

## *Disclaimer*

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# **edTPA Orientation for Program Leaders, Faculty, and P-12 Partners**

**June 2015**



# Overview of the Presentation

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- ▶ What is edTPA?
- ▶ What does edTPA assess?
- ▶ What are the edTPA tasks and rubrics?
- ▶ What are the opportunities and benefits afforded by edTPA implementation?
- ▶ What are the next steps in implementation?

# Part I- What is edTPA?

# edTPA Support and Assessment System

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edTPA is a student centered multiple measure assessment of teaching.

*Developed  
by the Profession  
for the Profession*



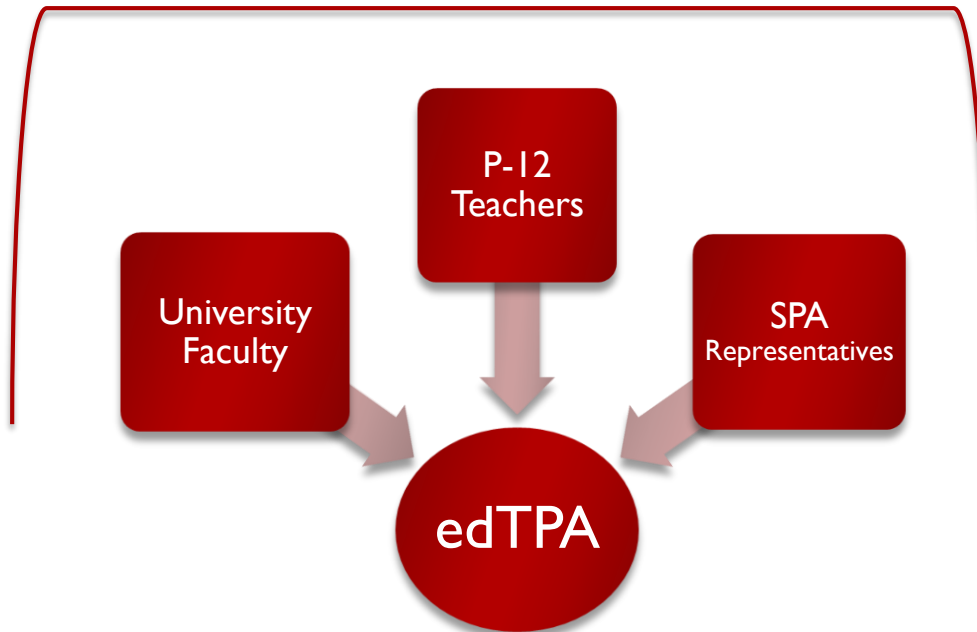
# A Brief History

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- ▶ **edTPA** is a student centered multiple measure assessment of teaching.

## SCALE

Stanford Center for Assessment, Learning, & Equity



# Who is Involved?

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**SCALE**

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



**PEARSON**

# edTPA Scorers

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▶ 50% IHE faculty and 50% P-12 Educators who:

1. Are **subject matter experts**; AND
2. Have experience **mentoring or supervising beginning teachers**; AND
3. **Taught in that subject** in the past 5 years;

OR

**Taught methods or supervised** student teachers in that field;

OR

**Administer** teacher preparation programs







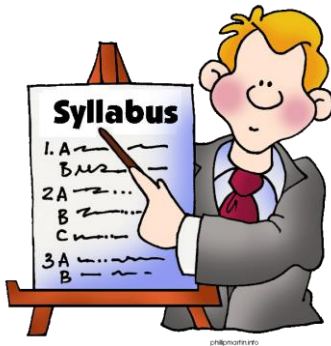
# Shifting the Focus of Teaching

- ▶ edTPA is a **student centered** multiple measure assessment of teaching.

*“Teaching is delivering the content and getting through the material.”*



*“Teaching is having a positive impact on student learning.”*



# Collecting Multiple Pieces of Evidence

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- ▶ edTPA is a student centered **multiple measure** assessment of teaching.

Lesson Plans

Videos of Teaching

Teaching Artifacts (handouts, slides, etc.)

Student Work Samples

Narrative Explanations and Rationales

Reflections

# An Educative Process

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edTPA is a student centered multiple measure assessment of teaching.

It is designed to be ***educative***.

Candidate Learning  
Professional Development Plans  
Program Review and Renewal  
Research Opportunities  
Informing Policy

# Why Performance Assessment?

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- ▶ **edTPA** is a student centered multiple measure assessment of teaching.

*“Performance assessments that measure what teachers actually do in the classroom, and which have been found to be related to later teacher effectiveness, are a much more potent tool for evaluating teachers’ competence and readiness.”*

*Linda Darling-Hammond, 2010, Evaluating Teacher Effectiveness*



# Successful Teaching

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- ▶ Develop and apply knowledge of subject matter, content standards and subject-specific pedagogy
- ▶ Develop and apply knowledge of students, including varied strengths, needs, and interests
- ▶ Consider research and theory about how students learn
- ▶ Reflect on, justify, and analyze evidence of the effects of instruction on student learning.



## Part II- What Does edTPA Assess?

# Rigorous Standards for the Profession

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# A Capstone Assessment

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**Campus designed formative assessments and coursework**

**Observation/Supervisory Evaluation & Feedback in Clinical Placements**

**Basic Skills and Subject Matter Knowledge**

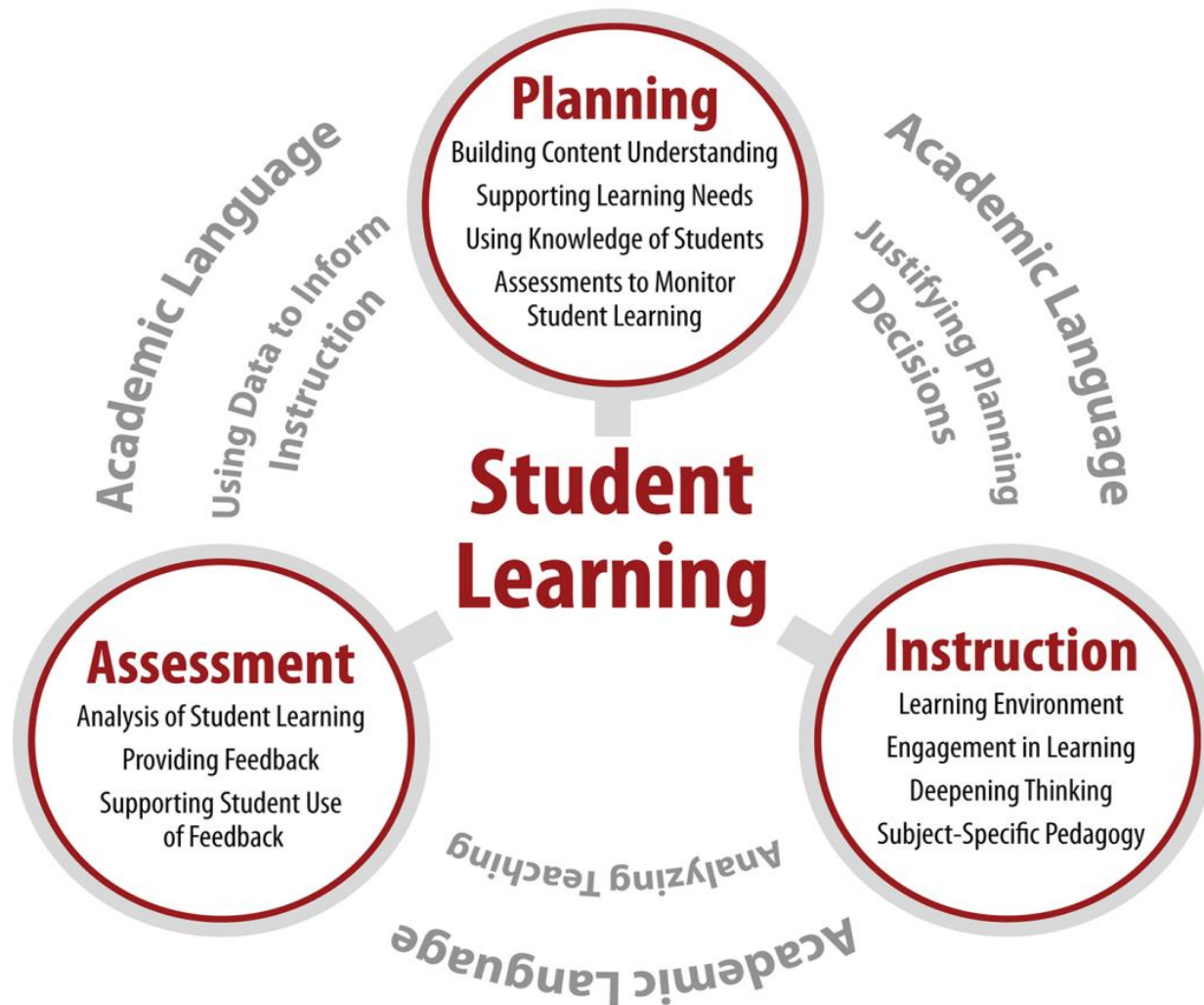
**edTPA as Capstone Assessment**

**Integration of:**

- Planning**
- Instruction**
- Assessment**
- Analysis of Teaching**
- Academic Language**



# Effective Teaching Cycle



# Academic Language Definition

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- ▶ **Language of the discipline** that students need to learn and use to **engage in meaningful ways** in the **content area**
- ▶ Oral and written language used for academic purposes
- ▶ The means by which students **develop and express content understandings**

# Subject Specific Assessment

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- ▶ **Elementary Education**

- ▶ Literacy & Mathematics
- ▶ Literacy
- ▶ Mathematics

- ▶ **Middle Childhood**

- ▶ English-Language Arts
- ▶ History/Social Studies
- ▶ Mathematics
- ▶ Science

- ▶ **Secondary**

- ▶ English-Language Arts
- ▶ History/Social Studies
- ▶ Mathematics
- ▶ Science

- ▶ **Agriculture**

- ▶ **Business**

- ▶ **Classical Languages**

- ▶ **Early Childhood**

- ▶ **Educational Technology Specialist**

- ▶ **Tech and Engineering**

- ▶ **English as an Additional Language**

- ▶ **Family & Consumer Science**

- ▶ **Health**

- ▶ **Performing Arts**

- ▶ **Physical Education**

- ▶ **Library Specialist**

- ▶ **Literacy Specialist**

- ▶ **Special Education**

- ▶ **Visual Arts**

- ▶ **World Language**

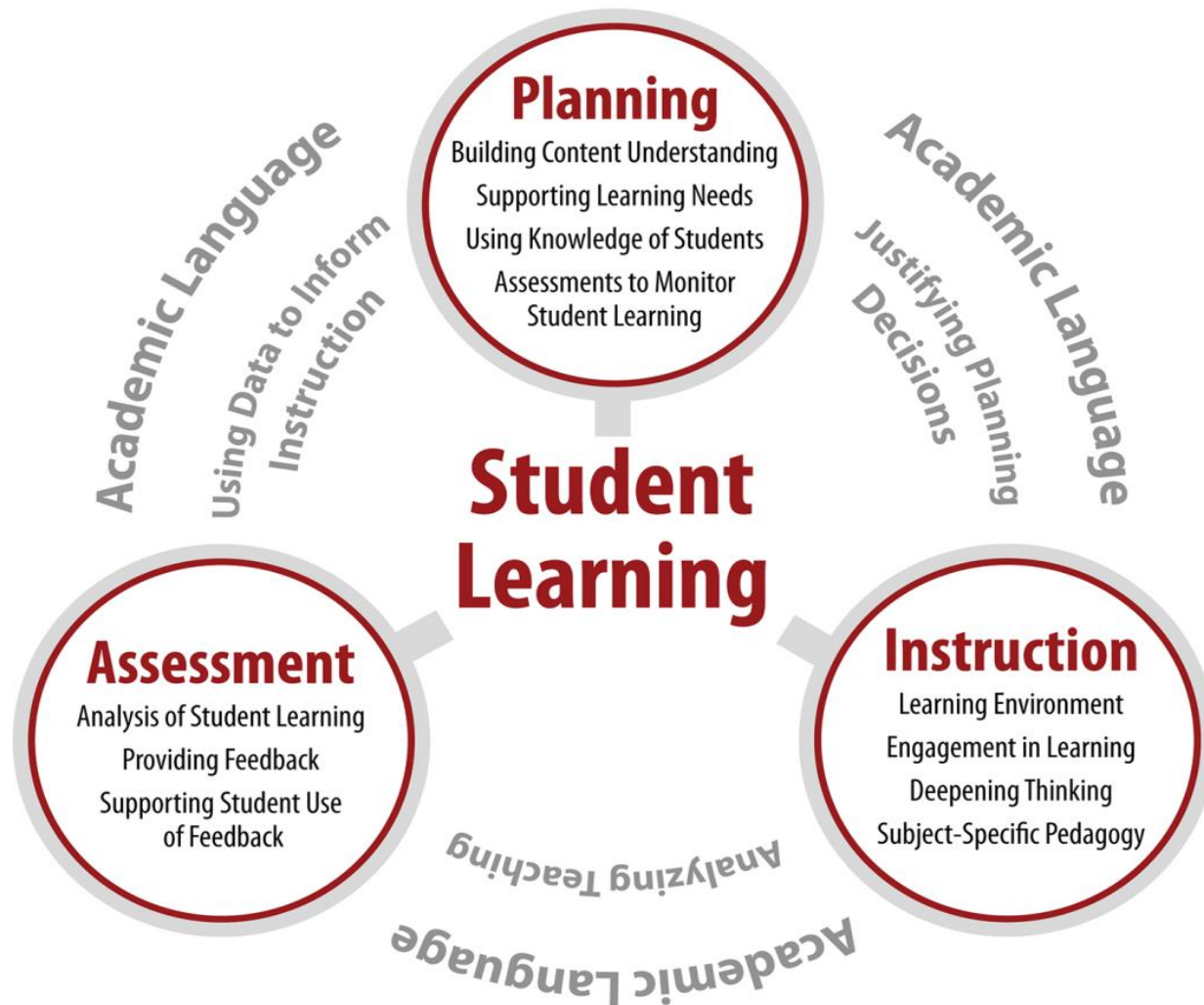
# What does edTPA assess?

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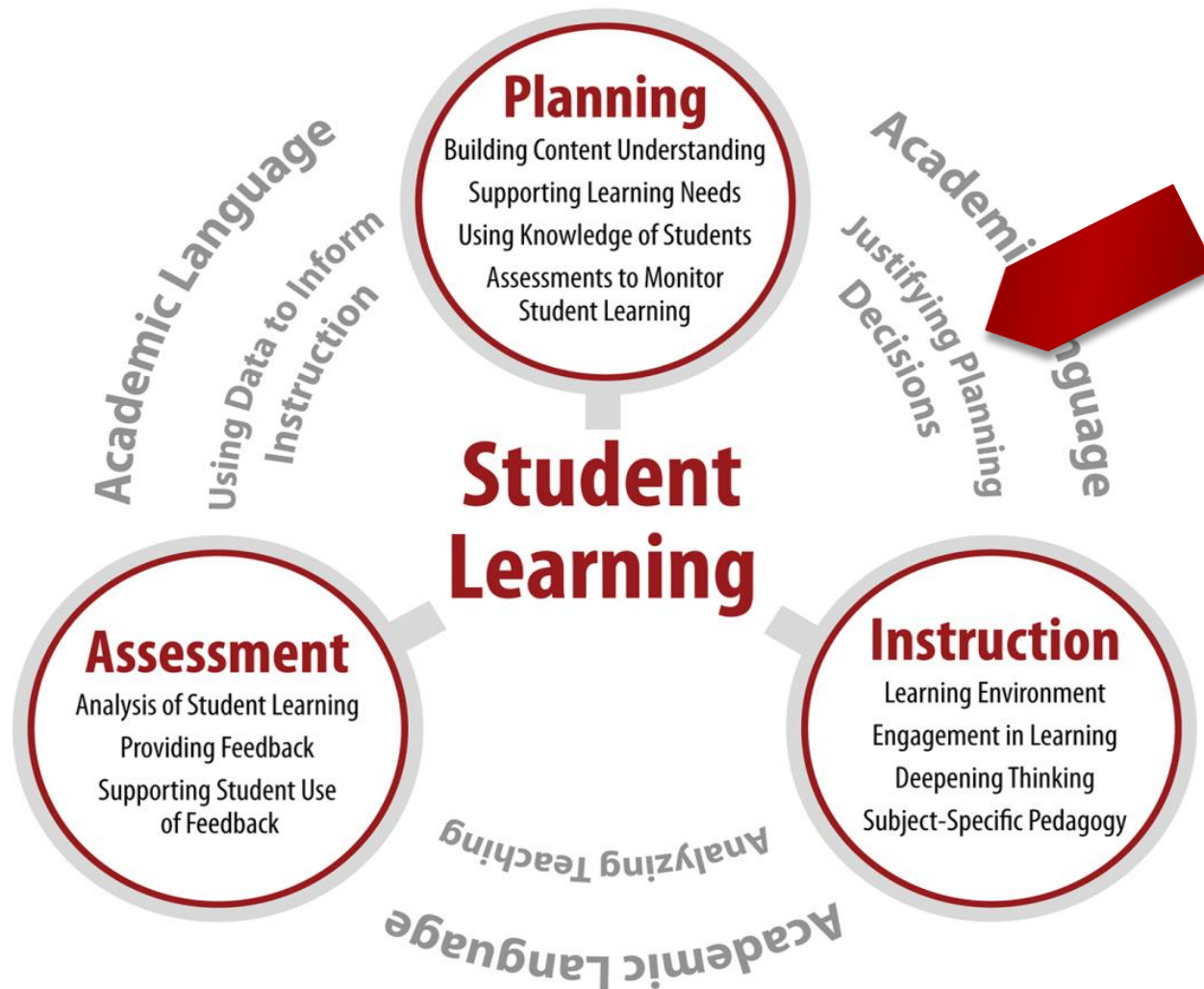


## Part III- What are the edTPA Tasks and Rubrics?

# Effective Teaching Cycle

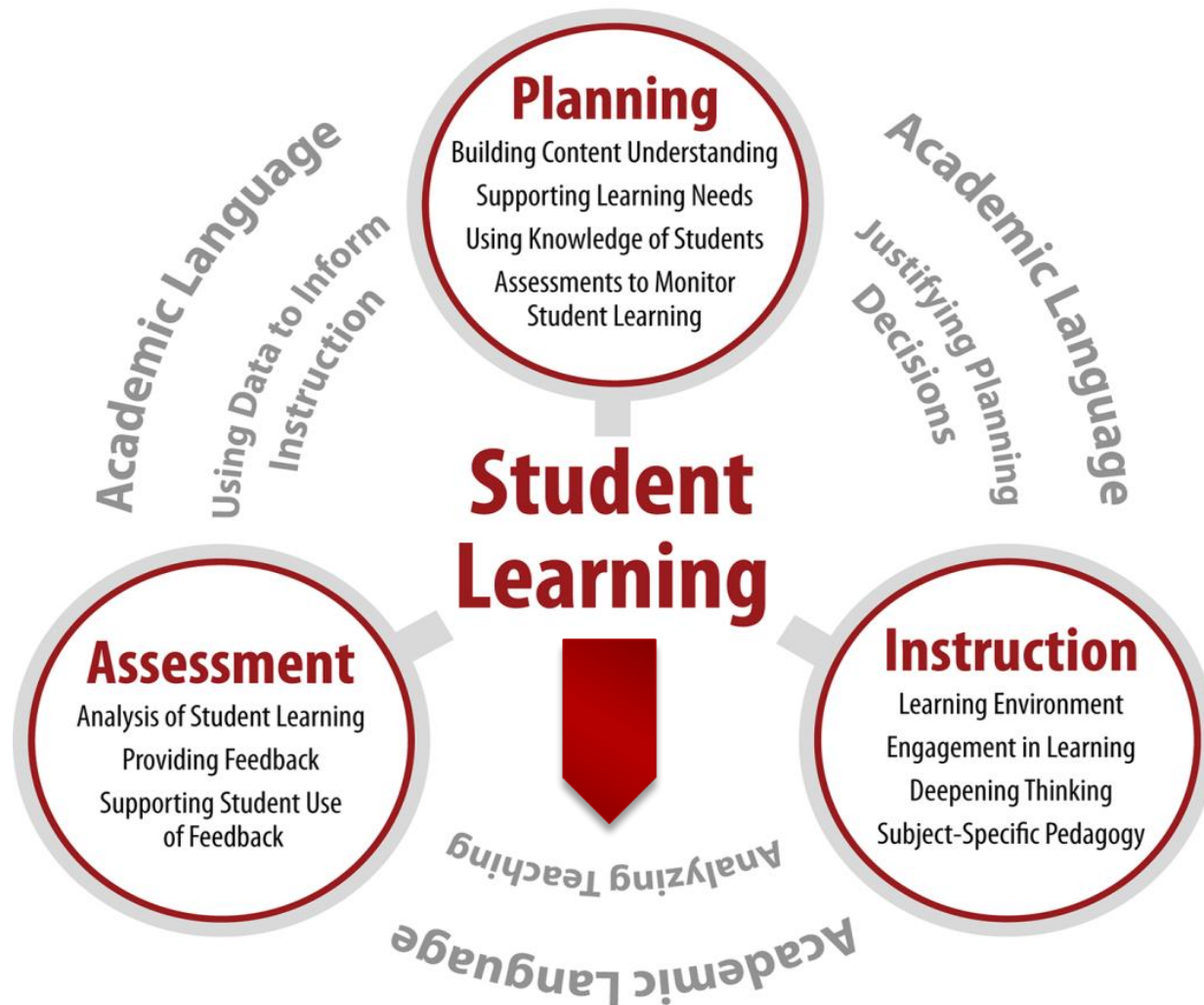


# Effective Teaching Cycle

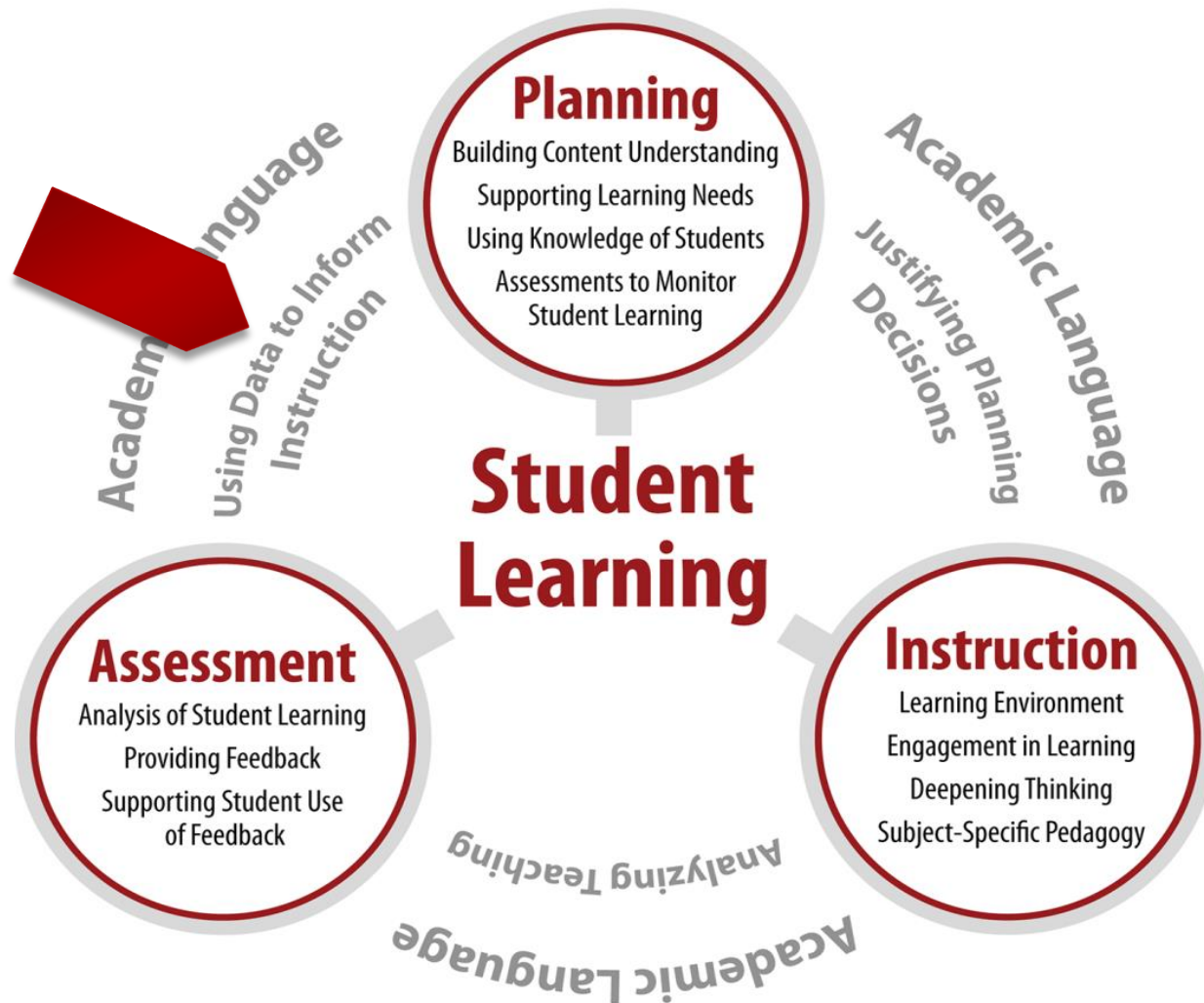




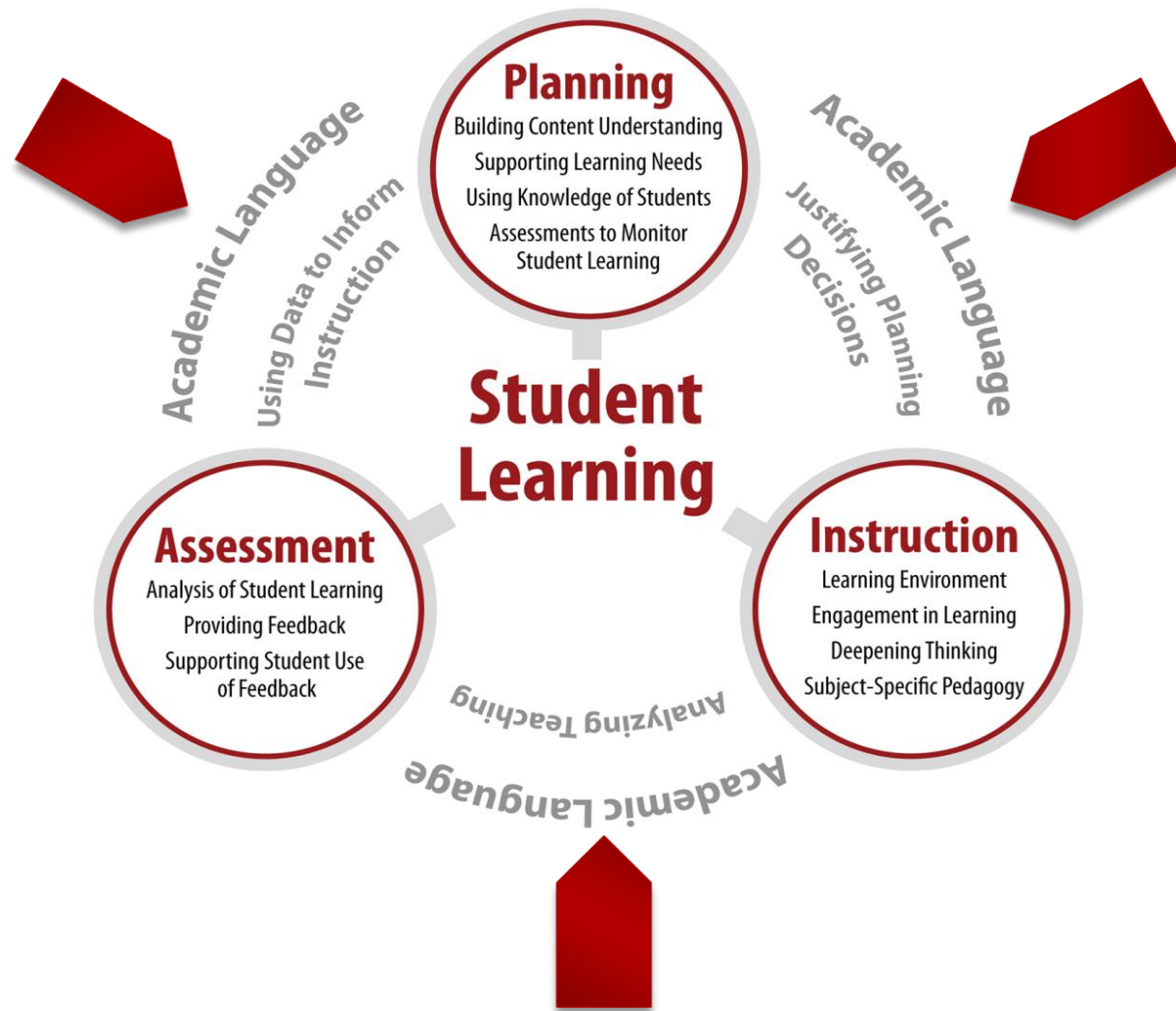
# Effective Teaching Cycle



# Effective Teaching Cycle

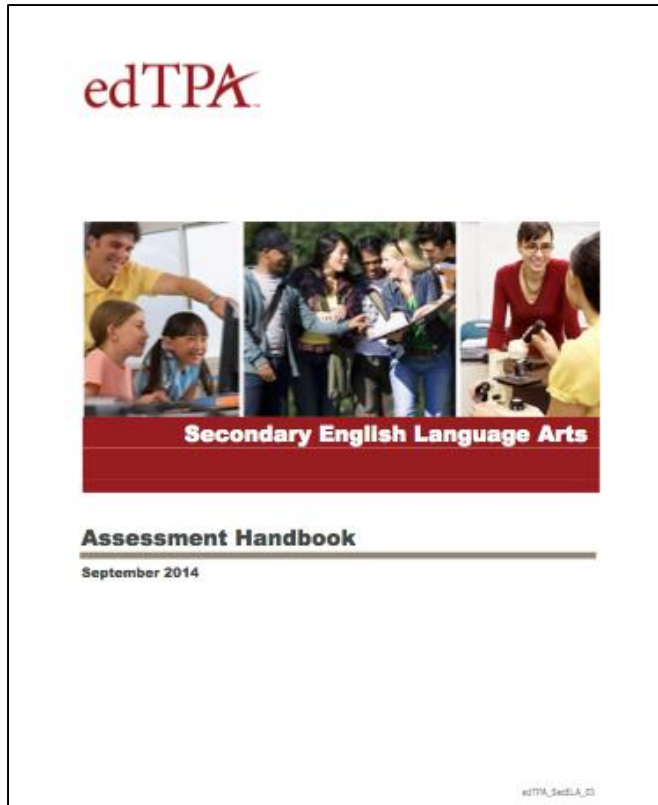


# Effective Teaching Cycle



# Clear Prompts and Guidelines

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- ▶ What Do I Need To Think About?
- ▶ What Do I Need To Do? (Artifacts)
- ▶ What Do I Need To Write? (Commentary Prompts)
- ▶ How Will The Evidence Of My Teaching Be Assessed? (Rubrics)

# Evidence of Teaching Practice: Artifacts & Commentaries

Task 1: Planning	Task 2: Instruction	Task 3: Assessment
<ul style="list-style-type: none"><li>• Instructional and social context</li><li>• Lesson plans</li><li>• Instructional materials, student assignments</li><li>• Planning Commentary</li></ul>	<ul style="list-style-type: none"><li>• <b>Unedited</b> Video Clips</li><li>• Instruction Commentary</li></ul>	<ul style="list-style-type: none"><li>• Evaluation criteria used to analyze student learning.</li><li>• Analysis of whole class assessment</li><li>• Analysis of learning and sample of feedback to three students</li><li>• Assessment Commentary</li></ul>

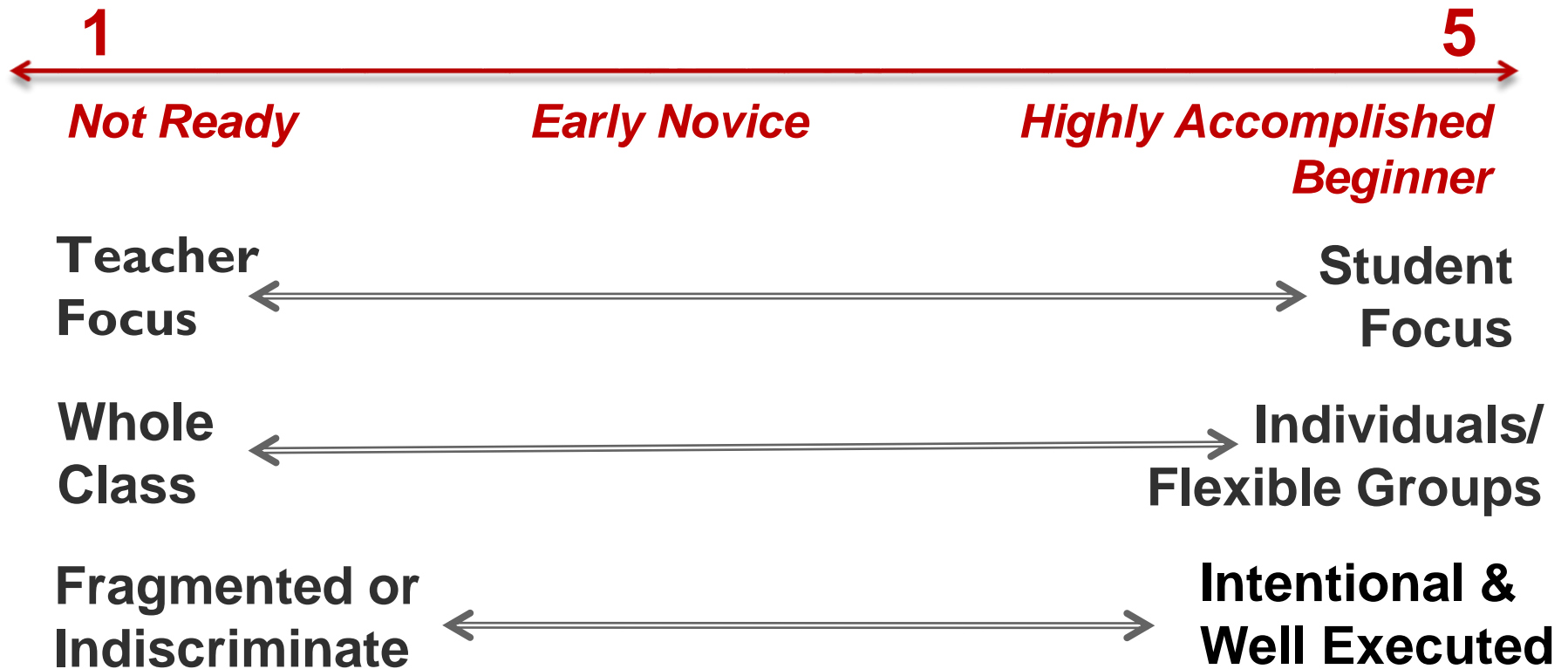
# edTPA Rubric Blueprint

<b>Task name: Rubric Title</b>				
<b>Guiding Question</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Represents the knowledge and skills of a seriously struggling candidate who is not ready to teach	Represents the knowledge and skills of a candidate who is possibly ready to teach	Represents the knowledge and skills of a candidate who is qualified to teach	Represents a candidate with a solid foundation of knowledge and skills for a beginning teacher	Represents the advanced skills and abilities of a candidate very well qualified and ready to teach

# Rubric Progression

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- ▶ Expanding repertoire of skills & strategies
- ▶ Deepening of rationale and reflection



## Planning Rubrics continued

### Rubric 5: Planning Assessments to Monitor and Support Student Learning

**How are the informal and formal assessments selected or designed to monitor students' conceptual understanding, procedural fluency, AND mathematical reasoning and/ or problem-solving skills?**

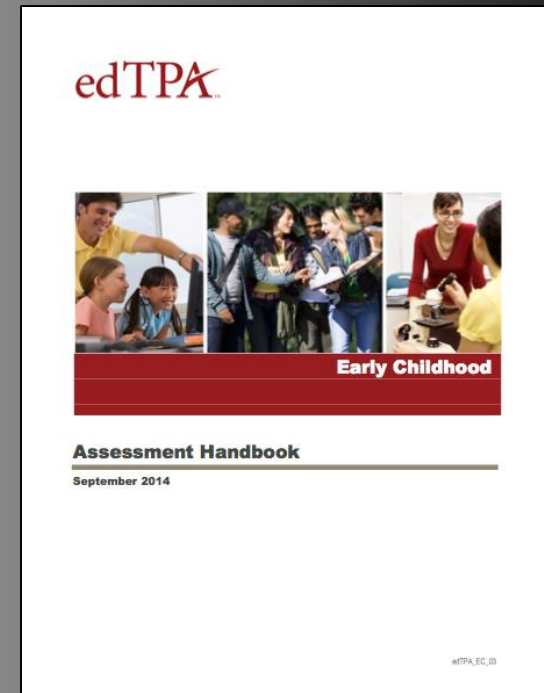
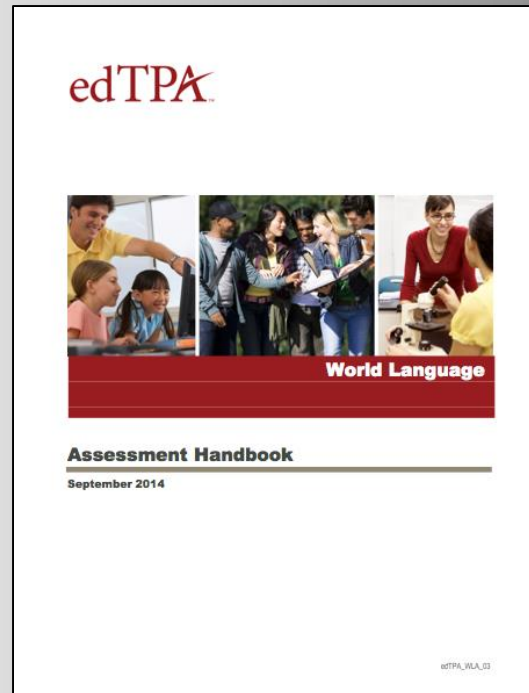
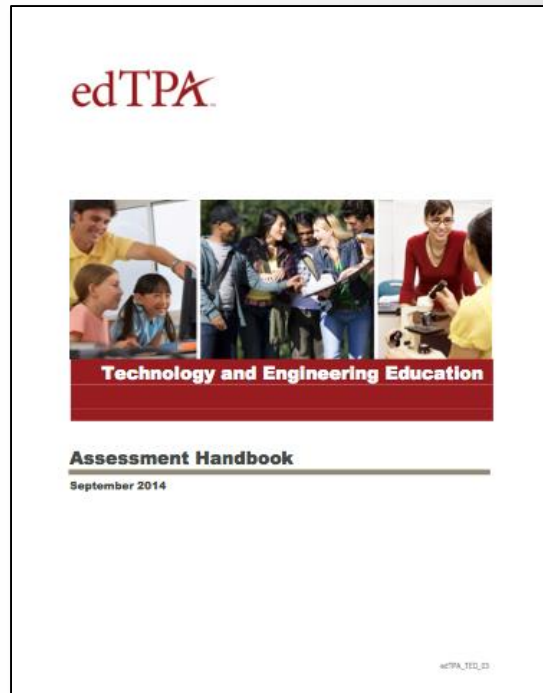
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The assessments <b>only provide evidence</b> of students' procedural skills and/or factual knowledge.</p> <p><b>OR</b></p> <p>Candidate does not attend to <b>ANY ASSESSMENT</b> requirements in IEPs and 504 plans.</p>	<p>The assessments <b>provide limited evidence to monitor students'</b></p> <ul style="list-style-type: none"> <li>• conceptual understanding,</li> <li>• procedural fluency, <b>AND</b></li> <li>• mathematical reasoning and/or problem-solving skills</li> </ul> <p><b>during the learning segment.</b></p>	<p>The assessments <b>provide evidence</b> to monitor students'</p> <ul style="list-style-type: none"> <li>• conceptual understanding,</li> <li>• procedural fluency, <b>AND</b></li> <li>• mathematical reasoning and/or problem-solving skills</li> </ul> <p>during the learning segment.</p>	<p>The assessments provide <b>multiple forms of evidence</b> to monitor students' <b>progress</b> toward developing</p> <ul style="list-style-type: none"> <li>• conceptual understanding,</li> <li>• procedural fluency, <b>AND</b></li> <li>• mathematical reasoning and/or problem-solving skills</li> </ul> <p><b>throughout</b> the learning segment.</p>	<p><b>Level 4 plus:</b></p> <p>The assessments are <b>strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</b></p>


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# Tasks and Rubrics





# What Are The Benefits Of Implementing edTPA?

# Learning Opportunities

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# Benefits to Candidates

- ▶ An authentic, **educative** assessment
- ▶ Charts their early **professional development agenda**
- ▶ Prepares them for the new **teacher evaluation systems**
- ▶ Poises them for the **National Board Certification** process



# Benefits to Teacher Education Programs

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- ▶ **Feedback and data** on program effectiveness
  - ▶ Clear insight with what we all told ourselves was “infused throughout the curriculum”
  - ▶ Breaking the habit of “giving them the benefit of the doubt”
- ▶ Increased **rigor and cohesiveness** across programs
- ▶ Participation in nationwide **professional collaboration.**

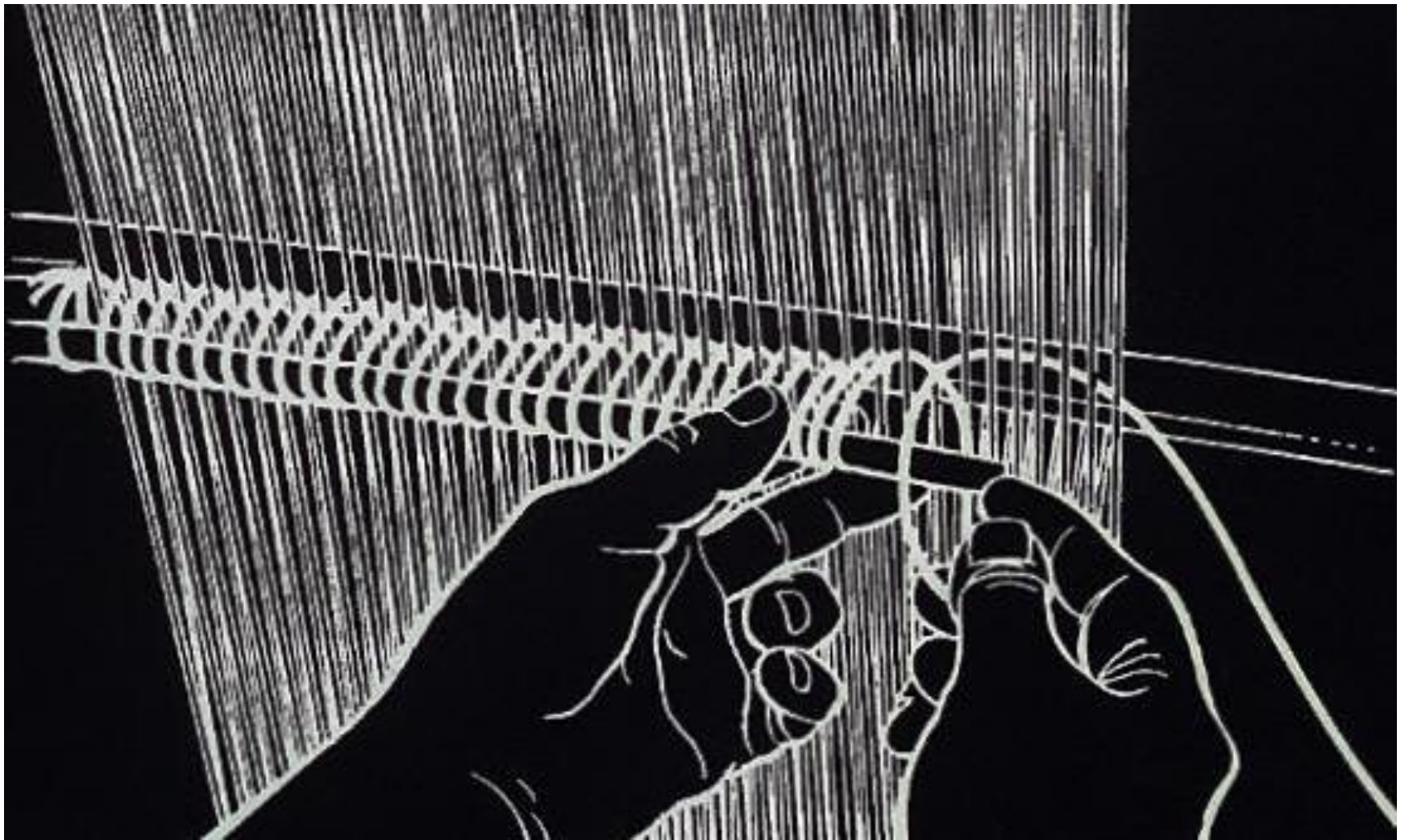
# Benefits for the Profession

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# What Are The Next Steps In Implementation?





# Questions to Consider

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- ▶ Who is going to do the implementation?
  - ▶ Program-wide? A few individuals?
- ▶ How will it be implemented?
  - ▶ In a course? Across courses?
- ▶ How can program faculty collaborate and communicate most effectively?
- ▶ How can program faculty foster an attitude of inquiry?
- ▶ What will be done with the data?

# edTPA Resources

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## Online Community and Resource Library

<http://edtpa.aacte.org/>

edTPA Fact Sheet

edTPA and Culturally Relevant Pedagogy

State Policy Information

Candidate Support Materials

Lessons Learned

Myth Busters

And much more!





Thank you!

Questions? Contact:  
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