



Developing and Implementing Practice-Based Clinical Assessments Aligned with the edTPA

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Participant Outcomes

- Learn about several assessments developed by CCSU faculty
- Discuss lessons learned from participation in edTPA pilots
- Share strategies for moving forward

Significant Factors

State & National Level

National level

- Blue Ribbon Panel
- Focus on evidence-based & high leverage practices
- NCATE  CAEP

State Level

- EPAC
- NTEP
- CEEDAR
- edTPA

Significant Factors

University Level

Strategic reorganization around teacher prep at the school level

- Governance structure
- Departmental reorganization

CEEDAR involvement

- Workgroup
- Training & technical assistance
- Resources (CEMs, ICs, professional development, networking)
- Accountability of deliverables & timelines

Sample Assessments

- **UDL Lesson plan template:** used in most of CCSU's teacher prep programs
- **Positive Learning Profile & Planning Assignment:** used in elementary (UG) & special education (G) programs
- **Video analysis:** used in CCSU's MAT program
- **Learning Segment:** used in special education (G) program

UDL Lesson Plan Template

Central Focus	
Standards Addressed	
Learning Objective(s)	
Related IEP Goal/ Objective(s)	
Communication Skill/Academic Language:	
Strategies/Supports to facilitate communication skill:	
Assessments (provide multiple means of expression)	Evaluative Criteria (note any relevant differentiation)
Key Vocabulary	

Lesson Procedures/ Learning Tasks and Timeline (use UDL Checkpoints and cite within the lesson plan)				
Times	Teacher Language and Actions (Note any co-teaching models as applicable)	Student Language and Actions	Formative Assessments	UDL Strategies (cite checkpoint) and/or accommodations/modifications
	Initiation:			
	Lesson Development:			
	Introduce and Model New Knowledge/Skills: ("I do")			
	Guided Practice: ("We do")			
	Independent Practice ("You do")			
	Closure:			
Lesson-Specific Materials				
	Teacher Materials	Student Materials	Targeted Materials (assistive technology, etc.)	

Positive Learning Profile & Planning Assignment

Purpose: Assesses TCs ability to differentiate instructional strategies/planned supports based on learners' academic strengths and needs and justify those supports based on pedagogical content knowledge and evidence-based practices

Rationale: Based on edTPA pilot data, planning was an area of need for our teacher prep programs

Components:

- Positive Learning Profile (learner strengths & needs, potential EB strategies)
- Planning Commentary (EB strategy description, connection to learner need & justification)

Video Analysis Assignment

Purpose: Scaffolded analysis of teaching

Rationale: Opportunities to record & upload videos, time stamping

Components:

- Lesson plan
- Two video segments:
 - 10 min segment in which TC is instructing a literacy or language objective in their discipline
 - 5 min segment in which students in the field placement classroom are using literacy and language to support content learning
- Written reflection

Video Analysis Assignment

Three Lenses



Lens 1: The Students

- What opportunities were created for students to make sense of the new learning?
- How did students show what they learned?
- What are students' specific learning needs?



Lens 2: The Teacher Candidate

- How did the candidate share responsibility with students for learning?
- How did questions lead students to learn?
- What supports were provided to deepen learning or scaffold students who were struggling?



Lens 3: The Learning Environment

- Preparing the learning environment to support learning?
- Creating an environment of mutual respect and rapport with the students?
- Communicating standards of behavior?

Learning Segment Assessment

Purpose: Assesses TCs ability to plan and implement a lesson plan sequence, assess student learning, and adjust instruction accordingly

Rationale: Based on edTPA pilot data assessment was an area of need for our candidates

Components:

- Instructional plan
- 5 lessons (including pre & post testing)
- Assessment plan (progress monitoring, student feedback)
- Analysis of teaching

Idea Sharing...

- What assessments have your programs developed/used?
- What is your biggest assessment challenge?

Ongoing Challenges

Task 1 Planning for Instruction & Assessment

- Justifying instructional decision making

Task 2 Instructing & Engaging Students in Learning

- Video compression & time stamping

Task 3 Assessing Student Learning

- Providing strong feedback to students

Next Steps

- Develop “through lines” on the selection & justification of EBPs in our program
- Embed assignments focused on providing students feedback and adjusting instruction in our methods classes
- Expanded use of video analysis
- Expanded training to TCs and faculty
- Ongoing use of data for program improvement

Contact Information

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