

With zero tolerance for illegal drugs on a school campus, a teacher certainly does not need a serious drug offense record. Many states will not issue a license to any teacher who has been convicted of manufacturing drugs or trafficking in illegal narcotics. Habitual drug users are also not allowed to hold teacher certification in many states.

Endangering Others

Educators or teacher candidates who have endangered the safety of others and been convicted of related crimes will not be allowed to receive certification in many states. Making a terrorist threat, kidnapping a child or adult, and stalking someone can also result in the denial of teacher certification. Any type of weapons charge would also be grounds for denial. Some states do not allow teachers who have been convicted of aggravated battery or assault to receive or maintain certification.

Occupations and Activities Serving Children

Persons Offered Employment by a K-12 School, Including Teachers and Athletic and Academic Extracurricular Activity Coaches*

Scope of Background Check
- Criminal history check from the Bureau of Criminal Apprehension (BCA); for nonstate residents, also a check of records in state of residence or FBI records
- No limit on look-back period

Mandatory or Optional
- Mandatory, however, hiring authority (1) may decide not to request the check if the applicant received the initial teaching license within the past 12 months, or (2) may use the results of a check conducted by another school hiring authority if it was conducted within the past 12 months, the results are accessible, the subject executes a written consent form, and hiring authority has no reason to believe individual committed a disqualifying act since the check was completed

Effect of Background Check
- Conditional employment pending completion of background check may be terminated based on results of check
- Exempt from the Criminal Offenders Rehabilitation Act

Who Requests and/or Performs Check; Fee
- Hiring authority requests check from the BCA
- If applicant is from another state, hiring authority also must request similar check from that state or, if no equivalent state agency exists there, from the FBI
- Applicant must provide a money order or check payable to the BCA or hiring authority, at the hiring authority's choice, to cover the actual cost of the background check; hiring authority may also accept other negotiable instruments as payment

Rights and Duties of Subject
- Right to notice of the effect indicated above Applicant must provide executed criminal history consent form

Liability and Immunity/Data Practices
- Hiring authority is not prohibited from hiring applicant with a criminal record pending completion of a background check
- Hiring authority is not liable for failing to hire or terminating based on results of check

Persons Seeking Licensure by the Board of Teaching
Minn. Stat. § 122A.18, subd. 8; Minn. Rules 3512.1600 and 8710.0900

Scope of Background Check
- State and federal criminal history check
- No limit on look-back period

Mandatory or Optional
- Mandatory for all initial license applicants

Effect of Background Check
- Board has discretion to license or refuse to license an applicant who has a criminal record (implicit in statute)
- Statute is silent as to what crimes may be the basis for refusing to issue or revoke a license
- Conditional employment pending completion of background check may be terminated, based on results of check
- Exempt from the Criminal Offenders Rehabilitation Act

Who Requests and/or Performs Check; Fee
- Board of Teaching requests background check BCA must perform state and federal check
- License applicant must provide a money order or cashier's check, payable to the BCA, for the cost of conducting the background check

Rights and Duties of Subject
- Right to notice that a license may be revoked depending on the results of the background check
- Right to a contested case hearing
- Application must include an executed criminal history consent and fingerprints

Developed by:

Tracy Flynn Bowe, JD, MA
Executive Director of Human Resources
St. Cloud Area School District   2013

REV 01.2014

Professional Dispositions

- Demonstrates enthusiasm (e.g. body language, eye contact, using students names)
- Arrives on time and ready to teach (is reliable)
- Accepts responsibilities assigned by the cooperating teacher and university supervisor
- Carries out assignments independently, when appropriate
- Demonstrates flexibility—adapts easily to changing circumstances
- Demonstrates initiative—seeks to make a contribution to the classroom and the school
- Demonstrates respect for students and their families
- Focuses attention on the students and instruction when at school—is not distracted
- Exhibits sensitivity and responsiveness to the needs of students and staff
- Dresses appropriately for the classroom or professional situation
- Demonstrates mature, respectful and appropriately friendly behaviors and mannerisms
- Demonstrates ability to work collaboratively
- Exercises sound professional judgment when working with colleagues, school personnel and community members.
- Believes that all students can learn

Data Collection / Assessment in the Teacher Education Unit

Professional educators use data on a daily basis to drive decisions. Much as classroom teachers use data on student performance to modify their instruction, the School of Education uses data from you to make changes in programs and services. As teacher candidates at St. Cloud State University, you will be expected to participate fully in data collection. This is an important part of our continuing accreditation and a professional responsibility as a future educator.

Throughout your teacher education program, you will be asked to complete a number of surveys and other instruments in order for us to gauge how we are doing as a unit. Your responses to these surveys will never be singled out – we only report aggregate data. We might separate the data by program area, looking for example, at how candidates in chemistry education respond compared to candidates in early childhood education. You will never be individually identified in any report. It is critical that you take these data collection opportunities seriously, and provide thoughtful and honest responses.

As you progress through your program you can expect a minimum of four critical surveys. Specifically, you will be asked to complete:
- **Entry Survey** – this is *required* of all candidates entering a teacher education program at SCSU or taking ED 200, SPED 200, CFS 200 or ED 300. It will ask you about your prior educational experiences and your decision to become a teacher. This information is important as we think about recruiting candidates into high need areas of education and shaping our programs to meet the needs and interests of incoming candidates.
- **Exit Survey** – this will be administered during your final student teaching experience. *It is required.* This is a fairly lengthy survey that explores how well you feel you were prepared to teach and work in a school setting. Again, this is very important feedback that helps us identify areas of strength and areas in which we need to improve.
- **Transition to Teaching Survey** – you will receive the link to this one year after you graduate. This survey will look much like the exit survey, but gives us important information about how perceptions of preparation provided at SCSU may change once you have a year of classroom experience. This is very important information for accreditation and program approval. Obviously, we can't hold your grades if you don't complete it, but *we expect you all to do so in keeping with your professional responsibility*. It is required for continuing accreditation.
- **Employer Survey** – once you have been teaching for a year, around the same time as the Transition to Teaching survey, we will ask your employer to provide feedback about the quality of your preparation. This will not affect your employment, but will provide meaningful feedback to us about the strengths and weaknesses of our programs from the perspective of employers. This is required for continuing accreditation.

There may be opportunities to serve on focus groups and advisory panels during the course of your preparation. Please take advantage of these opportunities as they come up, as we value your input!

As other data collection instruments are developed to assess our performance in other areas, this list may change. You will be expected to work with the programs and the university in the collection of data required for ongoing program approval and/or accreditation activities.

The **Entry** and **Exit** surveys will be administered in **Tk20**. This is a data management system used across all content areas at SCSU. There are tutorial videos available for you on the OCE website (www.stcloudstate.edu/oce). The Entry Survey will be part of your early field experience binder and the Exit survey will be part of the student teaching binder.

To log in to Tk20, go to https://stcloudstate.tk20.com.

Teacher Education Orientation
The edTPA

What is it?

The edTPA (Teacher Performance Assessment) is an educator-developed, reliable and valid performance assessment of skills focusing on five areas demonstrated as crucial in effective instruction (Planning, Instruction, Assessment, Analysis of teaching, & Academic language) arranged into three task domains (Planning, Instruction, and Assessment). Please consider some of the following characteristics of edTPA in your program

- Completed and uploaded to Pearson or university site during student teaching
- Complete pieces of edTPA during your program/ask each instructor in your major about this (Example—SPED 200; intro to the edTPA & its structure, context for learning, & introduction to academic learning
- You complete work during student teaching & your work scored both internally & externally
- The system is organized around your specific discipline (elementary majors have choices)
- Task 2, *Instruction*, requires videotaping segments of your teaching during student teaching
- A cost is involved

Why is it?

Educators have asked for evaluation of candidates that more precisely match the tasks undertaken by master teachers, e.g., planning instruction, assessment, analysis of teaching, and [attention to] academic language.

- In 2010 the MN legislature mandated that the state select a performance-based assessment for new educators
- The edTPA is part of a plan to accelerate the learning and effectiveness of new teachers
- The edTPA is part of a movement to supplement testing & perhaps ultimately reduce reliance on formal testing
- The system is part of the state-mandated process for evaluating the effectiveness of higher education teacher preparation programs

Find Out More

- edTPA Minnesota (http://www.edtpaminnesota.org/)
- D-2-L site edTPA fall 2013: If not enrolled, ask your instructor
- Other links provided on D-2-L site

Getting Started

- Look at *Making Good Choices* document (on D-2-L site
- Start reading about and exploring academic language as part of several tasks
- Start reading about and exploring context for learning as part of Task 1

The edTPA Architecture: Basics

In Pictorial Form
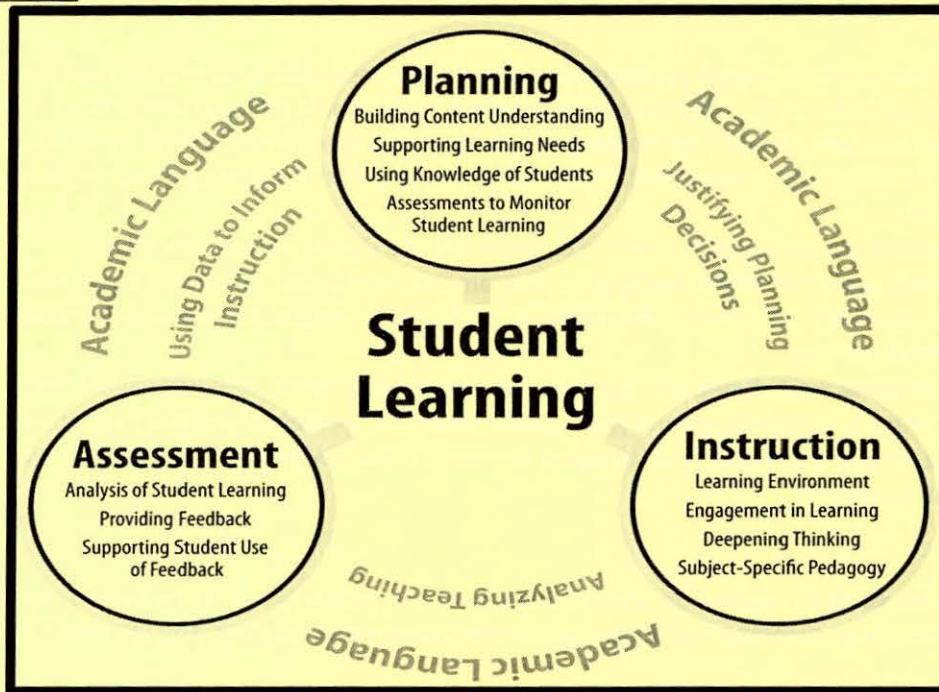
In Tabular Form

5 Crucial Areas	Artifacts: Elements that you will prepare, hand in, and upload	15 Rubrics: The domains/areas in which you will be scored
Planning	• Lesson plans • instructional materials • student assignments • assessments • your commentary on your process for planning	• Planning for content understanding • Supporting student's learning needs • Planning Assessment to monitor student learning
Instruction	• Unedited video clips • Instruction commentary	• Demonstrate a positive and engaging learning environment • Engaging students in learning • Deepening learning during instruction • Subject-specific pedagogy
Assessment	• Samples of student work • Summary of student learning • Assessment commentary	• Using knowledge of students to inform planning • Analyzing teaching • Using assessment to inform instruction
Analysis of Teaching	• Planning commentary • Instruction Commentary • Assessment commentary	• Using knowledge of students to inform planning • Analyzing teaching • Using assessment to inform teaching
Academic Language	• Unedited video clips and/or student work sample • Planning and assessment commentaries	• Identifying and supporting language demands • Evidence of language use to support content understandings

edTPA | Minnesota

New Teacher Says edTPA
Ensured Focus Was On Student Learning

WOODBURY, Minn. – Debra Walden didn't grow up dreaming to be a teacher.

Her mom had been teaching for decades, but Debra's love was science and she focused her undergraduate work on anthropology. In the process of earning that degree at the University of Wisconsin, however, she discovered she "loved being a student and loved education" and started seriously thinking about following in her mom's footsteps.

Eventually, after returning to school at the University of Minnesota to pick up the necessary education courses and on her way to licensure, she became one of the first teacher candidates in the state to go through a new performance assessment process called edTPA™.

Debra Walden

edTPA is research- and standard-based tool to independently measure a teacher candidate's readiness to teach. The assessment requires candidates to submit a portfolio that documents teaching and learning in a 3-to-5-day learning segment with a class of students. That portfolio includes an unedited video of the candidate engaging students in learning as well as examples of teaching materials that address planning, instruction, assessment, analyzing teaching and academic language.

"I found the process challenging, instructive, intimidating and overwhelming at times," says Walden, looking back from the vantage point of being a first-year teacher now at the Crosswinds Arts and Science School outside St. Paul. "We still had to pass our standardized tests, but it was the edTPA that forced us to ask, 'What is best for the students?'"

According to Walden, the edTPA process had a big impact on her preparation because it forced her "to be more reflective about why I did the things that I did. It was 'do it and reflect,' 'do it and reflect.' Assess how well it went. How do I know I improved it? Why am I going to present the lesson this way?"

The intimidating part came with the video of her classroom teaching.

"It's hard to watch yourself, to see all your flaws on display," explains Walden. "It's hard, but it's a really great teaching tool. And looking back now, it's surprising to see the progress I made since that video. It's so critically important to keep the focus on the students and whether they're really learning the material."

Now, Walden is teaching science to 6th and 7th graders at Crosswinds, a magnet school for the arts and sciences.

"Of course, every day in the classroom you mature and learn and improve," says Walden of her teaching at Crosswinds. "But I arrived here knowing the importance of keeping the focus on the students and not on me, and edTPA definitely was part of that."

edTPA | Minnesota

Minnesota edTPA:
Teachers Who Oversee Teacher Candidates

Minnesota is a leader in a nationwide effort to better ensure that teachers beginning their careers are truly prepared to teach effectively. This initiative revolves around the edTPA™ (formerly the Teacher Performance Assessment) process, which requires teacher candidates to demonstrate the skills needed to enter the classroom ready to help all their students learn.

The Minnesota legislature has mandated the use of a performance-based assessment of aspiring teachers and the Minnesota Board of Teaching adopted edTPA as the tool to satisfy the mandate. All 31 Minnesota institutions of higher education now require teacher candidates to complete the edTPA process during their student-teaching placement. The process provides Minnesota a common measure of teacher candidates by asking each to demonstrate skills required to improve student learning.

If you are a K-12 teacher who supervises or supports teacher candidates in their clinical experiences, you will see how the edTPA creates a more rigorous and meaningful experience for aspiring teachers and students. Teacher candidates will develop lesson plans and deliver instruction consistent with your school's standards and curricula. For the first time, however, all teacher candidates will focus on five priority areas and producing similar material for their final review, as outlined here:

The edTPA Focuses on Areas Critical to Effective Instruction

Areas Covered	Candidate Classroom Materials (Artifacts) Reviewed
Planning	Lesson plans, instructional materials, student assignments, assessments, planning commentary
Instruction	Unedited video clips, instruction commentary
Assessment	Samples of student work, summary of student learning assessment commentary
Analysis of Teaching	Planning commentary, instruction commentary and assessment commentary
Academic Language	Unedited video clips and/or student work samples, planning and assessment commentaries

edTPA was developed under the leadership of Linda Darling-Hammond and her colleagues at Stanford University in partnership with the American Association of Colleges for Teacher Education. More than 700 educators from 24 states and the District of Columbia and more than 160 institutions of higher education collaborated on edTPA to meet the need for a nationally available research- and standards-based assessment of candidate performance. The edTPA process draws on experience gained from the 25-year development of performance-based assessments of teaching, including the National Board for Professional Teaching Standards and the Performance Assessment for California Teachers.

4

edTPA | Minnesota

edTPA was developed under the leadership of Linda Darling-Hammond and her colleagues at Stanford University in partnership with the American Association of Colleges for Teacher Education. More than 700 educators from 24 states and the District of Columbia and more than 160 institutions of higher education collaborated on edTPA to meet the need for a nationally available research- and standards-based assessment of candidate performance. The edTPA process draws on experience gained from the 25-year development of performance-based assessments of teaching, including the National Board for Professional Teaching Standards and the Performance Assessment for California Teachers.

The video recording requirement

The video recording is a new requirement for teacher candidates that has been designed from the ground-up to protect privacy and confidentiality. The video clips will be submitted for scoring purposes only.

Teacher candidates are trained in advance to obtain appropriate permission for each child as well as adults who appear in any recording. Teacher candidates are expected to follow their cooperating school's policies and protocols for obtaining the necessary parental permission or to place non-participating children off-camera, but they can provide an edTPA-specific permission form if necessary.

The video submitted by each teacher candidate will not contain the candidate's name, the names of the cooperating teacher, school or district or the last names of the students. Each teacher candidate must agree in advance that the video cannot be shared, posted or used for any other purpose.

What you can expect

Eventually more than 3,000 teacher candidates who complete Minnesota teacher preparation programs each year will go through the edTPA process.

As a supervising teacher, your role will be the same as always, though there may be some new twists. Teacher candidates may need more input early about the context and background of their students so that they can learn to plan instruction based on specific student needs.

You also may find that the candidates may want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit. While candidates will have technical support from their preparation programs for their videos, they may ask you about your school's policies and protocols for securing parental permission for the recorded lessons.

Your collaboration as a mentor and facilitator will be critical to the overall experience and success of your student teacher. In return, the edTPA will foster professional dialogue that will enhance the mutual benefits both for veteran teachers and teacher candidates.

edTPA™

Implementation Resource Brief

Academic Language

By *Melanie Hundley, Vanderbilt University*

August 2013
Recorded Webinar (56 min.):
See Resource Library
PowerPoint Only: See Resource Library

Audience

- Faculty
- Program and institution leaders
- Clinical supervisors
- P-12 instructional coaches, building administrators, and district partners
- State/local education agencies

Recommended Use

Use this resource as an initial orientation to academic language as it is framed in edTPA.

Conceptual Rationale

Academic language is the language of school, content, and classrooms. It is the language that students need in order to understand, communicate, and perform in the content disciplines. Academic language includes the oral and written language structures used in the content area, the "thinking" structures used to organize and connect complex ideas, and the meaning-making strategies used to understand and communicate.

Experts think, act, and communicate in ways specific to their discipline; it is important for teacher candidates to see that "academic language is part of a cognitive toolbox for undertaking real content area tasks in the same or analogous ways to experts" (Wilhelm, 2007, p. 44).

Description

This presentation introduces the concept of academic language and explains how it is layered in the three tasks of edTPA. First, academic language is framed within classrooms as the language necessary for students to be able to participate and learn the discipline. The presentation then focuses specifically on academic language in planning, instruction, and assessment as described in edTPA. It then provides examples of academic language in specific content areas.
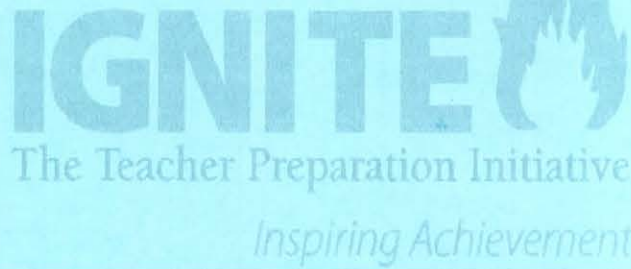
Key Points

- Academic language is more than the vocabulary of a content area; it includes the thinking and participation structures that are part of the discipline.
- Explicit attention to academic language is a key component of thoughtful planning, instruction, and assessment, as it helps provide the structures that students need to use in order to learn and engage deeply with the content.
- Teacher candidates are asked to attend to academic language in both planning and instruction, paying particular attention to the language demands for the lesson.
- An expectation of edTPA is that teacher candidates will scaffold the development of academic language in their students; candidates will attend to the vocabulary, discourse, and syntax necessary for students to learn and participate in the content of the learning segment.

Additional Resources

Kersaint, G., Thompson, D., & Petkova, M. (2009). *Teaching mathematics to English language learners.* New York, NY: Routledge.

Kersaint, G., Thompson, D., & Petkova, M. (2009). The nature of mathematics language. In *Teaching mathematics to English language learners* (pp. 46-52). New York, NY: Routledge.

Wilhelm, J. D. (2007). Imagining a new kind of self: Academic language, identity, and content area learning. *Voices From the Middle, 15*(1), 44-45.

Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms.* San Francisco, CA: Jossey-Bass.

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE
AMERICAN ASSOCIATION OF COLLEGES FOR
TEACHER EDUCATION
SERVING LEARNERS

Transformative Teacher Preparation for Today's Classrooms

Teacher Preparation Initiative at St. Cloud State University

IGNITE

The Teacher Preparation Initiative

Inspiring Achievement

Current Support for SCSU Graduates and New Teachers in our Six Partner School Districts (Holdingford, Monticello, ROCORI, St. Cloud Area, Sartell-St. Stephen, and Sauk Rapids-Rice:

- Full day workshop beginning of August: "Ready, Set, Teach: Tools for Success"
- Online networking though "Schoology"
- Half-day workshop end of October
- Full-day workshop in December
- Evening workshop in February
- Comprehensive support in each of our partner districts

These workshops involve veteran P-12 Teachers and SCSU Faculty networking with and facilitating groups of graduates and new teachers. Topics have included building relationships, class management, professional communications, stress management, technology, parent-teacher conferences, differentiation, working with students at risk, and due process/managing caseloads for special education.

Ideas Under Discussion for Support in Future:

- SCSU Faculty involvement in partner district induction programs
- Mini seminars on topics relevant to teacher candidates, recent graduates, and new teachers
- Use of technology to support teachers at a distance:
  - Instructional Coaching
  - Observing lessons and providing feedback
  - Addressing questions
  - Providing resources
  - Networking among new teachers