edTPA “BOOT CAMP”

Total Immersion Preparation
https://sites.google.com/site/edtpabootcamp/home

Nancy Casey & Paula Kenneson
St. Bonaventure University
Fall 2013
Boot Camp Goals

• Provide appropriate information
• Develop sense of community around the edTPA process
• “Unpack” the Handbooks
• Make the implicit explicit
• Ease confusion and allay fear
• Be unrelentingly positive
Please indicate your “comfort level” for each of the following aspects of edTPA

<table>
<thead>
<tr>
<th></th>
<th>I Get It</th>
<th>I’m Confused</th>
<th>I’m Really at a Loss</th>
</tr>
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<tbody>
<tr>
<td><strong>Overall understanding of edTPA</strong></td>
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</table>
Before We Started: Monday

Overall understanding of edTPA
- I Get It: 12
- I'm Confused: 6
- I'm Really at a Loss: 3

Academic Language
- I Get It: 11
- I'm Confused: 6
- I'm Really at a Loss: 4

Central Focus
- I Get It: 11
- I'm Confused: 7
- I'm Really at a Loss: 3

Collecting and analyzing data
- I Get It: 11
- I'm Confused: 6
- I'm Really at a Loss: 4

The edTPA rubrics
- I Get It: 14
- I'm Confused: 7
- I'm Really at a Loss: 3

Using theory and research in my narrative write-ups
- I Get It: 9
- I'm Confused: 6
- I'm Really at a Loss: 4

Videotaping, trimming and compressing
- I Get It: 10
- I'm Confused: 6
- I'm Really at a Loss: 4

n=21
Schedule

• Day 1: Brief Introduction
• Day 2:
  • High-stakes assessments
  • Academic Language
  • Reviewing the tasks
  • Understanding the rubrics
• Day 3
  • Central Focus, Standards, Objectives
  • Planning assessments that yield data
  • Giving Feedback
  • Making Good Choices
  • Professional Language
  • Research/Theory: How It looks in Practice
  • Video: Trimming and Compression
• Day 4
  • Organizing your portfolio
  • Evidence Chart
  • Analyzing Video
  • Appropriate Language (Avoiding Deficit Language)
  • HELP! HELP? – Acceptable Forms of Support

• Day 5
  • Backing up
  • Proofreading
  • Permission Letters
  • Video Best Practice
  • Review Timeline & Checklists
  • Self-assessment & looking at your own work
## Unpacking Academic Language

<table>
<thead>
<tr>
<th>Vocabulary/Discourse</th>
<th>Language Functions</th>
<th>Language Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>What will the students do with language</em></td>
<td><em>What reading, writing, speaking, listening, presenting tasks does the lesson demand of students</em></td>
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</tbody>
</table>
Academic Language

I Get It
I'm Confused
I'm Really at a Loss
## Connections to Principles of Research and Theory

<table>
<thead>
<tr>
<th>Who</th>
<th>Main Ideas</th>
<th>Terminology</th>
<th>Application in Classroom Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Bloom</td>
<td><strong>Taxonomy of Cognitive Thought</strong>&lt;br&gt;There are different levels of thinking – from simple “remembering” to evaluative</td>
<td>“Bloom’s Taxonomy”&lt;br&gt;HOTS – Higher Order Thinking&lt;br&gt;LOTS</td>
<td>Lesson objectives are carefully phrased using verbs that show student thinking&lt;br&gt;Questioning by teacher should require students to use a variety of levels of thought</td>
</tr>
<tr>
<td>Louise Rosenblatt</td>
<td><strong>Reading is a transaction between the reader and the text</strong></td>
<td>Transactional Theory</td>
<td>Readers bring their personal experience “to the table” when they read; each “transaction” is a unique experience in which the reader and text continuously act and are acted upon by each other. A written work does not have the same meaning for everyone, as each reader brings individual background knowledge, beliefs, and context into the reading act, so it is important to help readers use their knowledge to interpret a text; Don’t forget to “pull out” students’ experiences as they read; use good questions and model how you read</td>
</tr>
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</table>

### Phrases to use in your writing….

- “Bloom [or whomever] says… and so that influenced how I …”
- “Research by ____ suggests that ______, so ______”
- “I did this because…”
- “This decision was informed by…”
- “I know that…”
- “Research says…”
Making Good Choices Scavenger Hunt

• How specific do your references to theory, research and/or philosophy need to be?
• What subject-specific competencies must the lessons address?
• In the Elementary Literacy segment, must you address both Composition and Comprehension?
• For the assessment of student learning, what is one thing to avoid?
• How many student work samples must you have?
• How should you demonstrate a positive learning environment that supports and challenges students?
# Professional Language

<table>
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<tr>
<th>Appropriate Language</th>
<th>Inappropriate Language</th>
</tr>
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<tbody>
<tr>
<td>Students, Children, Class Items, materials, manipulatives</td>
<td>Kids Things</td>
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</table>
Organizing Your edTPA Files

- First, make a folder and name it correctly. Mine is on the desktop for easy access.
- Then, inside that folder, make folders for each of the edTPA tasks. El Ed will have 4; PE will have 3.
- Back up this folder to a flash drive and to your Cloud account. *Often. Every day. Really.*
Video

- We prepared and made available tutorials for iPad and Windows Live Movie Maker
  - iPad eduCreations tutorial
  - Windows
- During Boot Camp, students took video, trimmed and compressed
- This greatly eased anxiety
Organizing for the Process

- Weekly checklists
- Required submission
- Pacing, time management, disaster avoidance

**Student Teaching Week 1**

- I have discussed video permission forms with my Cooperating Teacher
  - I have to send home the letters
  - I have sent home the letters
  - or
  - Permission was obtained by the School’s general permission form
- A copy of the permission letter is filed in my binder
- I have asked all of the adults who work in my classroom to sign the video permission form
- I have talked with my Supervisor about videoing
- I have discussed the students in my class with my Cooperating Teacher
- I have reviewed all IEPs ~or~ There are no IEPs for students in my class
- I have reviewed all 504 plans ~or~ There are no 504s for students in my class
- I have begun to take notes on the learning needs of my students
Results

Tuesday

- Overall understanding of edTPA
- Academic Language
- Central Focus
- Collecting and analyzing data
- The edTPA rubrics
- Using theory and research in my narrative write-ups
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Thursday

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I Get It
I'm Confused
I'm Really at a Loss
“At a loss” has disappeared…

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Boot Camp Follow-up

• Student Teaching Supervisors are available
• Primary support is through a faculty “edTPA Liaison”
  • Available 2 evenings each week
  • Tracks progress through weekly checklists
  • Answers questions
  • Provides community time for student teachers
Recommendations

• Find a way to bring students together for extended time
• Make sure they all hear the same message
• Build community among student teachers
• Make the implicit explicit
• Give as many examples as possible

• Be unrelentingly positive
Questions? Comments?

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