

Fall 2014 Conference Abstracts

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Co -Teaching in Student Teaching: A Curriculum Redesign that Works!

Dr. Nancy Melser, Asst. Professor of Elementary Education, Ball State University

Co-teaching in student teaching is a recent curriculum revision that really works. At Ball State University, the majority of student teachers are now placed in classrooms where co-teaching with the classroom supervisor occurs. In co-teaching, student teachers co-teach and co-plan for the children in the classroom along with their veteran teachers.

They work together, bounce ideas off of each other, and share new strategies for successfully teaching their students. As a result of co-teaching, teachers are more willing to accept student teachers in their classrooms, since they do not have to give up total control, and student teachers no longer feel abandoned when their teachers leave the classroom. This session will focus on the positive aspects of co-teaching, the ways that teachers and student teachers are trained in this process, and concerns/questions about the co-teaching process.

The complexities of assessment systems: Developing a plan to close the continuous improvement loop

Dr. Judy A. Abbott, Dean, Stephen F. Austin State University

Dr. Jannah S. Nerren, Associate Dean, Stephen F. Austin State University

Dr. Tracey C. Hasbun, NCATE/CAEP Co-Coordinator, Stephen F. Austin State University

Ms. Haley C. Gillen, Assessment Technologies Coordinator, Stephen F. Austin State University

This session will address strategies for closing the assessment and continuous improvement loop, which includes effective methods for collecting data, garnering faculty buy-in for assessment, and assessment for accountability and improvement – as they are one in the same. The use of assessment data to monitor and improve student-learning outcomes is at the very core of the education profession. Measuring student learning for the purpose of assessing performance, enhancing curricular effectiveness, and raising institutional standards are considered the primary foci of learning assessment and continuous improvement. This presentation will shed light on the process of building an effective assessment infrastructure, which includes the balancing of collecting assessment data on measureable outcomes and managing and administering a system to improve offerings for students. Attendees will see how the collected assessment data can be used to then drive improvement at the program level. Our program has moved and continues to move from a compliance-focused program to a continuous improvement for learning model. Our focus is on addressing the learning that occurs while in college and being able

to measure and assess the knowledge and skills students possess. With such a philosophy in place, we have developed a process of assessing students' acquisition of knowledge and skills as a component of their learning experiences through direct methods of assessment, by which the results of doing so have led us to enhancing the quality of programming we provide.

The Cornerstones and Keystone of Effective Assessment

Dr. Lance Tomei (Retired June, 2013) Director for Assessment, Accreditation, and Data Management at University of Central Florida

Assessment continues to grow in importance, and expectations regarding the quality of assessment data continue to rise. As a result, most colleges and universities are actively engaged in auditing and/or redesigning their assessment system. What does it take to ensure success in this important work? There are several key components and characteristics that serve as the cornerstones of an effective assessment system. This presentation will provide an overview of those cornerstones and suggest a "best practices" approach to effective assessment. There is also a keystone upon which the integrity of the entire assessment system depends--the quality of assessment instruments. Specific examples of commonly seen weaknesses in assessment instruments will be discussed along with strategies to help avoid those common problems.

Depth of Knowledge in Action: How Might Methodology Classes Reflect Partnership School Practices?

Dr. Lisa Nyberg, Professor, California State University, Fresno

Webb's Depth of Knowledge (DOK) framework (2005) provides a common language to determine the cognitive demand or "rigor" intended by the standards and assessments. Partnership teachers are beginning to apply the DOK framework to student performance assessments. Teachers are also working to meet the expectations of the Common Core State Standards as well as science standards.

Come see how the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS)...or state science standards...may be taught applying the Depth of Knowledge framework.

See how methods courses may move the theory into practice by reflecting the DOK framework.

Developing Highly Qualified Teachers through Professional Pre-Service Teaching Opportunities

Dr. Nancy Akhavan, Assistant Professor, California State University, Fresno

Ms. Nichole Walsh, Doctoral Candidate, Doctoral Program in Educational Leadership, California State University, Fresno

A particular area of concern in developing teachers for middle school classrooms is in respect to achievement trends of adolescent learners. Data from national studies on middle school achievement show performance deficiencies persist in the middle grades, whether students attend a Kindergarten through grade eight school model, a traditional seventh through eighth model, or a modified grade six through eight model. A study conducted in 2014 examined the success of pre-service teachers during a summer academy. Pre-service teachers were given a pre and post survey before teaching in the academy to measure their self-efficacy, academic ability and desire to teach, the control group included pre-service students who did not participate in teaching during the summer academy. The findings revealed pre-service teachers attitudes and confidence levels in their preparation to teach, and the differences between pre-service teachers' attitudes and confidence levels between candidates with and without summer teaching experience. Findings will be discussed in view of teacher development and effective pre-service teaching program experiences.

Development and Implementation of and edTPA online Tagging System

Dr. Mary Herring, Associate Dean, University of Northern Iowa

At the CAEP Spring Conference, Ray Pecheone spoke to the needs of edTPA 2.0 & ESA 'Cumulative' System of Assessment and Accountability. This session will share the process used to establish a cumulative, reliable and valid evidence for candidate learning and program accreditation, and a new technology solution to support an evidence-based accountability system.

Efforts to Embed Linked Learning Principles in the Single Subject Credential Program through Faculty Inquiry and Learning Communities

Dr. Nancy Akhavan, Assistant Professor, California State University, Fresno

Dr. Colleen Torgerson, Professor, California State University, Fresno

Ms. Cindy Brown, Director of Student Pathways, Porterville Unified School District

Since 2008 Fresno State has been working with several other California State Universities to implement programs focused on Linked Learning in California. California's Central Valley is unique in the high poverty and low education rates of the citizenry. To focus on increasing students' success in school as a way to address poverty and education, Fresno State has been committed to infusing Linked Learning principles in the secondary teacher preparation program. Focus of this work has been to inform preservice teachers about Linked Learning as a way to improve student engagement, ensure students meet 21st Century Skills and graduate with career ready skills. In 2014, efforts were redoubled at Fresno State to infuse Linked Learning across the entire single subject credential program. From engaging faculty across all schools and colleges, to forming a faculty learning community, the school of education faculty launched a systemic plan to embed Linked Learning into the credential program. This effort resulted in a collaborative inquiry which began with faculty working together across the University to develop understanding and need and resulted in faculty involvement in a robust programmatic focus on Linked Learning including school visitations, doctoral student research, and a partnership with a school district for teacher and administrator credentialing.

An Electronic Assessment System to Monitor Teacher Candidate Progress: Lessons in in Development, Implementation, and Planning for the Future

Dr. Tony Kirchner, Director, Educational Technology, Western Kentucky University

Dr. Jacqueline Pope-Tarrence, Associate Dean, Accountability and Research, Western Kentucky University

Dr. Tony Norman, Director, Educational Leadership Doctoral Program, Western Kentucky University

Educators at all levels have seen increasing demands for accountability in all facets of their work. These demands come from federal and state legislatures, national and state accrediting agencies, parents, and students. Higher education in particular has received particular scrutiny because of its impact on so many different aspects of society. The consumer driven society has pushed higher education to provide evidences of student learning and the impact institutions have on students and others in the community in which they serve. This scrutiny has increased the need for teacher preparation institutions

to address these accountability mandates effectively and provide defensible evidence of their accomplishments. The National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC), now under the umbrella of the Council for the Accreditation of Educator Preparation (CAEP), are the primary organizations responsible for accrediting educator preparation programs and ensuring that they consistently produce quality educators. Both have standards that address all major aspects of educator preparation, and many institutions struggle with the large amount of data needed to address these standards. This presentation will outline one institution's efforts to develop and implement a web-based accountability system that meets present NCATE and future CAEP requirements. After a brief introduction to the accountability structure and capabilities, focus will be on unit decisions, tools, and processes related to (a) "worthwhile" data collection, (B) reporting for program evaluation, accreditation, and continuous improvement, and (c) coordinating with state agencies to gather PK-12 student impact and other data in light of new CAEP expectations.

Expanding Teacher Education at Emporia State University with a 1-1 Mobile Initiative

Dr. Lori Mann, Associate Professor/Elementary Education Faculty, Emporia State University

Dr. Ken Weaver, Dean/Teachers College, Emporia State University

Dr. Matt Seimears, Chair/Dept. of Elementary Education/Early Childhood/Special Education, Emporia State University

One of technology's impacts on teaching and learning in P-12 schools in Kansas is students' increased use of mobile technology in the classroom. In a Kansas State Department of Education 2014 Digital Learning Report, 49% of 210 responding districts were currently implementing a 1:1 initiative. This rapidly increasing usage has implications for preparing teachers to engage students using devices. Emporia State University's 1:1 mobile device initiative called Hornet Connected Learning was created to require elementary education majors to obtain and bring their iPads to education courses starting this fall semester, to provide faculty with the training to become competent with using the device and expanding their pedagogy to teach effectively using the device, and to develop supports for both faculty and students as this initiative unfolds this year. This one-year old project is now launched with an assessment plan in place to evaluate the effectiveness of faculty and student use of the device for teaching and learning. What started in one program appears to be growing into a model for other programs around campus.

In this session, presenters will share the steps in developing and implementing Hornet Connected Learning, the training and supports for faculty and students, and the assessment

plan. The session will conclude with questions on how the 1:1 initiative is changing the culture of Kansas schools, the challenges for school principals and superintendents, and the long-term effectiveness of the device's impact on learning.

A Hybrid Approach to Teacher Preparation: Nevada State College Two Track Program

Dr. V. James Garofalo, Dean School of Education, Nevada State College

With a pre-service teacher certification student population that is first in their family to attend college, over ninety percent female, with an average age over twenty-five years, attending college part time while working at least thirty hour a week and sharing family responsibilities having completed their K-12 education in systems that are rated in the bottom five in the country, Nevada State College prepares successful in-service teachers for the Nevada Public Schools. This presentation describes the two track program employed and identifies indicators overlooked or negatively rated by the "Quality" of Teacher Preparation Program gurus.

Impact of the Conspiracy Against Educator Preparation: Multiple Measures to Counter-Act the DOE, CAEP, and NCTQ

Dr. Susan Tracz, Graduate Coordinator, School of Education, California State University, Fresno
Dr. Paul Beare, Dean, Kremen School of Education and Human Development, California State University, Fresno

This presentation will discuss the impact that the CAEP selectivity standard could have on the profession. Participants will learn the replicable methods of assessment used to demonstrate the benefits of teacher preparation and examine the differential effect of various pathways using questionnaires, TPAs, and forms of P-12 achievement data.

Panicked and Out of Ideas: Politics of Education Reform

Barmak Nassirian, Director of Federal Relations and Policy Analysis, American Association of State Colleges and Universities

For nearly three decades, a coalition of critics and politicians on both sides of the aisle has breathlessly warned of a massive failure of public education in the United States. As each grandiose national remedy to the (largely) manufactured crisis has collapsed, the education reform movement has opted to double down on the set of solutions it initially offered as a panacea: a mechanistic, test-driven approach combined with a blistering critique of

teachers and public schools. The paucity of results in the successive K12 initiatives, far from discrediting reformers, has instead turned their attention to higher education and teacher preparation programs. The remainder of this Administration's tenure and the pending reauthorization of the Higher Education Act will provide multiple opportunities for supporters and critics of teacher preparation programs to make their respective cases.

Partnerships Between Higher Ed and K-12: Affecting All Aspects of the Institution

Dr. Paul Beare, Dean, Kremen School of Education and Human Development, California State University, Fresno

Dr. Colleen Torgerson, Director, Partnership Programs, California State University, Fresno

Dr. Susan Tracz, Graduate Coordinator, School of Education, California State University, Fresno

Dr. James Marshall, Associate Dean, California State University, Fresno

This presentation will focus on the multiple levels of partnership between a University and six local school districts leading not only to better prepared teachers and higher K-12 achievement, but a plethora of services and involvement between institutions at multiple levels. Data in the form of Principal Surveys, TPA Scores, and P-12 achievement will be discussed.

Pre-service teacher knowledge of and readiness to teach to the common core standards: Comparing pre-service and inservice perspectives in the Common Core Standards

Dr. Raymond Lorion, Dean College of Education, Towson University

Dr. Eugene Schaffer, Chair, Department of Education, University of Maryland at Baltimore County

In spring 2014 surveys were conducted across Maryland's 24 school systems of nearly 10,000 teachers and school leaders and 650 pre-service interns across public and private teacher education programs concerning the respective samples' familiarity with and readiness to teach the Maryland College and Career Ready Standards. In fall 2013 comparable samples of teachers, school leaders and district office staff were surveyed concerning their views of transitioning from existing curricula standards to the Common Core. The presentation compares the fall 2013 and spring 2014 surveys of Maryland's educators and reveals interesting shifts in perspectives over time. Comparison of current and future (i.e., interns) generations of teachers reveals both progress and challenges for

the successful transition to the common core standards. The survey represents a portion of the investigators involvements as evaluators for Maryland's Race to the Top initiatives.

Rigor and Engagement in Online Instruction

Dr. Glenn DeVoogd, Professor, California State University Fresno

Dr. Karen DeVoogd, Professor, California State University, Fresno

Dr. Walter Ullrich, Professor, California State University, Fresno

Online instruction can engage the learner in intellectual ways not available in the face to face classroom. In discussion boards and interactive sessions, if the instructor evaluates posts with audio and video responses using a rubric that focuses on the readings, originality, depth, and significance to classroom instruction. In this workshop, we will demonstrate how professors evaluate online discussion and engage students through personal interactions using audio and video feedback.

Scaling Up the edTPA: Quick Wins, Spilt Milk, and other Lessons Learned

Ms. Lynn Lindahl, Director, Office of Field Experiences, UW-Whitewater

Dr. Melanie Agnew, Assistant Dean, UW-Whitewater

Ms. Marie Benson, Student Services Coordinator, UW-Whitewater

Wisconsin Department of Public Instruction has recently adopted the edTPA (teacher performance assessment) for licensure endorsement. The edTPA is designed to evaluate authentic teaching evidence using specific content area rubrics. Over the past two year (August 2012-2014), the College of Education and Professional Studies (UW Whitewater) has engaged in a variety of strategies to support this initiative. To date, we have piloted over 80 students in the edTPA across 11 programs. Early analysis of pilot data indicate that the greatest areas of support needed for teacher candidates is in assessment of student learning, use of academic language, and reflective critical writing in response to their teaching performance. Key strategies include increasing leadership capacity, policy development, faculty development, teacher candidate support, curriculum development and program redesign.

Student Perceptions of Teacher Testing: What They Think and How Universities Can Help

Dr. Nancy Melser, Asst. Professor of Elementary Education, Ball State University

As teaching certification and licensing changes, pre-service teachers are required to complete new and different tests in order to be certified as teachers. In Indiana, the testing procedure has recently changed, and many students are concerned about this process. This presentation will share the results of a recent survey that asked pre-service teachers their perceptions of new teacher testing. It will examine their concerns, issues, and how universities can better prepare future teachers for the successful completion of these tests.

Teacher Performance Assessment in California

Dr. Conni Campbell, Associate Dean for Teacher Education, Point Loma Nazarene University
Dr. Carlos Ayala, Dean of the School of Education, Sonoma State University

This study describes one of those multiple measures of pre-service teachers, the Teacher Performance Assessment (TPA), and the various models of Teacher Performance Assessments currently implemented. It examined the perceived value of teacher performance assessments from the perspective of 1000 teachers across California now employed and teaching in their own classrooms as beginning teachers. Analyses were completed by university leaders of teaching performance assessment implementation of various models at both public and private universities with the support of graduate student researchers and School of Education staff. The research team found that most teachers surveyed reported an enhanced understanding of key teaching aspects through the TPA assignment, at the same time they reported the teaching performance assessment to be unacceptably time consuming, stressful during clinical practice, and void of meaningful feedback.