# edTPA

# Informational Session for Texas
# 2019

edTPA™

edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

# Objectives for This Session

- Part 1: Identify the purpose and background for edTPA

- Part II: Examine what edTPA assesses

- Part III: Discuss edTPA tasks and rubrics

- Part IV: Describe the role of the mentor teacher
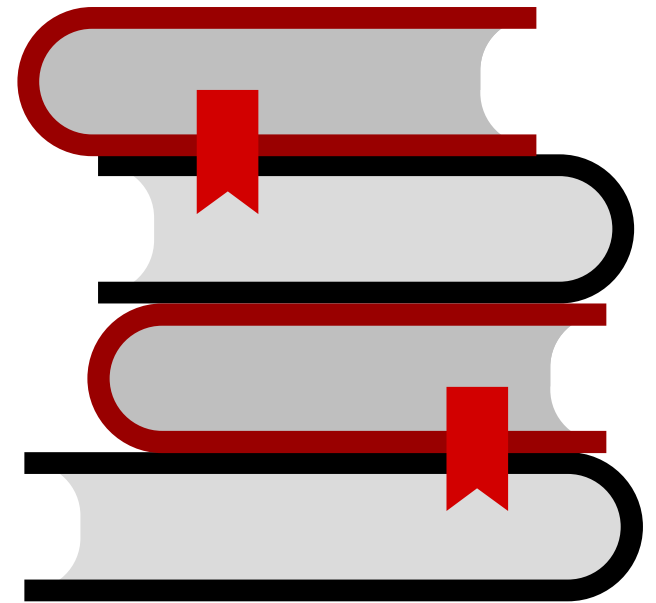
- Part V: Discover edTPA resources

edTPA™

SCALE
Stanford Center for Assessment, Learning, & Equity

# Part I – Purpose and Background of edTPA
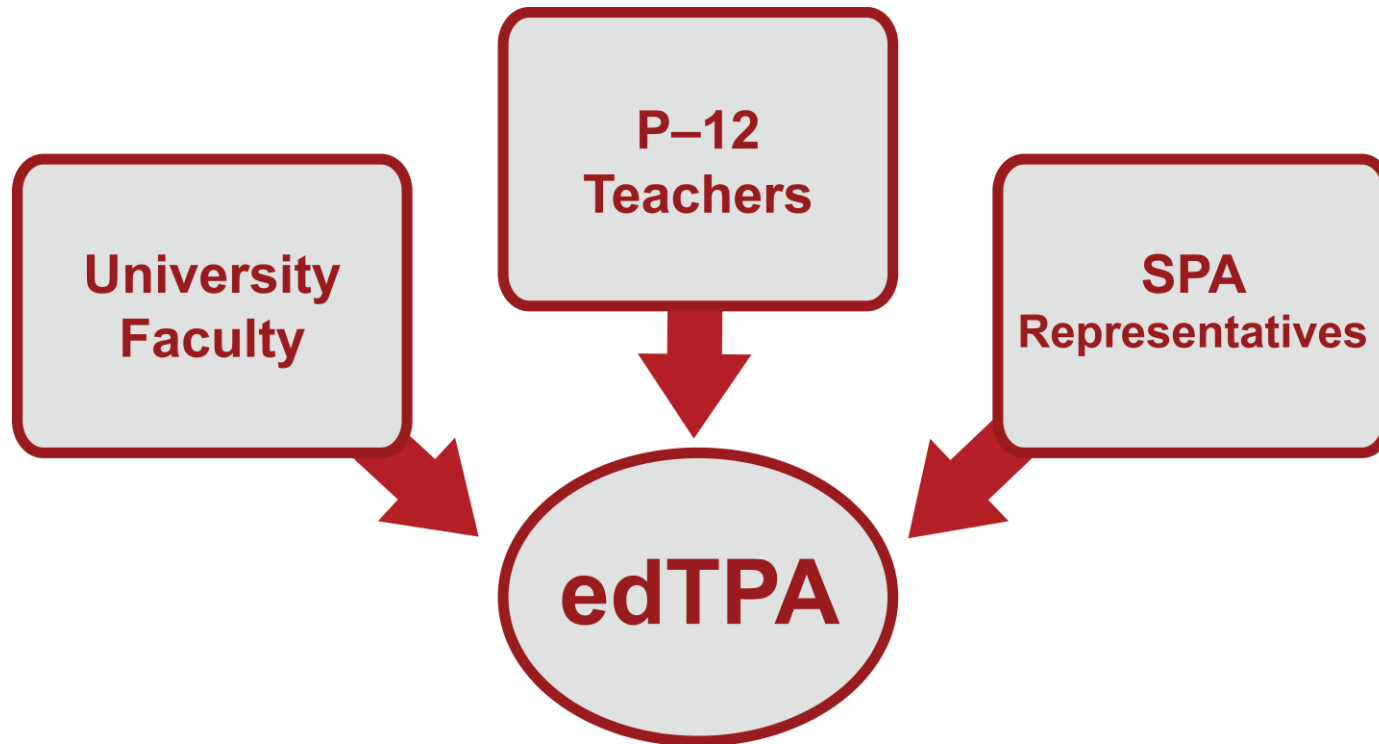
edTPA™

S C A L E
Stanford Center for Assessment, Learning, & Equity

# edTPA Support and Assessment System

*Developed
by the Profession
for the Profession*

edTPA™

S C A L E
Stanford Center for Assessment, Learning, & Equity

# Development of edTPA

# Who Is Involved?

# edTPA
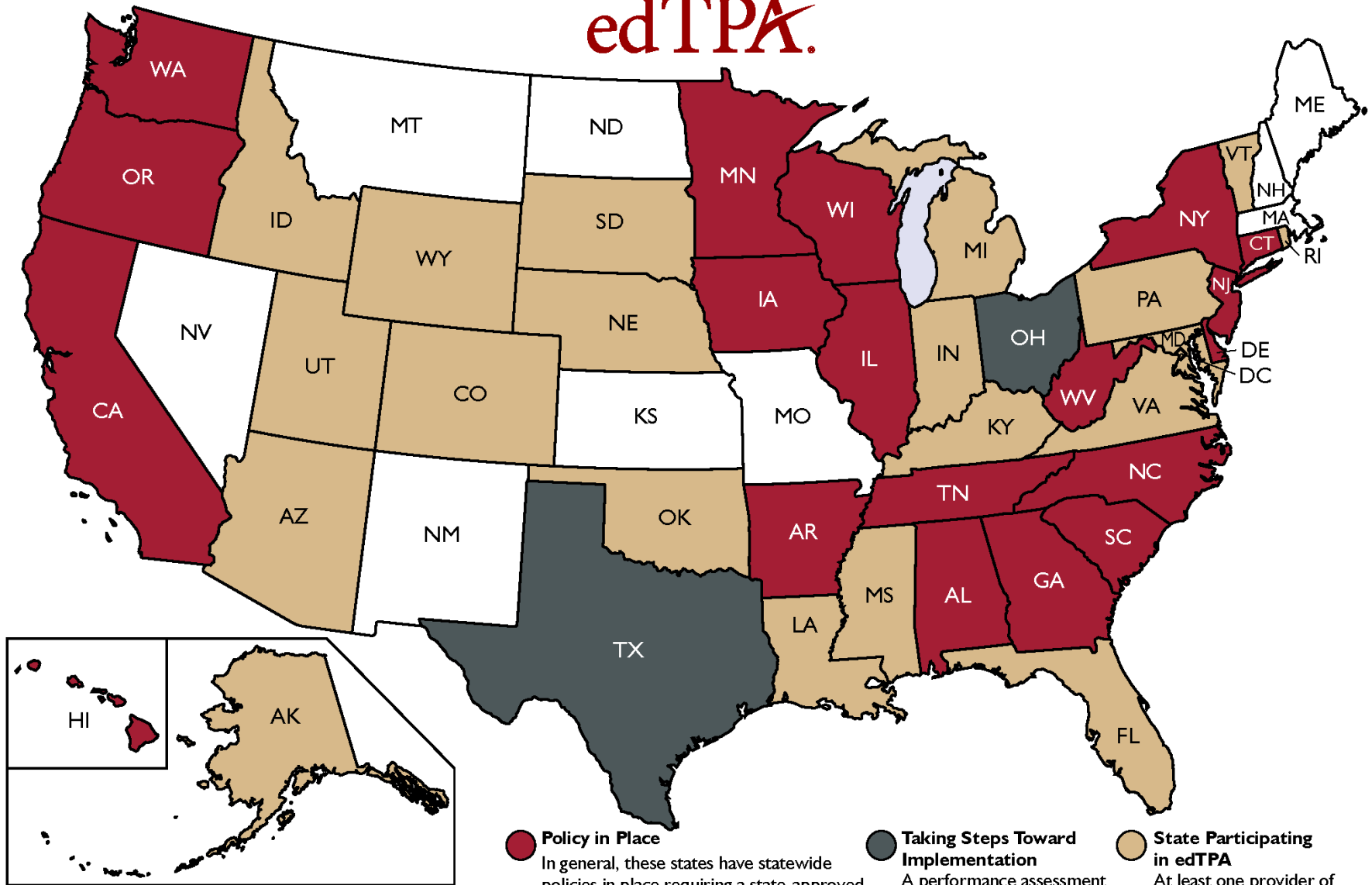


**Policy in Place**
In general, these states have statewide policies in place requiring a state-approved performance assessment as part of program completion or for state licensure and/or state program accreditation/review. In these states, edTPA also has been approved as a performance assessment for these purposes.

**Taking Steps Toward Implementation**
A performance assessment and/or edTPA are being considered at the state level for program completion or as a licensure requirement.

**State Participating in edTPA**
At least one provider of teacher preparation–either traditional or alternative–is exploring or trying out edTPA.

# SCALE
## Stanford Center for Assessment, Learning, & Equity

SCALE is the sole developer of edTPA, and Stanford University is the exclusive owner of edTPA. The University has a licensing agreement with the Evaluation Systems group of Pearson, to provide operational support for the national administration of edTPA.

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

Last revised November 28, 2018    **http://www.edtpa.com/**  •  **http://edtpa.aacte.org/**

# Part II – What does edTPA assess?

edTPA™

**S C A L E**
**Stanford Center for Assessment, Learning, & Equity**

# Successful Teaching

- 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.

edTPA™

SCALE
Stanford Center for Assessment, Learning, & Equity

# edTPA: An Assessment in a Multiple Measures Assessment System

**Campus-Designed Formative Assessments and Coursework**

**edTPA as One Measure**

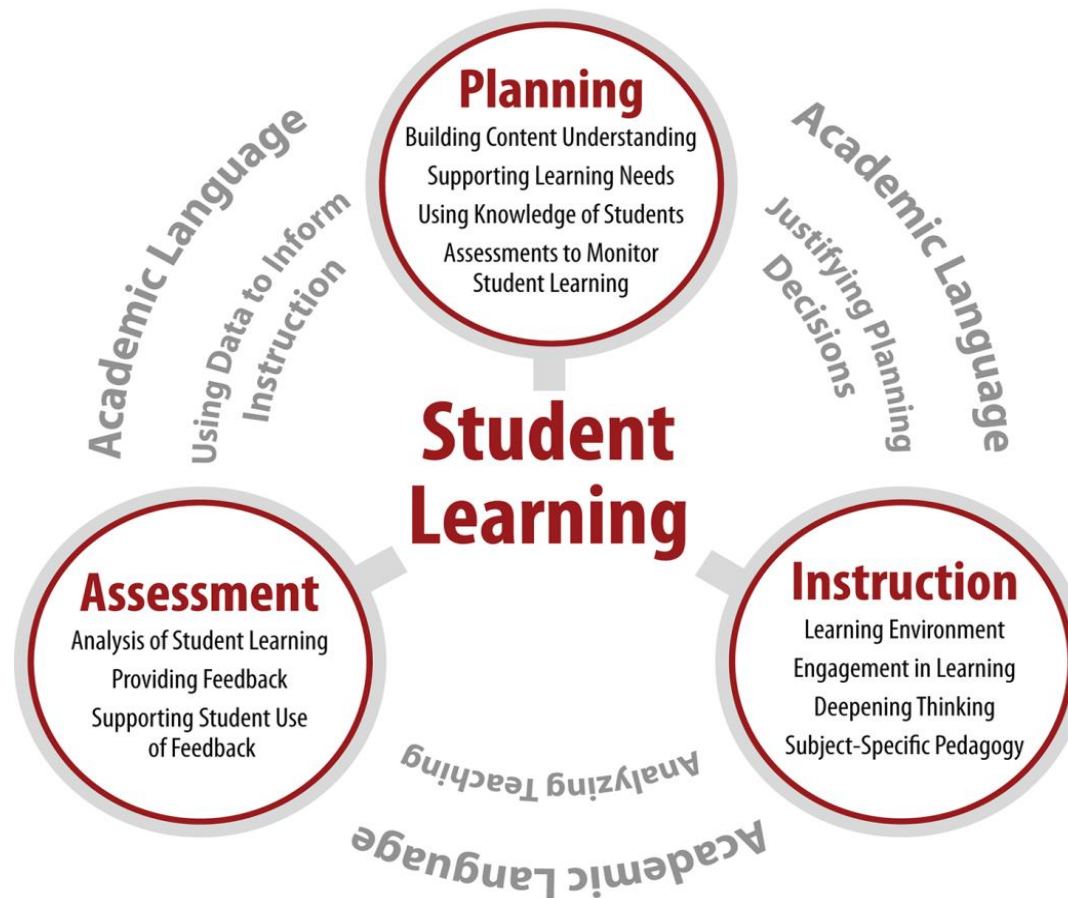**Observation/Supervisory Evaluation & Feedback in Clinical Placements**

**Basic Skills and Subject Matter Knowledge**

**Integration of:**

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

edTPA™

SCALE
Stanford Center for Assessment, Learning, & Equity

# Cycle of Effective Teaching

# Equitable Instruction and edTPA

- Features of equitable instructional practices
  - Leverage students' assets and prior academic learning
  - Support "deeper learning" as well as facts and skills
  - Individualized/differentiated to address student strengths/assets and needs (linguistic, academic, social emotional, etc.)

edTPA™

SCALE
Stanford Center for Assessment, Learning, & Equity

# Subject-Specific Teaching and Learning

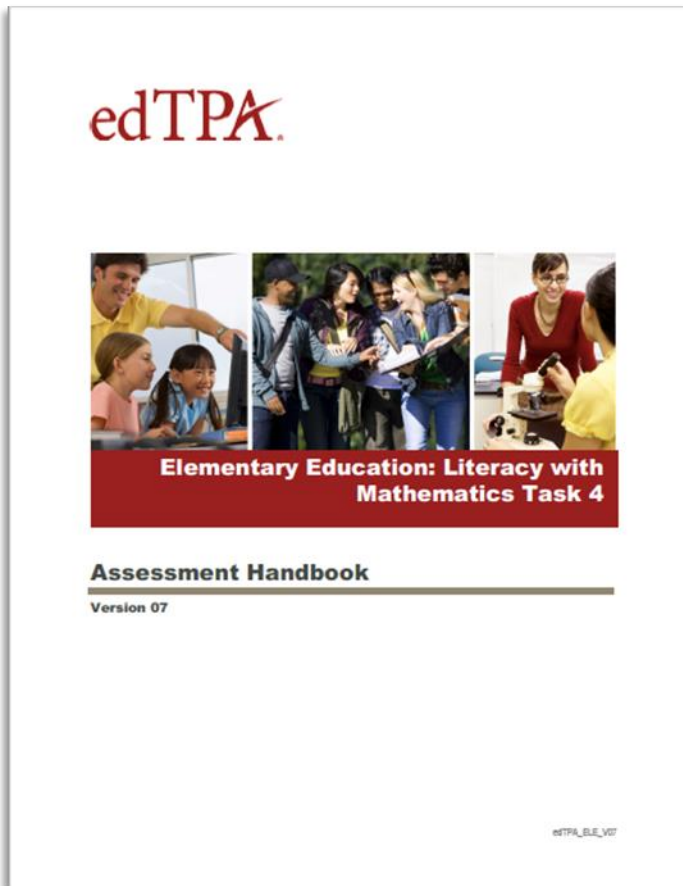| Elementary Literacy | An essential strategy for comprehending or composing text and the requisite skills that directly support that strategy. |
|---|---|
| Secondary English Language Arts | Comprehend, construct meaning from, and interpret complex text<br><br>Create a written product interpreting or responding to complex features of a text |
| Secondary Science | Use of science concepts and the ability to apply scientific practices through inquiry to develop evidence based explanations for a real-world phenomenon. |
| Secondary History/Social Studies | Facts and concepts, and interpretations or analyses to build and support arguments about historical events, a topic/theme, or social studies phenomenon. |
| Secondary Mathematics | Conceptual understanding<br><br>Procedural fluency<br><br>Mathematical reasoning and/or problem solving skills |

edTPA™

SCALE
Stanford Center for Assessment, Learning, & Equity

# Part III – edTPA Tasks and Rubrics

edTPA™

SCALE
Stanford Center for Assessment, Learning, & Equity

# Clear Prompts and Guidelines

edTPA

**Elementary Education: Literacy with Mathematics Task 4**

**Assessment Handbook**

Version 07

edTPA_ELE_V07

- 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)

edTPA™

# Authentic Evidence of Practice

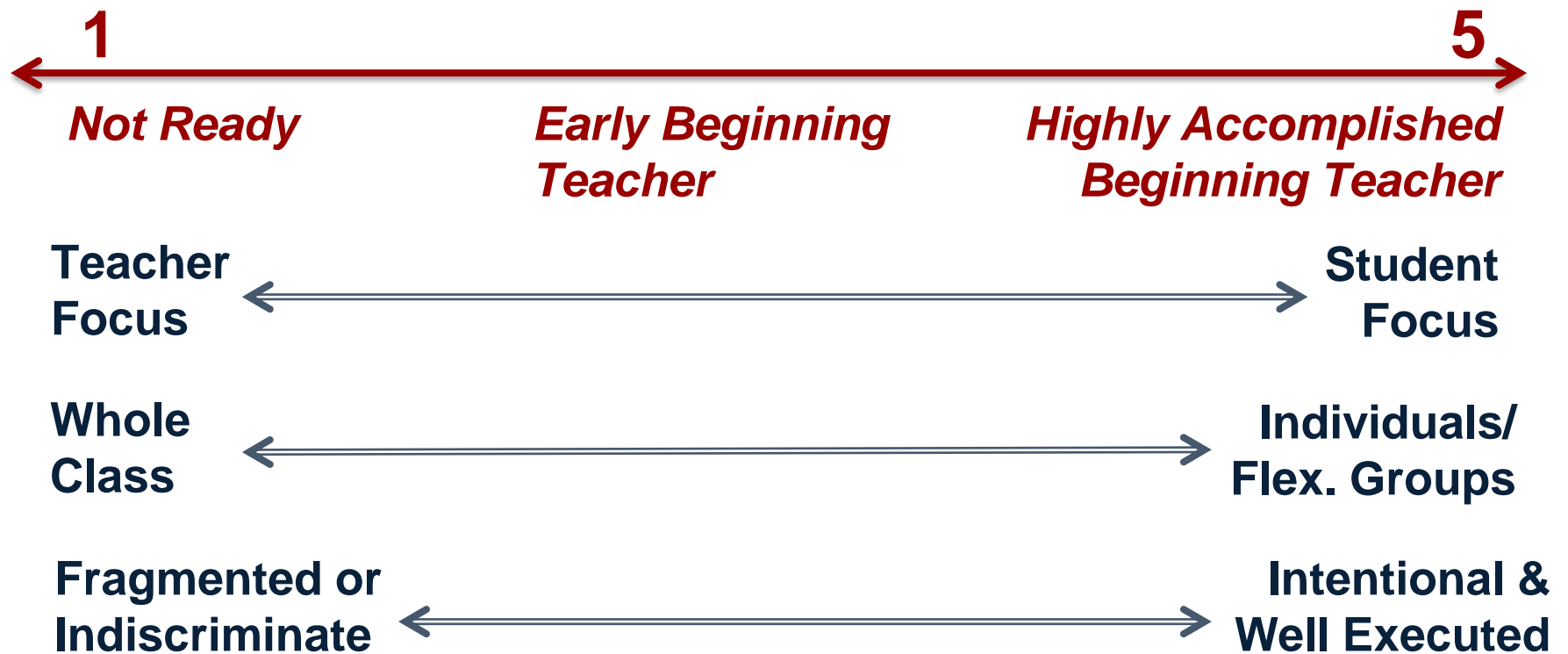| Planning | Instruction | Assessment |
|---|---|---|
| • **Instructional and social context (*Context for Learning*)** <br> • **Lesson plans** <br> • **Instructional materials, student assignments** <br> • **Planning Commentary** | • **Video Clips** <br> • **Instruction Commentary** | • **Analysis of whole class assessment** <br> • **Analysis of learning and feedback to selected focus students** (2 or 3 depending on content area) <br> • **Assessment Commentary** |
| **Analysis of Teaching Effectiveness** <br> **Academic Language Development** | | |

edTPA™

SCALE
Stanford Center for Assessment, Learning, & Equity

# edTPA Rubric Blueprint

| Task name: Rubric Title Guiding Question | | | | |
|---|---|---|---|---|
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| 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 |

edTPA™

SCALE
Stanford Center for Assessment, Learning, & Equity

# Rubric progression

▸ Expanding repertoire of skills & strategies
▸ Deepening of rationale and reflection

**1** ←――――――――――――――――――――――→ **5**

*Not Ready*　　　　*Early Beginning Teacher*　　　　*Highly Accomplished Beginning Teacher*

| **Teacher Focus** | ←――――――――――――→ | **Student Focus** |
| **Whole Class** | ←――――――――――――→ | **Individuals/ Flex. Groups** |
| **Fragmented or Indiscriminate** | ←――――――――――――→ | **Intentional & Well Executed** |

edTPA™

SCALE
Stanford Center for Assessment, Learning, & Equity

# Rubric 5

## 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 |
|---|---|---|---|---|
| The assessments **only provide evidence** of students' **procedural skills and/or factual knowledge**.<br><br>**OR**<br><br>**Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.** | The assessments **provide limited evidence to monitor students'**<br>• conceptual understanding,<br>• procedural fluency, **AND**<br>• mathematical reasoning and/or problem-solving skills<br><br>**during the learning segment.** | The assessments **provide evidence** to monitor students'<br>• conceptual understanding,<br>• procedural fluency, **AND**<br>• mathematical reasoning and/or problem-solving skills<br><br>during the learning segment. | The assessments provide **multiple forms of evidence** to monitor students' **progress** toward developing<br>• conceptual understanding,<br>• procedural fluency, **AND**<br>• mathematical reasoning and/or problem-solving skills<br><br>**throughout** the learning segment. | Level 4 plus:<br><br>**The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.** |

edTPA™

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

# Who scores edTPA?

**50% EPP faculty and 50% P–12 Educators who:**

- Are **subject matter experts**

- Have experience mentoring or supervising beginning teachers

- Have taught in that **subject** in the past 5 years

- Have taught methods or supervised student teachers in that field

- Administer teacher preparation programs

**If you are interested in becoming an edTPA scorer, please visit http://scoreedtpa.pearson.com/ for more information.**

edTPA™

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

# Part IV – Role of the Mentor Teacher

edTPA™

**S C A L E**
Stanford Center for Assessment, Learning, & Equity

# Teachers Who Support Teacher Candidates

Recommended supports from mentor teachers:

- Discuss edTPA tasks and scoring rubrics
- Discuss support documents (such as *Making Good Choices*)
- Support candidates to gather video permission from families
- Arrange technical assistance for the video portion of the assessment

edTPA™

SCALE
Stanford Center for Assessment, Learning, & Equity

# Part V – edTPA Resources

edTPA™

**S C A L E**
**Stanford Center for Assessment, Learning, & Equity**

# How do I get started?

## edTPA.aacte.org

# How do I get started?
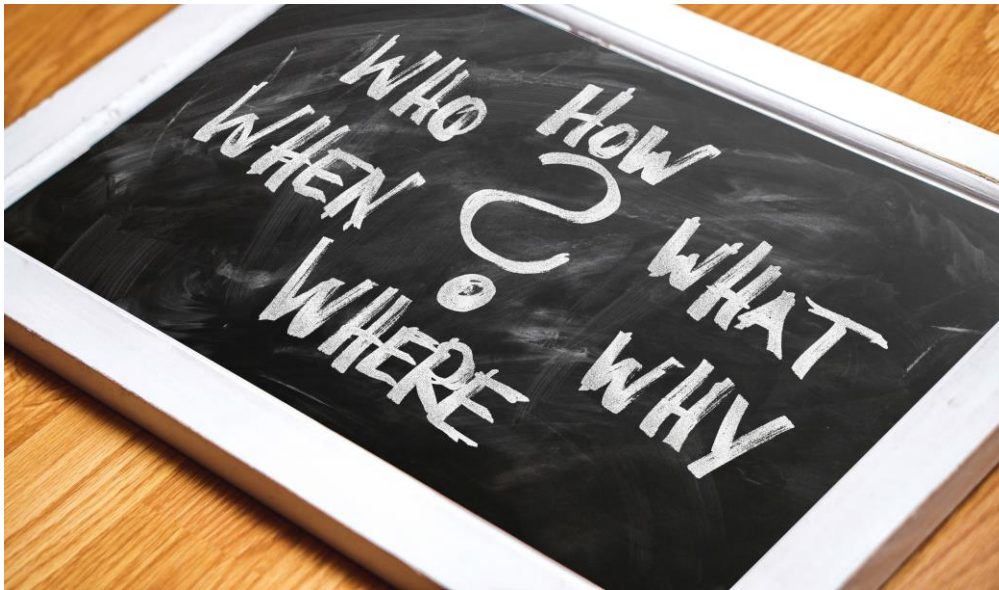
## JOIN EDTPA

Thank you for your interest in edTPA!

Membership is available to institutions, programs, organizations and others engaged in educator preparation. Membership is granted to institutions and organizations, **not individuals**.

- If you are an educator preparation program or an alternative certification program that will be actively preparing teacher candidates please fill out the **Educator Preparation Program membership application**.
- If you are an association, organization, department of education or other stakeholder in edTPA work please fill out the **Associate membership application**.
- If your organization is already a member of edTPA and you would like access to the Resource Library or Online Community, please **create a profile** with us and request access!

edTPA™

SCALE
Stanford Center for Assessment, Learning, & Equity

# Support and Assessment System Resources



- More than 150 support resources
- Resource Library at http://edtpa.aacte.org
- Developed by SCALE with EPP input

edTPA™

SCALE
Stanford Center for Assessment, Learning, & Equity

# Texas edTPA Regional Workshops

Topics include but are not limited to:

- edTPA Handbook and Rubric Deep Dive

- Local Evaluation

- Academic Language

- Candidate Support

- Curriculum Inquiry

- edTPA Data for Program Review and Accreditation

**For more information, please contact Pamela.Wetherington@pearson.com.**

edTPA™

S C A L E
Stanford Center for Assessment, Learning, & Equity

# For More Information

edTPA Online Community at
[edtpa.aacte.org](edtpa.aacte.org)

edTPA™

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