

Education Department Professional Development

Concordia University Nebraska

July 30, 2019

8:30-noon



Welcome: Lorinda Sankey

Introductions

Opening

Data-Informed Program Improvement: Methods Course Instructor P.D.

Student Concerns - EdTPA - Student Tchg. Assessments - Lesson/Unit Planning - Program Specifics

General Department Policies and Procedures



Beginning Our Day in God's Word

The steadfast love of the Lord never ceases; his mercies never come to an end; they are new every morning; great is your faithfulness. Lamentations 3:22-23



Mission Statements

Concordia University, Nebraska is an excellent academic and Christ-centered community **equipping men and women for lives of learning, service and leadership in the church and world.**


The Education Program at Concordia University, Nebraska prepares candidates who demonstrate Christ-like attributes and who will serve as educational leaders in Lutheran, parochial, private, and public school classrooms of our church, our society, and our world. This program prepares candidates to serve as professional educators in the schools of the Lutheran Church-Missouri Synod, public schools and other private and parochial schools. **The Education Program includes the essential knowledge, skills, and dispositions (attitudes) needed to work in diverse schools and congregations, both nationally and internationally. Concordia's programs combine theory and practice to provide a foundation for 21st century educators who grow from novice to master teacher and leader.** Education programs are currently offered in Early Childhood Inclusive Education, Elementary Education, Middle Level Education, Secondary Education, PK-12 Education, and Special Education with additional endorsements available.

Kristen Nugent: Education Intervention Board

Purpose: To address issues and concerns about Concordia University students who are enrolled in Education courses before and after admission to the Education program

Members: 3 full-time education faculty

Possible Concerning Behaviors/Dispositions:

- Tardies/Absences
 - Late submission of work/low quality work
 - Poor communication/interpersonal skills
 - Weak academic skills/lack of preparation
 - Lack of participation
 - Disrespect/unprofessional behavior
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Education Intervention Board

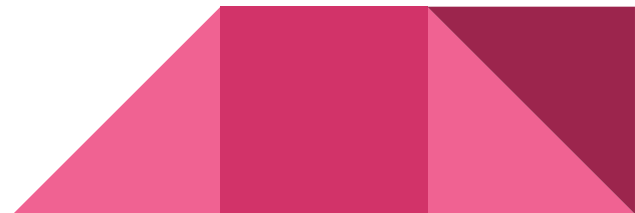
Protocol:

Step 1: Work with student individually as you normally would (conference 1-on-1, send email, report to SOAP, report to CARE team, contact advisor or program director).

- Document your attempts to help student and create a file for this student

Step 2: Complete *Student Concern Register and Plan*.

- Print copy, meet with student 1-on-1 to discuss formal plan. Get student's signature. Provide a copy to student and keep signed copy in the student's file.




Education Intervention Board

Step 3: If student does not comply, complete *Referral Form for Education Intervention Board*.

- Print copy, meet with student 1-on-1 to discuss referral. Get student's signature. Provide a copy to student and keep signed copy in the student's file.

Step 4: Give signed paper copy of *Referral Form* to Carlene Bauer or email an image of signed form to Carlene Bauer. Carlene will forward the form to the Chair of the Education Intervention Board.

- The Board will contact the student and set a meeting to hear the student's story and discuss concerns documented on the *Referral Form*.
 - The Board will write an Action Plan for the student.
 - The Board will reach out to you to see if the student makes progress. Continue to document information about your student in the file.
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Education Intervention Board

What has been the result?

- Since fall 2016, 13 students have been served
- 5 students completed student teaching successfully
- 2 students transitioned to Educational Studies degree




Keith: edTPA

- The edTPA is a performance-based, subject-specific assessment and support system to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.
- Developed by the Stanford Center for Assessment, Learning, and Equity (SCALE)
- <http://www.edtpa.com/>

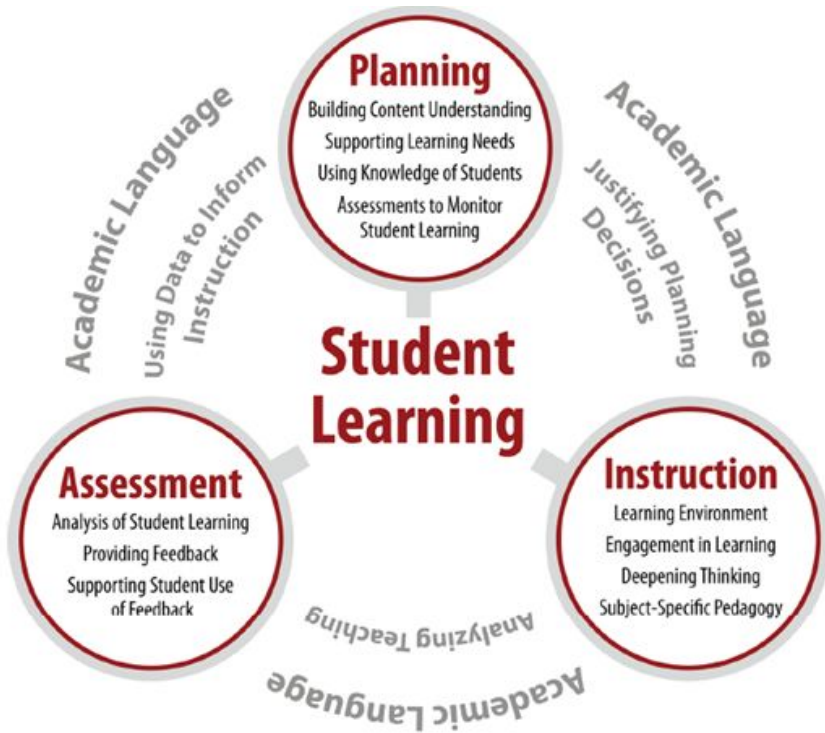


edTPA

Why did Concordia adopt the edTPA?

- For CAEP, we needed a researched based, valid and reliable assessment
 - Replaces the teacher work sample
 - Programmatic improvement
 - Many states are requiring an edTPA score for initial licensing
 - edTPA has been piloted with a select group of Concordia students over the past 3 semesters
 - Full implementation-Spring 2020
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edTPA



3 tasks of the edTPA

Task 1-Planning (includes context for learning)

Task 2-Instruction (3-5 day sequence of lessons): Includes video evidence from the classroom. Students must obtain permission for video recording.


Task 3-Assessment

edTPA

- Completed during Student Teaching 1
- All elementary majors will complete the elementary literacy edTPA
- Middle level and secondary majors will complete the edTPA in their respective content areas

- Integration of edTPA concepts and terminology into courses and templates (lesson plan and unit plan)

Emphasis on content pedagogy and researched-based practices


- Critical for methods courses to include this terminology in their lessons and assignments.
 - Please let me know if you would like copies of a specific handbook!
 - Additional training for the edTPA is planned.
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Beth Pester: Nebraska Clinical Practice Evaluation

NCPE is the Standardized Assessment developed by the Nebraska Department of Education in cooperation with NDE approved Teacher Preparation Programs, including Concordia University.

Each Student Teacher is evaluated using both the Formative Assessment and the Summative Evaluation (NCPE). (Copies provided.)

The Formative Assessment may be a nice evaluation for Methods Instructors (or peers) to use if lesson plans are presented for a class.



Nebraska Clinical Practice Evaluation

University Supervisors complete the Formative Assessment three times during an 8-week placement and complete the NCPE once, at the end of the experience.

Cooperating Teachers complete the NCPE twice during an 8-week placement, once during Week 4, as a midterm evaluation, and once at the end of the experience.




Shanna Opfer: Concordia Lesson Plan Template

Uniform and consistent expectations throughout the program will build student capacity.

Lessons should be created with the depth necessary for an outsider to come in and teach the lesson plan.

Updated to represent edTPA language and expectations


- Research-based Best Practices
 - Student Engagement
 - Key Vocabulary (Academic Language)
 - Assets
 - Evidence of Effectiveness
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Concordia Unit Plan Template

Unit Learning Targets provide an umbrella of the knowledge, understandings, and skills students will be expected to master throughout the unit.

- Know - LIST of explicit information to be learned
- Understand - SENTENCE representing essential big ideas and concepts
- Do - LIST of phrases that express necessary skills (include Bloom's verb)

Assessment

- Emphasis on production of appropriate data to guide instruction
 - Justification of type of assessment to meet learning targets
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Questions



Small Group Sessions

Early Childhood/Elementary: Shanna Opfer and Annette Oliver

Middle/Secondary: Kristen Nugent and Beth Pester

Special Education: Amanda Geidel

