2020 National TPA Implementation Conference

Day 1 - Thursday, March 26, 2020

Main Conference Begins

11:30 am-1:00 pm   **Renaissance Austin – Ballroom Foyer**
*Check-in * Exhibitors*

1:00-1:15 pm   **Ballroom A**

Welcome & Overview of Conference
Stanford Center for Assessment, Learning & Equity (SCALE)

1:15-2:15 pm   # Keynote by Monica Washington
*2014 Texas Teacher of the Year &
Manager of Inclusive & Responsive Educational Practices at BetterLesson*

(Introduced by Ryan Franklin, Texas Education Agency)

2:15-2:30 pm   **Coffee, Refreshments & Snacks Available in Ballroom B**

<u>Navigating Conference Sessions – A Program Guide</u>

Each session listed below has been assigned a number. Please reference these numbers when you are giving feedback about individual sessions via our electronic survey form.

We also love to hear from you on social media to get your real time take on the conference events - this year's hashtag is **#TPA2020**

As you navigate our diverse session offerings, program strands are indicated below (e.g., Candidate Support, P-12 Engagement). You'll also want to look out for special, designated sessions that showcase international work or might be particularly helpful for new implementers:

Global Focus

Recommended for Newer Implementers (but will have value for more experienced implementers, too!)

Lastly, please feel free to stop by our registration table if we can assist you with anything, and don't forget to visit our exhibitors in the Ballroom Foyer!

2:30-3:50 pm	**Thursday, March 26, 2020** **Concurrent Sessions 1**
Sabine 👍 *Candidate Support/Program Implementation* *Session #1*	*The Evolution of the Roles and Responsibilities of an edTPA Coordinator,* Hannah Reeder & Monica Lambert, Appalachian State University This session will focus on how an edTPA Coordinator's position at one institution has evolved over time from the inception of edTPA to implementation and now the overall maintaining of the edTPA process. The presenters will share a skeleton job description to take and use as a rationale when requesting an edTPA Coordinator position. *First Time edTPA Coordinators: Where Do I Begin?,* Janet Johnson, Dalton State College
San Antonio 🌎 *International* *Session #2*	*Lessons from Abroad – International Presentations* This session will include interactive panel presentations from international guests on their efforts to foster teacher quality and deeper learning – come join the global dialogue!
Pecos *Candidate Support & Feedback (Special Education)* *Session #3*	*Using High Leverage Practices to Support Teacher Candidates in Justification of Supports,* Katherine Green & James Schwab, University of West Georgia This session will focus on how to support teacher candidates to identify, select, and justify evidence and research-based supports for edTPA using High Leverage Practices materials from the CEEDAR and the CEC. Participants will learn how one institution has improved student success in teaching practice and edTPA in justifying supports and relating those supports to research and theory. The presenters will share information on how to gain resources from CEEDAR and CEC to help support teacher candidates.. *Aligning the edTPA with the High Leverage Practices in Special Education to Improve Student Outcomes,* Melissa Pebly, Shaheen Munir-McHill & Tiffany Jones, Portland State University This session will focus on how faculty have aligned the skills required of teacher candidates in planning, instruction and assessment to the high leverage practices in special education through our shared language and explicit links in resources and support materials. The presenters will share documents used in our teacher preparation that demonstrate alignment between edTPA and the HLP's including our initial mapping document and observation tool.
San Marcos *P-12 Partner Engagement & Induction* *Session #4*	*Principals' Connection of edTPA to the Continuum of Professional Development for Teaching,* George Michna, Robin E. Hands, & Michele Femc-Bagwell, University of Connecticut This session will focus on how edTPA connects to the broader continuum of professional development for teaching beginning with preservice-teacher education

	and throughout the career. The presenters will share P-12 administrators' content knowledge of edTPA, the use of teacher observation data in human capital decisions, and the weighting assigned to edTPA components in determining areas of support during the induction phase. *Bridging the gap – Pre-service to Accomplished Teaching: A Statewide Model of Induction Support,* Patrick Conetta & Beth Edwards, East Carolina University, Myra Watson, Western Carolina University & Laura Gutmann, SCALE This session will focus on 1) the context of the university-based induction model's program development; 2) the program's initial findings that led to policy implications and sustainability; 3) the development and use of a coaching framework using familiar edTPA constructs; 4) the benefits of the work on teacher preparation programs to engage P-12 partners with IHEs. The presenters will share how to assess current induction support within a state/region to identify opportunities to increase support within P-12 partnerships. Participants will engage in discussion about one university-based induction model and reflect on how the work could apply in their own context with possibilities for replication.
Trinity A *Candidate Support & Feedback/P-12 (Math)* *Session #5*	*The Power of Intentional Math Planning: From Compliance to Meaningful Implementation*, Aisha D. Simmons, University of Phoenix/Liberty County School System & Marshana Rivers, Duval County Public Schools This session will focus on equipping school district and college/university stakeholders with strategies to assist edTPA candidates or novice teachers through collaborative planning. The presenters will share an alignment of edTPA Task 1: Planning rubrics to teacher evaluation rubrics. In addition, stakeholders will receive guided common math planning questions to create a seamless and collaborative planning experience for all. *Striving for Success on the Secondary Mathematics Assessment Task,* Brenda Strassfeld, Touro College This session will focus on examining the ways we support our candidates to enable them to strengthen their responses to the assessment commentary prompts. The presenter will share why some candidates are missing the mark in their responses and how faculty and advisors can best support these candidates. Participants will examine and score candidate responses based on the 'understanding rubric level progressions' edTPA document.
Wedgewood *Candidate Support & Feedback* *Session #6*	*Click Refresh: Supporting Candidates after edTPA Submission*, Melissa Sloan & Linda Kight, Clayton County Public Schools This session will focus on how you get edTPA candidates to refresh their thinking and begin anew after receiving the scores. This session is interactive and designed to walk attendees through the edTPA data analysis process needed to develop an individualized remediation plan. Attendees will learn how to use data to provide feedback that leads to continuous growth. The presenters will share resources and examples of individualized plans. *Data-based Evolution of an edTPA Support System,* Samantha Romano & Melissa Harris, Montclair State University

	This session will focus on a large EPP's strategy for supporting teacher candidates for success on edTPA through the consistent analysis of data. The presenters will share their support structure, data analysis procedures, mistakes made along the way, and practical tips to help participants with their own support structures.
Ballroom A *Candidate Support & Feedback* *Session #7*	*Assessing Teaching Performance or Showcase Pedagogy: Changing the Mindset for Greater Candidate Success*, Diane Tunnell, Cathy Dieter, Amanda Coulter, & Shannan Palomba, Gonzaga University This session will focus on strategic scaffolds and resources that are embedded throughout Gonzaga's educator preparation program and provide a framework of differentiated yet equitable support for candidate success. The presenters will share strategies and resources to enhance candidate success in completing the edTPA. *Working Through the Dilemmas of Personalizing and Implementing the edTPA*, Donna Alderman, Cate Smith, & Geri Landry, University of Tennessee This session will focus on how to incorporate the edTPA into the program's curriculum and how to implement the edTPA for all candidates to use effectively. The presenters will share strategies and tools used to support candidates in the development, organization and completion of the commentaries. One of the implementation considerations discussed will be how to incorporate edTPA language/terminology and reflective thinking into all of the teacher preparation courses in the program. Another consideration will be strategies to help candidates personalize the edTPA process to make it meaningful.
4:00-5:20 pm	**Thursday, March 26, 2020** **Concurrent Sessions 2**
Sabine 👍 *Candidate Support & Feedback (Multiple Subjects)* *Session #8*	*Wearing Multiple edTPA Hats: Practical Strategies for Navigating Multiple Subject-Specific Handbooks in One Seminar,* Erin Hungenberg & Laurie Allen, University of Tennessee Chattanooga This session will focus on equipping new implementers with candidate support and feedback strategies for seminars with multiple subject-specific edTPA handbooks. The presenters will share graphic/thinking organizers, worksheets related to unpacking rubrics, and pacing guides that will provide attendees with numerous supports to take and implement. *Introducing the edTPA through Active Engagement & edTPA Steps to Success*, Rachael Schuetz, Oregon State University- Cascades This session will focus on engaging ways to introduce the edTPA, along with a research-based plan for candidate support that programs can implement immediately. The presenter will share digital copies of the engaging edTPA introduction activities and the edTPA Steps to Success documents. Each step walks candidates (and programs) through advice and ways to organize each task of the edTPA.

San Antonio *International* *Session #9*	*Lessons from Abroad – International Presentations* This session will include interactive panel presentations from international guests on their efforts to foster teacher quality and deeper learning – come join the global dialogue!
Pecos *Candidate Support & Feedback* *Session #10*	*Candidate Support and Success: Alleviating Stress and Building a Strong Sense of Self-Efficacy,* Karen Foster, Lincoln Memorial University This session will focus on methods for supporting candidates with the successful completion of passing edTPA portfolios while alleviating stress during the process.. The presenter will share methods for building self-efficacy and reducing stress and "burn out". *Preventing edTPA Burnout,* Frances Meyer, Metropolitan College of New York This session will focus on how to provide support for the struggle candidates experience while student teaching and writing their edTPA. The presenter will share strategies for coping with this challenge; suggestions made by members of the audience will also be shared.
San Marcos *Academic Language* *Session #11*	*A Shared Vision of Academic Language,* Tracie Vegh, Ohio University This session will focus on implementing a shared vision of academic language in a way that supports candidates' academic language understanding throughout their entire education program. The presenter will share how too often, the first time candidates are introduced to the concept of academic language is when they are beginning the portfolio process, which can result in superficial implementation. Considering that academic language and planned supports are an essential component of the edTPA, it is paramount that all program stakeholders have a robust, shared understanding of what academic language looks and sounds like in an edTPA environment. *Supporting Academic Language in Science Classrooms to Promote Equitable Learning for All Students,* Michelle Schpakow, Monmouth University This session will focus on helping student teachers to identify and create a thread that supports academic language development of all students in a science classroom, thus allowing for equitable learning of students with varied needs. The presenter will share templates and a strategy for helping student teachers to use academic language in a meaningful way across the learning segments.
Trinity A *Candidate Support & Feedback (Physical Education)*	*How Caring Theory Informs the Implementation of edTPA in a Quarter System,* Tanjian Liang, Heidi Henschel Pellett, Stefan Ward, & Mark Perez, Central Washington University This session will focus on the evolution of Physical Education and School Health (PESH) full-time practicum courses utilizing segments of the edTPA. The presenters will share current syllabi for each of the practicum courses, online materials, and curriculum maps with the attendees.

Session #12	*Physical Educator's Impact on Student Learning - Unpacking Task 3,* Mel Horton, Sacred Heart University This session will focus on constructs measured in Task 3 relative to physical education. The presenter will share insight regarding potential candidate evidence of impact on student learning. Common condition codes received by physical education candidates in Task 3 will also be discussed.
Wedgewood *Candidate Support & Feedback* *Session #13*	*edTPA Coaching: Maintaining Relationships, Supporting Candidates, and Reinforcement of Equitable Practices,* Terryl (Rock) Yates, East Tennessee State University This session will focus on the implementation of a peer-coaching model using recent graduates to support current pre-service teachers as they complete an edTPA. Emphasis will be on how the university and their P-12 partners establish a mutually beneficial relationship that builds the effectiveness of new teachers as they "teach the teachers." The presenter will share details of the administration of a peer coaching initiative. Attendees will participate in table talk to discuss not only the benefits of this program, but also solutions for the obstacles and challenges it presents. *Video Coaching for Improving edTPA Task Two Performance*, Barbara Long Bishop, West Georgia Regional Education Service Agency This session will focus on the use of Sibme's video coaching tool to improve teacher reflection, practice and performance on edTPA Task Two.. The presenter will share Task Two video examples and the time-stamped comments candidates and their coaches entered through Sibme, an online video coaching tool.
Ballroom A *Candidate Support & Feedback* *Session #14*	*Beyond Commencement: Supporting Teacher Candidate Success When the edTPA Result is Less Than Expected,* Chris Widdall, Emma Kanestrin, Johnnie Akins, & Danielle Barto, SUNY Cortland This session will focus on how one of the larger teacher educational institution has worked to create equable and diverse learning experiences that can be modified for each student's need before initial submission and how supports can be added to help students when they receive a less than successful score after program completion has occurred. The presenters will provide the attendees some venues of support for students prior to edTPA submissions and after a less than successful score arrives, and supply copies of emails that are generated for students who will need support, along with other informational content that is used to guide students on their additional edTPA submissions. *Candidate Centered Remediation and Retake,* Emily Sobul & Logan McKnight, University of North Carolina Wilmington This session will focus on providing guidance for faculty and edTPA support personnel in the implementation of candidate centered remediation. The presenters will share a remediation model that allows for differentiation among candidates by licensure area while providing individualized edTPA mentor support.

Welcome Reception
5:20-6:30 pm

Soft drinks & appetizers provided - cash bar
Ballroom B

Don't forget to stop by our exhibitor tables!

Interested in more edTPA Implementation Support?

Check out our National Academy of Consultants!

Our SCALE-trained consultants include dozens of experienced edTPA users from around the country. See http://edtpa.aacte.org/seek-support if you are interested in having one of these experts on teacher performance implementation visit your campus to do a handbook deep dive, explore academic language, guide local evaluation, or drive curriculum inquiry!

Many members of our National Academy are participating in the conference - look out for special designations on their badges – they can offer excellent guidance!

Additional educative support resources and our online community are also provided in partnership with AACTE at http://edtpa.aacte.org – check out the Resource Library and interactive forums!

Thank you to our consultants for all that you do to enrich our learning community!

	Friday, March 27, 2020
	Main Conference Continues
7:30-8:30 am	**Ballroom B/Foyer**
	*Light Breakfast * Check-in * Exhibitors*
8:30-9:40 am	**Ballroom A**
	Welcome Back!
	Laura Gutmann, SCALE
	Keynote by Deborah Delisle
	President & CEO of the Alliance for Excellent Education
9:40-10:10 am	**Looking Ahead with edTPA**
	Ray Pecheone & Nicole Merino, SCALE
	Facilitated Conversation
	Refreshed coffee, tea, & water available in Ballroom B after this conversation!
10:25-11:45 am	**Friday, March 27, 2020**
	Concurrent Sessions 3
Sabine *Candidate Support/Research* *Session #15*	*The Influence of edTPA on the Reflective Practice of Alternative Certification Teachers,* Charlotte Wheeless, Williams Baptist University & Brad Baine, Black River Technical College This session will focus on the results of Dr. Wheeless' 2019 qualitative descriptive study exploring the influence of edTPA on the reflective practice of alternative certification teachers. The presenters will share detailed data concerning the findings of the research study along with the areas of support that were most influential for the study population. *Exploring the Intersection of Alternative Licensure, Equity, and edTPA,* Alison Winzeler, NC State University & Pathways to Practice, Sarah Cannon & William Reynolds, NC State University This session will focus on practical and critical steps for implementing an edTPA support structure into an alternative licensure program. The presenters will share a list of ideas for incorporating the edTPA into curriculum, basic assignment ideas, a pacing guide, and a vocabulary.
San Antonio *Policy & Research* *Session #16*	*Investigating the Relationship Between Praxis Reading and Writing Scores and edTPA Performance,* Samantha Romano & Melissa Harris, Montclair State University This session will focus on a large EPP's strategy for supporting teacher candidates' after finding a significant correlation between Praxis I Reading and Writing Scores

	and edTPA scores. The presenters will share research findings of data collected over several assessment cycles showing a correlation between edTPA scores and Praxis Writing and Reading scores along with the planned intervention to promote candidate success on edTPA.
	edTPA Data Alignment: Looking at Multiple Measures of Teacher Readiness and Effectiveness from Pre-Service to In-Service Teaching, Amelia Brown, Geri Landry, & Stephanie Brennan, University of Tennessee
	This session will focus on the multiple measures of accountability in teacher preparation and in-service teaching, and examining the alignment and/or predictive validity of various data points. The presenters will share institutional data analysis and longitudinal data alignments that correlate edTPA performance with these other multiple measures relating to teacher preparation and teaching.
Pecos *Candidate Support/P-12/ Research* *Session #17*	*How the Integration of an Online Community Contributed to the Equitable Support of Teacher Candidates During the edTPA Implementation at an Urban Institution of Higher Education in the State of New Jersey,* Daun T. Ward, Kean University This session will focus on research-based evidence and best practices for successful candidate support and feedback during the implementation of the edTPA, based upon a qualitative case study that was conducted at an urban institution of higher education in the state of New Jersey. The purpose of the study was to examine the impact of clinical intern support through the creation of an online community with the intent of equitably supporting candidates through a shared collaboration of all stakeholders tasked with the successful completion and submission of the edTPA during its inception in New Jersey. *P-12 Partners, Instructional Opportunities, Informative Data ,& Technology Tools: Supportive Provisions when Working to Meet Unique Candidate Needs Within Varied Programs,* Chris Widdall & Emma Kanestrin, State University of New York College at Cortland & Jessica Head & Kari DiTondo, Whitney Point Central School District This session will focus on support concepts that revolve around the implementation, use and continued realignment of data driven changes that are important to all stakeholders (P-12 Partners, Faculty and Students) needs in connection edTPA educative concepts. The presenters will share several edTPA support options along with data-driven processes that help inform decisions for identified support needs for all stakeholders: students, faculty, and P12 partners.
San Marcos *Program Renewal & Local Evaluation* *Session #18*	*An Analysis of Teacher Candidates' Profiles of Instructional Practices and Its Role in the Renewal of a Teacher Preparation Graduate Program,* Ioana Badara, University of Bridgeport This session will focus on the role of the analysis of teacher candidates' performance assessments as an evidence-based approach for the evaluation and improvement of a teacher preparation program. *Using edTPA to inform instruction – Three ways to learn from and utilize edTPA data for continual program improvement,* Maxine Alloway, University of Washington Seattle

	This session will focus on strategies for using edTPA to inform our instruction as teacher educators. The presenter will share examples of strategies used at the University of Washington Seattle.
Trinity A *Candidate Support & Feedback* *Session #19*	*edTPA Student Bootcamp & Preparation*, Rochelle McCoy, University of Wyoming-Casper This session will focus on student edTPA preparation. The presenters will share how the edTPA tasks were shared and taught to the students. Last year's students will join us in a conference call to discuss the experience and have a Q&A session. *Gamifying the Review Process to Encourage Revision*, Teri Langlie, Concordia College This session will focus on supporting teacher candidates in the final steps of edTPA completion when they are beginning to lose motivation. Participants will "play" the games that are used in the review and revision process at one teacher preparation program.
Wedgewood *Candidate Support & Feedback* *Session #20*	*Writing Rich Commentaries, Starting with the Introductory Course: A Progressive Approach to Building Task 1, 2, and 3 Commentary Writing Skills,* Lisa Brown, Austin Community College This session will focus on strategies for incorporating commentary writing, feedback, and self and peer evaluation into each course in the teacher education program. The presenter will share methods for embedding edTPA-style commentary assignments and writing evaluation in coursework in a way that builds commentary-writing skills and understanding. Student samples will be examined and evaluated. *Developing an Effective Conferencing Plan to Use with Preservice Teachers When Writing Commentary,* Laura Isbell, Texas A&M & April Sanders, Spring Hill College This session will focus on describing, modeling, and guiding participants to use specific resources to guide preservice teachers with the creation of edTPA portfolios.
Ballroom A *Candidate Support & Feedback* *Session #21*	*Fair or Equal? Providing Equitable Supports for Candidates' Diverse Contexts,* Andria Disney, Nancy Peterson, & Ann Sharp, Utah Valley University This session will focus on the differentiated supports we have developed for our elementary teacher candidates based on their unique student teaching contexts to ensure they receive equitable support. The presenters will share their use of three differentiated supports: (1) a hybrid model, which allows candidates to access instruction anytime, anywhere, and as often as needed; (2) a close-reading strategy to support candidates in understanding the demands of task prompts; and (3) the use of graphic organizers as means to provide continuous checks for understanding and serve as a resource to help candidates develop their commentaries.

	A Formative edTPA Model to Support the Diverse Needs of Candidates, Kristi Wheaton & Kris Molitor, George Fox University This session will focus on supporting diverse candidates through the edTPA process. The presenters will share various scaffolding activities that may be utilized in the classroom to assist candidates in understanding the academic writing requirements of the edTPA commentaries.
Friday, March 27, 2020 **11:55 am-12:55 pm** **Concurrent Sessions 4**	
Sabine *Policy/Research* *Session #22*	*NCTM SPA Assessments' Predictability of edTPA Outcomes*, Jeremy Zelkowski, The University of Alabama This session will focus on how program faculty can develop, test, refine, and implement high quality measures to understand their predictability of edTPA performance of mathematics teacher candidates. The presenter will share some of our key NCTM SPA rubrics, as well as a one page research brief from a structural equation modeling path analysis regarding both Praxis II test 5161 and edTPA results.
San Antonio 👍 *Candidate Support & Feedback* *Session #23*	*Ready, Set, Implement,* Lisa Barron, Austin Peay State University & Kristy Brown, Augusta University This session will focus on engaging participants in an introduction of edTPA, and exploring options for successful implementation. The presenters will share strategies and suggestions for successful implementation of edTPA, regardless of size of program.
Pecos *Candidate Support & Feedback (Special Education)* *Session #24*	*TASK 3 for Special Education: Empowering Teacher Candidates to Design Formative and Summative Assessments in Special Education for edTPA and Beyond,* Jennifer Klein, Hunter College This session will focus on Task 3 for Special Education. The presenter will share resources, examples and ideas to support deepened understanding of Task 3.
San Marcos *Candidate Support & Feedback* *Session #25*	*The "Real" edTPA Retake--Lessons and Reflections from Retake Implementation for Licensure,* Thomas Fisher, UNC Charlotte This session will focus on navigating and supporting candidates through the re-take process if they do not meet the cut score set in your state for licensure recommendation. The presenter will share materials and examples of the process with various candidates who did not pass on the initial submission.
Trinity A *Academic Language* *Session #26*	*Helping Students Understand edTPA Through Interactive Journaling,* Tammie Patterson & Texas Culver, The University of Tennessee at Martin This session will focus on creating an interactive journal for pre-service teachers that will help them to make connections between edTPA core ideas and the importance these ideas have on the students they will teach. The presenter will

	share example interactive journals and ideas for creating a personalized journal for your EPP.
Wedgewood *Policy/Research* *Session #27*	*The Good, Bad and the Ugly: Exploring the Research Behind edTPA*, David Pratt, Purdue University Northwest This session will provide an overview of research studies associated with the implementation and outcomes of edTPA and explore future areas needing research. The presenter will share 60 studies organized into themes for this presentation to provide better understanding and direction to those who are involved in edTPA.
Ballroom A *Candidate Support & Feedback* *Session #28*	*Guiding Candidates Towards Success on the edTPA*, Melanie Hundley, Vanderbilt University & Jeanne M. Stone, University of California-Irvine This session will focus on how the knowledge and repertoire that teacher candidates bring to the edTPA is informed by their experiences as learners and teachers in P-12 schools, field sites, and teacher preparation programs. These experiences in learning about what counts as good teaching frequently use different academic language demands to describe, explain, and write about the work of teaching. This workshop will share tools and activities that can be used to support candidates through the edTPA process. The activities and tools are designed to support teacher candidates who are language learners as well as candidates who struggle with writing and are intended to support the understanding of the edTPA handbook and the writing of the edTPA commentaries. The presenters will share tools, materials, and candidate supports.

Lunch Break
12:55-1:45 pm

Buffet Lunch Served in Ballroom B
(Ballroom A also open for seating)

Don't forget to stop by our exhibitor booths during the break!

1:45-2:45 pm	**Afternoon Panel – Ballroom A** ***Building an Equity-Minded Teacher Workforce*** **Including perspectives from Hilda Rosselli (Chief Education Office, State of Oregon), Eric Toshalis (KnowledgeWorks), & Richelle Patterson (NEA)** ***Coffee, refreshments & dessert will be available during the panel.***
2:55-4:15 pm	**Friday, March 27, 2020** **Concurrent Sessions 5**

Sabine *Candidate Support & Feedback (Early Childhood)* *Session #29*	*Capturing Joy with edTPA,* Rebekah Marcum, Tennessee Technological University This session will focus on how teachers' presence and reflection is both a valuable part of edTPA and enjoyable, fulfilling teaching. The presenter will share how to use observation and documentation to better understand young children's perspectives. *An Assessment/Feedback Activity for EC STEM,* Adam Goldberg, Southern Connecticut State University This session will focus on how assessment is an important aspect of teaching, and similarly, many of our early childhood and elementary education students struggle with mathematics. They lack the confidence, and in some cases, the background knowledge and skills in mathematics. The presenter will share how this project gives them an opportunity to do a deep dive into an assessment and helps promote conceptual understanding.
San Antonio *Candidate Support/Student Learning* *Session #30*	*#resist: Promoting democratic Ideals, Deepening Student Learning, and Increasing Engagement,* Nick Gesualdi, Johns Hopkins University/Urban Teachers-DFW This session will focus on framing our work as teacher educators in a broader societal context, and applying the concept of teaching maximally controversial issues as a means of fostering opportunity for students to engage in deliberative democracy. The presenter will share resources to help your students engage their own students in discussion around critical, high-quality, and controversial topics. *Building a Fearless Classroom Environment for All Learners*, Ramy Mahmoud, University of Texas at Dallas This session will focus on how we can prepare our pre-service teachers to build a classroom culture that's conducive to risk-taking for today's kids, and understanding how amazingly unique they are from kids just a decade ago. The presenter will share strategies and techniques that pre-service teachers can easily and immediately implement in their future classrooms.
Pecos 👍 *Candidate Support/Program Implementation* *Session #31*	*Accessible and Attainable Supports for Prospective and Current Teacher Candidates at an HBCU Educator Preparation Program*, Charles Gonzalez, Donna Pitts, & Annette Mohan, Alabama A&M University This session will focus on the journey that we, as education faculty, take with our teacher candidates. The presenters will share the ways in which our faculty have provided aid and encouragement to our teacher candidates as they navigate through their specific program within the context of our university, college, and department. *5 Stages of edTPA Acceptance: Overcoming Push Back to Push Forward*, Brooke Burks & Andria Walker, Auburn University at Montgomery This session will focus on looking at the stages that faculty may experience when told they will be using the edTPA. The presenters will share strategies to help new edTPA coordinators get faculty engaged, help faculty to overcome their trepidations, and help faculty to see and use edTPA as an educative tool.

San Marcos *Candidate Support/Research* *Session #32*	*The Relationship between edTPA and Increased Clinical Practice through Yearlong CP and A Teacher Residency Program*, Tracy Mulvaney, Corina Earle, Pat Heaney, & Christine Borlan, Monmouth University This session will focus on the implementation of edTPA instruction through increased clinical practice. The presenters will share ideas and strategies to support increased CP and Teacher Residency Programs as ways to improve student performance on the edTPA. *Equitably preparing and supporting future educators for EdTPA success in 7 "easy" steps,* Kristin Conrad, & Athena Novak, Concordia University St. Paul This session will focus on strategies that can be easily implemented to help provide student support for increased edTPA success. The presenters will share proven strategies for success and many supporting resources.
Trinity A *Candidate Support & Feedback* *Session #33*	*Preparing for edTPA: Lessons Learned During Year One of a Pilot Study,* Robin Johnson, Tina Ybarra & Corinne Valadez, Texas A&M University - Corpus Christi This session will focus on lessons learned during the initial implementation of an edTPA pilot study in Texas. The presenters will share information gained from all stakeholders involved: candidates, cooperating teachers, administrators, and faculty. *Doing the Texas Two Step: Balancing T-TESS and edTPA,* Susan Williams & Debra Lee, Texas A&M University-Commerce This session will focus on ideas and strategies of how to implement edTPA in Texas where T-TESS is our current evaluation system. The presenters will share assignments, videos, thoughts, and how we set up our seminars.
Wedgewood *Candidate Support & Feedback (Special Education)* *Session #34*	*It Takes a Village: College of Education and Special Education Program Support Strategies to Promote Success,* Stacy Currie & Stacey Williams, University of Maryland This session will focus on the use of technology to facilitate strategies implemented to support candidates in refining their reflective teaching practices and understanding of rubric language and edTPA expectations. The presenters will share screen shots of online learning management system organization, edTPA support site, scoring tool developed for lesson plan analysis, peer video viewing rubric to support understanding of edTPA rubrics, and a one-page overview of Reflective Teaching Project assignment. *Seeking the Best of Both Worlds: Maintaining Rigor and Supporting Special Education Teacher Candidates on the edTPA,* Sara Beth Hitt & Jennifer Cook, East Tennessee State University

	This session will focus on steps teacher preparation programs can take to support special education teacher candidates in the successful completion of performance-based assessments without lessening the quality of their courses. The presenters will share analysis of performance assessment data over six years and discuss program content changes to support special education teacher candidates without diminishing the rigor of the program.
Ballroom A *P-12 Partner Engagement & Induction* *Session #35*	*Transforming Teacher Education Through P-12 Partnerships: Using edTPA to Prepare Effective Teachers,* Kristy Brown, Augusta University & Lisa Barron, Austin Peay State University This session will focus on how successful partnerships require commitment, dedication, and an acknowledgement of common goals and shared values. This interactive session will engage participants to recognize the importance of aligning program's mission and values to partnership work and P-12 engagement with edTPA. The presenters will share how teacher voice influenced the work of two EPPs and engaged them in creating curriculum where teacher candidates are more prepared to successfully complete edTPA. *edTPA Orientation for Cooperating Teachers,* Michelle Krogulski, Drake University This session will focus on one program's journey in sharing pertinent information with and teaching P-12 partners about the edTPA. The presenter will share strategies for helping cooperating teachers learn about the edTPA and the process their student teachers engage in throughout the student teaching semester.
4:25 pm-5:45 pm	**Friday, March 27, 2020** **Concurrent Sessions 6**
Sabine *Policy & Research* *Session #36*	*Does edTPA Impact Teacher Practice?,* Stephen Hernandez, Gloria Wilson & Darra Pace, Hofstra University This session will focus on teacher performance assessment policy & research. The presenters will share the results of a mixed methods study that sought to determine the generalization of the edTPA effective teaching elements by novice working teachers. *Novice Teachers' Predictors and Perceptions of Teacher Effectiveness,* Kristen Carlson, St. Cloud State University This session will focus on the alignment of the edTPA to Minnesota's teacher effectiveness frameworks and the data collected for analysis. The presenter will share an overview of an in-progress mixed methods study looking at the predictive validity of teacher effectiveness of two instruments, the edTPA and the Common Metrics surveys. Focus group perceptions of first and second year teachers in regard to teacher effectiveness will be highlighted as well.
San Antonio *Candidate Support/P-12 Partnerships*	*Navigating edTPA: An Equitable Approach for Multiple Preparation Pathways,* Holly Fales, Sarah Sconyers, & Dawn Shelton, East Carolina University This session will focus on edTPA preparation within East Carolina University's Educator Residency Model, an online fast-track cohort model designed to prepare

Session #37	non-traditional candidates to meet new state licensure requirements and be successful in the classroom. The presenters will share our experiences in the centralized development of robust and engaging curricular supports that addressed both general and handbook specific competencies. *Supporting edTPA Candidates in a Non-Traditional Teacher Preparation Program,* Deborah Hollick & Ryan Stivers, Johns Hopkins University This session will focus on the impact of highly trained and supported facilitators in the launching of a fully remote and online edTPA facilitation for candidates. The presenters will provide access to the robust resource library built during our development that serves as a roadmap for successful edTPA implementation. In addition, our edTPA leadership will provide overview pages that illuminate our essential steps to launching a successful remote program and key lessons we learned along the way.
Pecos *Candidate Support & Feedback (General & EAL)* *Session #38*	*Using Professional Protocols to Promote Candidates' Assessment Skills,* Amy Farah, Pamela Allen, Katharine Page, & Kimberly Swartzentruber, Georgia Gwinnett College This session will focus on sharing protocols we use to develop candidates' knowledge and skills aligned to task 3 of edTPA. The presenters will share Two specific protocols: "Examining Student Work" and "Data Dialogue". *Equitable Teaching and Learning: Strategies to Effectively Differentiate Instruction to Meet EAL Student Needs Evidenced in edTPA EAL Task 1,* Rachel Adams Goertel & James Goertel, Roberts Wesleyan College This session will focus on learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic content in EAL teaching. The presenters will share best practices and provide strategies to incorporate differentiation into EAL lesson planning and ultimately into TASK 1 of EAL edTPA.
San Marcos *Policy & Research* *Session #39*	*Confronting Outcome Disparities in edTPA for Candidates of Color: One EPP's Journey,* Geri Landry, Amelia Brown, Rebecca Layton, & Stephanie Brennan-White, University of Tennessee This session will focus on one EPP's response to edTPA outcome disparities. The presenters will share a conceptual framework for confronting outcome disparities and high leverage practices used to ensure all candidates are supported with regards to edTPA. *Providing Knowledge for All Students in Light of Accreditation, Environmental, and Financial Realities,* Ann Richards & Melissa Kelley, West Virginia University
Trinity A *Candidate Support & Feedback/P-12 (Music)*	*Learning to Teach, Teaching to Learn: Early Experiences in Assessment*, Jane Kuehne & Katherine King, Auburn University This session will describe and discuss freshman and sophomore students' teaching, peer mentoring, and teaching assessment experiences in music education. The presenters will provide the developmental stages of LTTL (how this was developed

Session #40	and implemented) and the developmental stages of the Music Teaching Assessment Rubric (MTAR). *Teaching and Assessing Special-Needs Students in K-12 Music Classrooms*, David Royse, Loneka Battiste, & Molly Royse, University of Tennessee, Knoxville This session will focus on teaching and assessing special-needs students in K-12 music classrooms. The presenters will share research-based strategies and resources for inclusive teaching in the music classroom for students with physical, emotional, and mental disabilities. Additionally, assessment strategies that address edTPA standards will be presented.
Wedgewood *Candidate Support & Feedback* *Session #41*	*The C.A.S.E Methodology to Elevate Teacher Practice and Promote Equity for All Students*, Marion Wilson, City University of New York (Medgar Evers College) This session will focus on synthesizing research from leaders in the field and the supporting theoretical frameworks focused on Curriculum, Assessment, Student Engagement, & Equity. Participants will leave with a bridge to practice (practical to theoretical) model on teacher clarity, the instructional core, formative assessment strategies, and how to support pre-service teachers before taking the edTPA. The presenter will share research and concrete examples of the CASE framework and other resources on how to create meaningful learning experiences for candidates in their respective programs. *Practical Supports for Identification of Candidate Evidence*, M. Lisa Mason, Towson University This session will focus on practical strategies for candidates to support the understanding and identification of relevant evidence for edTPA. Candidates are required to present evidence supporting novice teacher readiness but standing in their way is understanding the evidence needed, identifying that evidence, and presenting it to best represent readiness for the profession. The presenter will share how to identify evidence and present it to best demonstrate readiness for the profession.
Ballroom A *Candidate Support & Feedback/ Program Renewal* *Session #42*	*edTPA Implementation: A Faculty & Field Collaboration,* Karen Rehder, Tracy Dunheimer, Deb Lewin, & Brooke Dalesio, University of Maryland *Student Led Discussions to Improve Teacher Preparation Program: Why the edTPA Needs to be Thoughtfully Embedded into Instruction,* Sarah Solley & Sharlee Thomas, SUNY Potsdam This session will focus on sharing and examining the steps the researchers took to examine the current state of their institution's Elementary and Early Childhood Education's curriculum, supports for teacher candidates, and interactively work together to develop a plan to better embed the importance of performance-based instruction into current coursework. Attendees will be invited to participate in an interactive activity that will help brainstorm additional ways we can improve the quality of instruction and experiences for our teacher candidates, as well as ways we can better embed the aspects of the edTPA within curriculum programming.

*Check out our conference website for more info
about exploring downtown Austin: https://tpaconference.com*

Saturday, March 28, 2020 *Main Conference Continues*	
7:30-8:30 am	**Ballroom B/Foyer** *Light Breakfast * Check-in * Exhibitors*
8:30-9:40 am	**Ballroom A** **Welcome Back!** *Nicole Merino, SCALE* **Keynote by Dena Simmons** *Assistant Director of the Yale Center for Emotional Intelligence* *Refreshed coffee, tea, & water available in Ballroom B after this interactive session!*
9:50-11:10 am	**Saturday, March 28, 2020** **Concurrent Sessions 7**
Sabine *Candidate Support & Feedback* *Session #43*	*edTPA and Emotions: Supporting teacher candidates from start to submission,* Ty Jiles, Chicago State University & Megan Lyons, North Carolina Central University This session will focus on supporting students through the edTPA process from beginning to end with well-developed strategies and established systems and protocols that ease stress and anxiety. The presenters will share real student testimonials, hard copies of materials needed to plan and create systems of support for students, and simple activities and strategies that participants can walk away and begin utilizing in their programs immediately. *Skills, Habits, and Mindsets: Supporting the Whole Teacher Candidate from Start to Finish,* Laurie Allen, Southeast Center for Education in the Arts at UTC & Eric Engdahl, California State University- East Bay This session will focus on strategies for building resilient and confident teacher candidates throughout their program as they also gain familiarity with edTPA. The presenters will share how to teach edTPA-related concepts during methodology courses and edTPA seminars through a social emotional learning (SEL) framework that also models student-centered practice.
San Antonio *Candidate Support & Feedback* *Session #44*	*edTPA Embedded: Candidate Supports in a Formal Observation Protocol,* Tracy Dunheimer, Karen Render, Brooke Dalesio, & Deb Lewin, University of Maryland *Support and Feedback: Learning From the Field, Developing Strategies Using Candidate Experiences,* Cherylynn Moody & Nadja Conway, Loyola Marymount University

Pecos *Candidate Support & Feedback* *Session #45*	*One Way or Another: Strategies and Support for the Nontraditional Student,* Ashley Norris & Susannah Berry, East Carolina University This session will focus on providing attendees with targeted strategies that are intentionally used to address some of the unique needs of our diverse candidates in early childhood educator preparation programs and capitalize on their strengths and experiences to provide equitable support.. The presenters will share examples and testimonials from various candidates about their personal barriers and strategies that they found to contribute to their completion of the edTPA. Presenters will structure discussions to analyze scenarios and evaluate strategies that will offer equitable support for nontraditional candidates. *Equitable Teacher Preparation: What do Alternative Route Candidates Need to Succeed on the edTPA?,* A. Suzie Henning, Tara Haskins, & Lance Potter, Eastern Washington University This session will focus on differences needed to support completion for candidates in alternative route verses traditional route programs. The presenters will share information about how one program supported alternative route candidates during the edTPA.
San Marcos *Candidate Support & Feedback (Elementary Literacy/Math Task 4)* *Session #46*	*Data Informing Instruction and edTPA Math Commentary,* Glenda Ogletree & Janel Smith, Georgia Southern University This session will focus on providing attendees the opportunity to practice real data analysis that will concentrate on conceptual understanding, procedural fluency, and mathematical reasons/word problems as well as determining causes for these issues.. The presenters will share information that will enable faculty to provide support and feedback to their pre-service teachers. Attendees will also hear different strategies for supporting student practice with Elementary Task 4: Mathematics. *Preparing Teacher Candidates for Task 4 in a Diagnostic Reading Class,* Patricia Leek, University of Texas at Dallas
Trinity A *Candidate Support/Academic Language (Music & Visual Art)* *Session #47*	*Connecting Research in Music Education to Practice: How do I help music teacher candidates if music is not my content area?,* Beth Wheeler, University of Oregon This session will focus on guiding music teacher candidates in planning learning segments utilizing research-based music pedagogy. The presenter will share questions and templates that can focus music teacher candidates to tap into their musical and pedagogical knowledge. This session can support individuals guiding music teacher candidates when music is not an area of expertise. *Visual Art and Academic Language,* Michelle Livek Garner, Winthrop University
Wedgewood *Candidate Support/Student Learning*	*The Culturally Relevant Learning Segment: Including Culturally Relevant Approaches within the edTPA,* Ritu Radhakrishnan, SUNY Oswego *Using edTPA Data to Equitably Support Candidates*, Ricardo Vigil & Terrance Cao, Pepperdine University

Session #48	This session will focus on how data from the edTPA can inspire transformative changes in how candidates are supported through the process so that it remains a genuine developmental experience despite the high stakes nature of the assessment. The presenters will share relevant data from that period in order to engage the audience in a thoughtful and interactive analysis of successes as well as areas of growth through the lens of varying demographics.
Ballroom A *Policy & Research/EPP Partnerships* *Session #49*	*EPP Statewide Collaboration: edTPA Coordinators Partnering to Support Teacher Candidates,* Angel Hessel, University of Wisconsin-Milwaukee, Nicholle Schuelke, University of Wisconsin-Superior, Stacy Furness, University of Wisconsin-River Falls, Cathy Olds, University of Wisconsin-Stevens Point & Marie Benson, University of Wisconsin-Whitewater This session will focus on the collaborative structure and kinds of networking and resources (cooperating/partner district schools, preparation processes, data analysis, writing days, and re-take support) used to facilitate teacher candidate success across all handbooks. The presenters will share information related to monthly meetings and resource-sharing processes, along with the various approaches that different campuses have in supporting candidates before, during, and after the edTPA. This includes communication with cooperating/partner district schools, preparation processes, writing days, and re-take support. *No Policy, No Problem: One State's Collaborative Journey from Inception to Implementation,* Stacy Currie, University of Maryland-College Park & Ann Eustis, Towson University This session will focus on how our collaborative implemented our mission 'to create a P-20 learning community engaged in continuous improvement in the adoption, implementation and sustainability of the edTPA', over the past 9 years, and why it was important to us to slow down the process of mandatory implementation for all institutions.. The presenters will share ideas and implementation resources as well as discuss our evolving vision and networking capacity and important work with our partners at the State Department of Education.
Saturday, March 28, 2020	
11:20 am-12:40 pm	**Concurrent Sessions 8**
Sabine *Candidate Support/Research* *Session #50*	*Supporting Candidates in Rural Contexts,* Terryl Rock, East Tennessee State University This session will focus on challenges to equitably support for teacher candidates working in remote, rural locations who are not able to receive face-to-face support. After a discussion of these challenges, the presenter will describe supports that are in place and give an honest reflection of not only the successes, but also the challenges that remain. The presenter will give participants the opportunity to view materials and to share their own successes with similar challenges. *Equitable Placements in edTPA,* Barbara Burns, Canisius College & Dianne McCarthy, SUNY Buffalo State

	This session will focus on providing attendees with an opportunity to explore the possible impacts of educational settings on candidates' edTPA scores. The presenters will ask attendees to discuss assumptions about urban settings and suburban settings. They will explain their study and present quantitative findings, and brainstorm what issues may have caused these findings and discuss how they may go about further investigations of these issues and whether candidates have advantages/disadvantages in certain settings.
San Antonio *Candidate Support & Feedback* *Session #51*	*Creating Critical Assignments From the Ground Up,* Laura Isbell & Jennifer Dyer, Texas A&M University & April Sanders, Spring Hill College This session will focus on explaining and describing the process for creating critical assignments in Educator Preparation Program coursework that align with edTPA rubrics and prepare to write commentary for portfolios. *Prepare Me to Assess Not to Test—edTPA Preparing Pre-Service Teachers to Teach for Equity,* Novea McIntosh, University of Dayton This session will focus on examination through a critical sociocultural lens. The presenter will share how an assessment course used to prepare pre-service teachers for edTPA, was reconstructed in teacher education as a site of epistemic justice, forming professional learning communities in which members of the community explicitly examine scholarly articles and evidence-based assessment practices as tools to give voice and agency to all students, disrupting the traditional oppressive systems of testing.
Pecos *Candidate Support & Feedback* *Session #52*	*Providing Meaningful Support and Feedback to Fully-Online Teacher Candidates,* Myra Watson, Western Carolina University This session will focus on providing attendees with information, tools, and resources to better support fully-online teacher candidates as they complete their edTPA Portfolio. The presenter will share interactive tools and resources related to fully-online teacher candidate edTPA submission. The session will also include time for brainstorming, questioning, and discussion. Participants with devices will be able to access and interact with online content during the session. *Key Learnings from Upscaling edTPA: An Out of State Provider's Journey to Preparing Teachers in the Online Modality,* Lisa Ghormley & Pamela Roggeman, University of Phoenix This session will focus on a plan for student, faculty, and staff support necessary for student success with edTPA in the online modality. The presenters will share details in the incremental planning involved in creating an effective roll out of edTPA in the online modality throughout multiple teacher licensure programs.
San Marcos *Policy & Research* *Session #53*	*Analyzing edTPA Data; To Embed or Mock?,* Dia Gary, Central Washington University This session will focus on sharing data of over six hundred students who participated in completing the edTPA. The research focuses on the effectiveness of "teaching to the test" or embedding TPA information in required classes.

	Moreover, the presenter will share research data regarding TPA rubrics, and which present the most challenges.

Data are telling us something: Are we listening, and if so, how do we work with policy makers to ensure equitable access for all candidates?, Keith Lambert & Lisa Laurier, Whitworth University

This session will focus on teacher performance assessment policy & research. The presenter will share their experience using edTPA data to not only inform their institution's practices, but also identify potential challenges tied to specific state policy. |
| Trinity A

Candidate Support & Feedback (Special Education)

Session #54 | *edTPA for Special Education-What Works,* Michael McElherne & Mindy Ugolini, Northeastern Illinois University

This session will focus on how we teach the structure, language and content of the edTPA portfolio to students during their student teaching semester. The presenters will share tips, tools and strategies we have found to be effective in helping our students pass the edTPA.

Supporting Special Education Teacher Candidates' edTPA Development: From Concrete to Constructivism, through Reflective Prompting, Matthew J. LaFave, University at Albany, State University of New York

This session will focus on supplementing parallel program procedures to support candidate preparation of the edTPA through constructvism and reflection. The session will also focus on changes in program design and course structures to support edTPA academic language, reflection, as well as assessment and progress monitoring. The presenter will share insights into the development of seminar topics and timelines to support candidate edTPA preparation. |
| Wedgewood

Candidate Support/Policy & Research

Session #55 | *Learning and Growing from edTPA Missteps*, Joanne O'Toole, SUNY-Oswego

This session will focus on types of edTPA missteps made by various stakeholders, and share discoveries made from these missteps and how they were used to better prepare and support all stakeholders. The presenter will share examples of edTPA missteps and solutions and will elicit the audience's examples of both.

How edTPA Works for Us: Voices from a Private and Public Institution, Ashley Holder, Fayetteville State University & Terrie Bethea-Hampton, Campbell University

This session will focus on strategies and resources that have helped us with edTPA implementation across the following majors: Early Childhood, Elementary Education, Middle School, and Secondary. The presenters will share the structure of edTPA bootcamps and seminars and how institutions can get the most out of the rubrics and how to locate the most recent outside supports. |

Travel Snacks To Go
12:40-1:30 pm

Ballroom B
(Ballroom A also open for seating)

Thank you for participating in the
2020 TPA Implementation Conference!