



Dear all-

Welcome to an exciting project we have embarked on at Alliant International University's Teacher Education program. Here is a little information that will provide you with some background information on this new endeavor, as well as resources to learn more. Times for training next week are also included. Please have a look and you will see additional information posted to guide students within your Canvas course. We look forward to working with you!

Currently there have been changes in the California Commission for Teacher Credentialing's (CTC) cumulative teacher performance assessment called the CalTPA which is required for all teacher credential candidates to complete to be eligible for a credential. Due to this change at the CTC, as of Term 4 2019, the Alliant Teacher Education faculty decided to move to a nationally based cumulative teacher performance assessment called the edTPA. <http://edtpa.aacte.org/faq>

[edTPA » FAQ](#)

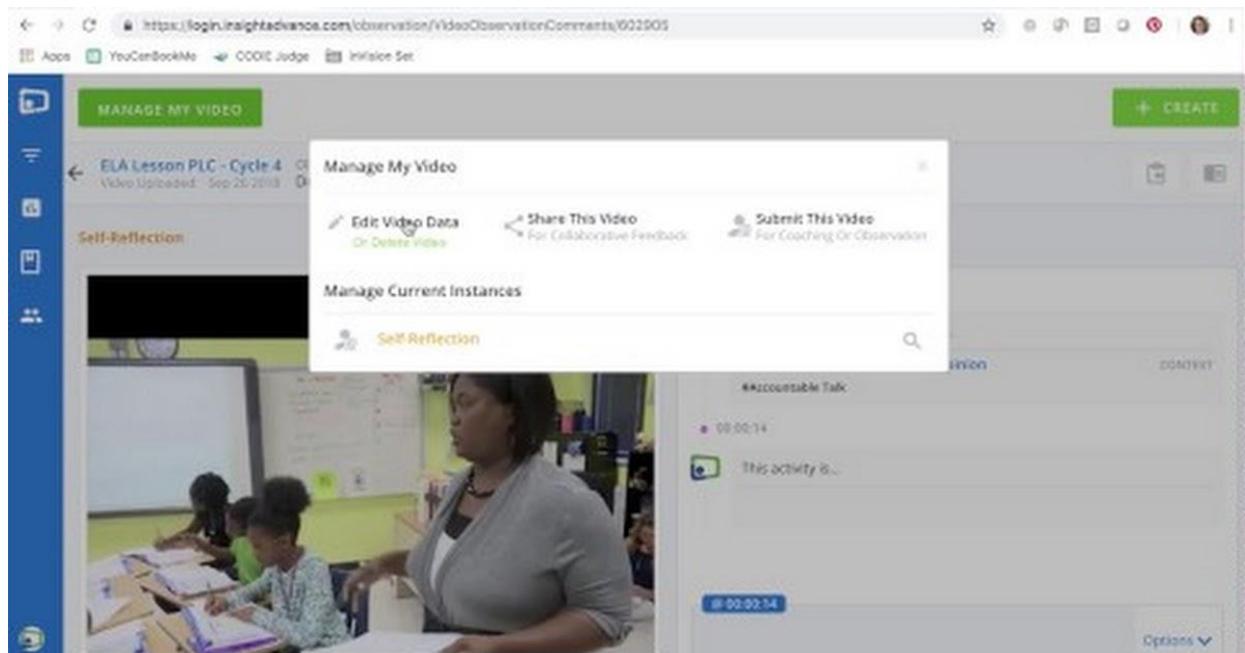
edtpa.aacte.org

edTPA: Strengthening P-12 and Educator Preparation Program Partnerships "I even have their numbers in my cell phone"
One additional improvement that will be implemented in Term 4, 2019 is the move to an online video observation platform, called Insight Advance.

In this email you will find information related to your role as an online University **Mentor**. Keep in mind that your role and responsibility as an online University **Mentors** has not changed, your job is to coach and guide teacher candidates through their initial professional practice. Your students will be required to submit 3 videos of lessons that you will provide feedback on just as you would in a face-to-face discussion. The perk about this online observation format is that you could provide the support and guidance precisely where it occurs within the lesson. You will also be able to review the teacher candidate's self-reflection on their teaching video to get an even deeper perspective and information to be able to provide individualized feedback throughout their progression in their Clinical Practice.

See how Insight Advance works, watch here:

<https://drive.google.com/file/d/12EMsZD7ykz9IXy8lsGweph8v-yj8u6Cd/view>



[15 min](#)

[drive.google](#)

Additional information on Insight Advance -

- Demo Video: <https://8183822200.box.com/v/longdemo>
- Help Desk: <https://help.insightadvance.com/hc/en-us/categories/200172655-ADVANCEfeedback->
- Blog post on use of our tool in Higher Ed: <http://www.insightadvance.com/blog/teacher-feedback-how-using-video-ensures-growth-and-trust>
- <http://www.insightadvance.com/use-cases/higher-ed>

Please attend one of the training times listed below:

Online Mentor Trainings – Tuesday, January 15 at 5 pm PST;

Wednesday, January 16 at 5 pm PST;

Thursday, January 17 at 5 pm PST;

GO TO:

<https://join.me/insightadvance>

There will also be Q and A sessions throughout the week of January 21st – 25th at 5:30 pm PST at the same link.

Additional resources that provide background on the use of online observation platforms -

Teaching Channel Plus video:

<https://www.teachingchannel.org/tchplus>

[Tch Plus: Video Observation Platform for Teachers - Teaching Channel](#)

www.teachingchannel.org

Tch Plus is the solution to provide continuous growth opportunities for educators through a video observation platform in-class video library of k-12 classroom videos. Tch Plus helps administrators scale professional learning, provides teaching and so much more.

GoREact video:

<https://get.goreact.com/teachers/>

[Student Teacher Observations - GoReact](#)

get.goreact.com

Teacher education programs use GoReact for no-hassle skills assessment. From early benchmarking to student teaching to capture video of students for feedback, grading, and critique of their skills.

GoREact case study:

<https://cdn2.hubspot.net/hubfs/2123109/aCustomer%20Facing%20Docs/Case%20Studies/Western%20Alabama%20Case%20Study%20-%20Teacher%20Preparation.pdf>

CalPoly case example:

Cal Poly Pomona uses video coaching

The country is facing a critical shortage of special education teachers. According to the National Coalition on Personnel Shortages in Special Education, 49 states currently report a having more demand than available supply of certified teachers.

The need to increase the number of fully-trained special education teachers led the U.S. Department of Education to fund the “SEEDS: Special Educators of Excellence in Diverse Settings” project from the College of Education & Integrative Studies at California State Polytechnic University, Pomona (Cal Poly Pomona). The project will provide scholarships over the next five years to future teachers in the Los Angeles County region to become credentialed special educators.



A central feature of the training program will be the use of video analysis of classroom practice, powered by the Edthena video coaching platform. The grant money will cover all technology costs for the teachers, including a new iPad.

“We are hoping to place many of our candidates in the region’s high-needs districts, as well as remote tribal schools that have a high population of Native American students with special needs,” said Heather Wizikowski, Ph.D., assistant professor and principal investigator of the grant. “Video coaching, which we’ve previously implemented on a smaller scale, will enable us to provide our candidates with virtual classroom observations and ongoing supervision during their student teaching so they can continually improve their instructional practices.”

With the Edthena platform, teachers quickly and easily upload videos of their classroom instruction. They then share those videos with coaches, who provide timestamped comments categorized as questions, suggestions, strengths, and notes. The platform enables teachers and their coaches to participate in collaborative and reflective professional learning.

“Edthena gave me the opportunity to listen, watch, and reflect on my lessons after they were delivered,” said Justine Chesler, Cal Poly Pomona graduate and special education teacher at Cullen Elementary School in Glendora School District. “The program provided an interactive way to receive detailed feedback from my master teacher and **mentor**, which helped me with future lesson planning.”

“We’ve found that our teacher candidates are often more reflective and open to feedback when coaching is conducted via Edthena,” said Joanne Van Boxtel, Ph.D., assistant professor and co-principal investigator of the grant. “We want video coaching to become a standard practice.” Schools, districts, and teacher education programs in nearly 30 states – including California – are using the Edthena platform to make video observation an integral part of teacher induction, teacher **mentoring**, PLCs, and peer observation.

Best wishes-

Dr. Sonja Arnak

[Assistant Professor in Teacher Education](#) | [Systemwide Program Director of Teacher Education and MAE in Teaching](#) | [Senior Accountability Officer](#)

California School of Education

10455 Pomerado Road, San Diego, CA 92131-1799

sonja.arnak@alliant.edu