Assessment & Support System

Andrea Whittaker Stanford Center for Assessment, Learning and Equity andreaw@Stanford.edu

Pamela Wetherington
Pamela.Wetherington@pearson.com 706-662-7264

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Burning Questions

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Who is Involved?

edTPA Development

• Stanford University faculty and staff have been involved in the development of performance-based assessments of teaching for 25+ years including the

– National Board for Professional Teaching Standards – InTASC portfolio – Performance Assessment for California Teachers

• Reflects substantive advice from teachers and teacher educators

• Bias and sensitivity review panels

• Input from design and review team members comprised of

– university faculty – national subject matter organization representatives – K-12 teachers

Design and Architecture

edTPA: A Capstone in a Multiple Measures Assessment System

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Integration of:

- Planning
- Instruction
- Assessment
- Analysis of Teaching

- **Academic Language**

Summative Assessment of

Teaching Practice

- Common Architecture across 28 fields

- Subject Specific "Learning Segment" of 3-5 days/hours of instruction

- Plans based on contextual knowledge of the learning environment:

o Academic, social emotional and language development o Prior academic learning, lived experiences, personal,

community and cultural assets

• Portfolio collection of artifacts and commentaries

Handbook and License Alignment See handout for full list

Core Subjects: Early Childhood-Grade 6 edTPA: Elementary Education: Literacy with
Mathematics Task 4 Business and Finance: Grades 6-12 edTPA: Business Education
Spanish: Early Childhood-Grade 12 edTPA: World Language
Life Science: Grades 7-12 edTPA: Secondary Science
Art: Early Childhood-Grade 12 edTPA: Visual Arts
Special Education: Early Childhood- Grade 12
10 edTPA: Special Education
History: Grades 7-12 edTPA: Secondary History/Social Studies

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Areas

- **Elementary**
- **Agricultural Education** – Elementary Literacy
- **Business Education** – Elementary Mathematics
- **Classical Languages** – Elementary Education: Literacy with
- **Early Childhood Education** Mathematics Task 4 – Elementary

Education: Mathematics

with Literacy Task 4

- **Educational Technology Specialist**
- **Technology and Engineering**
- **Middle Childhood**

– English-Language Arts – History/Social Studies – Mathematics

– Science

- **English as an Additional Language**
- **Family & Consumer Sciences**
- **Health Education**
- **K-12 Performing Arts**
- **Physical Education**
- **Library Specialist**
- **Secondary**
- **Literacy Specialist** – English-Language Arts
- **Special Education** – History/Social Studies
- **Visual Arts** – Mathematics
- **World Language** – Science

Subject Specific

Teaching and Learning

Equitable Instructional

Practices Embedded "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.)[13]

Cycle of Effective Teaching

Authentic

Evidence

of Practice

• **Instructional and social context (*Context for Learning*)**
• **Lesson plans**
• **Instructional materials, student assignments**
• **Planning Commentary**
• **Unedited Video Clips**
• • **Instruction**
Commentary
Analysis of whole class assessment
• **Analysis of learning and feedback to selected focus students**
• **Assessment Commentary**
 **Analysis of Teaching Effectiveness Academic Language Development

Commentaries Reflection on equitable practices

- **Describe** plans or provide descriptions or evidence of what teacher or students did

- **Justify** a rationale for plans in terms of knowledge of students & research/theory,

- **Analyze** what happened in terms of student learning or how teaching affected student learning

- **Explain** feedback to students and next instructional steps based on assessment results

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How is candidate performance evaluated?

Five Scoring Components

Components of Teaching Practice

1 Planning 2 Instruction 3 Assessment of Literacy 4 Analyzing Teaching 5 Academic Language

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Planning Commentary Prompt 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?

Rubric Focus

Rubric Guiding Question

Level 1 Level 2 Level 3 Level 4 Level 5

The assessments **only provide evidence** of students' **procedural skills and/or factual knowledge**.

OR

Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.
The assessments **provide limited evidence to monitor students'** conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem-solving skills **during the learning segment**.
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Rubric Performance Levels or Rubric Criteria

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edTPA Task 1 – Plan a Learning Segment

What candidates DO: Plan a 3-5 lesson *Learning Segment* for a specific set of learners AND write a commentary 3-5 connected consecutive lessons designed to teach and assess a central focus. ▪ learner

background knowledge and assets influence the instructional strategies

▪ differentiate for students with learning needs (e.g., IEP, 504)

▪ provide support for students to learn and practice the relevant academic language

Submit: Lesson Plans, Materials, Assessments, a class/learner profile (Context for Learning), Commentary that explains thinking and decision making

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Academic Language

• Language of the discipline that students need – to meaningful learn and ways use to in **participate** the

content ^{and} _{area} engage in • Oral

purposes and written language used

for **academic** – the _{express} means

content ^{by which} understandings
students develop and • HANDBOOK
GLOSSARY

Academic Language Demands

- There are **language demands** that teachers need to consider as they plan to support student learning of content, which include:
  – What do you want students to do with language? **Purpose = Language Functions**
  – What words do they need? Vocabulary
  – How is that language **organized**?
- Syntax and Discourse – How do you **support** all of the above?

edTPA Task 2 – Teach the Learning Segment

What candidates DO: Teach, and record, the Learning Segment AND write a commentary

Select video clips that demonstrate candidate facilitating student engagement and learning in the content

▪ positive classroom environment

▪ engage students in learning using **specific content pedagogy**

▪ help students to apply/deepen their learning

edTPA Task 3 – Analyze

Student Learning and Plan Next Steps

What candidates DO: Analyze student learning and provide students with feedback, AND write a commentary

Select one planned assessment

▪ Collect the class set

▪ Analyze student learning for whole class and note patterns of learning

▪ Provide students with feedback on strengths and needs

▪ Help students understand and use the feedback

Identify evidence of *student use* of academic language

Submit: student work samples with feedback (3), academic language artifact, and a Commentary that explains your analysis, feedback and next steps

edTPA Task 4 – Analyze Student Learning and Re-engagement

What candidates DO: Analyze student learning, plan and teach a "re- engagement lesson, AND write a commentary

Select one planned assessment

▪ Identify a learning segment

▪ Identify an assessment used for the whole class

▪ Analyze student learning for whole class and identify areas of struggle

▪ Plan and teach a lesson for a small group with an identified struggle

▪ Reflect on success of the lesson

Submit: Context artifact, learning segment summary, assessment, three student work samples (initial learning segment and re-engagement lesson), and a Commentary

that explains your analysis, lesson design and reflection.

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edTPA: A Capstone in a Multiple Measures Assessment System

- Planning

- Instruction

- Assessment

- Analysis of Teaching

- Academic Language
- Academic Language

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Integration of:

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Resources

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How do I get started?

edTPA.aacte.org

How do I get started?

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Support and Assessment System

- More than 150 support resources

- Developed by SCALE with EPP input

- Downloaded 1.3 million times

- Resource Library at

edTPA Top 10 Resources

- SCALE trained and endorsed EPP faculty leaders

- Experts on edTPA implementation

- Lead workshops at local or regional events

- Use the "seek support" button at http://edtpa.aacte.org

edTPA *SUPPORT* and Assessment Program: National Academy

Topics include but are not limited to:

• edTPA Handbook and Rubric Deep Dive

• Academic Language

- Candidate Support

- Curriculum Inquiry

- Local Evaluation Training

- edTPA Data for Program Review and Accreditation

Regional edTPA Workshops

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Orienting P-12 Partners

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Engaging P-12 Partners

- Key resources

– Video confidentiality and permission forms – Supervising Teachers – School Leaders/administrators – Using edTPA – Professional Growth Plan (Supporting Induction)

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Professional Growth Plan

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Pause for Questions

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Scoring and Score Reports

Who Scores?

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

• Taught methods or supervised student teachers in that field

• Administer teacher preparation programs

• **Scorer Recruitement NOW! Visit http://scoreedtpa.pearson.com/ for**

more information.

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Rolling Submission

Windows

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Score Summary

Rubric Scores

Scores and Score Reporting

Preparation Programs

• Candidate-level scores

• Aggregate data by field with state and national means

• Content and program-specific data views

• Generate customized reports to analyze assessment data and to inform ongoing program renewal, review, and accreditation needs.

Additional Sources of Information

edTPA.aacte.org

edTPA.com

edTPA.com

- Single scorer

- Rubric scores are on a five point scale – rater agreement is evaluated by exact and adjacent scores.

- Scoring model: currently about 30% of portfolios are double scored, for two reasons:

  – 10% of portfolios - randomly selected for reliability reads
  – Portfolio lies within the double scoring band around the cut score.

- Inter-rater reliability is calculated by examining the double scored portfolios (10% reliability reads).

- Double scored portfolios can be read by a scoring supervisor for rubric score resolution or for portfolio score adjudication.

- If a portfolio is double scored and does not need resolution or adjudication, then the average of scorer 1 and scorer 2 is reported to the candidate.

Overview of the edTPA Scoring Model

Quality Management of Scorers

- Validity Portfolio Performance

- Inter-Rater Reliability

- Monitoring after Initial Qualification

- Scoring Rate

- Excessive Scoring

- Portfolio Limits

- Backreading

- Period of Inactivity

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Scores and Score Reporting - EPP EPPs can

- create relevant and timely reports on candidate and program-level assessment results;

- customize data queries to align with program specific goals and areas of interest;

- aggregate performance data across time periods of

interest, such as program years or semesters;

• explore various data overlays and filters to gather and share data sets that are targeted to program-specific goals;

• analyze candidate and program-level data for numerous variables (including self reported demographic data, such as gender and ethnicity); and

• export data to Microsoft Excel for use in other data reporting systems

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Opportunities to Retake edTPA

• Texas pilot is a completion standard only

• A cut score will be determined if there is consequential policy

• SCALE recommends completing edTPA as late a possible in the program to ensure full opportunity to learn to teach

• Programs use a contingency plan for the few candidates who do not meet the standard

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Opportunities to Retake edTPA

• Candidates can retake one or more tasks

• Retake guidance documents advise

programs and candidates on ways to improve performance and address "condition codes"

• Retakes require new evidence not merely rewriting commentaries.

• Advice – video-record all lessons, save all student work from across the learning segment

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Reflection and Feedback

• One take-away from today you

will use immediately.

- Additional questions?

–Online Community at edTPA.aacte.org

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Additional Sources of Information

edTPA.aacte.org

edTPA.com