



GADA Zoom Meeting Agenda August 25th from 10:00 am to 12:00 noon

<https://us02web.zoom.us/j/83231523847>

Welcome- Dr. Nancy Marsh.....10:00 am- 10:05 am

Updates from PSC – Dr. Angie Gant.....10:05 am- 10:35 am

Dr. Gant discussed the webinar series to be held this fall and gave an overview. There will be 6 segments. GaPSC will record all the webinars. Do we need to provide multiple days or just pick and choose? Are Fridays at 1:30 appropriate?

Input from assessment directors/deans:

Pam Allen said Fridays at 1:30 worked for her because of class scheduling. Pam thanked the GaPSC for hosting the webinars. Others in the chat noted that Fridays at 1:30 p.m. worked. Dalton State noted that they close at noon on Fridays this year. Dr. McDonald suggested in the chat to vary mornings and afternoons. Angie responded that she chose Friday at 1:30 p.m. because many people teach throughout the week. Other institutions wondered if they could host the meetings earlier on Fridays.

Angie invited assessment directors to consider presenting and offering expertise during the webinars.

Susan Hagood requested the link to the webinar for Thursday's GACE PAA.

Key Assessment Updates:

5 required KA

- 3 at EPP level

4 key plus 2 additional

3 of those are across entire EPP. The other two can be across the entire EPP as well. Guidance will be sent to EPPs prior to the meeting on Friday.

InTASC Alignment:

Question: Should the alignment be "one assessment to one InTasc domain" OR should elements of each assessment be individually aligned with InTasc?

Angie is not sure how they will address that in PRS-II. GaPSC is looking at it from a technological perspective so you can explain it when you connect those key assessments. This will be addressed Friday during the meeting.

- Forward key assessment information in GADA
- Calendar invite with TEAMS login to GADA

COVID Exemptions

Susan Hagood asked if COVID exemptions expire on 8/31/2020, are there plans to continue those through the spring? The GACE PAA is now offered at home, so she will discuss with Anne Marie about how that affects spring admits. The 8/31/2020 date was for those completers. Susan clarified that they are thinking about 2nd 8 weeks and spring admits. Will they need to have the Exit or is the Entry Ethics also accepted in the spring? Just thinking about transitional pieces around the spring and the COVID.

Leigh mentioned that PAA online test appointments are through the end of February. You cannot sign up and take it immediately. Students must have an appointment.

Ms. Mercer asked Angie to find out the expiration data for completers.

Virtual Field Work

What about situations when teachers need to meet individually with students. Think about how EPPs are going to observe candidates. Need helpful mentors in virtual world. Helpful for individuals to write down a log of each meeting.

Example: Ideally ST is creating lessons, handling classroom management for entire classroom. However, strange times and students without access to internet. Candidates can still practice teaching with smaller groups. In the past you could take a student to library and work individually. Is that acceptable? Parameters? The guidance document that is almost finished will help EPPs. Recommend recording for safety of candidate and student. It is acceptable because this is where we are in the process.

Trying to be VERY flexible with field experiences. Review the guidance document. The emphasis is on clinical practice right now.

Alternative Assessment Methods..... 10:35 am- 11:35 am

- **CSU Teacher Work Sample Design -Dr. Rosetta Riddle.....10:35am – 11:05 am**

Clayton State University is having discussions about how to ensure candidates are classroom ready. We are not using this as a key assessment. Clayton State University never got rid of the teacher work sample. The work sample is a 5 part performance assessment to provide credible evidence that candidates are classroom ready. It would be hard to ensure validity and reliability because of the 5 rubrics used in the assignment. All rubrics have same elements: beginning, developing, proficient, exemplary. The work sample is completed over the course of the year.

Process: TC gathers information and design the learning experiences. TC uses multiple assessments to inform student learning, and reflects on teaching and learning methods to improve student learning outcomes.

Mercer and Clayton state collaborated to create it originally and then it was modified several times by Clayton State. There is an emphasis on backward design. All programs use the teacher work sample.

Part 1: School Contextual Factors

- Include graphs
 - o Ethnicity and Gender of Admin, Teachers, and Students
 - o Including SWD, ELL, SES
- Include reflection
 - o Data and how it might point to some challenges that teachers in the school might face

Part 1B: Classroom Contextual Factors

- Include graphs and reflection
 - o Ethnicity, gender, Learning styles, student readiness, and learner profile
 - o Discuss what teachers must consider when planning and implementing instruction

Part 2: Design for Instruction

Originally used edTPA to fill in the gaps for this part of the assessment. Now we have to include other areas.

- Plan and implement the instruction
- Develop the plan using the LP
- Video 1 lesson
- Reflect on instruction with specific guiding questions
- They have a LP supporting students and guiding them through developing the lesson. Students are given all the questions that will guide them through developing the lessons (LP guiding questions)

Part 3: Student Learning Analysis

- Data, data analysis, and reflections
- Use contextual information to reflect
- Insights on effective instruction and assessment
- Implications for future teaching

Part 4: Evolving Philosophy of Education

- Informed by their beliefs about teaching and learning
 - o Educational issues discussed in class
 - o Experiences in FE
 - o Knowledge gained during coursework regarding philosophy, psychology, and pedagogy of the teaching profession
 - o Guiding questions provided to TC. They do not have to answer all of them.

Part 5: Diversity Self-Evaluation

- In response to work with culturally responsive pedagogy they will record a teaching segment and complete the self-evaluation while viewing the recording.
 - o Pedagogy and Diversity Outcomes
 - o Professional Literature

Winifred will upload the presentation to the GADA website.

• **edTPA Usage Plan – Dr. Pam Wetherington**11:05 am- 11:35 am

Dr. Lori Kroegar is the Georgia edTPA contact for programs considering using edTPA even though it is no longer required for certification.

Dr. Wetherington reviewed the edTPA usage plan. She also reviewed the membership levels for access to edTPA materials and webinars. If your program is considering utilizing edTPA, please have conversations with SCALE and edTPA to determine what it will look like at your institution.

Q & A for all presentations..... 11:35 am- 11:55 am

edTPA questions:

What indications are there that all that students acquired during the steps of edTPA, do you know if it makes a difference in regular practice when they become teachers? What if anything do they incorporate into their regular classroom? Longitudinal studies?

- Pam will forward a few studies to Nancy Marsh.

If programs intend to continue using edTPA, what should they do?

- Follow up with Pam

GaPSC Updates from previous questions:

No decision yet beyond fall 2020. We recognize that is something needing to be worked through.

Ticket Out The Door (TOTD).....11:55 am- 12:00 noon