

To: Participants – MACTE 2015 Fall Conference  
 Topic: MoPTA Collaboration Presentations  
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 Date: Friday – October 30, 2015

\*These are the suggestions/discussion points gleaned from the MACTE fall conference during the activity portion of the presentation, *"Implementation of MoPTA"*.

\* These are divided by each separate task and I have also included answers to questions posed during this presentation that were directed to ETS.

\*I tried not to repeat suggestions! A lot of these suggestions could be used on any task. I included what EPPs would like to see to help this process run smoother in the future too. Those suggestions will be discussed with ETS to see what is possible.

\*Hopefully, this will be helpful to everyone. Thank you so much for your participation and input! It was greatly appreciated!

### **TASK 1 SUGGESTIONS:**

<b>CANDIDATES</b>	<b>EPPs</b>
Helpful to learn about their placement	Go over handbook with the candidates
Faculty goes through the entire task with them to see how it works	Develop a reflection handout for the candidates to help the process
Training prior to student teaching on different forms of writing	Need to utilize the handbook intensely. The forms are vital to the process.
Faculty "coaching" on where to find information needed	Task 1 should be made part of their portfolio or a seminar class.
Regular meetings with faculty during the student teaching process	Vocabulary is a challenge – Need to go over this with them prior to task 1
Turn in examples of work prior to submission	Information is overwhelming – present this in smaller pieces to candidates.
Follow task document prompts	Embed teaching in classes prior to student teaching experience
Go over instructions in detail on each prompt	Faculty developed powerpoint presentation about the process
Create an introductory letter prior to student teaching explaining process	Instruction in classes late in spring or in summer
Ask district if they have available a	Vocabulary embedded in course work

contextual facts chart to help with process of Task 1	
Early placement in district to help with process	Similar activities required in earlier coursework
Know the students you will be teaching ahead of time	Allow experience with tasks prior to student teaching
Understand/be involved in the community where you will be teaching	Give training on rubric terms to help
Begin/move to clinical prior to student teaching semester	Faculty develop their own rubric
Peer review of task 1	Help with knowledge of differentiation
Study groups meet weekly	Embed elements of Task 1 in early clinical experience
Help with collaboration of webinars	Task 1 workshops during summer – create website with resources with a chat room for candidates
Collaborate with online tutorial for task	Help with collaboration of webinars -
Complete resources chart – communicate with school to establish communication prior to student teaching	Create online tutorial for students – input from the candidates
Gain a knowledge of the resources and demographics prior to beginning MoPTA	Go over handbook with students/introduce earlier than student teaching
Become aware of own bias before starting	Have candidates turn in Task 1 early for feedback from EPP to candidates
Look at student inventory to begin to know students before starting	Seminar instructors provide information and assistance
Modeling/collecting contextual information before placement	Give examples/reasons why particular placement sites are chosen – provided information about sites before placement
Read/cover handbook before beginning	Model what scorer looks for in task
	Add coursework to address assessment

### **TASK 2 SUGGESTIONS:**

<b>CANDIDATES</b>	<b>EPPs</b>
Make sure data collection shows results, drives instruction – this builds confidence and enables reflection	Provide instruction on data collection, student performance, etc.
Build meaningful assessments and rubrics for students	Collaborate and discover program gaps
Practice differentiation prior to placement	Attend scoring training to be a scorer – helps understand the process
Be sure to look at library of examples	More technology support for artifacts –

before submissions – prompts, also	help candidates cut down documents for their page limits
Have regular meetings with faculty during student teaching	Assist candidates to ensure they are getting the right artifacts submitted
Build a discussion board with other candidates for questions encountered during process	Develop summary of prompts and artifacts for candidates
Take classes to improve writing skills prior to beginning assessment	Make sure that students understand what prompts are asking - vocabulary
Take classes that enable reflection practice	Seminar should allow students to put prompt in their own words
It may be easier to do Task 3 before Task 2	Utilize chart paper during instruction – list learning strategy and students give rationale, etc.
Look at literacy and embed it in all content areas to be ready for process	Look at literacy across all content areas
Be concise with responses – learn that each prompt stands alone	Teach candidates how to write to the prompt
Assessments can take many forms for the classroom student – be aware of that	Teach candidates terminology and what they should be using
Utilize peer review and feedback	Cooperating teacher should give feedback along with EPPs to help assist candidates
Show baseline data for a variety of content areas	Embed baseline data in courses, so students can see the use in a variety of content areas
Need to understand “backwards planning”	Teach students “backwards planning”
Students need to use lessons/content where they must create differentiation	Be sure candidates see the connection between Task 2 and Task 3

### **TASK 3 SUGGESTIONS:**

<b>CANDIDATES</b>	<b>EPPs</b>
Assess what technology is available in your classroom	Instruction on K-12 technology that may be available at their site
Develop a lesson plan template that will help integrate tasks prior to MoPTA	Provide information to candidates on levels of support that EPPs can provide
Use integrated units prior to this to develop practice	Instruction on integration of task 2 and 3
Make sure they utilize the lesson plan format so they can start to think about everything in an organized plan	Explanation of lesson plan format
Find out if district has their own lesson	Incorporate a “mini task” in earlier classes so candidates will be more ready to

plan format prior to student teaching	complete these tasks during student teaching
Incorporate "mini tasks" when possible prior to student teaching so they understand this process	Clearly define what an "instructional strategy" is and a "learning activity" is for the candidates prior to student teaching
Be able to develop an interdisciplinary lesson	Instruction for candidates on how to develop an interdisciplinary lesson
Use careful planning on selection of focus students	Make sure candidates understand what is asked on rubric –
Northwest website has a MoPTA link that is helpful to candidates	This should reinforce undergraduate course instruction – may need to look and be sure these items are covered
Know what instructional artifacts entail	Can be looked at as a "roadmap" for EPPs
	Terminology used should be consistent with EPPs
	Make students examples of what instructional artifacts look like
	Students need to know what instructional strategies are, learning activities are
	Anchor charts could be utilized throughout coursework to reinforce vocabulary

#### **TASK 4 SUGGESTIONS:**

<b>CANDIDATES</b>	<b>EPPs</b>
Allow plenty of time for the video portion – file size and editing can be tricky	Instruction for student privacy and professionalism as a future teacher needs to be taught
Find out if the district will allow video before committing to this as a student teacher	Make sure that both options have been instructed to candidates
Be sure that candidate understands everything involved with the video portion in ample time, prior to the assessment	Give candidates an opportunity to video record themselves prior to the MoPTA and reflect on this
Video is much easier for candidates than non-video portion	Explicit instruction on uploading video for students would be helpful to them
Important for candidate to have a template prepared for a unit plan ahead of time.	EPPs should align this with course expectations to help candidates
Need to understand that this builds on tasks 2 and 3	There should be a summary or follow-up for course competencies to benefit candidates

This is a culmination of the experiences and should be reflective in nature	Utilize video reflection assignments in coursework to assist candidates
Be sure candidates know how to do requirements prior to student teaching on video portion	Storyboard the video
	Set up specific stations for students to edit

**Looking Ahead - Professional Development Suggestions:**

\*Have modules for students to be able to access either from the DESE website or from ETS. This would allow them to “practice” their responses prior to taking the MoPTA. It would be helpful if this would then be able to “rate” the response they gave.

\*Have a way, either online or in person, to provide basic rater training for all EPPs. This would help them be able to better assist their candidates as they go through the process.

\*Share the “Right to Write” work checklist

\*Provide a way for EPPs to share what is helpful on the DESE website. They could share what has worked at their institution and others can gain from what has been shared.

**Specific Questions/Responses from ETS:**

1. When can EPP’s expect their scores for their candidates back where they can look at those?

*A: Final MoPTA Scores will be reported to the programs on December 21<sup>st</sup>.*

2. Why is Task 1 not scored? Is it possible to have a rubric and have this submitted into the system like the other tasks?

*A: Task 1 is formative and evaluated and or scored by EPP faculty. There is a rubric available for it at [www.mega.ets.org](http://www.mega.ets.org) for faculty to use in evaluating the students responses along with the Task 1 Handbook that supplies additional information on evaluating the task. Students do submit Task 1 within the submission as a prerequisite of moving forward on to the summative tasks. Faculty has the ability to provide their evaluation or grade directly into the system for the student to access.*

3. Is there a way that the technological end of it can have more flexibility to better accommodate various devices that candidates may have and use? For example, not being able to use punctuation, etc.

*A: ETS will look into this to see what can be done to allow additional devices to be used for completing the assessment and also look at the text editor to see if it can be enhanced to accommodate additional characters and punctuation.*

4. Would it be possible to have a separate handbook for each task like there is for Task 1? It was relayed that this made everything very clear, but was not as clear with the handbook that had the 3 remaining tasks.

*A: ETS is looking into separating out the handbooks by task for the 2016-2017 academic year.*

5. The requirements for Task 2 were hard for EPPs and students to understand. Is there a way to make those instructions more clear in the future?

*A: In looking at separating the handbooks by task, we will also look at making the instructions more clear.*

6. Can EPPs get an actual scoring guide that is used by the scorer's to help their students?

*A: The rubrics that are available at [www.mega.ets.org](http://www.mega.ets.org) are the same that are used by the raters that score the assessment. Both students and faculty also have access to the Library of Examples and recorded webinars which went into detail about the use of the rubrics. The training/scoring materials and benchmarks are intended strictly for the purpose of scoring the assessment and not intended as a preparation tool.*