Assessing MEdT Teacher Candidates’ Leadership and Collaboration

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Masters of Education in Teaching*

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*The MEdT Program has 13 faculty members and 71 students.
Abstract
To address the 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers in the areas of leadership and collaboration, the MEdT Program faculty in the College of Education were invited to develop an assessment instrument to be piloted as early as spring 2015. Currently, MEdT teacher candidates are assessed with a Student Teaching Evaluation instrument during student teaching in the third semester of the four semester program. This instrument includes dispositions criteria and descriptors for leadership and collaboration. The MEdT Program is in the process of incorporating signature assignments to prepare candidates for the educative Teacher Performance Assessment (edTPA). Whereas the Student Teaching Evaluation includes a few rubric descriptors aligned with leadership and collaboration, the edTPA does not. Due to adoption of the edTPA assessment system and the requirement to address InTASC standards, the MEdT faculty created an end of program written reflection assignment to give MEdT Program Completers an opportunity to reflect on their growth in the areas of leadership and collaboration. This new assessment has been created to not only address the 2013 InTASC Standards for teacher preparation programs but also to assess the MEdT Program’s ability to develop teacher leaders and effective collaborators which are fundamental intended learning outcomes for program completers. The newly developed MEdT Teacher Leadership & Collaboration Assessment instrument will be presented at the poster session to illustrate the ongoing efforts of MEdT faculty to improve their assessment system.
InTASC (2013 Standards)  Standard 10: Leadership and Collaboration
The Leadership and Collaboration signature assignment would be a supplemental MEdT Program Assessment System since the edTPA that does not address this InTASC standard. Candidates could choose one of signature assignment from each of the two elements of Standard 10 as noted in the two tables found below.

The Elements of the Standard (1 and 2 in **bold** below) will serve as MEdT program learning objectives. Candidate Learning Objectives (CLOs) for each Element can be drafted from Standard 10 Standards and Learning Progressions for Teacher found on the InTASC Standards document. Signature assessments for each of the potential signature assignments would need to be created.

*(The InTASC Standard 10. Leadership and Collaboration are not included in this PowerPoint.)*
1. The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

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<thead>
<tr>
<th>STANDARD TOPICS</th>
<th>POTENTIAL SIGNATURE ASSIGNMENT</th>
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<tbody>
<tr>
<td>Build skills in working collaboratively with learners, colleagues, and communities</td>
<td>Parent – Teacher Conference</td>
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<tr>
<td>Strengthen analysis and reflection on strengths and weaknesses in collaborative work</td>
<td>Dialogic Journal with mentor teacher</td>
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<td>Build professional and community connections in support of learner growth</td>
<td>Community Agency Report</td>
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<tr>
<td>Build skills in identifying how innovation in one area can impact other areas</td>
<td>Technology in Classroom</td>
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2. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.

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<th>STANDARD TOPICS</th>
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<td>Build leadership skills</td>
<td>Cohort Leadership</td>
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<tr>
<td>Strengthen analysis and reflection on leadership skills</td>
<td>Leadership Skill Feedback and Reflection</td>
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<tr>
<td>Build skills to conduct and disseminate research</td>
<td>Plan B Presentation in an MEdT Seminar</td>
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<tr>
<td>Strengthen analysis and reflection on varied leadership roles</td>
<td>Shadow Principal</td>
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Leadership
What does “effective” or “successful” leadership mean to you as a MEdT teacher candidate?

In terms of your leadership efforts, what risks have you taken while enrolled in the MEdT Program? How did they turn out? What did you learn about yourself by taking the risks?

What leadership skills did you develop from your involvement in the MEdT Program?
Collaboration*
What does “effective” or “successful” collaboration mean to you as a MEdT teacher candidate?

In terms of your collaborative efforts, what risks have you taken while enrolled in the MEdT Program? How did they turn out? What did you learn about yourself by taking the risks?

What collaboration skills did you develop from your involvement in the MEdT Program?

*(Some of the prompts were derived from questions found online at http://www2.kent.edu/csi/leadership/resources/upload/individual-leadership-reflection-questions2.pdf)
NEXT STEPS

A. Revise the Student Teaching Evaluation (Collaboration) based on selected InTASC Collaboration elements

B. Revise the Dispositions Evaluation (Leadership) based on selected InTASC Leadership elements

C. Implement the revised Student Teaching and Disposition Evaluations in Fall 2016

D. Meet with faculty to determine the usefulness of the revised Evals in Spring 2017