



# Supporting Rural Special Education Students Online through e-Performance Assessments and edTPA

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# Purpose

- To provide participants with information on how to prepare graduate teaching candidates seeking initial license online in rural settings.
- These students are required to complete the edTPA portfolio.
- Completing this process online, while living in a rural area, can have unique challenges.

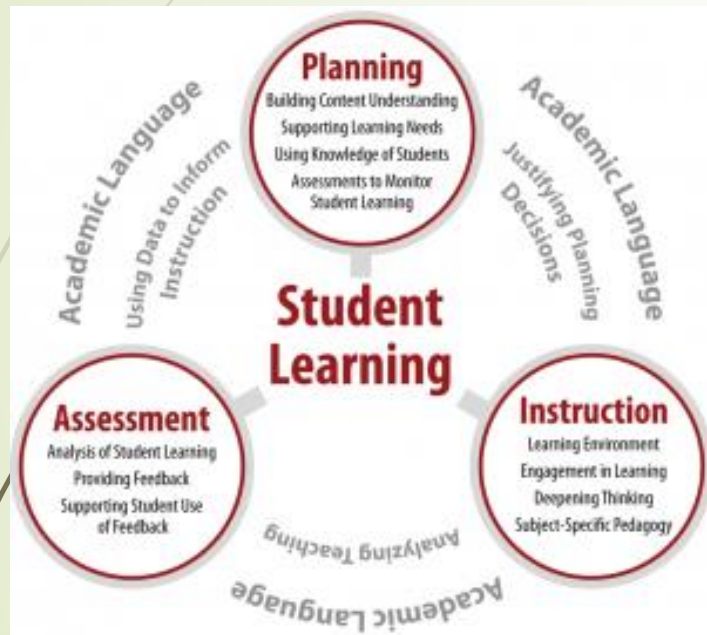


# Agenda



- I. Describe the initial license evaluation process, using edTPA.
- II. Share the challenges rural online graduate teaching candidates experience as they prepare and complete the edTPA process.
- III. Identify strategies used to support and prepare students for the edTPA portfolio online while in a rural community.
- IV. Provide recommendations to support and prepare students for the edTPA portfolio online while in a rural community.

# I. The initial license evaluation process using edTPA

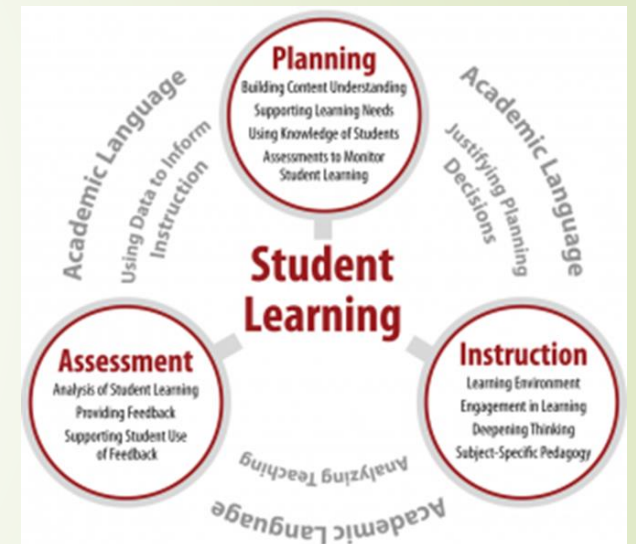


- The edTPA assessment is a performance-based assessment process designed by educators to determine whether preservice teachers are equipped with certain skill sets. The performance-based assessment measures the candidates' authenticity of tasks, learning over time, and application of knowledge (Mohammad, 2010).
- The edTPA uses three tasks to evaluate teacher preparedness that involve reviewing candidates' planning, videotapes of instruction, assessment and commentary (Darling-Hammond, 2012)




# I. Components of edTPA

- **Task One – Planning** for instruction and assessment: planning for alignment and learning for a select focus learner, planning to support varied student learning needs for the focus learner, using knowledge of students to inform teaching and learning for the focus learner, identifying and supporting language demands, and planning assessments to monitor and support the focus learner.
- **Task Two – Instruction** and engaging the focus learner: It includes the use of video clip(s) evaluating the following: learning environment, engaging the focus learner, deepening student learning, subject-specific pedagogy, and analyzing teaching effectiveness.
- **Task Three – Assessment:** analysis of the focus learner's performance, providing feedback to guide learning, student use of feedback, using assessment to inform instruction, and analysis of student learning.



## II. Challenges rural online students experience as they prepare and complete the edTPA process





## II. Challenges rural online students experience as they prepare and complete the edTPA process

- a) Requirements of edTPA and high stakes outcomes,
- b) Short time period to implement edTPA,
- c) Difficulty with technology,
- d) Limited previous placements in special education classrooms, and
- e) Self-placements

## II. Challenges for online rural graduate teacher candidates in the edTPA process.

Challenges	Examples
1) High stakes outcomes of edTPA	<ul style="list-style-type: none"><li>• Not passing the edTPA leads to no teaching license</li><li>• In rural areas there is poverty and high unemployment.</li></ul>
2) Limited time period	<ul style="list-style-type: none"><li>• edTPA submission timeline does not necessarily align with placement school schedules or rural cultural.</li></ul>
3) Difficulty with technology	<ul style="list-style-type: none"><li>• Slow or no Internet connections,</li><li>• Inability to pay for updated computer software</li><li>• Need for supplemental technology instruction</li></ul>
4) Limited / no experience prior to internships	<ul style="list-style-type: none"><li>• Limited number of placements in rural communities with few licensed clinical educators to supervise candidates.</li><li>• Interns may be supervised by mentors who may not have a background in special education.</li></ul>
5) Self-selected placements	<ul style="list-style-type: none"><li>• Interns place themselves by taking a position as a lateral entry teacher without a teaching license, or take a job as a teacher assistant in a K-12 public school, or request to be placed in a specific school in their community.</li></ul>



# III. Strategies





### III. Strategies used to support and prepare students in rural communities for the edTPA portfolio

- A year long internship was created to meet many of the challenges above.
- Universal Design for Learning is a part of the course design for intern II supervision.
- Multicomponent plan to address all needs.

Table 1. Rural Challenges & Solutions

Challenges	Solutions
1) High stakes outcomes of edTPA	<ul style="list-style-type: none"><li>• Structured Approach with Intern 1 &amp; 2 to ensure successful edTPA experience</li><li>• Content Modules</li><li>• Weekly Seminars</li></ul>
2) Limited time period	<ul style="list-style-type: none"><li>• Intern 1 and Intern 2 in the same placement</li><li>• Timelines</li></ul>
3) Difficulty with technology	<ul style="list-style-type: none"><li>• Intern I &amp; II</li><li>• Technology tools</li><li>• Content Modules</li><li>• Virtual Office Hours</li></ul>
4) Limited / no experience prior to internships	<ul style="list-style-type: none"><li>• Intern 1 and Intern 2 in the same placement</li><li>• Virtual Office Hours</li><li>• Technology Mediate Observations</li><li>• Weekly Seminars</li></ul>
5) Self-selected placements	<ul style="list-style-type: none"><li>• Intern 1 and Intern 2 in the same placement</li><li>• Clinical Educator</li><li>• Weekly Seminars</li></ul>

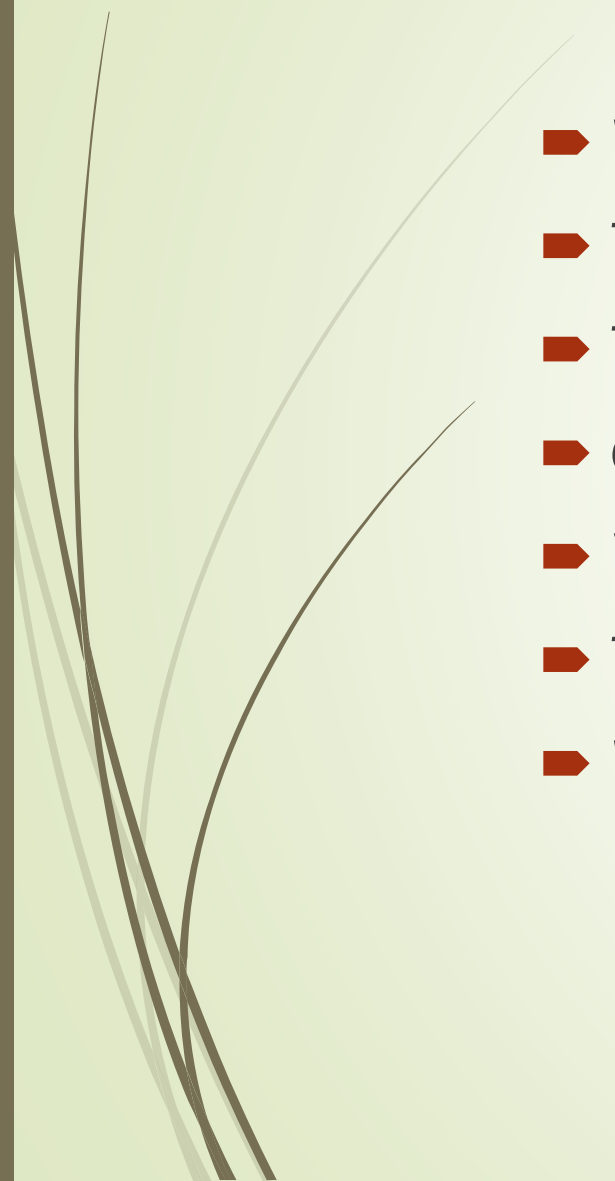


# Internship 1

- Two days a week for a 15-week internship experience
- Internship I and Internship II are in the same placement
- This includes writing objectives and lesson plans, implementing lessons, leading small groups, developing classroom management skills, building rapport with their students, giving critical feedback, and assessing learner progress.
- Feedback is provided using a modified version of the 15 rubrics in edTPA
- Practice videotaping themselves teaching, uploading the video, reflecting on their skill and using asynchronous and synchronous meetings.



# Internship II -15 continuous weeks

- *Working with Clinical Educator*
  - *Technology Tools*
  - *Timelines*
  - *Content Modules*
  - *Virtual Office Hours*
  - *Technology Mediated Observations*
  - *Weekly Seminar Meetings*
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## IV. Recommendations



Prepare candidates throughout the program

Require technology throughout the program

Create a human connection

Provide formative feedback



# References

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