THE FIELD FILES

From The Office of Field Services

Cleveland State University
College of Education and Human Services

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CSU Career Services

Rhodes Tower West
Rm 280
(216) 687- 5537
Visit their website!

Don't miss the **perfect interview tab** - a virtual career services tool. This is a great way for you to have a virtual interview and gain some practice for your actual interviews.

Advice from CSU Career Services for Your Job Search

Whether you are currently completing your Practicum or your Student Teaching, you are just about ready to start closing this chapter of learning and open the next to officially begin your career. A great resource available to you is CSU's Career Services Center located in Rhodes Tower West.

If you are among the many who barely have time to see your family during these field work experiences, let alone make an appointment with someone at the university, a good place to start is the Career Services website. Through Careerline, you are able to upload your resume and receive feedback. You are also able to take advantage of three virtual tools on the website: CareerShift, Careers College, and **Perfect Interview.**

Much like the mock interviews of yesteryear, the **Perfect Interview** tab allows you to respond to typical questions you may encounter on an education interview. Different from an in-person mock interview, this virtual experience uses your computer camera to record the interview, allowing you to view yourself following the interview. This helps you see mannerisms such as fidgeting, poor posture, and overuse of filler words, ultimately helping you manage behaviors better in an actual interview. Additionally, after answering questions yourself, you are able to select and hear quality responses and evaluate your own answers in comparison. There is not specific feedback on your answer, but you are able to practice as many times as you like.

NOTED - Northeast Ohio Teacher Education Day

March 27- 7:30 - 5:00 click here to view itinerary

Important Reminders:

- Networking begins at 8:30, but in order to schedule an interview, plan to arrive as early as 7:00.
- Only students attending or who have attended universities affiliated with NOTED may attend. **Make sure CSU is on your resume!**

How can you prepare?

- Have printed resumes with you.
- Dress in comfortable (also professional) shoes.
- Wear a suit.
- Make a "mini-portfolio" or brochure to share.
- Have a brief intro speech and an artifact ready for networking.
- Make a business card! Include your name, degree, license, and contact information.
- Ask the representatives you meet for their business card.
- Send a hand written thank you note.

Volume 1 Issue 5 / March 14, 2014

A Typical Career Service Center Appointment

- At the minimum, arrive with a typed list of work experience and teaching experience
- Expect your appointment to last approximately 30 minutes and to begin at the conference table pictured to the left.
- Not enough time to come in? Create a Careerline account on the website and upload your resume for review without an appointment.

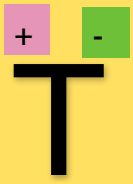
edTPA TASK 3 - Analysis and Feedback

Analyze is the key in Task 3. Much bigger than checking to see if students know a set of facts, analyze means, "examine methodically and in detail the constitution or structure of (something, esp. information), typically for purposes of explanation and interpretation." Logically, **specific, focused feedback** for students - the other major piece of Task 3 - comes from analysis of teaching and learning.

A Two-part Technique for Providing Feedback

Step 1:

- Select 2 highlighter colors
- Make a T-chart
- Write a plus above one column and a minus above the other
- Highlight the plus and minus with your 2 different colors.



Step 2:

- While grading, highlight strengths with your "plus" color and areas for improvement with your "minus" color.
- Provide written feedback for each new strength or struggle ,but just highlight when that area is repeated in the student work.
- Lastly, write specific feedback under each column (plus and minus) and let the student apply it for future learning.

Rubrics 11 and 14 require you to "dig deeper" and really **explore the evidence** of students' learning. Part of this analysis is looking at how students can improve and how your instruction can guide them in this improvement. That is where rubrics 12, 13 and 15 connect with the other two. The teacher must provide quality feedback (rubric 12), create opportunities for students to apply feedback to future learning (rubric 13), and use the study of assessment to begin planning the next steps for instruction (rubric 15).

The Support Guide for edTPA candidates provides the following example of analysis of student learning (click here for a link to the Support Guide PDF)- the focus of Rubric 11 - in the assessment commentary:

> *Work samples 1 and 3 demonstrate that the students have some misconceptions on graphing lines and understanding slope, y-intercept, and the concept of graphing an equation. The response on the student work samples shows that many understand it algorithmically but being able to explain it conceptually eludes them as their narrative responses do not fully explain what the graph represents.*

Looking closely at the example above, you can see that **it is okay to analyze what students don't know – even if that means you missed the target.** Sometimes that leads right to what Rubric 15 addresses – next steps. If analysis tells you they understand skills 1 and 2, but it all fell apart at 3, that is okay. Use this information to develop your next plan and try a different technique to teach the skill students have not mastered.

In providing feedback, consider what students are doing correctly and incorrectly. The Support Guide states, "At the very least, your **students should be made aware of their errors and their strengths."** It is not enough to include percent correct and vague statements like "Good Job!" Sufficient feedback such as "effective word choice" and "well-supported conclusion" provides more specific, focused guidance in the learning process.

Continued on next page

edTPA Task 3 Check-up
Continued

Volume 1 Issue 5 / March 14, 2014

Keep in mind that identifying areas for improvement often takes even more direction than celebrating strengths. "Insert a comma here" may not help them understand why they need to change their sentence structure. Students need enough information to "target their improvement." **Providing more insight into the error is often beneficial** and gives the student guidance to help them improve. A statement with a specific suggestion such as, "Review the rule for using a comma in a series; I see you have made the same error several times," often helps target improvement.

Just like Tasks 1 and 2, Task 3 requires you to provide Evidence. You are able to use student work samples and video here. There is a misconception that assessment and evidence of assessment has to include a paper trail. Some evidence of learning and specific feedback will occur orally during the lesson - video shows this. **Just make sure that you select evidence showing feedback that provides support in targeting improvement while also identifying strengths.** Additionally, when selecting evidence, remember Rubric 14; this measures analysis of student communication and language use. It is not enough to simply indicate that specific language was verbalized. You must provide evidence of student work samples and cite language use, or use video. It is alright to use video clips from Task 2 and provide time stamp references in your assessment commentary, or you may submit an additional five minute or less video file named "Language Use."

As you are completing Task 3,don't forget to consider the whole class as a group and your focus learner(s) as well.

Important Overall Reminders for edTPA

- Use learning outcomes **NOT** behavioral objectives.
- Label all materials and assessment documents indicating learning experience day.
- Remember to remove names from documents.
- Have specific examples in all parts of commentaries.
- Check the quality of scanned documents. Make sure they are readable.
- When selecting your video clip, make sure there is evidence of rapport.

Critical Questions for Task 3

Rubric 11:
1) Have you studied data - quantitative (percents, number correct/incorrect) and qualitative (responses to open-ended questions)?
2) Do you have specific examples from evidence to show patterns of learning? (i.e. Students understand _____, but seem to struggle with _____).
3) Have you developed next steps to show what will keep students engaged?

Rubric 12:
1) Have you given specific/focused feedback to students?
2) Have you celebrated their strengths on paper?
3) Have you given specific suggestions to target improvement?
4) Have you removed student names from all sample materials?

Rubric 13:
1) Have you given feedback to help students transfer the skills developed in today's lesson to future learning?
2) What opportunities have you or will you provide to create evidence of these transferable skills.

Rubric 14:
1) What evidence (written materials or video) do you have of students' use of vocabulary and academic language that is not simply repeating your language?

Rubric 15:
1) What are you doing in your next whole class instruction to support today's learning and build on this knowledge?
2) What specific, focused feedback are you providing to your focus group or learners?
3) Have you sought out research principles to build next steps? Blooms? Costas?

***Now…** celebrate the on-time, successful completion of your edTPA? ***