

Southeastern Regional edTPA[®] Conference

April 5-7, 2018

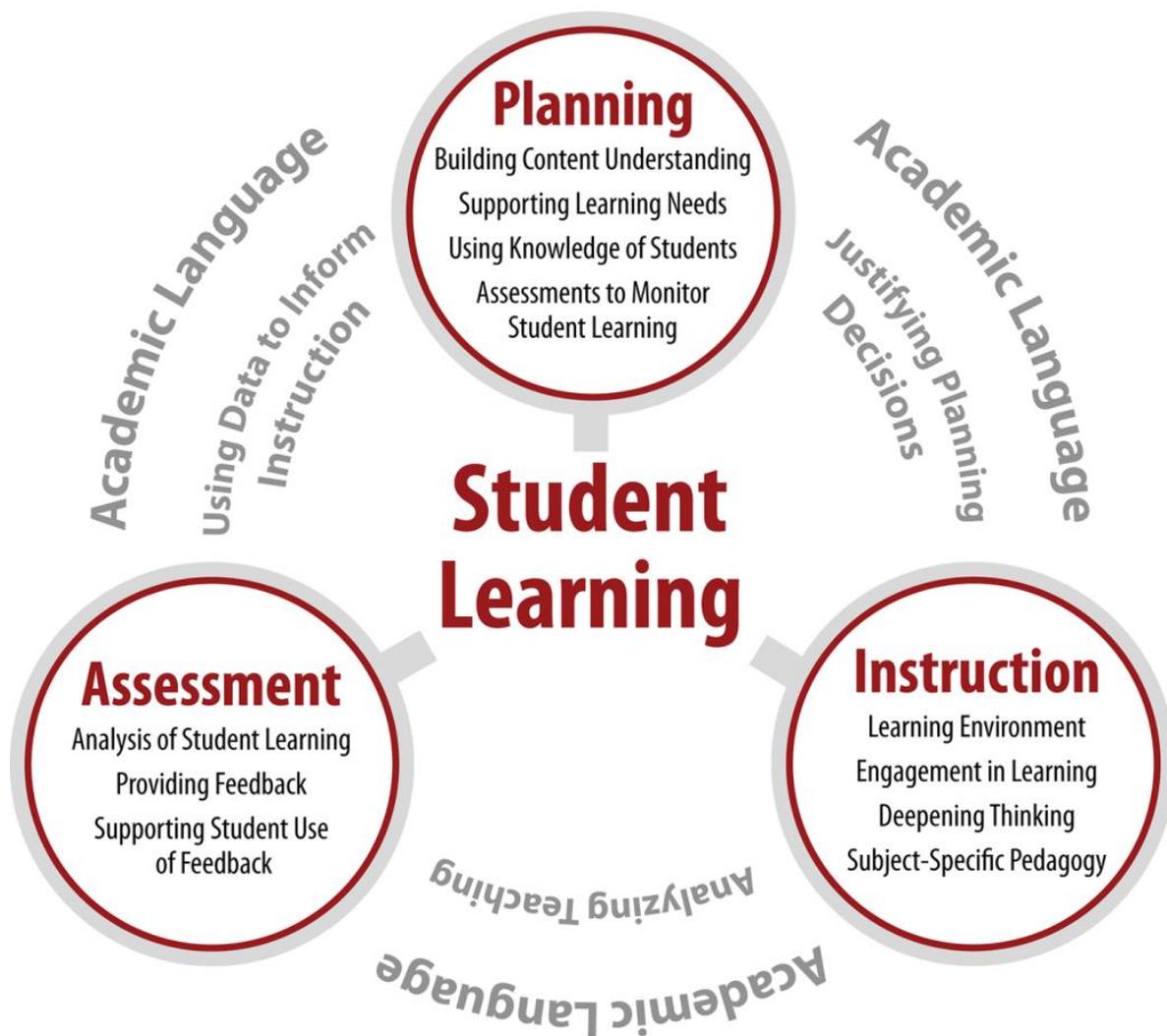
Hosted by:

Alabama State Department of Education and University of Alabama at Birmingham

Renaissance Ross Bridge Golf Resort and Spa

4000 Grand Avenue Hoover

Bessemer, Alabama 35226



WELCOME AND GREETINGS

Dear Distinguished Southeastern Educators:

I am honored to welcome you to the 2018 Southeastern Regional edTPA® Conference. I was thrilled to learn that the Alabama State Department of Education would join the University of Alabama in Birmingham (UAB) to host this wonderful learning opportunity for educators. I am particularly excited whenever educators can network and learn together. In my experience, the wealth of knowledge in a room of educators is always boundless and I am certain this conference will hold true to this belief. I am confident that the best practices shared today will serve as a guide towards continuous improvement for all educators in attendance. We must remain committed to every student being taught by an effective teacher. In order for this to occur, our educators must receive the preparation and ongoing professional learning necessary to succeed in today's classrooms. This work begins during the preservice years and must be continuous for the beginning and novice in-service teachers.

Thank you for answering the calling to become an educator and for spending this time today expanding your knowledge among your colleagues. On behalf of the Alabama State Department of Education, I wish you an outstanding conference filled with opportunities to learn new strategies to support learning in all P-12 classrooms. I assure you, your work will continue to benefit our students in the future, benefit our communities, and ultimately benefit our nation. Education remains the key to eradicating many of the societal ills we learn about daily in the news. Collectively and individually we will continue to make a difference. Have a spectacular 2018 Southeastern Regional edTPA® Conference! www.alsde.edu

Educationally,



Barbara J. Cooper, Ph.D.
Deputy State Superintendent
Chief Academic Officer
Alabama State Department of Education

To our Esteemed Educational Partners,

The School of Education at the University of Alabama at Birmingham (UAB) is proud to partner with the Alabama State Department of Education for the 2018 Southeastern Regional edTPA® Conference. UAB is a large, urban, research-intensive institution, serving over 19,000 students annually. The mission of the School of Education is to create knowledge and support education, and health and wellness professionals to serve in a diverse world. The School of Education has more than 1,000 undergraduates and approximately 780 graduate students. Degree programs in the School of Education vary in their delivery format and range in scope from undergraduate minors to doctoral degrees. The School of Education's mission is accomplished through two academic departments and its vibrant Centers. The Center for Educational Accountability involves the study and evaluation of reform initiatives in areas such as Pre-K-12 education, higher education, assessment, public health, and community revitalization. The Center for Urban Education prepares high-quality teachers and administrators to work in urban school districts. The Maryann Manning Family Literacy Center supports and disseminates research in literacy, provides professional development for teachers and students, and creates innovative literacy projects, both locally and globally. The Community Counseling Clinic provides affordable mental health counseling services to residents of Jefferson County, while providing an innovative training experience for graduate counselor education students. The synergy of this work allows us to best serve the Greater Birmingham area. We look forward to working with you in the coming days and hope you'll enjoy your time in the Magic City!

Professionally yours,



Courtney C. Bentley, Ed.D.
Associate Dean
School of Education
University of Alabama at Birmingham

Dear Colleagues:

Welcome to the 2018 Southeastern Regional edTPA® Conference! I am elated that the Alabama State Department of Education (ALSDE) in conjunction with the University of Alabama in Birmingham (UAB) is hosting the 2018 Southeastern Regional edTPA® Conference. This conference is oriented toward highlighting best practices, sharing lessons learned, and fostering collaborative learning as we strive to ensure educational success for all students. As the educational profession shifts more toward a performance based focus on preparation, now more than ever, it is critical for us to understand the rigor and accountability necessary to improve student learning.

A heartfelt thanks is extended to members of the planning committee for organizing a dynamic conference alive with relevant and engaging topics designed for everyone along the edTPA® continuum: novices—advanced. Experts will provide sessions focused on navigating the process, candidate support, strengthening P-12 partnerships, providing effective feedback, successful retakes, and much more.

I trust that you will find the pre-conference sessions, the presentations, and think tanks meaningful and thought provoking. Enjoy your time in Alabama!

Cordially,



Alethea Fletcher Hampton, Ed.D.
Administrator, Educator Preparation and Assessment
Alabama State Department of Education

Welcome to the 2018 edTPA Southeastern Regional Conference



On behalf of the Mayor's Office, the Hoover City Council and the citizens of Hoover, I would like to welcome you to the **2018 edTPA Southeastern Regional Conference** being held in the City of Hoover on April 5th – April 7th. We are delighted that you have chosen our city to host your reunion and we will do everything to make your time here a wonderful experience.

The City of Hoover continues to grow at a fast pace and is now home to over 85,000 residents and we are the sixth largest city in the state of Alabama. While you are in our city, we hope you will take the time to experience all that Hoover has to offer. The City is known for so many great things, but mainly we are a regional destination for shopping, leisure and athletic competitions. We are the host site for the SEC Baseball Tournament held at the Hoover Metropolitan Stadium as well as the Regions Charity Golf Tournament held at Greystone Country Club. If you are a nature lover, we hope you will stop by and visit the beautiful Aldridge Gardens or hike the Moss Rock Preserve. Hoover has a state-of-the art Library, Library Theatre and many other wonderful parks and recreational facilities. For more information you can visit our website at www.hooveralabama.gov or call our office at 444-7510.

We hope that the time you spend in Hoover will be an enjoyable experience and you will choose to come back and visit us!

Best,



Frank V. Brocato

Mayor

CONFERENCE SPONSORS

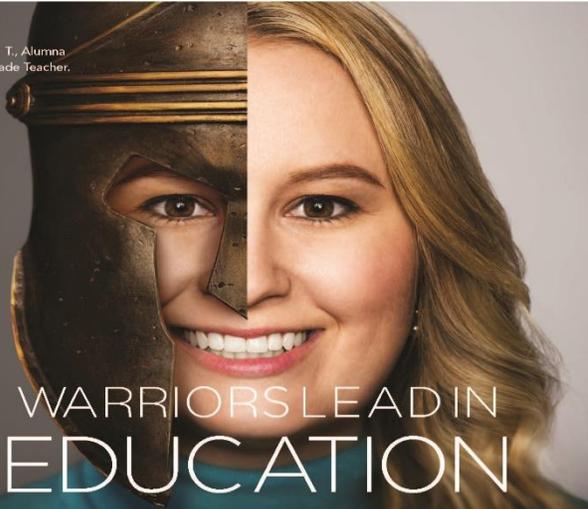


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Emily T., Alumna
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2018 SOUTHEASTERN EDTPA® CONFERENCE PLANNING COMMITTEE

Dr. Alethea Fletcher Hampton is the Educator Assessment Administrator at the Alabama State Department of Education (ALSDE). She serves as the liaison for all educational assessment at the ALSDE. In her current position, Dr. Hampton works to ensure that educators take the appropriate assessment to demonstrate that they have the knowledge and skills essential for beginning educators/ Prior to her employment at the ALSDE, Alethea served as Assistant Dean of Assessment and Accreditation at Tennessee State University and as the Associate Dean at Alabama State University. In both of these positions, Dr. Hampton worked with faculty, staff, candidates, and partners to advance the educational experience for all P-12 students. Alethea's research interests include equitable educational opportunities for all students and effective assessment relevant to competency models.

Dr. Courtney C. Bentley serves as Associate Dean of Programs for the School of Education at the University of Alabama at Birmingham. As a senior administrator, Dr. Bentley works to support the school in accomplishing its mission, with particular emphasis on supporting programs and leading accreditation efforts at the school and program levels. She has both taught in and worked with P-12 schools, universities and other educational agencies to support the development, implementation and review of effective programs that support equitable opportunities to learn for children, youth, and adult learners.

Dr. Andrea Whittaker is Director of Teacher Performance Assessment at SCALE and National Director for edTPA®. For 15 years prior to joining edTPA®'s design and implementation team, Andrea served on the faculty of the College of Education at San José State University where she taught courses in literacy, multicultural and psychological foundations, and assessment. Andrea's research interests include teaching standards and assessment, professional development and teacher education policies and practice.

Ms. Kellie Crawford is Manager of Educator Relations for edTPA® at Pearson. She works with SCALE and AACTE to support state education agencies and educator preparation programs in edTPA® introduction, exploration, and implementation. She gained expertise in designing and delivering K-12 teacher professional development through her work with Achievement Technologies. Kellie also served as Coordinator of Teacher Quality at the West Virginia Department of Education where she managed state program approval and national accreditation for public and private educator preparation programs.

Mrs. Debbie Fly is a National Board Certified Teacher who retired with 32 years of classroom teaching experience. She currently serves as the edTPA® Coordinator for the University of Alabama at Birmingham as well as serving as a National Consultant for edTPA®.

Mrs. Lisa Light is Director of Teacher Education Services at Jacksonville State University, School of Education. Her current work encompasses oversight of teacher education services, including certification, clinical experiences, and the implementation of edTPA®. Prior to joining Jacksonville State University, her background includes seventeen years of classroom teaching experience and administration in both public and private education. She has presented at local, state, and national conferences, specializing in literacy instruction. Lisa is a National Board Certified Teacher in the area of Early Adolescence/English Language Arts.

Mrs. Leann Barker, Jacksonville State University, currently serves as the edTPA® coordinator at JSU as well as an adjunct instructor in the School of Education. Prior to joining the JSU faculty and staff, she served twenty years in public school as an early childhood educator and reading interventionist. She also served on the Dyslexia Reading panel for the Calhoun County School district. Leann is a National Board Certified Teacher in the area of Literacy.

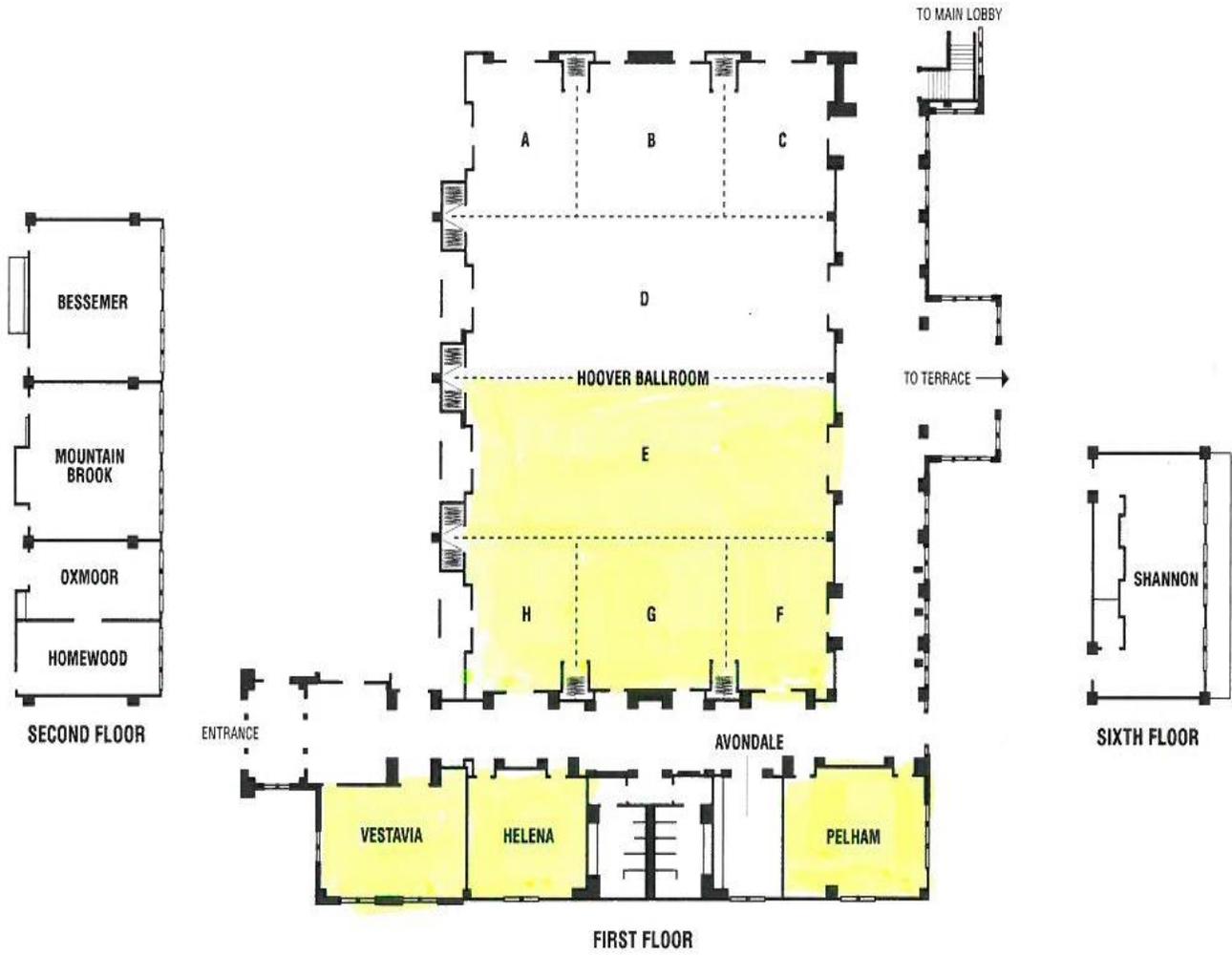
Dr. Lemanski Walker serves as an education specialist for the Alabama State Department of Education where he oversees several tasks including Title II, department website management and course review facilitation for specific areas. His experiences and background include classroom teacher, elementary and secondary administrator and collegiate faculty where he taught various courses including Classroom Management and Introduction to Education.

Dr. Leslie Cowell is associate professor and Dean for the College of Education at Faulkner University. Prior to her current position, Dr. Cowell served as Field and Clinical Coordinator, edTPA® coordinator, and Department Chair at Faulkner. She has also served as a classroom teacher and administrator in both private and public education.

Dr. Lesley Sheek serves as the edTPA® coordinator at Judson College where she is the Associate Dean for Assessment and Teaching Effectiveness and the Head of the Department of Education. In addition to her administrative responsibilities, Lesley teaches courses in curriculum design, classroom management, educational psychology, and elementary instructional methods. Prior to joining Judson's faculty Lesley taught for 12 years in Alabama schools.

Dr. Brooke Burks is associate professor of Secondary Education at Auburn University at Montgomery where she serves as edTPA® coordinator and Secondary Education program coordinator. For 11 years prior to her appointment at AUM, Brooke taught high school English. Writing is her specialty, and she conducts workshops and presentations focused on writing across the curriculum and writing apprehension.

RENAISSANCE ROSS BRIDGE GOLF RESORTS AND SPA CONFERENCE MAP



CONFERENCE INFORMATION

NAMETAGS

- Please wear your conference nametag at all times. Official nametags are required for entry to all conference sessions (including meals).

WI-FI INFORMATION

- NETWORK: Renaissance_CONFERENCE
- PASSCODE: edTPA2018

CONFERENCE REGISTRATION HOURS—Registration will be located in the lobby area directly in front of Hoover Ballroom EFGH.

- Thursday, April 5th
 - 8:00—9:30 a.m.
 - 5:00—6:30 p.m.
- Friday, April 6th
 - 8:00—9:00 a.m.
 - 4:00—5:30 p.m.

CONFERENCE EVALUATION

- A conference evaluation will be sent to all participants electronically during lunch on Saturday. Please complete the conference evaluation before you leave.

MEALS

- Breakfast and Lunch included in conference registration cost
- Dinner on your own

RESTAURANTS NEARBY—WITHIN 5 MILES OF THE CONFERENCE

Restaurant	Proximity to Ross Bridge	Cuisine
Brock's at Ross Bridge	Located within the hotel	American, Mediterranean
Front Porch	2301 Grand Avenue Suite 109 0.3 miles from the hotel	American Bar Pub
Moss Rock Tacos & Tequila	616 Preserve Pkwy, Hoover, AL 2.6 miles from hotel	Mexican
Jubilee Joe's	2341 John Hawkins Pkwy Ste 119, Hoover, AL 2.9 miles from hotel	American, Seafood, Cajun & Creole
Asian Cuisine	2539 John Hawkins Pkwy, Hoover, AL 3.4 miles from hotel	Asian, Vietnamese
Tortugas Pizza	2801 John Hawkins Pkwy Ste 169R, Hoover AL 3.8 miles from hotel	Italian, Pizza, Vegetarian Friendly
Bright Star Restaurant	304 19 th St. North, Bessemer, AL 4.3 miles from hotel	American, Seafood, Greek, Vegetarian Friendly, Vegan Options, Gluten Free Options
Jake's Soulfood Café	3075 John Hawkins Pkwy Ste E, Hoover, AL 4.5 miles from hotel	American, Caribbean, Jamaican
Bob Sykes Bar B Q	1724 9 th Ave North, Bessemer, AL 4.8 miles from hotel	American, Barbecue
Silver Coin Indian Grill	3321 Suite 13, Lorna Road, Hoover, AL 4.9 miles from hotel	Indian, Vegetarian Friendly, Vegan Options

ON-SITE ACTIVITIES

1. Award Winning Spa
2. Walking Trail
3. Fitness Center
4. Games on the Lawn
5. Fifth-longest golf course in the world
6. Bagpiper at sunset
7. Shopping—Summit 280 Mall
8. Shopping—Birmingham Galleria Mall

2018 edTPA® CONFERENCE SCHEDULE

THURSDAY, APRIL 5, 2018

10:00 a.m. Welcome

Location: Hoover Ballroom E

CONCURRENT SESSIONS

10:30—12:00

Correlates of edTPA® and NBPTS



Dr. LaTonya Barnes, NBCT, is the Alabama Site Director for the Network to Transform Teaching (NT3) with National Board for Professional Teaching Standards. During her educational career, she has been a curriculum coach, taught early childhood and elementary education, and facilitated numerous professional developments school-wide, district-wide, state-wide, and nation-wide. Dr. Barnes also created CCRS lesson plans for Alabama's Early Childhood Educators for the Alabama Department of Education – ALEX. She has received many awards, including the 2015 Educator of the Year from Junior Achievement and being appointed the 2015 Young Professional Advisory Member from the National Association for the Education of Young Children (NAEYC). LaTonya's educational focus is Character Education. Connect with her on Twitter @LaTonyaBarnesAL.

Location: Pelham

This session is designed to help practitioners understand the connections between edTPA® and National Board for Professional Teaching Standards (NBPTS). Many of the cooperating teachers with whom candidates work have achieved National Board Certification. An examination of the correlations between the two processes will help cooperating teachers better assist teacher candidates with their process. Participants will also be introduced to ATLAS—an interactive resource designed to help candidates gain exposure to video and commentary submitted by accomplished teachers.

10:30—5:00

Local Evaluation Training



Dr. Pam Wetherington is an Assistant Professor in the Early Childhood Education Program at Columbus State University and serves as the Assistant Department Chair for the Department of Teacher Education. As part of her responsibilities, she is the coordinator of edTPA[®], and she is recognized nationally as an expert in edTPA[®] and teacher development. She is highly sought out to assist states and universities as they integrate edTPA[®]. Additionally, she is a highly recognized teacher having received numerous awards for her teaching and implementation of innovative curriculum with young children. She currently serves at the local, state, and national levels with edTPA[®] and teacher induction work.

Location: Hoover Ballroom FGH

This session is designed for individuals who are more familiar with edTPA[®]. The overall objective of this session is to help individuals understand how to locally evaluate edTPA[®] submission.

Although many states and institutions have policies that require SCALE and Pearson evaluation for certification, this training allows faculty to better understand curricula changes that may need to be made to better prepare candidates for the edTPA[®] process.

12:00—1:00 Lunch (Chat and Chew)

Location: Poolside Terrace

1:00—5:00 Deep Dive



Mrs. Debbie Fly is a National Board Certified Teacher who retired from the Classroom with 32 years of experience. She is currently serving as the edTPA[®] Coordinator for the University of Alabama at Birmingham where she is responsible for the implementation of edTPA[®] across 13 program areas. She leads the edTPA[®] Academy as well as conducts seminars and help sessions for candidates to guide them through the edTPA[®] process. In addition, Debbie serves as a National Consultant for edTPA[®] and enjoys interacting and training faculty and students in numerous states.

Location: Hoover Ballroom E

This session is designed as an introduction to edTPA[®]. It is specifically geared to provide more information to individuals who have little experience with edTPA[®]. The goal of this training session is to provide a global understanding of edTPA[®], its purpose and outcomes, the process involved, and the scoring rubrics utilized with candidate submissions.

1:00—5:00 Coalition of Support for Minority and Underrepresented Candidates

Round-table discussion led by Dr. John David Tiller



Dr. John “David” Tiller is an assistant professor for the Department of Teaching and Learning in the College of Education at Tennessee State University located in Nashville, Tennessee. He works with department faculty in providing courses for undergraduates, graduates, and doctoral candidates. Furthermore, he is the edTPA® coordinator for the Educator Preparation Provider. He is the instructor for Methods in Teaching Elementary Mathematics and the Educational Seminars for elementary and secondary teacher candidates. Additionally, he teaches research and statistics, curriculum theory, program evaluation, and philosophy of education.

Location: Vestavia

The new majority in US Public Schools is the new collective majority of minority schoolchildren, while non-Hispanic white teachers represent greater than 80% of teachers in public schools.

(<http://www.edweek.org/ew/articles/2014/08/20/01demographics.h34.html>). The same disproportionate percentages are found among pre-service candidates who complete the edTPA® portfolio assessment as reported in the EDUCATIVE ASSESSMENT & MEANINGFUL SUPPORT: 2016 edTPA® Administrative Report (<https://secure.aacte.org/apps/rl/resource.php?resid=647&ref=edTPA>). Greater still is the demand for competent and proficient teachers who can facilitate and deeply engage students in learning. Educator Preparation Providers (EPP) are challenged to prepare all teacher candidates for success with the edTPA® assessment portfolio. However, these challenges are more critical with minority candidates given what may not have been an adequate P-12 academic preparation experience. This pre-conference session will feature discussions that focus on strategies to address perceived and real gaps to support minority students toward success. Selected segments of this pre-conference will be recorded for use in an online-repository to be made available after the conference concludes.

Bring your best ideas and support strategies that you are using with measures of success.

FRIDAY, APRIL 6, 2018

8:00—9:00 Breakfast and Registration

9:00—9:30 Welcoming Session (Salon E)

9:45—11:00 Session One

Room	Session	Presenter
Salon E	<p>Keeping Up with edTPA®: Managing it All</p> <p>Abstract: You finally know what edTPA® is and feel you have a grasp on how to help your teacher candidates perform to the best of their abilities. Now, the question becomes how to keep up with the data received, how to ensure candidates receive vouchers, how to maintain video forms, and how to simply keep track of the details. This presentation will provide practical tips on how to organize and streamline the variety of elements involved.</p>	<div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p>Dr. Brooke A. Burks is an associate professor of Secondary Education at Auburn University at Montgomery where she serves as edTPA® Coordinator, Secondary Education Program Chair, and Secondary Education Internship Coordinator. Dr. Burks is a National Academy Consultant with SCALE and has conducted several presentations and workshops on edTPA®. Dr. Burks has published and presented research related to education, writing, and technology, specifically focusing on pre-service educators and their preparation.</p> </div> </div> <div style="display: flex; align-items: flex-start; margin-top: 10px;">  <div style="flex-grow: 1;"> <p>Laura Katherine Jayroe is the edTPA® graduate assistant for Auburn University Montgomery. Laura Katherine completed her Bachelor’s degree in psychology at Louisiana State University-Shreveport. She is currently pursuing her Master’s degree in Clinical Mental Health Counseling; upon graduation, she plans to work with children and adolescents as a licensed professional counselor.</p> </div> </div>
Salon FGH	<p>Collaborative Partnerships: Cultivating Growth One Need at a Time</p> <p>Abstract: This session will focus on exploring successful university/P-12 partnerships that not only support candidate development and edTPA® curriculum alignment, but also cultivate authentic experiences that enhance P-12 learning. A discussion of field experiences, curriculum, and structures, along with their alignment to edTPA® constructs will be included.</p>	<div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p>Dr. Katie Kinney currently serves as Professor and Department Chair of Elementary Education at the University of North Alabama. She teaches courses in instructional technology and social studies education. She is the liaison between the ALSDE and UNA for edTPA®. Katie has been instrumental in the implementation of edTPA® at UNA by collaborating in a successful pilot and aligning curriculum and field experiences throughout the program.</p> </div> </div>



Dr. Lisa Clayton is a Professor in the Department of Elementary Education at the University of North Alabama. She teaches both elementary and early childhood literacy courses along with supervising student teachers. Lisa is a National Scorer for edTPA[®] and a National Board Certified Teacher in the area of Early Childhood. Lisa has been instrumental in the implementation of edTPA[®] at UNA by collaborating in a successful pilot and aligning curriculum and field experiences throughout the program.



Ms. Madonna Choat is a Clinical Instructor in the Department of Elementary Education at the University of North Alabama. Madonna is a National Scorer for edTPA[®] and a National Board Certified Teacher in the area of Early Childhood. She is very involved in the edTPA[®] pilot for UNA. Madonna has been instrumental in the implementation of edTPA[®] at UNA by collaborating in a successful pilot and aligning curriculum and field experiences throughout the program.



Ms. Connie Sparks is the edTPA[®] Coordinator at the University of North Alabama. Connie is a retired educator with more than thirty years of experience in the K-6 setting. She supports UNA faculty in their implementation of edTPA[®] components in their curriculum and supervision of edTPA[®] candidates. Connie provides task support sessions and resources to facilitate candidates' successful completion of edTPA[®].

<p>Pelham</p>	<p>Demystifying Academic Language</p> <p>Abstract: Are you confused by Academic Language? Are your students struggling? The purpose of this session is to demystify the Academic Language component of the edTPA® so that faculty can improve their own understanding of what is required by rubrics 4 and 14. The session leader will take the participants through an interactive lesson where meanings of the terms function, discourse, syntax and supports are learned contextually. This instructional method has been successfully used to help teacher candidates analyze the academic language of their lessons.</p> <p>Using a sample lesson, participants will engage in a group activity that will help them discover the language product. They will then be guided in classifying the product as either syntax or discourse. Next participants will identify the language function and the vocabulary that must be used to create the product. Participants will then brainstorm general, targeted, and individual supports. At this point, a closer look at the prompts associated with rubrics 4 and 14 will guide our discussion of ways to improve the performance of our teacher candidates.</p>	 <p>Ms. Terryl Smith Rock currently leads the edTPA® Seminars for Elementary Education, Secondary Education, and the MAT program at East Tennessee State University. After 32 years in K-12 education, she became the Clinical Instructor for Secondary Education. She has been trained as an edTPA® scorer, is familiar with all handbooks, has presented at state and regional edTPA® conferences, and has worked as a consultant for other universities implementing the edTPA®.</p>
<p>Vestavia</p>	<p>edTPA® and Teacher Keys: What Does Good Teaching Look Like?</p> <p>Abstract: edTPA® and Teacher Keys (TKES) are used to assess the readiness and effectiveness of teachers at different stages of their development in the State of Georgia. In this session, we will explore similarities and differences between the two assessments and discuss implications for teacher preparation. Current research, teacher assessment standards, and alignment of goals and standards will be presented.</p>	 <p>Dr. Dawn Harmon McCord is Professor of Music Education and Organ Studies at the University of West Georgia and has served on the boards of the Georgia Music Educators and Georgia Music Teachers Association (GMTA) and is Past President of GMTA. Dr. McCord is also Director of Music and Organist at Carrollton Presbyterian Church. She holds degrees from UGA, LSU, and FSU with studies in Music Education, Piano, Choral Conducting, and Organ Performance. She regularly adjudicates piano events and her research interests include piano proficiency, teacher preparation, and all-state choral policies and practice. She has presented her research at international, national, and state conferences. She is currently active in initiatives for Liberal Education and America's Promise (LEAP).</p>
<p>Helena</p>	<p>edTPA® Success Strategies for Secondary Teacher Candidates</p> <p>Abstract: This session will focus on tips and strategies for secondary education majors completing the edTPA®. It will feature voices of experience from Shelby DiLorenzo, who had the highest score in the state of Alabama on the Secondary Science edTPA® as of December 2017, and Jayde</p>	 <p>Dr. Joe Johnson is in his fourth year at Troy University, and his third as edTPA® Coordinator for the Teacher Education Program. His background includes special education and social science, and 13 years teaching in public middle and high schools. He currently teaches special education classes,</p>

Pope, who had the highest score in the state of Alabama on the Special Education edTPA® as of May 2017. John Reid McGlamory, a current intern at Troy, will also be sharing his experiences in completing and submitting the Secondary ELA edTPA®. These Troy graduates and current intern will offer specific suggestions for time management, writing to the edTPA® rubrics, and capturing appropriate evidence for the edTPA® portfolio. Dr. Johnson will provide clarification on the Teacher Education Program's role in supporting secondary candidates, including how edTPA® tasks are supported through program curricula, and how seminar sessions during internship are designed to support successful completion of the edTPA®.

Note: Attendees may wish to bring a Secondary edTPA® Handbook from any discipline to this session.

curriculum and instruction classes, and oversees the internship seminars for teacher candidates.



Ms. Shelby DiLorenzo is a recent graduate of Troy University with a degree in Biology Education. She successfully completed edTPA® with the highest secondary science score in the state of Alabama. She currently resides in Birmingham, AL, and will be teaching 8th grade Physical Science at Homewood Middle School for the 2018-2019 school year.



Mrs. Jayde Pope graduated from Troy University with a Bachelor's degree in Collaborative Teaching 6-12, where she piloted the edTPA® program. She now teaches a self-contained special education classroom serving students with severe and profound disabilities.



Mr. John Reid McGlamory, a 2014 graduate of Andalusia High School and current intern at Troy University, will graduate in May 2018 with a Bachelor's of Science in English Language Arts and a minor in Teaching English to Speakers of Other Languages (TESOL). John Reid believes in demonstrating respect for and educating all students in world cultures and providing a culturally diverse education plan which is just as varied as the students he teaches; thus, his specialty is in world literature with a concentration in gender and postcolonial studies.

11:00—12:00 Lunch (Chat and Chew)

Location: Poolside Terrace

Room	Session	Presenter
Salon E	<p>Innovate! Manipulate! Integrate! Academic Language Exercises for Teacher Candidates</p> <p>Abstract: This session will focus on ways to engage teacher candidates using social constructivist techniques that capitalize on planning for academic language use in K-12 classrooms. The session will be facilitated using a hands-on, social learning approach that integrates language function, vocabulary, discourse, and syntax in practical applications to develop and express content understanding. Participants will engage in manipulative activities targeted toward helping teacher candidates internalize the various components of academic language as defined by the edTPA® process. Using scenario-based learning, participants will rehearse selection of a key learning function and essential learning task within a learning segment and identify vocabulary and language demands. Furthermore, participants will experience the metacognitive processes of making academic language choices using planned language supports as a menu of scaffold options that can be matched to key standards and learning objectives. Participants will leave with an innovative Academic Language Toolkit with manipulatives rooted in kinesthetic strategies, bell-ringer exercises, and scenario-based learning appropriate for a variety of methods courses. As participants try out the different academic language exercises, they will be able to collaborate with others. The session will support teacher education providers in planning for learning opportunities to support teacher candidates in preparing for the edTPA®.</p>	<div data-bbox="954 317 1091 468">  </div> <p>Dr. Janet L. Bavonese is Department Head for Curriculum and Instruction at Jacksonville State University School of Education. Her background includes twenty years of experience in classroom teaching, literacy coaching, and curriculum coordination in P-12 public education. Janet holds a BA in Human Resources, an MS in English Language Learners, an MS in Reading Specialist, and an Ed.D. in Elementary Education with a concentration in Reading. Her current work includes departmental and program administration for early childhood, elementary, and special education programs at JSU. Janet is a national scorer for edTPA®.</p> <div data-bbox="954 915 1081 1052">  </div> <p>Dr. Shannon Henderson is the elementary/special education collaborative program coordinator and edTPA® coordinator at Huntingdon College. Her teaching background includes lecturing in literacy and elementary education for Jacksonville State University; Huntingdon College; Mississippi State University; assistant professor of elementary and literacy education at the University of Alabama; assistant professor of reading education at the University of Arkansas, adjunct lecturer for the State University of New York; and visiting assistant professor and graduate assistant for Auburn University. Dr. Henderson also spent four years at Purdue University, where she served as an assistant clinical professor for language and literacy instruction, associate director of the Center for Literacy Education and Research (CLEAR), and director of instructional interventions for CLEAR. She served as director of the Educational Services Division of Webshoppe LLC from 1999 to 2001, and from 1994 to 1999 she served as an elementary school teacher at Jim Pearson Elementary School in Alexander City, Alabama.</p>

**Salon
FGH**

Using Non-Fiction Literature Circles to Process the edTPA® Handbooks

Abstract: Do your candidates' eyes glaze over when you ask them to read the edTPA® handbooks? Do they say they've read it, but they just don't get it? Do they need help digging deep to access the content? Come learn about using non-fiction literature circles to actively engage your candidates in meaningful interactions to consume and comprehend the edTPA® handbooks!



Dr. Kristen Pennycuff Trent is an Associate Professor of Literacy Education at Tennessee Technological University. After six years of experience in public schools, Dr. Trent has spent the last sixteen years working with undergraduate and graduate programs both on the main campus and in the 2+2 program. She is a past president of the Tennessee Reading Association and currently serves as a district coordinator for the organization. As a grant writer, she has been awarded over 2.4 million dollars for her work with struggling readers in grades K-8. She specializes in creating literacy programs for school systems to reach the needs of emerging and struggling readers and writers.



Dr. Stephanie Richards currently teaches methods courses in math, science, social studies and special education in Tennessee Tech University's 2+2 program. She also teaches an assessment course and supervises students in Practicum courses as well as other senior level coursework to prepare students for the classroom and edTPA®. Formerly, she was a K-12 principal and a school superintendent in Colorado and Alaska and a high school English teacher in Mississippi.



Dr. Amy Leigh Rogers is a lecturer at Tennessee Technological University in Cookeville, Tennessee. With over eight years of experience in public schools, Dr. Rogers has spent the last six years working with preservice and in-service teachers. The majority of her teaching load consists of junior literacy methods courses and senior level residency seminar courses.



Dr. Alicia Laffoon, a lecturer in teacher education joined the College of Education at Tennessee Tech University in the fall of 2012. She has taught many different elementary and middle school methods courses and is an edTPA®

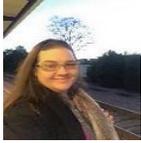
		<p>clinician and clinical supervisor. In 2017, Alicia received her Ph.D. in Theory and Practice in Teacher Education from the University of Tennessee. Her current research focuses on teaching and learning with primary sources.</p>  <p>Dr. Queen Ogbomo is an Assistant Professor of Curriculum & Instruction at Tennessee Technological University in Tennessee. She currently teaches or has taught, mathematics, science and social studies methods courses. She maintains an active scholarly agenda in the areas of best practices in undergraduate pre-service education; STEM education; teacher professional development; minority; and multicultural education.</p>
<p>Pelham</p>	<p>The Changing Role of a University Field Supervisor</p> <p>Abstract: This session will focus on the changing role of University Field Supervisors at a large Educator Preparation Program (EPP) as a result of the implementation of edTPA®.</p> <p>Our institution prepares a total of 450 students per year to enter the teaching profession and is spread across the Colleges of Education, Music, Health Sciences, Fine and Applied Arts, and Arts and Sciences. Clinical Interns are placed in a 16-week clinical internship in 42 out of 100 counties across the state of North Carolina. University Field Supervisors are primarily part-time, adjunct faculty consisting of retired principals and teachers.</p> <p>The roles and responsibilities of supervisors prior to and after implementation of edTPA® will be discussed. Prior to edTPA®, supervisors spent the majority of their time grading and providing feedback on the former major assignment, Impact on Student Learning Project, and other weekly assignments. Now, they are spending more quality time with teacher candidates in P-12 classrooms focusing on mentoring and coaching.</p> <p>We will share the framework our supervisors follow during the clinical internship semester, which includes leading edTPA® seminars and regional meetings, facilitating peer reviews, and managing assignment completion of edTPA® components. We will also share how supervisors are</p>	 <p>Dr. Hannah Reeder is an instructor in the Curriculum & Instruction department at Appalachian State University. She is also the edTPA® Coordinator. Her interests include classroom assessment, pre-service clinical experiences, and new teacher induction.</p>  <p>Dr. Monica Lambert is a Professor and Associate Dean for Academic Partnerships, Assessment and Accreditation at Appalachian State University. Her areas of interest include best practices for clinical practice in teacher preparation, co-teaching in clinical practice, and cognitive strategy instruction for students with learning disabilities.</p>

	<p>working more directly with content faculty through the edTPA® process.</p> <p>In addition, video clips will highlight insights, celebrations, and bumps in the road from the field supervisors.</p>	
<p>Vestavia</p>	<p>Creating Authentic Field Experiences to Support edTPA® Readiness</p> <p>Abstract: This session addresses the creation and maintenance of meaningful partnerships between schools of education and P-12 partners, specifically in the service of offering authentic field experiences for preservice teachers and adequately preparing them for the edTPA® performance assessment. Beginning by outlining our unique context at the University of North Alabama, the presentation will sketch the evolution and design of field experiences within the Secondary Education Department. The presentation will specifically highlight two field experiences. The first field experience occurs within an assessment design course and tasks students with observing assessment practices, teaching a lesson, and gathering data to complete an assessment cycle. The second experience, termed the immersion lab, is an extended opportunity that allows students to develop the capacity to examine all facets of their teaching in relation to student learning goals. These experiences provide students comprehensive opportunities to become facile with the demands of edTPA® before their internship placement begins. Structurally, the session embeds various collaboration opportunities via thinking routines and interactive discussions. As the session concludes, participants will have time to ask questions and be encouraged to distill the day’s content into meaningful next steps through an exit protocol.</p>	<p>Dr. Matthew Campbell is an Assistant Professor of Secondary Education at the University of North Alabama. Matthew received an Ed.D. in Leadership and Educational Policy from Vanderbilt University. His research interests include the social and political context of education, instructional coaching, and classroom assessment.</p>  <p>Dr. Jessica Mitchell is an Assistant Professor at the University of North Alabama where she serves as Interim Department Chair for the Department of Secondary Education. Dr. Mitchell received an Ed.D. in Curriculum and Instruction Leadership from the University of Memphis. Additionally, she has a concentration in reading/literacy and a graduate certificate in qualitative educational research.</p> 
<p>Helena</p>	<p>How the Alignment of Content with edTPA® Instruction Promotes Student Success in a Senior-Level Secondary Strategies Education Course</p> <p>Abstract: Because Freed-Hardeman University’s College of Education is in the early stages of edTPA® implementation, the edTPA® content must begin to be implemented across all courses in order to adequately prepare students for edTPA® submission. To ensure faculty are adequately preparing the students for edTPA® submission, the curriculum mapping of edTPA® across courses is crucial to student success. Because student teachers are piloting edTPA® during the Spring 2018 semester, they were taught the content during the Fall 2017 EDU431-Secondary Educational Strategies course. This session will describe how the course integrated edTPA®</p>	<p>Dr. Sarah Hartman currently serves as the Department Chair for the College of Education (CoE) at Freed-Hardeman University (FHU) in Henderson, Tennessee. Dr. Hartman also serves as the edTPA® Coordinator for the CoE at FHU. Before coming to FHU, Dr. Hartman served as the edTPA® Coordinator for the School of Education at the College of Coastal Georgia in Brunswick, Georgia. Dr. Hartman earned a PhD in Curriculum & Instruction from the University of Alabama in 2013. Dr. Hartman’s research interests include edTPA®-related studies, service-learning,</p> 

<p>mini-workshops for instruction of edTPA® rubric work, videoing lessons, and portfolio submission. Two data sources were utilized and will be shared. Collectively, they demonstrate the student preparation for edTPA®, as well their preparation in the course. These data sources include student surveys and course evaluations from Fall 2017. These data as well as new goals that resulted from the data will be shared.</p>	<p>elementary and middle grades social studies, and integrating the arts into K-12 curriculum.</p>
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2:00—3:15 Session Three

Room	Session	Presenter
<p>Salon E</p>	<p>Is it the Journey or the Destination? Developing a Multi-Tiered System of Support for the edTPA®</p> <p>Abstract: This presentation will include an overview of the tiers of candidate support developed over the course of a three-year edTPA® implementation. The first tier, online support, features a website which is organized as a “how-to” guide for teacher candidates. The second tier, formative assessments, provides opportunities for candidates to practice edTPA® tasks in CORE courses. The third tier, workshops, consists of optional sessions in which candidates can receive support on individual components of edTPA®. The fourth tier, program support, represents a wide array of program-specific support. The fifth tier, one-on-one help, represents personal communication with the edTPA® coordinator and individual faculty and staff. The presenter will share artifacts from each tier and discuss how each tier has evolved as a result of program data.</p>	 <p>Dr. Sarah Cannon serves as the coordinator of the edTPA® at NC State University. Before earning her Ph.D. in Curriculum and Instruction in 2016, she had the privilege of teaching high school English for eight years. Her research primarily focuses on the intersections of performance-based assessments and issues of equity in education.</p>
<p>Salon FGH</p>	<p>Shoot for the Stars through Seminars</p> <p>Abstract: Looking for ways to brighten your edTPA® support seminars that will achieve shooting star success for teacher candidates? If so, join Jacksonville State University Curriculum and Instruction faculty as they share successful seminar strategies to engage candidates and faculty in edTPA® preparation. Examples of integrated workshops, thinking exercises, and interactive strategies will be shared. Participants will leave with a sparkling cluster of ideas designed to organize support seminars for the edTPA® process. Curriculum and Instruction faculty will share how they capitalize on each other’s strengths and experiences in order to build teacher candidate capacities for planning, instructing, assessing, and reflecting in a classroom setting. Join us for an interactive session that will help you to plan engaging activities to equip your teacher candidates to reach the stars through your support seminars.</p>	 <p>Dr. Kyoko Johns, an associate professor of elementary education at Jacksonville State University in Jacksonville, Alabama, teaches elementary mathematics methods, effective teaching practice, and classroom assessment courses at the credential and graduate levels and supervises teacher candidates during their practicum experiences and internship. The areas of interest include examining students’ thinking processes when solving problems, investigating social and cultural effects on mathematics education, and exploring ways to incorporate technology in the classroom.</p>

		 <p>Dr. Gena Thornburg has more than 25 years of experience in the field of elementary education. She earned her B.S. degree in Elementary Education from Auburn University and her M.S. and Ph.D. from The University of Alabama. She began her career in higher education as an assistant professor in the College of Education at the University of West Alabama. In addition to teaching graduate and undergraduate classes in Curriculum and Instruction, Dr. Thornburg serves as the advisor for alternative degree candidates in the area of elementary education at Jacksonville State University.</p>  <p>Mrs. Kim Oliver is a retired elementary teacher from Jacksonville, AL. She was a classroom teacher for 25 years. She earned both her B.S. and M.S. degrees in Elementary Education from Jacksonville State University. She began her career in higher education at JSU in the fall of 2014. She has served as a supervisor/instructor for students during their internship semester.</p>  <p>Mrs. Keitha Segrest is a retired Alabama educator currently working as a pro rata adjunct instructor/supervisor for Jacksonville State University. She retired in 2016 after working as an Instructional Specialist/Regional Field Coach for the Alabama Reading Initiative, where she was an original Project for Adolescent Literacy (ARI-PAL) team member. Her passion is student learning and using data to drive instruction.</p>
<p>Pelham</p>	<p>Examining Communities of Practice for Meaningful Assessment: Advocating for Collaborative Support of Candidates and Colleagues</p> <p>Abstract: This session will share our strategies and challenges implementing edTPA® and examine the communities of practice that we intentionally create. Our examination in the communities of practice encompasses our own experiences at UNCP and builds upon the research base for edTPA®</p>	 <p>Dr. Lisa Mitchell is an Associate Professor and Department Chair of Elementary Education in the School of Education at the University of North Carolina at Pembroke. As an educator, she is committed to supporting teacher candidates by teaching in the graduate and undergraduate elementary education</p>

implementation and accountability measures within the United States and North Carolina. Supporting pre-tenure colleagues through the development of scholarship that supports the professional identity is important and also challenging in a higher education context that includes increasing administrative workload for faculty at regional comprehensive universities. Our involvement sought to move beyond a compliance perspective to a continuous improvement perspective. Implementing edTPA® during the internship semester immediately impacted the redesign of our formative assessments and support for initial licensure candidates. Conceptualizing meaningful assessment in our implementation of edTPA® has provided opportunities for connecting faculty teaching, scholarship and service. We value the impact of edTPA® on candidate and faculty professional identity and were interested in successfully leveraging the edTPA® implementation experience to enhance professional identity of all stakeholders. Through the communities of practice model, we developed a plan for engaging our community partners and supporting our candidates and colleagues, while improving our program and creating data driven support for effective practice.

programs and supervising student interns. While teaching in the public schools for 14 years, she was also involved as a teacher leader and mentor in her school and district and branched out beyond the classroom seizing opportunities with instructional technology and professional development. Her scholarship, service and professional development keep her actively involved in teacher induction and mentoring, supporting teacher development.



Dr. Kayonna Pitchford devoted 20 years to teaching students in North Carolina's public schools prior to becoming a faculty member at UNC Pembroke. Currently, she serves as both an assistant professor in the Department of Elementary Education and the edTPA® coordinator for UNCP's teacher preparation programs. Although her main interest is in helping develop effective elementary mathematics teachers, she also enjoys helping prepare teachers in all areas for the challenges and rewards of working with children. Dr. Kay is a lifelong learner who hopes that her work will help produce high-quality teachers for the profession.



Dr. Marisa Roach Scott has been preparing teacher candidates in the areas of Special Education and Birth-Kindergarten at the University of North Carolina at Pembroke's School of Education for almost 10 years. Currently, she serves as an assistant professor as well as Department Chair of Educational Specialties. She is dedicated to creating competent and caring professionals who will educate and empower young children with and without disabilities. Dr. Scott is passionate about the education of all children and hopes that her students will enter the field as reflective and culturally responsive practitioners.

Vestavia **The Effect of Early Placements and Intensive Supports on Elementary edTPA® Scores**



Dr. Joe Johnson is in his fourth year at Troy University, and his third as edTPA® Coordinator for the Teacher

	<p>Abstract: This session will share comparative data across five semesters of edTPA® pilot scores and how different groups of interns have been supported in various ways based on their Troy campus location. The Phenix City interns have been receiving earlier internship placements than their counterparts on the Troy and Dothan campuses, and also have had more intensive faculty support based on a lower faculty/student ratio on the Phenix City campus. The difference in scores between Phenix City and Troy/Dothan will be shared, and the variables that contributed to that difference will be discussed/summarized. Conclusions that can be drawn indicate overall higher scores based on early placements and more intensive faculty support, though those scores are not consistently significantly higher. Allocation of faculty resources and an overall discussion of current support practices will be discussed, and time will be given for attendees to ask questions and share their own approaches to supporting teaching candidates.</p>	<p>Education Program. His background includes special education and social science, and 13 years teaching in public middle and high schools. He currently teaches special education classes, curriculum and instruction classes, and oversees the internship seminars for teacher candidates.</p>
<p>Helena</p>	<p>Achieve the Required edTPA® Scores by Using Triple AAA®</p> <p>Abstract: When faculty plan and model three critical factors in professional courses, teacher candidates have a better than average chance of achieving the required minimum score on the edTPA® portfolio. The purpose of this session is to present and discuss the principles of practice in aligning curriculum with the edTPA® tasks. Additionally, the presentation is purposefully focused on how academic language along with the use of authentic assessment is embedded in course work. The discussion begins by examining how to use the edTPA® rubrics and task commentaries (plan, instruct, and assess) in aligning key course assignments. Using key assignments incrementally prepares the teacher candidates to be ready for the capstone portfolio. The key elements that are found inside edTPA® rubrics serve as catalysts for improvement in course and program design. Participants will make connections between rubrics 4 and 14, between rubrics 5, 12, and 13 that demonstrate the need for faculty to model the same for teacher candidates. The conversation will focus on how faculty must go beyond explaining vocabulary terms in modeling discourse, syntax, and the use of language demands. The third critical factor that assures better scores in the edTPA® Assessment Task is re-examining how to develop assessments and more importantly how to provide feedback that aligns with edTPA® rubrics 12 and 13. Session participants will be invited to share their successes, challenges, and questions regarding these three critical factors.</p> <p>Note: Attendees—bring an edTPA® handbook of choice.</p>	 <p>Dr. John D. Tiller is an assistant professor for the Department of Teaching and Learning in the College of Education at Tennessee State University located in Nashville, Tennessee. He works with department faculty in providing courses for undergraduates, graduates, and doctoral candidates. Furthermore, he is the edTPA® coordinator for the Educator Preparation Provider. He is the instructor for Methods in Teaching Elementary Mathematics and the Educational Seminars for elementary and secondary teacher candidates. Additionally, he teaches research and statistics, curriculum theory, program evaluation, and philosophy of education.</p>

3:30—4:45 Session Four

Room	Session	Presenter
Salon E	<p>Why Didn't I Get a Five?</p> <p>Abstract: Have you heard this question from your candidates? Learning and understanding the scoring rubrics is at the core of every successful edTPA® portfolio. This session replicates one of the training experiences TTU candidates undertake in preparing to begin their edTPA® experience. Join us for this hands-on exercise as we practice scoring candidate portfolios and realize the value of engaging in discourse relative to “scoring” portfolios.</p>	 <p>Dr. Cherie C. Hook is a placement coordinator in the Office of Teacher Education at Tennessee Tech University. Mrs. Hook is currently a doctoral candidate at Tennessee State University. She became a National Board Certified Teacher in 1999 and recertified in 2009. Her NBPTS certification experience gave her the background to support her work with the edTPA®. Mrs. Hook has worked directly with Residency candidates since 2013 preparing and presenting edTPA® seminars for as many as 275 candidates each academic year.</p>
Salon FGH	<p>SCALE and Pearson Updates</p>	 <p>Dr. Andrea Whittaker is Director of Teacher Performance Assessment at SCALE and edTPA® National Director. For 15 years prior to joining edTPA®’s design and implementation team, Andrea served on the faculty of the College of Education at San José State University where she taught courses in literacy, multicultural and psychological foundations, and assessment. Andrea’s research interests include teaching standards and assessment, professional development and teacher education policies and practice.</p>  <p>Ms. Kellie Crawford is Manager of Educator Relations for edTPA® at Pearson. She works with SCALE and AACTE to support state education agencies and educator preparation programs in edTPA® introduction, exploration, and implementation. She gained expertise in designing and delivering K–12 teacher professional development through her work with Achievement Technologies.</p>

<p>Pelham</p>	<p>It's All About the Students: Top Five Keys to edTPA® Success</p> <p>Abstract: Regardless of content area, if you are interested in methods to maximize edTPA® success in your program and to provide meaningful support for teacher candidates throughout the edTPA® process, please join <i>It's All About the Students: Top Five Keys to edTPA® Success</i>. Utilizing candidate feedback and a proven plan, this session delivers the essential elements required to focus your program on what matters most—student learning. Participants will leave the session with a clear focus, strategies, ideas, and tools to achieve edTPA® success, all of which are based on a model developed and refined using proven and effective methods, experiences, and actual feedback from candidates through four semesters of implementation at The University of Alabama.</p>	 <p>Mrs. Shari Reid-Gilbert serves as the edTPA® Coordinator and an instructor for The University of Alabama. She is a trained scorer for Pearson and serves as a National Consultant for edTPA®. A National Board Certified Teacher and Alabama History Teacher of the Year, Shari supervised and mentored secondary teacher interns as a Clinical Master Teacher during her twenty years in the classroom. As edTPA® Coordinator, she develops and delivers support to faculty, community partners, and teacher candidates throughout the program; this includes edTPA® seminars and all edTPA® Academy sessions to support candidates in twelve content areas during internship.</p>
<p>Vestavia</p>	<p>Articulating the Learner's Mode of Expressive and Receptive Communication Explicitly in the edTPA® Commentaries</p> <p>Abstract: By definition, receptive language means the ability to understand information. It involves understanding the words, sentences and meaning of what others say or what is read. And, expressive language means being able to put thoughts into words and sentences, in a way that makes sense and is grammatically accurate. What if a learner does not fit these definitions? Teacher candidates sometimes have a difficult time identifying modes of expressive and receptive communication with learners who are non-verbal. It is not uncommon for a teacher candidate to struggle with an effective way to respond to commentary prompts related to communication in the Special Education handbook. The first step in supporting teacher candidates in identifying communication skills of their learners is to be certain they understand what receptive and expressive communication looks like, specifically in learners who are non-verbal or who are limited in the ability to communicate. In one teacher preparation program, special education field experience seminars provide explicit strategies with authentic practice activities to support teacher candidates' ability to identify ways in which non-verbal learners communicate.</p> <p>Note: Please bring a smart phone or a device to download an application which will be demonstrated in the presentation.</p>	 <p>Dr. Judi Emerson holds a faculty position at Georgia State University in the College of Education and Human Development, Department of Educational Psychology, Special Education, and Communication Disorders. She has been directly involved with the implementation of the edTPA® in Georgia since 2013 and is currently the Special Education edTPA® Coordinator. Emerson is a member of the SCALE edTPA® National Academy in the area of Special Education.</p>

<p>Helena</p>	<p>Preparing Physical Education Candidates for Success in edTPA®</p> <p>Abstract: Preparing Physical Education Teacher Certification candidates to have the confidence to submit a successful edTPA® assessment must be a total program effort. Candidates should receive information on edTPA® throughout their program to know and be able to successfully submit information needed for the three tasks. The presentation will focus on actively involving participants in the discussions. The session will open with a discussion on how the impact of edTPA® has changed method courses across institutions in the district. The discussion will address the need to implement structured reflections and the need to identify key components to address during those reflections. The three edTPA® tasks: Planning, Instruction and Assessment have always been addressed in methods courses. The discussion will move to what modifications have been made to methods courses to address the edTPA® rubrics for each task. The discussion will also include the concerns that programs have with the implementation across courses. Finally the participants will have the opportunity to become involved in a resource network of other PETE faculty to assist each other in our edTPA® journeys.</p>	 <p>Dr. Sandra Sims is an associate professor at the University of Alabama at Birmingham where she is program coordinator for the physical education teacher certification program. Sandra teaches undergraduate and graduate courses involving methods of teaching in physical education and coaching. UAB embedded edTPA® in all methods course in 2016 and successfully piloted edTPA® in Spring 2017. We continue to adjust our methods courses each semester to meet the needs of our candidates.</p>
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SATURDAY, APRIL 6, 2018

8:00—9:00 BREAKFAST AND REGISTRATION

9:15—10:30 Session One

Room	Session	Presenter
Salon E	<p>Top Seven edTPA® Screw-Ups and How to Avoid Them</p> <p>Abstract: In spite of being good at planning, instructing, and assessing, some teacher candidates may still score low on the edTPA® because of major errors. Whether we choose to advertise it or not, every university has stories of candidates who botched at least some portion of their edTPA®. Based upon our experience as teacher education faculty, we have identified the top seven common edTPA® blunders. Using real life examples, this session will provide strategies for helping candidates avoid these mistakes. We will shed a light on the lessons we've learned in order to foster dialogue among participants on the methods each educator preparation program uses to increase candidate success. Resources will be shared.</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 150px;">  </div> <div> <p>Dr. Roddran Grimes is an assistant professor of Special Education at Georgia College and State University. She is a cohort mentor leader for 18 undergraduates and teaches research-based courses for the Special Education undergraduate and graduate programs. She is currently involved in collaborating with faculty in regards to edTPA® initiatives, and she provides teacher candidates with information regarding edTPA® guidelines and procedures.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 150px;">  </div> <div> <p>Dr. Stephen Wills is an associate professor in the Special Education program at Georgia College and State University. He is an undergraduate mentor leader and teaches research-oriented classes for the Special Education Master of Education (M.Ed.), Master of Arts in Teaching (MAT), and Education Specialist (Ed.S.) programs. He is currently involved in working with the edTPA® professional learning community to educate faculty, host teachers, and train teacher candidates on EdTPA® policies and requirements. He also works as part of a team to assess edTPA® data to determine the strengths and needs of the College of Education and the Special Education program.</p> </div> </div>
Salon FGH	<p>One Simple Strategy Yields Great Gains in Candidate Competence</p> <p>Abstract: One major challenge teacher candidates experience when meeting the expectations set forth in edTPA® is specifically infusing research and/or theory throughout the learning segment, generating evidence of the link between</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 150px;">  </div> <div> <p>Dr. Nancy Vitalone-Raccaro, Temple University, has a teaching career dedicated to the field of Special Education. As an expert teacher educator, Dr. Vitalone-Raccaro is committed to training teachers who are</p> </div> </div>

	<p>theory/research and practice, and explaining this link. The purpose of this session is to share one particular cognitive strategy that was taught to teacher candidates to help them apply key tenets of research and/or theories of learning to designing instruction, teaching, and assessing. Samples of candidate work generated through the use of the strategy in fundamental areas such as: contextual factors, learning theories, evidence-based instructional strategies, differentiated instruction, and assessment will be displayed and the conversations necessary for internalization and deep understanding will be facilitated. The audience will use a personal electronic device to engage in a group Padlet and subsequent discussion that will allow them to (a) implement the strategy highlighted during the session and (b) engage in the precise instructional activity that was designed to introduce the strategy to teacher candidates.</p> <p>Note: Participants, please bring a personal electronic device with WiFi capability to engage in a group Padlet.</p>	<p>critical thinkers and prepared to meet the challenges of 21st century classrooms. Her teaching interests include student assessment, high leverage teaching practices, and instructional strategies for exceptional learners. Dr. Vitalone-Raccaro is author of several journal articles dealing with teaching students with exceptional learning needs, and she regularly provides professional development workshops related to standards-based instruction for all learners.</p>
<p>Pelham</p>	<p>Unpacking Academic Language Demands of edTPA®</p> <p>Abstract: Teacher candidates often find it difficult to conceptualize what each language demand looks like and sounds like in a classroom setting. Resources and best practices will be shared to support teacher candidates to further develop students' language use. This session will assist participants in developing a deeper understanding of the edTPA® Academic Language demands: language function, vocabulary, discourse, and syntax. Academic Language is: oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area (SCALE, 2017).</p> <p>Using Elementary Literacy as a lens, participants will use the associated language rubrics and commentary prompts to analyze exemplars. Participants will examine the edTPA® resources that are available for use with teacher candidates to strengthen competency of the language demands. The presenter will share lessons learned from her successful implementation of edTPA® at two institutions. Participants are invited to share successes and challenges of their institution's edTPA® implementation.</p> <p>Note: Please bring edTPA® handbook and Understanding Rubric Level Progressions document</p>	 <p>Ms. Kendra Duncan has worked with Pearson Education since 2012 as both a national Scorer and Scoring Supervisor for edTPA®. She currently serves as edTPA® Coordinator and Clinical Professor at the University of Tennessee at Chattanooga (UTC).</p>
<p>Vestavia</p>	<p>Using edTPA® Score Data to Produce High-Quality Teacher Candidates</p>	 <p>Dr. Judith Presley is a Professor for the Department of Teaching and Learning in the College of Education at</p>

	<p>Abstract: The research presented in this session demonstrates how faculty at one university refined its practice, infused instructional strategies, and aligned its programs of study to meet the challenge to produce “high-quality” teacher candidates. The data featured in the presentation shows how faculty continuously collected, analyzed and used the edTPA® score data to inform its practice across the EPP. Participants will examine four years of data from the university and discuss how edTPA® rubrics and task data informs practice. The three key factors that emerged from the data drove the progress in producing high-quality teacher candidates were—aligning courses with edTPA® key elements within the rubrics and task commentaries, incorporating and using academic language in instruction, and planning for assessments. Additionally, the data informed faculty how to provide support to teacher candidates when writing and preparing instructional and assessment materials for submission. Participants will also discuss how to manage changing requirements set by the governing agencies. The university met the governing agency challenges where the portfolio was first a course requirement, then it became a graduation requirement with a minimum score, and now state policy has been set to make edTPA® consequential for licensure with a required score of 42 out of 75 on the Elementary edTPA® in Tennessee. Additionally, data from the university’s 2016 Report Card on The Effectiveness of Teacher Training Programs in Tennessee will be shared.</p> <p>Note: Bring ideas for using data to improve the edTPA® process.</p>	<p>Tennessee State University located in Nashville, Tennessee. She is the Coordinator of the Special Education Master’s Degree Program. Dr. Presley teaches undergraduate and graduate courses in the Elementary Education and Special Education Programs.</p> <div data-bbox="987 443 1130 594" data-label="Image"> </div> <p>Dr. John David Tiller is an assistant professor for the Department of Teaching and Learning in the College of Education at Tennessee State University located in Nashville, Tennessee. He works with department faculty in providing courses for undergraduates, graduates, and doctoral candidates. Furthermore, he is the edTPA® coordinator for the Educator Preparation Provider. He is the instructor for Methods in Teaching Elementary Mathematics and the Educational Seminars for elementary and secondary teacher candidates. Additionally, he teaches research and statistics, curriculum theory, program evaluation, and philosophy of education.</p>
Helena	<p>Promoting Strong Collaborative Skills in Teacher Candidates</p> <p>Abstract: During internship, thought collaboration, special education interns provide specific feedback to each other as they prepare edTPA® lessons, assessments, videos, and commentaries. Although the ability to collaborate is vital for special education teachers, especially those who co-teach with general educators (Friend, 2015), strong collaborative skills must be developed (Brownell, Adams, Sindelar, & Waldron, 2006). Teacher candidates should be provided multiple opportunities to plan and work together in the semesters leading up to internship. These activities include workshops, joint projects and presentations, co-teaching practice, and on-line discussions and group assignments (Bavonese, Connor, Wheat, Beard, & Owens, 2017). Participants attending this session will be provided ideas for activities designed to improve teacher candidates’ collaborative skills during their coursework and practicums and utilized during internship. After a brief discussion and share time, those attending the session will</p>	<div data-bbox="987 1205 1130 1356" data-label="Image"> </div> <p>Dr. Cynthia Connor serves as Associate Professor of Special Education at Jacksonville State University (JSU) and is co-director of the JSU Transition University Program and Assistant Project Director of On to JSU. She has a Master’s Degree from Teachers College, Columbia University and a Ph.D. from the University of Virginia, both degrees in special education. Having taught special education for 23 years in Pre-K-12 schools in Alabama, Virginia, and New York City, Dr. Connor currently supervises and leads edTPA® workshops for undergraduate and graduate interns in addition to instructing pre-service teacher candidates and graduate candidates in special education methodology; including transition, collaboration, differentiation of instruction,</p>

<p>participate in a collaborative hands-on activity. In a re-creation of an internship workshop activity, participants will be placed into small groups and given two short anonymous samples of previous submissions related to one of the edTPA® rubrics. Each group must work together to try to determine the scores each sample received and support the group decision based on evidence from edTPA® handbook and other supportive documents. The final few minutes will be a time of sharing their collaborative decisions.</p> <p>Bavonese, J. E., & Connor, C., Wheat, V., Beard, L., & Owens, L. A. (2017). Collaboration opportunities within university teacher education programs. <i>Journal of Education & Social Policy</i>, 4(2), 72-79.</p> <p>Brownell, M., Adams, A., Sindelar, P., & Waldron, S. (2006). Learning from collaboration: The role of teacher qualities. <i>Exceptional Children</i>, 72(2), 169-185.</p> <p>Friend, M. (2015). Welcome to co-teaching 2.0. <i>Educational Leadership</i>, 73(4),16-22.</p>	<p>augmentative and alternative communication, and strategies for working with students with mild and severe disabilities and with students who are gifted.</p>  <p>Dr. Teresa Gardner is a Professor of Special Education at Jacksonville State University in the Department of Curriculum and Instruction. She currently teaches both graduate and undergraduate courses. Dr. Gardner's teaching interests include behavior management, assessment, and mathematics for students with disabilities.</p>
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10:45—12:00 Session Two

Room	Session	Presenter
<p>Salon E</p>	<p>Ten Interactive Ways to Incorporate edTPA® into Lesson Plans</p> <p>Abstract: The purpose of this session is to engage our audience in interactive ways to incorporate edTPA® into Lesson Plans. This session will be engaging for our colleagues through active examples, feet-work, and group dialogue. The central goal of this session is to engage and encourage our colleagues to use interactive methods in their own classrooms and share them with their education candidates.</p>	 <p>Dr. Greg Matthias currently serves as an Assistant Professor of Education at Milligan. He has taught at the middle and high school level for 13 years and at Milligan for 4 years. He is a licensed teacher, principal, director of instruction, and superintendent. He teaches courses on technology in education, classroom management, capstone, parent involvement, secondary methods, cultural diversity, and ESL methods. He is also the faculty advisor for the Adult Degree Completion Program. His research interests include teacher evaluation models, middle and secondary science curriculum and instructional techniques, urban education, humor, and school climate.</p>  <p>Dr. Tausha Clay currently serves as an Associate Professor of Education and the Paul Clark Chair of Education at Milligan. She is responsible for teaching courses in Child Guidance,</p>

		<p>Foundations, Curriculum and Methods, and Capstone. In addition to her teaching responsibilities, she coordinates all student teaching and internship placements. She has made numerous presentations at both regional and national conferences, and has provided in-service trainings for private and local school systems.</p>
<p>Salon FGH</p>	<p>edTPA® and Equitable Teaching Practices</p> <p>Abstract: In this session, participants will analyze edTPA® constructs as sources of evidence for candidate performance related to equitable teaching practices. These include: • leveraging assets (knowledge of students) to plan, engage and assess learners equitably • teaching toward deeper learning (beyond facts, skills and procedures) • differentiating and individualizing instruction based on learner strengths and needs. In table groups, participants will unpack how the rubric constructs and performance levels are related to their own program mission and values and brainstorm concrete examples of the equitable teaching practices from their own program clinical experiences and coursework. Further, participants will engage in a deeper dive into their own edTPA® data (if available) to examine patterns of candidate performance in reference to equitable teaching practices. They will also use a curriculum inquiry process to identify course and field experiences that support candidates to develop and practice equitable instructional strategies.</p> <p>What is equity? What do equitable teaching practices look like? How does edTPA® support candidates to reflect on equitable teaching practices?</p>	 <p>Dr. Andrea Whittaker is Director of Teacher Performance Assessment at SCALE and edTPA® National Director. For 15 years prior to joining edTPA®’s design and implementation team, Andrea served on the faculty of the College of Education at San José State University where she taught courses in literacy, multicultural and psychological foundations, and assessment. Andrea’s research interests include teaching standards and assessment, professional development and teacher education policies and practice.</p>
<p>Pelham</p>	<p>Supporting Candidates Through the edTPA® Journey</p> <p>Abstract: Designed for novice, intermediate and advanced audiences, the purpose of the session is to engage participants in a discussion and analysis of the evolution of our teacher education program in light of current edTPA® mandates. In order to emphasize the educative focus of edTPA®, the emphasis of this session is primarily on support across the program (our journey) with stops along the way(feedback) which focus on specific feedback to candidates in courses during sophomore, junior and senior years, prior to senior year edTPA® implementation. As a result of constant evaluation of feedback, our (faculty and student) journey, which began with a pilot of edTPA® in 2013, has evolved through developmental course revisions, grant proposal submissions, student teaching seminar assignment adjustments and faculty “buy-in”. Participants will have opportunities to draw parallels with</p>	 <p>Dr. Leslie Marlow has been a faculty member at Berry College in the Charter School of Education and Human Sciences since 2001 and has been the Director of the Berry College Center for Economic Education for the past 7 years. She teaches reading assessment, curriculum and methods and senior seminar.</p>  <p>Dr. Karen Kurz has been a faculty member at Berry College Charter School of Education and Human Sciences since fall 1995 and served as Assistant Dean for Graduate Studies in Education from 2001 to 2017. She</p>

	<p>feedback assignments that our faculty have found to be successful in the preparation of our candidates for edTPA[®] implementation. Student feedback on the edTPA[®] process at our college, along with yearly faculty analysis methods of student scores on edTPA[®] will be shared. Question and discussion opportunities will focus on specific structured feedback in foundations and initial professional courses during our sophomore year, curriculum methods courses during our junior year, and seminar during the first half of our senior year.</p> <p>Note: We encourage participants of this session to bring course syllabi and/or identify course assignments in which they currently engage students in their courses.</p>	<p>is the current edTPA[®] Coordinator and has served as Assessment Coordinator and CAEP Standard 4 Committee chair. She teaches courses in curriculum, research methods and assessment at undergraduate and graduate education levels.</p>  <p>Dr. Duane Inman has been a faculty member at Berry College since 2001 in the Charter School of Education and Human Sciences and served as the Department Chair of Teacher Education for 6 years. He teaches courses in sciences methods and materials, research and foundations of education.</p>
Vestavia	Network Space	
Helena	<p>Making the Most out of Math Methods: Supporting and Providing Feedback to Candidates</p> <p>Abstract: We will share math-specific course modifications and examples that participants can use to better prepare candidates for elementary math edTPA[®]. We will emphasize how edTPA[®] has prompted changes in our practices to prepare our candidates. The tasks require candidates to reflect on their planning, instruction, and assessment, which are practices that characterize effective teaching. We have embedded the components addressed in each task into our courses, such as academic language, student feedback, using assessment to guide instruction, differentiating instruction, and reflecting as a practitioner. The successful hallmarks of our program include a comprehensive assignment, which begins with unpacking standards to illuminate procedural fluency and conceptual understanding and culminates with “mock” assignments, which are designed to address the foundational components of edTPA[®]. In the past, we “taught” our teacher candidates about these components; however, prompted by preparing candidates for edTPA[®], we now utilize our rigorous lesson plan template to focus on the enactment of these components rather than leaving our candidates with only a limited knowledge of the components. Transforming our teaching has contributed to our candidates being able to contextualize these components, seeing them in action and reflecting on personal experiences with their implementation in the classroom.</p> <p>Note: Participants should bring: Elementary Mathematics edTPA[®] Handbook and a laptop for viewing session materials.</p>	 <p>Dr. Leslie Suters is an associate professor in the College of Education’s Curriculum and Instruction Department at Tennessee Technological University. She teaches elementary math, science, and technology methods courses to K-5 preservice teachers in TTU’s 2+2 program. Additionally, she has facilitated a number of STEM-based grant opportunities with K-12 science, math, and STEM teachers. She qualified as an elementary math edTPA[®] scorer with Pearson from Spring 2014 to 2016, but no longer scores due to other demands of her teaching position.</p>  <p>Dr. Jennifer Meadows is an assistant professor in the College of Education’s Curriculum and Instruction Department at Tennessee Technological University. She teaches courses for elementary, middle school, and high school preservice math teachers. She also teaches STEM Education courses at the graduate level. Additionally, she coordinates informal STEM learning opportunities at the TTU’s Millard Oakley STEM Center and at area schools. Previously scoring for edTPA[®] portfolios for elementary mathematics, she is currently scoring for middle child mathematics.</p>

12:15—1:30 LUNCH (Chat and Chew)

Location: Poolside Terrace

1:45—3:00 Session Three

Room	Session	Presenter
Salon E	Network Space	
Salon FGH	<p>Lesson Study: An Authentic Field Experience</p> <p>This multi-media presentation shows a replicable process for college faculty and students to work alongside partner public schools to improve teaching and learning at every level. Talladega College faculty, students, and public school partners research in professional learning communities to create and teach lessons, collect data, and improve lessons. The discussions and lesson rewrites create a context for authentic field experiences embedded in the work of schools. A link to materials in dropbox will be provided.</p>	<div data-bbox="987 541 1128 688">  </div> <p>Dr. Rebecca McKay has been a classroom teacher, an Alabama State Teacher of the Year, a member of the Teacher Hall of Fame, a literacy coach for Alabama urban and rural schools, a district reading specialist, a National Writing Project teacher consultant, a trainer of trainers for the Alabama Reading Initiative, a national presenter on a variety of literacy topics, and a member of the Alabama Governor’s Commission on Reading. Finishing a Ph.D. in 2012, Dr. McKay enjoys teaching at Talladega College where she presently serves as the Dean of the Division of Social Sciences and Education.</p> <div data-bbox="987 1102 1128 1249">  </div> <p>Dr. Rebecca Robinson is currently the Chair of the Department of Education at Talladega College. With this role, she serves as advisor to the education students, schedules classes, writes curriculum, and manages the day to day functions of the department. Most importantly, she teaches teacher candidates. Prior to joining the faculty of Talladega College in 2014, Dr. Robinson served the boys and girls of Talladega County schools. She was a fifth-grade teacher for nine years and a principal for 25 years.</p>
Pelham	<p>Integrating edTPA® to Create Reflective Practitioners</p> <p>Abstract: It is common knowledge that good teaching should not focus on an assessment, but the learning of the individual. You can see this in several edTPA® rubrics for their “automatic one criteria.” Likewise a teacher education program should not focus on certification or an assessment to achieve certification, but the overall quality and effectiveness of the teacher candidate. edTPA®, at its core, lays the groundwork for creating</p>	<div data-bbox="987 1585 1128 1732">  </div> <p>Mr. Tim McKenzie is a Master Teacher with the UABTeach program. His background as a middle school math teacher and math instructional coach set the stage for his involvement in the UABTeach program. Now in his second year at UAB, Tim will release his second cohort of math and</p>

	<p>reflective practitioners in our profession. A teacher who can plan, instruct and analyze their teaching to benefit current and future students should be the norm. In my presentation, I will show that my program has integrated these reflective practices throughout our methods courses. Using the edTPA® rubrics, our teacher candidates learn how to reflect on their teaching. They cite specific examples in their plans, teaching and assessments early on to grow into highly proficient novices by the time they reach our certification course. With this reflective process in place we are able to focus on specific classroom needs during the candidates' final semester. Participants in this session will observe and receive specific artifacts from each of our courses. It is my goal to show that edTPA® can be used to inform and implement best teaching practices.</p>	<p>science teachers into the profession this spring.</p>
<p>Vestavia</p>	<p>Support for Candidates who Student Teach in Rural Settings</p> <p>Abstract: The Educative Assessment and Meaningful Support, 2016 edTPA® Administrative Report, released November 2017, denoted small differences in performances of candidates by demographic subgroups. Candidates who completed student teaching in rural locales had the lowest average scores. The interactive session will elicit audience participation in examining factors that could contribute to the lower scores received by candidates who student teach in rural settings and will identify effective candidate supports.</p>	<div data-bbox="987 680 1125 827">  </div> <p>Dr. Karen Foster is edTPA® Coordinator for Lincoln Memorial University (LMU) in Knoxville, Tennessee. Dr. Foster is a life-long educator with classroom and higher-education teaching experiences in 7 different states. Prior to joining LMU to implement edTPA®, Dr. Foster worked with edTPA® while serving as Director of Clinical Experiences at The University of St. Joseph in West Hartford, Connecticut, and The Director of Field Experiences and School Partnerships at Alabama A & M University in Huntsville, Alabama.</p> <div data-bbox="987 1209 1133 1356">  </div> <p>Dr. John McCook is Director of MEdITL, for Lincoln Memorial University (LMU). Dr. McCook previously served as Director of Pupil Personnel for the Knox County Schools in Knoxville, Tennessee, a school district of 60,000 students. Dr. McCook has consulted in 47 states on issues such as response to intervention and special education law, and has written two books on RTI/MTSS.</p>
<p>Helena</p>	<p>Developing Curricular Changes—in Graduate and Undergraduate Programs—to Strengthen the edTPA® Initiatives of Planning, Instruction, and Assessment</p> <p>Abstract: Working through the early stages of edTPA® implementation, the College of Education faculty in both the Undergraduate and Graduate programs at Freed-Hardeman University are working to implement edTPA® instruction across all courses for student success. This</p>	<div data-bbox="987 1587 1133 1734">  </div> <p>Dr. Sarah Hartman currently serves as the Department Chair for the College of Education (CoE) at Freed-Hardeman University (FHU) in Henderson, Tennessee. Dr. Hartman also serves as the edTPA® Coordinator for the CoE at FHU. Before coming to FHU, Dr. Hartman served as the</p>

session will demonstrate how to align the edTPA® rubrics across all course content in both Undergraduate and Graduate programs to best prepare students for edTPA® success. Samples of new courses developed for edTPA® preparation, across both Undergraduate and Graduate programs, will also be shared during this session. Programmatic policies will be shared that have been developed to support Freed-Hardeman University's College of Education short-term and long-term edTPA® goals. Other ideas offered during this session include: edTPA® topics for faculty training, K-12 collaboration ideas, student seminars topics, the development of an edTPA® regional accountability committee, etc.

Note: Please bring an edTPA® assessment handbook (grade level and content area of attendee's choice), Academic Handbook or Course Catalog (hard-copy or online), course offerings in Teacher Education, and Teacher Education programs offered at the attendee's college/university.

edTPA® Coordinator for the School of Education at the College of Coastal Georgia in Brunswick, Georgia. Dr. Hartman earned a PhD in Curriculum & Instruction from the University of Alabama in 2013. Dr. Hartman's research interests include edTPA®-related studies, service-learning, elementary and middle grades social studies, and integrating the arts into K-12 curriculum.