

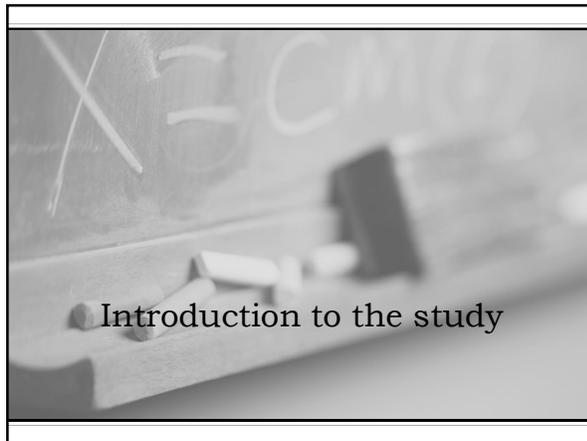
Supervising student teachers in the world of performance-based assessments: Professional Development Needs

Tamra S. Davis

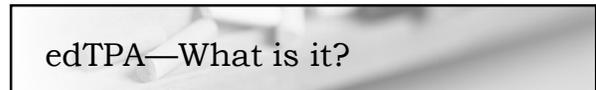


### Introductions

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### Introduction to the study



### edTPA—What is it?

- Education Teacher Performance Assessment
- edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need from Day 1 in the classroom.



edTPA is a subject-specific assessment



The assessment features a common architecture focused on three tasks:

Planning, Instruction, and Assessment



Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience



edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs  
engage real students in ambitious learning  
analyze whether their students are learning  
adjust their instruction to become more effective



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edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' Strengths and Needs  
**Engage real students in ambitious learning**  
**Analyze whether their students are learning**  
**Adjust their instruction to become more effective teachers**



Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators



edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning



edTPA has changed student teacher requirements, observations, and grading



Feedback for student teachers is now geared towards:  
Reflecting  
Asking Why?  
Focusing on student learning

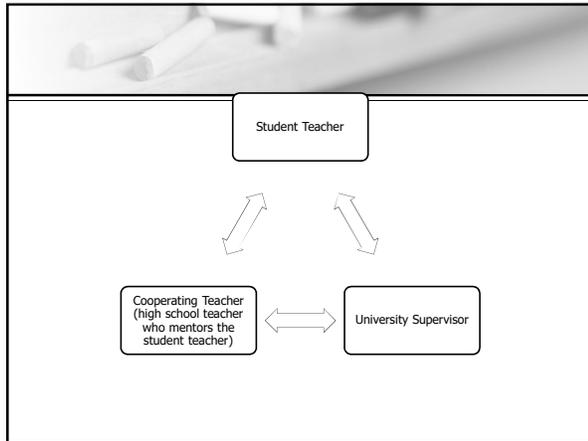


Reason for Study



Because of edTPA, the way student teachers need to be mentored has changed

The student teaching triad consists of



Edwards and Dendler believe that all three members of the triad need to be aware of differences in teaching philosophies

The confusion and misunderstandings that currently plague many student teaching triads may be alleviated through open discussions about **role** perceptions and expectations according to Johnson and Napper-Owen

Hunt, et al., said that

"Student teachers are not expected to have perfected their techniques. They are in a learning situation and need the university supervisor and cooperating teacher to provide them with guidance, encouragement, and advice".

Smalley, Retallick, and Paulsen found that training for cooperating teachers should emphasize the importance of skills and activities

**required during the capstone student teaching experience**



Isik-Ercan, Hyun-Young, and Rogers agree with Zeichner (2010) that the professionalization of student teaching supervision is crucial to the success of the student teacher. As a result, university supervisors should be provided with opportunities to grow professionally.



Fletcher concluded that more research is needed to qualitatively examine the unique and complex roles faced by university supervisors.



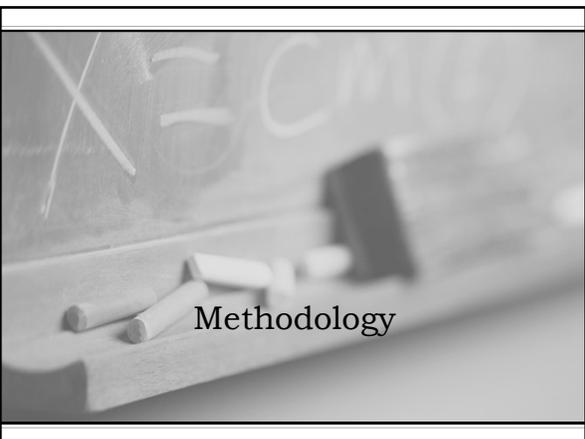
Research Questions



Focus for today's presentation

What are the expectations of competency in the areas of

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities



Methodology

- 
- Survey Research
  - Interview
  - Observation
  - Review of student teacher documentation



### Perceptions of Cooperating Teachers

- 26 Cooperating Teachers during the past five years
- 13/26 response rate (50%)
- Majority hold Master's Degree (9 of the 13)
  - Business Education
  - C&I
  - EAF
  - EdTech
  - MBA
  - MA Teaching
  - MS Education
  - Teaching and Learning

### Cooperating Teachers

- 8 of the 13 have been teaching 16 or more years
- All have at least 1 year of industry experience and 6 have over 6 years of industry experience
- 10 of the CTs are not required to be in the room with a student teacher at all times

### When can a student teacher be left unsupervised during the 10-week experience?

- 5 believe that student teachers can be left unsupervised during the first two weeks
- 5 indicated in Weeks 3 or 4

### University Supervisors

- Only 4 University Supervisors
  - Two full-time faculty (doctoral level degrees)
  - Two part-time faculty (master's level degrees)
- All have industry experience

### When can a student teacher be left unsupervised?

- Two indicated Weeks 3 or 4
- Two indicated Weeks 5 or 6
- Dramatic difference from CTs
  - 50% indicated Weeks 1 or 2
  - 50% indicated Weeks 3 or 4

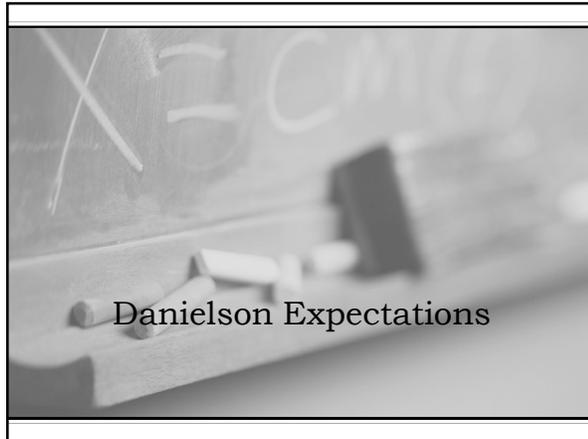
### University Expectation

Weeks 5 and 6

In some cases a full month later than the expectation of the CT

### Perceptions of Student Teachers

- Six current student teachers; eight pre-clinical teacher education students
- 7/14 response rate
- I can provide this summary if needed; however, this is not the focus for developing a Professional Development Seminar for CTs and USs



### Default Teacher Assessment used in schools is the Danielson Framework

- Summary of the Framework is provided in your handouts
- Please refer to the handout for the next section
- Framework Image
- Has four levels
  - Unsatisfactory
  - Basic
  - Proficient
  - Distinguished

### Planning and Preparation

- CTs' Expectations
  - 4 expected Basic
  - 6 expected Proficient
  - 1 expected Distinguished
- USs' Expectations
  - 3 expected Basic
  - 1 expected Proficient

University Expectations are that Student Teachers enter the experience at the Basic Level

Remember that the student teachers have had very limited clinical experiences at this point

### Classroom Environment

- CTs' Expectations
  - 3 expected Basic
  - 7 expected Proficient
  - 3 expected Distinguished
- USs' Expectations
  - 2 expected Basic
  - 2 expected Proficient

### University Expectations are that Student Teachers enter the experience at the Basic Level

Remember that the student teachers have had very limited clinical experiences at this point

### Instruction

- CTs' Expectations
  - 4 expected Basic
  - 7 expected Proficient
  - 2 expected Distinguished
- USs' Expectations
  - 2 expected Basic
  - 2 expected Proficient

### University Expectations are that Student Teachers enter the experience at the Basic Level

Remember that the student teachers have had very limited clinical experiences at this point

### Professionalism

- CTs' Expectations
  - 1 expected Basic
  - 9 expected Proficient
  - 3 expected Distinguished
- USs' Expectations
  - 2 expected Basic
  - 1 expected Proficient
  - 1 expected Distinguished

### University Expectations are that Student Teachers enter the experience at the Basic Level

Remember that the student teachers have had very limited clinical experiences at this point



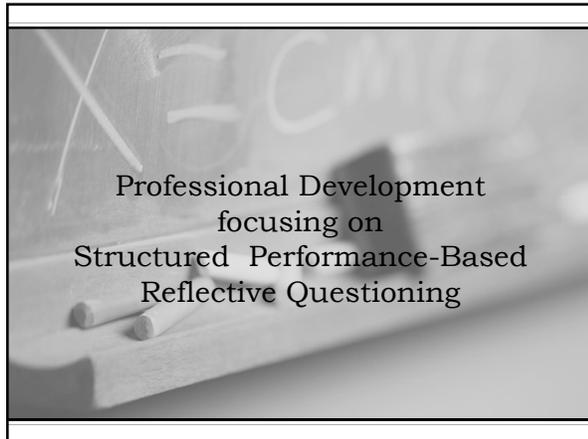
The questions asked from the Framework are used by the majority of schools in Illinois for professional teacher assessment

Most principals consider a first-year teacher to be "Meeting expectations at the Basic Level"

Tenured teachers meet expectations at the "Proficient" level  
(Tenured means a minimum of 5 years of experience at that school)

Very few tenured, experienced teachers earn the "Distinguished" level consistently

The CTs are holding the student teachers to the same standard as a **tenured, experienced** teacher



### Professional Development Supports

- Handout of Lesson Plan Template
  - First used in Spring 2018
- Handout of Structured Observation Notes Template
  - Planning to add to the Professional Development for CT and US personnel next year

### Professional Development Needs for the University Supervisor

- Requesting the Department Chair to consider allowing full-time faculty to act as University Supervisors for all student teachers located within 60 miles of the university

- If part-time supervisors are needed, an extensive training session is needed
  - The part-time supervisor was trained this year, but did not follow that training completely
  - In fact, she ignored most of the requirements of a US and acted more like a CT

### Professional Development Needs for the Cooperating Teacher

- Attempting to require a professional development session for CTs
  - Most of the negative comments we received were from CTs who had not attended any PD sessions or had not hosted a ST in 3 or more years
- Detailed PD for expectations from the university are needed

### Cooperating Teachers Need

- Lesson Plan template we use to teach candidates how to write plans
- Template on how to observe candidates and document the observations
  - Primary feedback of CTs to STs is on classroom management or instructional strategies/activities
  - Most provide feedback for lesson plans, questioning, and connecting to previous learning
  - Some provide feedback for other areas
  - Few provide feedback for all skills that are required by edTPA
- Details of edTPA
- How and what feedback to provide to candidates

## Conclusions

- Based upon this first step in our research
  - Professional development for CTs and non-faculty university supervisors is mandatory to improve our program
- Anecdotally from principals
  - Our student teachers become first-year teachers who meet the Proficient level on the Framework, often scoring higher than experienced teachers

## Future Research

- Potential focus group with this year’s CTs during the Fall 2018
- Pilot test the Professional Development program Spring 2019

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