



2018 TEACHER PERFORMANCE ASSESSMENT CONFERENCE

October 19-20, 2018 in San Jose, CA

*Convened by the Stanford Center for Assessment, Learning and Equity (SCALE) & the
American Association of Colleges for Teacher Education (AACTE)*



2018 National edTPA Implementation Conference

Day 1 - Friday, October 19, 2018

Main Conference Begins

7:30-8:30 am

McEnery Convention Center (2nd Floor) - West Lobby
*Light Breakfast * Check-in * Exhibitors*

8:30-8:50 am

McEnery Convention Center – Room 230
Welcome & Overview of Conference
Ray Pecheone & Nicole Merino, SCALE

8:50-10:00 am

Keynote address:
Dr. John Hattie
Chair of the Australian Institute for Teaching & School Leadership and Director of Visible Learning & the Melbourne Education Research Institute

Refreshed coffee, tea, & water available in the West Lobby after our keynote address!

Friday, October 19, 2018

10:15-11:30 am

Concurrent Sessions 1

Alamaden 1

Candidate Support

*Universal Design for Learning (UDL) as a Through Line to Support Teacher Candidates in edTPA Development and Implementation for Diverse Learners, Joan Nicoll-Senft & Megan Mackey, Central Connecticut State University, **CONNECTICUT***

*Instructional Planning Using the d.school Innovation Process and Cycle of Effective Teaching, Cathryn Lambeth & Jo Sigmund, Concordia University, **OREGON***

Alamaden 2

Candidate Support, Research & Academic Language

*Learning Objectives, Assessments, and Feedback: Connecting the Threads, Maika Yeigh, Portland State University, **OREGON***

*edTPA's Focus on Academic Language and its Influence on the Feedback Teacher Candidates Provide on Student Assessments, Brandie Waid, Drew University & Benjamin Bailey, Teachers College, Columbia University, **NEW JERSEY & NEW YORK***

Winchester I & II

Academic Language

*Unpacking the Academic Language of edTPA, Kendra Duncan & Laurie Melnik, The University of Tennessee at Chattanooga, **TENNESSEE***

Santa Clara I & II

*Attitudes, Dispositions, and edTPA; Quantitative and Qualitative Data Alignment with edTPA Outcomes, Amelia Brown, Geri Landry, & Stephanie Brennan-White, University of Tennessee, **TENNESSEE***

Research & Policy	<i>edTPA Portfolio Preparation and Novice Teachers: Implementing What Was Learned - Report from an On-going Survey of Recent Graduates</i> , Stephen J. Hernandez, Hofstra University, NEW YORK
San Carlos I & II Program Renewal & Local Evaluation	<i>Stress and edTPA: Alleviating it Through Curriculum Mapping</i> , Karen Andronico, The College of New Rochelle, NEW YORK <i>Supporting Secondary Candidates at a Small Private Higher Education Institution through Collaborative Local Evaluation</i> , Kathryn Taylor, Greenville University, ILLINOIS
Market I & II Candidate Support	<i>Down The Rabbit Hole: The Journey to Successful edTPA Implementation at a Small University</i> , Angela L. Snyder & Lisa. H. Pallett, Notre Dame of Maryland University, MARYLAND <i>Embedding edTPA in an Educator Preparation Program</i> , M. Lisa Mason, Towson University, MARYLAND
McEnery Convention Center Rm 230 – Larger Capacity Candidate Support & Language	<i>Placing ELLs in the Center of Lesson Planning: Formative Activities for Beginning Teacher Preparation in the 21st Century</i> , Clara Bauler & Daryl Gordon, Adelphi University, NEW YORK <i>Developing Culturally Relevant and Responsive Lesson Plans to Support the edTPA</i> , Elizabeth Finsness, Kim Johnson, David Kimori & Teresa Kruienza, Mankato State University, MINNESOTA
Friday, October 19, 2018 11:40-12:55 pm Concurrent Sessions 2	
Alamaden 1 Research & Policy	<i>Do You Have Missing Data? What Perceptual Data Can Reveal about Mentoring and Supporting Your Teacher Candidates Throughout the edTPA Implementation Process</i> , Dawn Hopkins Souter, Pam Allen, Yvonne Hefner, & Kim Swartzentruber, Georgia Gwinnett College, GEORGIA <i>Perceptions on the Effectiveness of a Model for Implementing edTPA in a Teacher Preparatory Program</i> , Nalline Baliram & Lara Cole, Seattle Pacific University, WASHINGTON
Alamaden 2 Research & Candidate Support	<i>Planned edTPA Supports for Alternative Teaching Certification Candidates AND Mentor Teachers’ Perspectives on the edTPA</i> , Jennifer Nelson, University of Memphis, Renee Murley, University of Tennessee-Chattanooga & Julie Baker, Tennessee Tech University, TENNESSEE
Winchester I & II Candidate Support	<i>Successful Coaching Strategies: Preparing Candidates Using edTPA Guidelines</i> , Nadja Conway & Cherylynn Jody Moody, Loyola Marymount University, CALIFORNIA
Santa Clara I & II Academic Language	<i>Top Ten Ways to Teach Academic Language: Interactive Methods for Pre-service Teachers</i> , Greg Matthias, University of Wisconsin Stout, WISCONSIN

	<i>Introducing Elementary Teacher Candidates to Academic Language Development within their First Methods Course</i> , Emily J.S. Kang & Mary Jean McCarthy, Adelphi University, NEW YORK
San Carlos I & II <i>Candidate Support</i>	<i>Using a Video-Coaching Lesson-Study Approach to Foster Teacher Candidates' Growth-Mindset and Pedagogical Development to Improve Performance on edTPA</i> , Estella Chizhek & Catherine Close, San Diego State University and T.J. Hoffman & Cory Camp, Sibme, CALIFORNIA <i>A Video is Worth More than a Thousand Words: Using Video Recordings to Understand edTPA Constructs</i> , Teri Langlie, Concordia College, MINNESOTA
Market I & II <i>P-12 Partner Engagement</i>	<i>Beyond Compliance and Licensing Requirements: Using the edTPA Construct to Measure the Impact of Teachers Prepared at a Women's College on their Students While Deepening the P-12 Partnership</i> , Randa Suleiman, Alverno College, WISCONSIN
McEnery Convention Center Rm 230 <i>Candidate Support</i>	<i>Multiple Methods of Support: What is Your Role?</i> , Lorna Buskirk, Ohio University, OHIO <i>University Field Supervisors: What are Their Roles and Responsibilities?</i> , Monica Lambert & Hannah Reeder, Appalachian State University, NORTH CAROLINA
<p>Lunch Break 1:00-1:50 pm</p> <p>Buffet Lunch Served in McEnery Convention Center West Lobby (Convention Center Room 230 also open for seating)</p>	
<i>Don't forget to stop by our exhibitor tables during the break!</i>	
<p>Friday, October 19, 2018 2:00-3:30 pm Focal Sessions</p>	
Alamaden 1 <i>Candidate Support</i>	<i>Getting Started: Taking First Steps & Then Continuing the edTPA Journey</i> , Lisa Barron, Austin Peay State University, Pamela Wetherington, Columbus State University, Elisa Palmer, Illinois State University & Lori Kroger, Rowan University, TENNESSEE, GEORGIA, ILLINOIS & NEW JERSEY
Alamaden 2 <i>Academic Language</i>	<i>Academic Language & Embedded Signature Assessments (ESAs) for Experienced Implementers</i> , Jeanne Stone, University of California, Irvine & Melanie Hundley, Vanderbilt University, CALIFORNIA & TENNESSEE
Winchester I & II <i>International</i>	<i>Lessons from Abroad – International Presentations</i> 3-4 presentations from International guests on their efforts to foster teacher quality and deeper learning; interactive dialogue

McEnery Convention Center Rm 230 <i>Research & Policy</i>	<i>State Leads Panel</i> Moderated panel by a variety of state leaders who have been at the forefront of edTPA implementation
Snack Break 3:30-3:50 pm <i>Located on Hilton side – outside Santa Clara & Almaden session rooms</i>	
Friday, October 19, 2018 3:50-5:05 pm Concurrent Sessions 3	
Almaden 1 <i>Research & Policy</i>	<i>A Framework for addressing Contextual Influences on edTPA Implementation and Interpretation</i> , Mistilina Sato, University of Canterbury & Su Jung Kim, University of Minnesota, NEW ZEALAND & MINNESOTA
Almaden 2 <i>Candidate Support</i>	<i>Supporting the New Elementary Handbook Featuring Task 1-3 Mathematics with Literacy Task 4</i> , Nicole Merino, SCALE & Jeanne Stone, University of California, Irvine, CALIFORNIA <i>Supporting Assessment Efforts in Elementary Mathematics</i> , Al Mendle, University of California, Davis, CALIFORNIA
Winchester I & II <i>Program Renewal & Research</i>	<i>Stories the Data Tell: Analyzing 5 Years of edTPA Data</i> , Nancy Casey & Christine Hunt, St. Bonaventure University, NEW YORK
Santa Clara I & II <i>Research & Policy, P-12 Engagement & Induction</i>	<i>Initial Findings from edTPA Implementation in North Carolina</i> , Kevin Bastian, Educational Policy Initiative at Carolina, University of North Carolina at Chapel Hill, NORTH CAROLINA <i>Using edTPA Beyond Teacher Education: A Continuum of Professional Growth for P-12 Partnerships</i> , Bryan Zugelder & Mark L'Esperance, East Carolina University, & Patrick Conetta, NC New Teacher Support Program, NORTH CAROLINA
San Carlos I & II <i>Candidate Support</i>	<i>Capturing and Using Research to Support Instructional Choices</i> , Jackie Kress, Georgian Court University, NEW JERSEY <i>Application of Research and Theory in the Classroom: A Look at Supervising Teachers' Abilities to Mentor Candidates</i> , Leslie Cowell, Faulkner University, ALABAMA
Market I & II (50-60) <i>Candidate Support</i>	<i>Supporting Secondary Math and Science Candidates in edTPA</i> , Tranae Johnson & Angela Stoltz, University of Maryland, MARYLAND
McEnery Convention Center Rm 230	<i>Creating Collaborative Space: Using a College-wide Workshop to Analyze edTPA Data and Exemplars for Program Improvement and Curricular Development</i> , Lori Kroeger, Cori Brown, & Stacey Leftwich, Rowan University, NEW JERSEY

<i>Program Renewal/Local Evaluation</i>	
5:10-6:25 pm	Friday, October 19, 2018 Concurrent Sessions 4
Alamaden 1 <i>International Candidate Support</i>	<i>Using Screen Capture Technology to Provide Formative Feedback on Embedded Signature Assessments, Carisma Nel, North-West University, SOUTH AFRICA</i> <i>Improving Mathematics Teachers' Instructional Quality through Long-Term Professional Development focusing on Video Analysis of Teaching using Teacher Performance Assessment Tools, Jihwa Noh, SOUTH KOREA</i>
Alamaden 2 <i>Program Renewal & Local Evaluation</i>	<i>Candidates' Questions as Program Feedback, Joanne O'Toole, State University of New York at Oswego, NEW YORK</i> <i>Informed Decision Making for Curricular Change: Supporting Pre-Service Teachers, Bobette Bouton & Benita Bruster, Austin Peay State University, TENNESSEE</i>
Winchester I & II <i>Candidate Support</i>	<i>Using a Storyline Approach to Frame edTPA for Elementary Teacher Candidates, Olivia Murray, Portland State University, OREGON</i>
Santa Clara I & II <i>Candidate Support</i>	<i>Strengthening Candidate Comprehension and creation of Artifacts and Commentary Responses: Special Education Handbook, Yvette Colon & Brenda Strassfeld, Touro College, NEW YORK</i> <i>Reaching Level 4 and 5 on edTPA Using Principles from Cognitive Neuroscience, Sarah Abitbol Avtzon, Daemen College, NEW YORK</i>
San Carlos I & II <i>Research & Policy</i>	<i>The Educative Nature of edTPA, Barbara Burns, Canisius College & Dianne S. McCarthy, SUNY Buffalo State, NEW YORK</i> <i>edTPA Brick & Mortar: How to Build a Successful Research Agenda, Valeisha Ellis, Spelman College, GEORGIA</i>
Market I & II <i>Candidate Support</i>	<i>Professional Development before Clinical Teaching to Familiarize Students with the edTPA, Matthew Loyd, Tarleton State University, TEXAS</i> <i>Implementing Video Reflection Throughout the Program Experience, Adam Geller, Edthena, CALIFORNIA</i>
McEnery Convention Center Rm 230 <i>Candidate Support</i>	<i>Using the ATLAS Video Library to Support Candidate Understanding, Stephen Hegleson & Marcia Foster, National Board of Professional Teaching Standards & LaTonya Barnes (WASHINGTON, DC & ALABAMA)</i> <i>*Special discounted access to ATLAS will be available to conference attendees/edTPA users*</i>

Saturday, October 20, 2018

Main Conference Continues

7:30-8:30 am

McEnery Convention Center, (2nd Floor) West Lobby
*Light Breakfast * Check-in * Exhibitors*

8:30-10:00 am

McEnery Convention Center Room 230

Welcome Back!

Nicole Merino, SCALE

Keynote by Dr. Kent McGuire

Program Director of Education at the William & Flora Hewlett Foundation

10:00-10:45 am

Looking Ahead with edTPA

Ray Pecheone & Andrea Whittaker, SCALE
Facilitated Conversation

Refreshed coffee, tea, & water available in the West Lobby after this conversation!

Saturday, October 20, 2018

11:00 am-12:15 pm

Concurrent Sessions 5

<p style="text-align: center;">Alamaden 1</p> <p style="text-align: center;"><i>Research & Candidate Support</i></p>	<p><i>How the Integration of Technology and Research-Based Best Practices Effectively Supported Candidates During edTPA Implementation at an Urban Institution of Higher Education in the State of New Jersey, Daun T. Werkman-Ward & Brandi Warren, New Jersey City University, NEW JERSEY</i></p> <p><i>edTPA Steps to Success: Research-Based Candidate Support, Rachael Schuetz, OREGON</i></p>
<p style="text-align: center;">Alamaden 2</p> <p style="text-align: center;"><i>Program Renewal & Local Evaluation</i></p>	<p><i>Performance Really Matters: The Role of Performance Assessment Data in Program Accreditation and Improvement, Mark LaCelle-Peterson, AAQEP, NEW YORK</i></p>
<p style="text-align: center;">Winchester I & II</p> <p style="text-align: center;"><i>Research & Policy</i></p>	<p><i>A Look at the Longer-Term Impact of edTPA on Professional Practice, Devin Thornburg, Mary Jean McCarthy, Clara Bauler, & Daryl Gordon, Adelphi University, NEW YORK</i></p> <p><i>Comparisons of edTPA Performance Between Candidates in Traditional or Alternative Route Preparation Programs and Effective Candidate Supports, Lara Cole & Nalline Baliram, Seattle Pacific University, WASHINGTON</i></p>
<p style="text-align: center;">Santa Clara I & II</p> <p style="text-align: center;"><i>P-12 Partner Engagement</i></p>	<p><i>Engineering Potential! Leveraging a School-Partnership to Prepare Candidates to Identify, Leverage, and Respond to Individual Learner Assets and Needs in Developing Equitable and Responsive Teaching Practices, Amy Sneed & Carol Geiken, College of Coastal Georgia, GEORGIA</i></p>

	<i>Building Mutually Beneficial Partnerships in Rural Communities: Supporting the Implementation of edTPA</i> , Karen Foster & John McCook, Lincoln Memorial University, TENNESSEE
San Carlos I & II <i>Candidate Support</i>	<i>Supporting Teacher Candidates' Commentary Writing</i> , Joseph Johnson & Kelly Jewell-Glasscock, Troy University, ALABAMA
Market I & II <i>Subject Specific & Academic Language</i>	<i>Behind the Music: Deconstructing the Academic Language of the Performing Arts Music edTPA</i> , (Susan Davis, Queens College CUNY, NEW YORK
McEnery Convention Center Rm 230 <i>Candidate Support</i>	<i>Supporting edTPA Faculty and Cooperating Teachers: An Online Provider Preparing Faculty and Cooperating Teachers to Support Preservice Teachers with edTPA</i> , Lisa Ghormley & Donna Bullock, University of Phoenix, ARIZONA <i>edTPA Lifelines: Supporting edTPA for Candidates in an Online MAT Program</i> , Matthew Nyman, Nell O'Malley, & Rene Pyatt, Oregon State University, OREGON
<p>Lunch Break 12:15-1:00 pm</p> <p><i>Buffet Lunch Served in McEnery Convention Center West Lobby (Convention Center Room 230 also open for seating)</i></p>	
<p><i>Don't forget to stop by our exhibitor booths during the break!</i></p>	
<p>Saturday, October 20, 2018</p>	
<p>1:05-2:30 pm Focal Sessions</p>	
Alamaden 1 <i>P-12 Partner Engagement & Induction</i>	<i>Maximizing the Educative Potential of edTPA to Inform Partnerships, Induction, and Equitable Instructional Practices</i> , Wesley Gene Williams II, Westat & Anne Marie Fenton, Georgia Professional Standards Commission, MARYLAND & GEORGIA
Alamaden 2 <i>Academic Language</i>	<i>Academic Language & Embedded Signature Assessments (ESAs) for Newer Implementers</i> , Jeanne Stone, University of California, Irvine & Melanie Hundley, Vanderbilt University, CALIFORNIA & TENNESSEE
Winchester I & II <i>International</i>	<i>Lessons from Abroad – International Presentations</i> 3-4 presentations from International guests on their efforts to foster teacher quality and deeper learning; interactive dialogue

McEnery Convention Center Rm 230 <i>P-12 Engagement & Induction</i>	<i>Panel on P-12 Engagement – Voices from the Field</i> , led by Richelle Patterson, NEA
Snack Break 2:30 pm-2:45 pm <i>Located on Hilton side – outside Santa Clara & Alamaden session rooms</i>	
Saturday, October 20, 2018 2:45 pm-4:00 pm Concurrent Sessions 6	
Alamaden 1 <i>Candidate Support</i>	<i>From Concept to Completion: Year Two of Preparing Teacher Candidates for edTPA</i> , Michael Lemke, Monica Campbell, Janet Painter, & Hank Weddington, Lenoir Rhyne University, NORTH CAROLINA <i>Technology and Teacher Preparedness: Rated “E” for Everyone</i> , Letitia Bergantz, Marla Williams, & Johnnie Lundin, Athens State University, ALABAMA
Alamaden 2 <i>Subject-Specific Candidate Support</i>	<i>English as an Additional Language & Task 2: Meaningful Content-Based Instruction Strategies for Teacher Candidates’ of the 21st Century</i> , Rachel Adams Goertel, Roberts Wesleyan College & James Goertel, State University of New York at Brockport, NEW YORK
Winchester I & II <i>Research & Policy</i>	<i>Program Criteria, Assessments, and edTPA Results: What can we learn from the relationship between these variables to support candidates in their practice?</i> , Grace May, Karen Grove, & Lisa Winter, Seton Hall University, NEW JERSEY
Santa Clara I & II <i>Candidate Support</i>	<i>Small Steps Lead to Big Success: Embedding edTPA Throughout Your Program</i> , Chessica Cave, Lincoln Memorial University, TENNESSEE <i>Using Multiple Assessment Opportunities Across Courses to Support Candidates’ Successful Completion of the edTPA</i> , Carl Ferguson, Dennis Kombe, & Megan Sulsberger, California State University-Monterey Bay, CALIFORNIA
San Carlos I & II <i>Program Renewal & Local Evaluation</i>	<i>Data Driven Discussions and Informed Decisions: Using an edTPA Integrated Submission Process to Gather Evidence for Program Change and Accreditation Renewal</i> , Chris Widdall, State University of NY College at Cortland, NEW YORK
Market I & II <i>Candidate Support</i>	<i>Emphasizing a Creative Curriculum: Supporting edTPA Early Childhood Candidates with an Interdisciplinary music/arts approach</i> , Kathy King & Nicole Mitchell, Auburn University, ALABAMA
McEnery Convention Center Rm 230 <i>Research & Policy, Induction</i>	<i>The Reliability and Validity of Candidate Self-Reports in Teacher Performance Assessment</i> , Bruce Menchetti, Kay Cowan, Jenny Holcombe, & Avalon Gourlay, University of Tennessee, Chattanooga, TENNESSEE <i>EdTPA Relevance: Voices from Teacher Education Program Graduates</i> , Robyn Huss, University of West Georgia, GEORGIA

Saturday, October 20, 2018 Concurrent Sessions 7	
4:05 pm-5:20 pm	
Alamaden 1 <i>P-12 Partner Engagement</i>	<i>Increasing P-K-12 and University Interaction Through Partnership Strategies</i> , Tammie T. Patterson, University of Tennessee at Martin, TENNESSEE
Alamaden 2 <i>Candidate Support</i>	<i>There is No Failure, Only Feedback: Supporting Candidates to Plan, Implement, and Evaluate Feedback to Learners</i> , Holly Fales & Ashley Norris, East Carolina University, NORTH CAROLINA
Winchester I & II <i>Candidate Support</i>	<i>Engaging in the Data Discussion: Supporting Candidates Through edTPA</i> , Kayonna Pitchford, Lisa Mitchell, & Marisa Scott, University of North Carolina-Pembroke, NORTH CAROLINA <i>Using Data Driven Differentiation to Support Teacher Candidates Throughout the edTPA Process</i> , Geri Landry & Amelia Brown, University of Tennessee, TENNESSEE
Santa Clara I & II <i>International</i> <i>P-12 Partner Engagement</i>	<i>Teacher assessment from an international perspective: Sharing a ten-year history of collaborative participation, shared activities and best practices to guide future work</i> , Stacy R.G. Currie, University of Maryland, College Park, René de la Fonteijne, ExHEM BV, Per Ebbelink, MosaLira & Joel L. Beidler, Montgomery County Public Schools, MARYLAND & THE NETHERLANDS <i>Candidate Support & Feedback in Secondary Teacher Education Program—Preparing Teachers Beyond our National Borders</i> , Novea McIntosh, University of Dayton, OHIO
San Carlos I & II	<u>TBD</u>
Market I & II <i>Candidate Support</i>	<i>Why do I need to create a lesson plan?</i> , Tamra Davis, Illinois State University, ILLINOIS
McEnergy Convention Center Rm 230 <i>Program Renewal & Local Evaluation</i>	<i>Look at All of this Data...Now, How Do I Get Faculty to Use it? Developing a Sustainable Model for edTPA Faculty Retreats</i> , Angel Hessel, University of Wisconsin- Milwaukee, WISCONSIN <i>Using Candidate Scores to Create Action Plans</i> , Sehba Mahmood & Anthony Pittman, Kean University, NEW JERSEY
<i>edTPA Closing Reception</i> <i>5:30-6:30 pm</i> <i>Please join us for a brief evening reception in the McEnergy Convention Center West Lobby and Alamaden Terrace.</i>	