



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

# The edTPA: Benefits and Implications Impacting PETE Programs



UNIVERSITY OF WISCONSIN  
WHITEWATER



Sheri Treadwell, The College at Brockport, SUNY  
Jay Cameron, University of Wisconsin – Whitewater  
Mara Manson, Adelphi University

# Session Overview:

## Today's Objectives:

- Gap analysis and content alignment related to courses and program improvement
- Utilizing academic language to help TC's meet common core standards and . . .
- Supporting pedagogical choices with research and theory
- Explicitly addressing cognitive and affective objectives with tasks
- How assessment of students learning in PE is accountability in action



# Before we go too far . . .

## Some disclaimers, warnings, and perspective

- While all 3 of today's presenters are national edTPA scorers we are not working as employees of Pearson during this presentation, but rather as PETE faculty. (Also, we have never given any of your students less than a 3 on any edTPA rubric . . . )
- We became scorers for the money . . . Not really, it was supposed to help with our personal understandings of the assessment and to meaningfully and mindfully pass those along to our students.
- This presentation is primarily targeted to PETE professionals and those working with PETE programs to examine ways the edTPA is changing programs.





Implementation processes

Perspectives from National scorers

Keys to embedding edTPA Task-related components

# THE EDTPA IN 3 PETE PROGRAMS



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

# The College at Brockport, SUNY



- edTPA introduced to faculty in late fall (November) 2012
- Began piloting edTPA with four PETE teaching candidates (TCs) in Spring 2013
  - This pilot was “rough” none of the four students were able to submit due to errors in the platform
  - Realized the best way to help TCs understand exam was to become national scorer
- Full pilot of edTPA with all PETE TCs (58 TCs) in Fall, 2013
  - Expanded student teaching seminar from two to four days to allow for extensive edTPA training of TCs prior to student teaching
  - Began embedding edTPA components in three primary methods courses



# The College at Brockport, SUNY



- PETE faculty initially had difficulty with buy-in of edTPA: First three faculty meetings of Spring 2014 semester was spent on Gap Analysis
  - Meeting 1—aligning edTPA tasks to current curriculum—Getting on same page/buy in
  - Meeting 2—Gap Analysis of department curriculum
  - Meeting 3—Share results—strategies for program improvement
- edTPA was consequential as of Spring, 2014: Successes & challenges ahead



# UWW



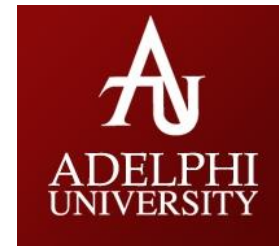
- Currently in 3<sup>rd</sup> semester of edTPA implementation
- Substituted edTPA for part of Phase 4 student teaching portfolio
- Utilizing a pre-student teaching full day boot camp
- Gradually adding edTPA components (such as Planning Commentary and Context for Learning) into courses. Downward design.
- Switching from D2L to Taskstream and from piloting with local scoring to piloting with mix of local and national/official.
- Quasi non-consequential for student teachers . . . Incremental score increases



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK



# Adelphi University

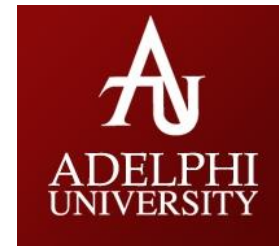


- Pilot edTPA
  - 1<sup>st</sup> semester - Official pilot (4 student teachers); 2<sup>nd</sup> semester – Unofficial pilot (with all student teachers)
- Infusing edTPA into the pedagogy program at Adelphi University
- Meeting - small group of full time pedagogy faculty
- Identify courses in the major where edTPA content is already included
  - Where do the tasks of edTPA align with current pedagogy classes?
- Identify other courses where edTPA content could be included
  - Review all components of each edTPA task and infuse into other courses





# Adelphi University



- Map and determine overlaps and gaps within courses
- Make decisions regarding the infusion of edTPA content within specific courses
- Create new assessments that align with the edTPA assessments
- Reflect – Review – Revise (look for patterns of high and low edTPA rubric scores, review curriculum mapping)



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

# Keys to Embedding edTPA into PETE

- Student teaching seminars and Pre-student teaching boot camps
- An articulated and scaffolded approach to teaching to edTPA related competencies across all three tasks
- Basing some program change decisions on data collected from edTPA and comparing other sources of program data to edTPA



### K-12 Physical Education edTPA Scores 2013-2014

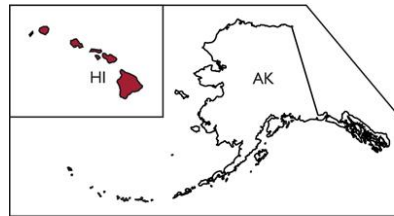
Institution	Number of Test Takers	Total Mean Score	Task 1 Mean Score	Task 2 Mean Score	Task 3 Mean Score	Planning Rubric Mean Scores					Instruction Rubric Mean Scores					Assessment Rubric Mean Scores				
						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Brockport	15	48.0	17.0	16.8	14.2	3.7	3.4	3.3	3.2	3.3	3.4	3.4	3.8	3.3	2.9	3.3	3.5	3.0	3.0	2.8
Adelphi	19	46.1	16.2	16.1	13.8	3.4	3.3	3.1	3.2	3.2	3.4	3.2	3.3	3.3	2.9	3.0	2.9	2.6	2.6	2.7
NY State	146	45.7	15.9	15.7	14.1	3.4	3.2	3.1	3.0	3.2	3.2	3.1	3.4	3.2	2.8	3.1	3.1	2.6	2.6	2.7
Nationwide	441	42.3	14.7	14.8	12.8	3.1	3.0	2.8	2.8	2.9	3.1	3.0	3.3	3.0	2.6	2.7	2.9	2.4	2.4	2.5

### July 2014-December 2014 K-12 Physical Education

	Number	Overall Composite Mean	Planning	Instruction	Assessment
<b>UW-W PE</b>	3	43.7	14.7	16.3	12.7
<b>Wisconsin PE</b>	23	38.9	13.8	13.9	11.1
<b>National PE</b>	259	42.6	14.9	15.2	12.9



## edTPA™



**Stanford Center for Assessment, Learning, & Equity**

Western Governors University is a participating member in edTPA and offers online accredited teacher preparation programs across the U.S.



# Activity #1: Getting to Know Your Table-Mates

- Brain gym
- Which person at your table has done the most edTPA implementation and why?
- Which person at your table has done the least edTPA implementation and why?
- Related to implementing change, what barriers are there? What facilitators are there?





# QUESTIONS ABOUT GENERAL IMPLEMENTATION OF EDTPA?



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK



What gets covered, where, and why?  
edTPA related components that work well in various courses  
Sample assignments (?)

# PERFORMING GAP ANALYSIS AND HIGHLIGHTING AREAS FOR IMPROVEMENT



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK



# Brockport's Gap Analysis Procedures

- January, 2014 Teacher Cert Meeting Agenda
  - Explained the national edTPA field test scores across the three tasks (15 rubrics)
    - Highlighted strengths (tasks 1 & 2 overall) and weaknesses (rubrics 4 & 14 and task 3 overall)
  - Provided Systematic Analysis of Curriculum Matrix to all methods instructors
  - Instructions: Read through each of the 15 rubric topics and determine whether course content **EXPLICITLY TAUGHT (E)** content related to the rubric or simply **ADDRESSED (A)** content



# Analysis

## Goals

- To have minimum three “E’s” in every row—ideally four
- To at least “Address” each topic in every class as time and course content allows

## Benefits

- Gap analysis can be a component of pragmatic program review
- Useful in redesign of UW-W PETE curriculum
- Easy to repeat with Task 2 and Task 3



# Brockport's Systematic Analysis of Curriculum: Task 1 Results

Planning: Rubrics 1-5	Fit Ed	Tech in PE	Cur. Mod	Inst Plan	Assess	Elem	Sec	APE	Div. in PE	Early Chld
Rubric 1: Plans for a safe environment with standards, objectives in all 3 domains, and tasks that build on each other	A	A		E	A	E	E	A		A
Rubric 2: Planned supports (instructional strategies) with knowledge of students (academic/personal—ELL & IEP/cultural/community assets) that includes strategies to identify and respond to common student errors and misunderstandings within the central focus	A	A		A		E	E	A	E	E
Rubric 3: Justifies why learning tasks are appropriate based on knowledge of students and substantiated using research & theory				A		E	E	E		
Rubric 4: Plans lessons with academic language (beyond vocabulary) to K-12 student use of academic language (Incorporates function—action verb, demand—vocab, symbols, signals, discourse, syntax, etc.)	A	A		E		E	E			E
Rubric 5: Planned assessment designed to allow individuals or groups with specific needs to demonstrate their learning.	A			E	E	E	E	E		



# Activity #2: Table Analysis of Task 1

- (2 min) Use the blank Task 1 Gap Analysis form to write down how you or your institution explicitly teach (E) or address (A) each topic for rubrics 1-5
- (2min) Discuss your answers with your table
- Write down similarities/differences with the approaches
- Be ready to share with the group!



# Your Systematic Analysis of Curriculum

## Task 1

Rubric Descriptor Planning: Rubrics 1-5									
Rubric 1: Plans for a safe environment with standards, objectives in all 3 domains, and tasks that build on each other									
Rubric 2: Planned supports (instructional strategies) with knowledge of students (academic/personal—ELL & IEP/cultural/community assets) that includes strategies to identify and respond to common student errors and misunderstandings within the central focus									
Rubric 3: Justifies why learning tasks are appropriate based on knowledge of students and substantiated using research & theory									
Rubric 4: Plans lessons with academic language (beyond vocabulary) to K-12 student use of academic language (Incorporates function—action verb, demand—vocab, symbols, signals, discourse, syntax, etc.)									
Rubric 5: Planned assessment designed to allow individuals or groups with specific needs to demonstrate their learning.									



# Description of Content Explicitly Taught/Addressed

How do you explicitly teach/address the content from each rubric in your courses? Please give a brief explanation

Task 1—Planning for Instruction Rubrics 1-5:

Rubric 1)

Rubric 2)

Rubric 3)

Rubric 4)

Rubric 5)





# QUESTIONS ABOUT GAP ANALYSIS?



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK





Academic language  
Linking Tasks to research and theory  
Covering all three domains  
Assessment of student learning

# EDTPA AREAS OF CONCERN



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

# Academic Language

## Social/Informal Language

- Usually face to face within informal settings
- Use of slang
- Sentences start with “and” or “but”
- Topics are usually familiar topics (friends, hobbies, TV, movies)
- Shorter sentences and simple vocabulary

## Academic Language

- Variety of words; sophisticated vocabulary
- Slang is replaced with clear and concise descriptors and more complex grammar
- Sentences start with transition words such as “however”, “in addition”
- Student often has less background knowledge to build on



# Discourse in Academic Language

Discourse is defined as a “running dialogue, continued over a number of sentences involving the interaction of speaker or writer and auditor or reader” (Abrams & Harpham, 2005).

- Instructing
- Describing and Explaining
- Questioning
- Analyzing
- Evaluating
- Speculating/Hypothesizing
- Socialization
- Officiating
- Map symbols identification



# Syntax in Academic Language

- Syntax is the “study of the principles and processes by which sentences are constructed in particular languages” (Chomsky, 1971).
- The concept of syntax can be used in physical education as students begin to use words in a sequential order and demonstrate cognitive content knowledge.
- Syntax is further infused into physical education as students perform skills where a sequence of tasks or critical components is necessary for success.



# Language Use in Physical Education

- Tests, Journals, Exit Slips, Tests – *Describe (Discourse); Interpret, Sequence (Syntax)*
- Self Assessments and Peer Assessment – *Analyze (Discourse)*
- Fitness Planning, Goal Setting – Speculating, Hypothesizing and Describing (*Discourse*); *Sequence, (Syntax)*
- Spelling and using vocabulary in sentences - *Vocabulary and sentences (Syntax)*



# Linking Tasks to Research and Theory

- “Please tell me you still have some of your textbooks!”
- “You did make a physical and an electronic course binder for every class, didn’t you?”
- “Why did we ask you to read all those journal articles?”
- “You should buy Locke & Lambdin’s *Putting Research to Work in Elementary Physical Education*”

- Bloom [or whomever] says . . . and so that influenced how I . . .
- Research by . . . suggests that . . . , so . . .
- I did this because . . .
- This decision was informed by . . .
- I know that . . .
- Research says . . .

[Casey & Kenneson (2013). *Connections to Principles of Research and Theory*, St. Bonaventure University]



# Research and Theory

- If TC's can demonstrate it on the edTPA . . . Perhaps there is HOPE?
- Isn't it the "tail wagging the dog"?
  - Avoiding Models Based Instruction (MBI) to meet edTPA requirements . . .
- What else are TC's basing pedagogical decisions on?
  - More ammunition to go beyond Busy, Happy, Good

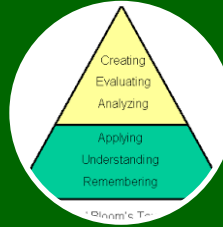




# Teaching TCs to be **Explicit** in Three Domains



Psychomotor



Cognitive



Affective



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

# Why TCs Need to be Explicit in Writing Tasks

- It's good pedagogy
- If there is an objective written in three domains, there should be explicit tasks designed to meet the objective within the body of the lesson
- TCs are proficient in writing tasks in psychomotor domain that align to psychomotor objective
- Tasks and connections to cognitive & affective domain tend to be “implied”
- edTPA rubrics evaluate TC ability to **explicitly** plan, teach, and assess in three domains
- Task 1 (Rubrics 1, 4 [Academic Language], and 5)
- Task 2 (Rubric 7, 8)
- Task 3 (Rubric 11, 14 [Academic Language], 15)



# Is This Explicit Enough?

Affective:	NYSLS:2a NASPE4:	The student will be able to demonstrate personal and social responsibility by demonstrating self-control by looking out for others and not running into them in class, by not distracting their classmates or teacher when the teacher is giving instructions, and by not expressing negative comments or putdowns towards their classmates or teacher.	Formal: Teacher Checklist
------------	---------------------	---	---------------------------

TIME	SEQUENCE OF LESSON	ORGANIZATION Draw or Bullet your organization (i.e. partners, 4-4x4 grids, 3 Ss and 1 ball, etc.	Cues or Important Points to Enhance Technique & Addresses Common Errors	Safety Concerns for task	SPO #
	<p><u>Initial Task: Hold the football near the ear with a football grip. I will have the class freeze in this position while I scan to see that everyone is holding the ball correctly. If they are not I correct them.</u></p> <p><u>Now when I blow my whistle I want you to put your football down on your number that you are standing on, freeze and wait for directions.</u></p> <p>(Transition) (Transition) Blow whistle the class puts their football down on the number, freezes, and waits for directions</p> <p><u>Extension/Refinement/Intrataask Variation: "Musical Football Grip"</u></p> <p>Now we are going to See how well we remember how to grip the football correctly like a quarterback. We are going to play a game and see which line of numbers can be first to all be gripping their footballs correctly and freeze in that position. The way this game works is when the music starts <u>we</u> will all be running around the gym. We will all be traveling outside of the yellow circle in the direction we always travel. When we are running we need to make sure we are keeping our eyes up to make sure we are traveling in good self-space. There are footballs on the ground where we left them so we need to make sure we do not trip on the footballs, so make sure we are in control the entire time with good self-space. When the music stops you will run back to the football we are standing next to now, grip it correctly and freeze with the ball near our ear like a quarterback. The first team to all be correctly frozen will earn a point for that round. When the music starts you can begin.</p> <p>Demo</p>		<p>Cues: Fingers spread across laces</p> <p>2 or 3 fingers on laces</p> <p>hold ball near ear</p> <p>Common errors: not holding the laces Not holding the ball near your ear</p>	<p>For all Tasks: Be aware of our self-space and do not run into our classmates.</p>	<p>Psychomotor Affective</p>



# Teaching TCs to be **Explicit** in Three Domains

- Cognitive Domain
  - Align Academic Language with principles of Common Core to help TCs understand the preparation to plan/teach beyond the edTPA
  - Write cognitive objective with a literacy component and a language function (action verb) that aligns to Bloom's Taxonomy
  - Write a task that directly aligns with cognitive objective—be explicit in what will be taught and how (At Brockport, I have students highlight task in yellow)



# Example of Explicit Cognitive Objective & Task

1. Psychomotor:	NASPE 1 NYSLS 1a	TSWBAT demonstrate proper dribbling form (contact ball using in-step, contact center of ball) when dribbling the ball through general space.	Checklist: formal/pre-assessment
2. Cognitive:	NASPE 2 NYSLS 1a	TSWBAT correctly identify the proper part (in-step) of the foot used to dribble a soccer ball when completing an exit slip with 100% accuracy.	Exit slip/Rubric: formal/pre-assessment
3. Affective:	NASPE 4 NYSLS 2a	TSWBAT cooperate with their peers (work together to complete a task, use positive language) when participating in a dribbling drill.	Self-assessment/Rubric: formal/pre-assessment
4. Literacy:	NASPE 2 NYSLS 1a	TSWBAT correctly identify the proper part (in-step) of the foot used to dribble a soccer ball when writing on an exit slip, with 100% accuracy.	Exit slip/Rubric: formal/pre-assessment
<b>Academic Language:</b> Vocabulary: using the in-step (the part of the foot between toes and ankles) of the foot Discourse: exit slip will require students to describe the elements which relate to the skill of dribbling in soccer			

2 minutes	<b>Task 4</b> One partner will come to the number line, and skips one full lap around the gym and back to their. The partner waiting at the cone does toe touches. After full lap, partners switch.	Ss T Ss Ss Ss Ss Ss	If doing toe touches, remember to keep the ball close to you	Return safely to the cones	1,3
3 minutes	<b>(Transition)</b> Students pick up equipment and sit in a ready position; ball behind them. Partners stay together.	Ss Ss Ss Ss			
5 minutes	<b>Culminating Activity/Game:</b> One partner starts with the ball, dribbles using in-step around within boundaries. Partner follows close behind. A signal will be given to switch roles.  <b>(Transition)/Closure:</b> Students pick up equipment and sit in ready position. <b>Academic Language Use:</b> teacher asks questions for students to answer related to the part of the foot used to dribbling, (vocabulary term: in-step). <b>Discourse:</b> students complete cognitive in which they describe the elements which relate to the skill of dribbling in soccer. <b>Students complete affective assessments.</b>	Ss Ss Ss Ss Ss Ss Ss Ss Ss Ss T	Use in-step; keep ball under control	Keep eyes up	2,4



# Teaching TCs to be Explicit in Three Domains

- Affective Domain
  - Write an objective with explicit criteria—more than “teamwork” or “sportsmanship” or “being safe”
  - Write a task in the lesson that **TEACHES** the desired behavior linked to the objective
  - In methods, we teach Ss to highlight the affective task on lesson plan in green—simply linking it to the SPO hasn’t worked





# Teaching TCs to be Explicit in Three Domains

- Affective Content

- Integrate cooperative learning into teaching
- Tie the obj/task back to Ss every day life
- Teach Ss how to demonstrate personal and social responsibility (just like PM skills)
- Teach Ss how to communicate effectively (give & receive feedback, compliments, encouragement, etc. )
- Teach Ss how to praise themselves and others
- Teach and promote sport citizenship (Mitchell, Oslin, & Griffin, 2012)
- Give Ss opportunities to discuss moral issues such as: fair play, consequences of actions and omissions, and ethical dilemmas related to sport. (Buck, Lund, Harrison & Cook, 2007)





# Teaching TCs to be Explicit in Three Domains

- How to Assess Affective Domain
  - Journal prompts tied to daily affective objectives
  - Good Sport Citizenship Rubric
  - Affective domain rubric tailored to desired behaviors
  - Have Ss develop role play scenarios that demonstrate desired behaviors
  - Peer assessments—Have Ss reflect on how their partner communicated feedback as well as their own perception of receiving the feedback



# Example of Explicit Affective Objective & Task

**Set Induction-** Before we begin, by a raise of hands, how many of you have played volleyball outside of PE class? Great, so as you can see there are a lot of different experiences with volleyball. When we start practicing our skills I would like everyone to understand that we all are different. Some of you will be more skilled than others, so as a

Notice everyone has different skill levels, be responsible, staying in control of body

3

Affective:	2a	TSWBAT demonstrate understanding that students all have different skill levels and can help their partners when they are struggling in positive ways when working with partners during a passing drill.	Teacher Observation
------------	----	---	---------------------

SEQUENCE OF LESSON	Cues or Important Points to Enhance Technique	Safety Concerns for task	SPO #
class I want us to support each other. If you notice a classmate is doing something incorrect or not following the rules I want you to be responsible and help. Do you think we can do that as a class? Can anyone give me an example of how we can be responsible in class or outside of class.? Great job boys and girls.			



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

# Activity #3: Discussion

- In what ways are you able to have TC's be explicit with linking objectives in the three domains to tasks (and assessments)?



# Assessment (Task 3): Implications & Benefits for PETE

- The lowest scoring Task on edTPA across content areas (not just PE)
- A critical area for TC's heading out into teaching jobs with increased demands on accountability
- Changing M&E in Physical Education into Assessment in Physical Education
- Greater use of authentic/performance-based assessment
- Superintendents and former students perceive edTPA as helpful in navigating APPR and Educator Effectiveness measures



# Assessment (Task 3): Implications & Benefits for PETE

- What can video work samples do for your students? What is the best video work sample?
- What written work samples are most valuable? How can they be best utilized?
- How do TC's best display, summarize, and interpret assessment data?
- TC's report that speaking intelligently about assessment of students during interviews is improved after edTPA
- Assessment Task and data can trigger improvements in TC's as reflective practitioners

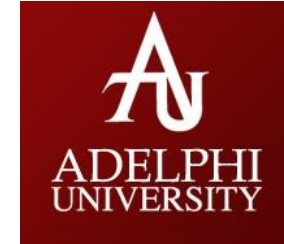




**QUESTIONS ABOUT ASSESSMENT, ACADEMIC  
LANGUAGE, RESEARCH & THEORY OR  
EXPLICITLY ADDRESSING COGNITIVE &  
AFFECTIVE OBJECTIVES?**



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK



All aboard . . . sort of

What have students said is most helpful?

If we were going to do this again what would we do differently?

## WRAPPING UP



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

# Some Suggestions From UWW



- Use a pre-student teaching intensive edTPA preparation (boot camp) to avoid having edTPA monopolize important student teaching discussions/reflections and consume all seminar time.
- Students must complete their edTPA during the first half of student teaching to allow for scoring and remediation time.
- A five lesson learning segment is better. Lesson plan and Unit plan forms.
- Student teachers are advised to use a wireless (lavalier mic) system when video taping.
- edTPA Graduates (N=3) who have been hired state that edTPA has made the EE and SLO processes clearer and less daunting.
- During piloting be very clear about what students will need to remediate and how that should occur.
- edTPA considerations are helping to make much needed curricular revisions to our PETE program.





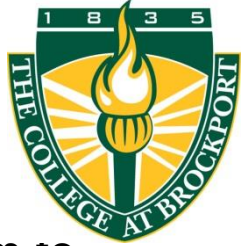
# Some Suggestions From Adelphi



- Complete edTPA in 1<sup>st</sup> placement.
- Videotape numerous lessons (20 minute – Task 2, and 5 minutes videos for student work samples and feedback)
- Use more than three lessons for the segment
- Connect each lesson to research
- Language is more than simple questions and answers
- Gather contextual information prior to placement
- Distribute permission slips prior to placement
- Incorporate peer assessments and peer to peer feedback for achieving affective goals
- Conduct seminars at key points during the semester.
- Review the rubric documents to gain an clear understanding of the criteria for each level



# Some Suggestions From Brockport



- Encourage TCs to pay the \$300 registration fee as soon as financial aid is awarded—force them to commit to submitting the exam!
- Create a timeline for TCs to follow before AND throughout their placement
  - Instruct TCs to keep edTPA materials in a separate binder
  - Checklists for each task with reminders for naming files, correct file size for video etc.
  - Checklist for submitting to Pearson
- Have TCs grant permission for edTPA materials to be used as exemplars for future groups (ready for if/when NYSED lifts ban on use of exemplars)
  - Teach TCs how to use “Understanding Rubric Progressions” document to self-assess their edTPA before they submit to edTPA
- Invite alumni to student teaching seminar and have them share their experiences with edTPA
- Record every minute of the unit — 6 day unit is ideal = 2 full edTPA’s in 1 unit!
  - Watch each lesson that night and take notes on the Video Worksheet for potential clips for tasks 2 & 3
- Practice video recording BEFORE the unit begins
  - Cooperating teacher becomes familiar with camera equipment & Students get the wiggles out performing in front of camera





Thank you!

# CONCLUSIONS



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

# Contact information

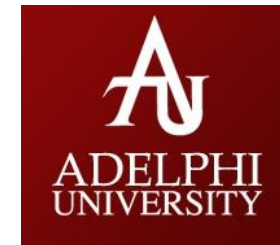
Sheri Treadwell [streadwe@brockport.edu](mailto:streadwe@brockport.edu)  
The College at Brockport, SUNY



Jay Cameron [cameronj@uww.edu](mailto:cameronj@uww.edu)  
University of Wisconsin – Whitewater



Mara Manson [manson@adelphi.edu](mailto:manson@adelphi.edu)  
Adelphi University



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK