

edTPA[®]

Assessment & Support System

Orientation to edTPA edTPA

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Burning Questions



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

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Design and Architecture

edTPA: A Capstone in a Multiple Measures Assessment System

Campus designed formative assessments and coursework

edTPA as Capstone Assessment

Observation/Supervisory Evaluation & Feedback in Clinical Placements

Basic Skills and Subject Matter Knowledge

Integration of:

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

27 Subject-Specific Areas

- **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**

Handbook and License Alignment

See handout for full list

Texas Certification Area	edTPA Handbook
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	edTPA: Special Education
History: Grades 7-12	edTPA: Secondary History/Social Studies

Subject Specific Teaching and Learning

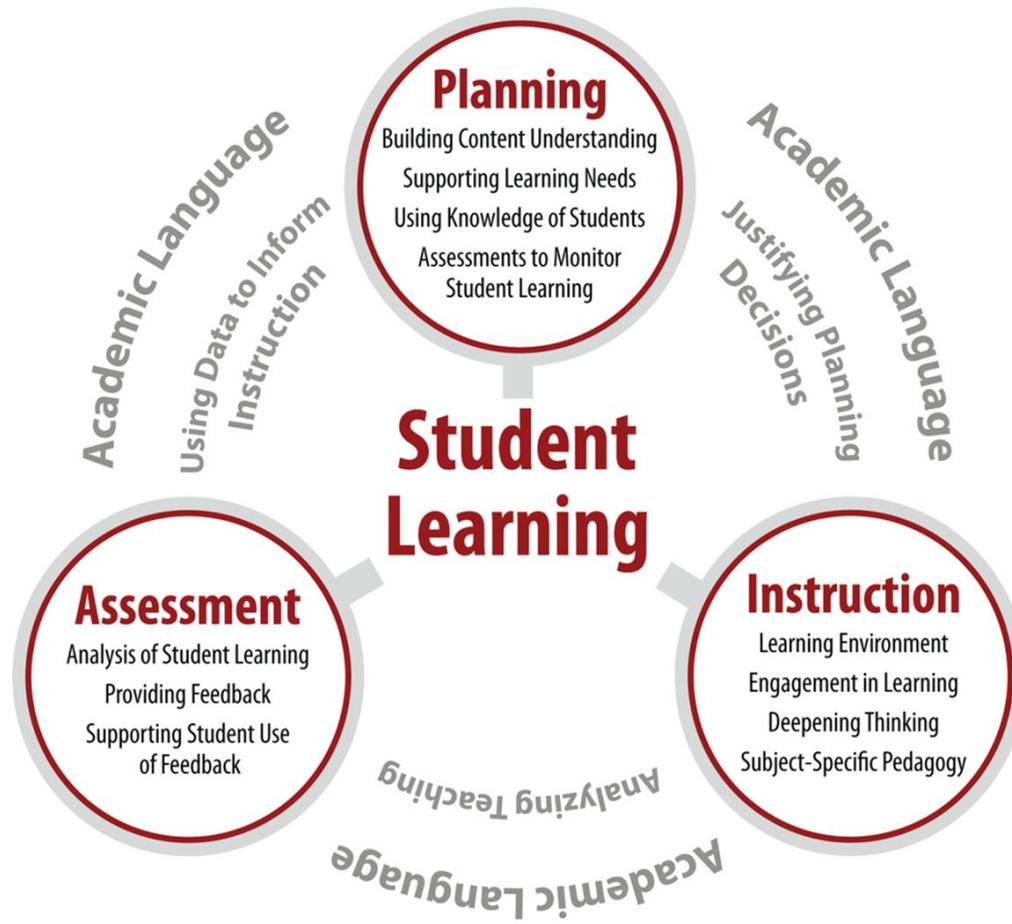
Elementary Literacy	An essential strategy for comprehending or composing text and the requisite skills that directly support that strategy.
Secondary English Language Arts	Comprehend, construct meaning from, and interpret complex text Create a written product interpreting or responding to complex features 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 Procedural fluency Mathematical reasoning and/or problem solving skills

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.)

Cycle of Effective Teaching



Summative Assessment of Teaching Practice

- Common Architecture across 27 fields
- Subject Specific “Learning Segment” of 3-5 days/hours of instruction
- Plans based on contextual knowledge of the learning environment:
 - Academic, social emotional and language development
 - Prior academic learning, lived experiences, personal, community and cultural assets
- Portfolio collection of **artifacts and commentaries**

Authentic Evidence of Practice

Planning	Instruction	Assessment
<ul style="list-style-type: none">• Instructional and social context (<i>Context for Learning</i>)• Lesson plans• Instructional materials, student assignments• Planning Commentary (Rubrics 1-5)	<ul style="list-style-type: none">• Unedited Video Clips• Instruction Commentary <p>(Rubrics 6-10)</p>	<ul style="list-style-type: none">• Analysis of whole class assessment• Analysis of learning and feedback to selected focus students• Assessment Commentary <p>(Rubrics 11-15)</p>
<p>Analysis of Teaching Effectiveness (Rubrics 10, 11, 15)</p> <p>Academic Language Development (Rubrics 4, 14)</p>		

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

ANY
QUESTIONS



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

15 Rubrics

Rubric 1: Planning for Literacy Learning				
How do the candidate's plans build students' understanding of an essential literacy strategy for comprehending OR composing text and the skills that support that strategy?				
Level 1*	Level 2	Level 3	Level 4	Level 5
<p>Candidate's plans for instruction focus solely on literacy skills without connections to any essential literacy strategy for comprehending OR composing text.</p> <p>OR</p> <p>There are significant content inaccuracies that will lead to student misunderstandings.</p> <p>OR</p> <p>Standards, objectives, and learning tasks and materials are not aligned with each other.</p>	<p>Candidate's plans for instruction support student learning of skills with vague connections to the essential literacy strategy for comprehending OR composing text.</p>	<p>Candidate's plans for instruction build on each other to support learning of</p> <ul style="list-style-type: none"> • the essential literacy strategy for comprehending OR composing text • with clear connections to related skills. 	<p>Candidate's plans for instruction build on each other within a meaningful context that supports learning of</p> <ul style="list-style-type: none"> • the essential literacy strategy for comprehending OR composing text • with clear AND consistent connections to related skills. 	<p>Level 4 plus:</p> <p>Candidate's plans build an authentic connection between reading and writing.</p> <p>Candidate explains how s/he will use learning tasks and materials to lead students to independently apply the essential literacy strategy AND related skills.</p>

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Planning Commentary

Prompt 5

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

- a. Describe how your planned formal and informal assessments will provide direct evidence of students' conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem-solving skills **throughout** the learning segment.
- b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

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Rubric 5: Planning Assessments to Monitor and Support Student Learning

Rubric Focus

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 Guiding Question

Rubric Performance Levels or Rubric Criteria

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The assessments only provide evidence of students' procedural skills and/or factual knowledge.</p> <p>OR</p> <p>Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.</p>	<p>The assessments provide limited evidence to monitor students' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills during the learning segment.</p>	<p>The assessments provide evidence to monitor students' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills during the learning segment.</p>	<p>The assessments provide multiple forms of evidence to monitor students' progress toward developing conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills throughout the learning segment.</p>	<p>Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</p> <p>Copyright © 2015 Board of Trustees of the Leland Stanford Junior University. All rights reserved.</p>

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

Academic Language

- Language of the discipline that students need
 - to learn and use to **participate** and 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
- 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

Submit: 1 or 2 unedited video clips (15-20 minutes), and a Commentary that explains your teaching and the videos

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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and coursework

edTPA as Capstone
Assessment

Observation/Supervisory
Evaluation & Feedback in Clinical
Placements

Basic Skills and
Subject Matter Knowledge

Integration of:

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



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Resources

How do I get started?

edTPA.aacte.org

edTPA

Online Community | Resource Library | Account Manager | FAQ | Contact Us

search...

About edTPA | Get Involved | State Policy | Resources | "Voices" | News Area

I'M LOOKING FOR ...

MEMBER LOG IN or create a profile.

Is your institution interested in participating in edTPA? [JOIN edTPA](#)

[SCORE edTPA](#) | [DOWNLOAD HANDBOOKS](#)

[CANDIDATE REGISTRATION & INFORMATION](#)

WELCOME TO edTPA!

This site provides public information and free access to the [Resource Library](#) for edTPA members according to our [Usage Plan](#).

edTPA members may also request implementation support from an edTPA National Academy consultant. [SEEK SUPPORT](#)

edTPA FAQ

- General Information
- Partner Roles in edTPA
- Teacher Education Curriculum
- Submitting and Scoring edTPA
- Costs Associated with edTPA
- Security, Video, and edTPA
- State Policy

How do I get started?

JOIN EDTPA

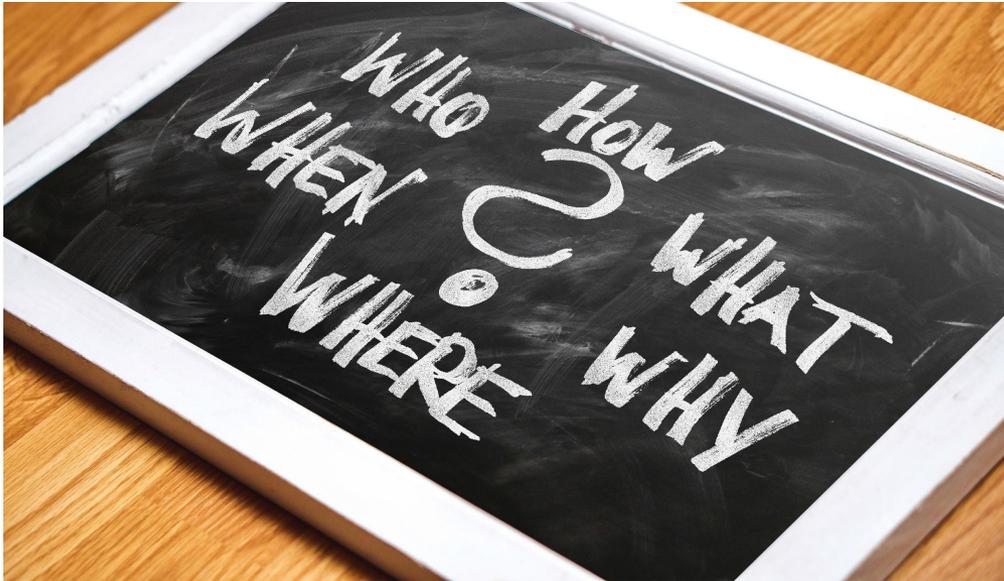
Thank you for your interest in edTPA!

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!

Support and Assessment System



- More than 150 support resources
- Developed by SCALE with EPP input
- Downloaded 1.3 million times
- Resource Library at <http://edtpa.aacte.org>

edTPA Top 10 Resources



edTPA

QUICK REFERENCE: TOP edTPA RESOURCES

SCALE has created a variety of resources to support edTPA implementation. The list below showcases the most vital resources for programs to access as they support candidates in preparing for edTPA and engaging in this educative process. We recommend using this quick reference as a starting point for understanding the purpose of the most important edTPA support materials offered as supplements to the handbooks.

Because this list is not inclusive of the wealth of resources available to edTPA users through the Resource Library at <http://edtpa.aacte.org>, we encourage you to explore the site further to see what supports might best serve the needs of your program. In addition, general information about edTPA registration, policies and guidelines for candidates & faculty can be found at <http://www.edtpa.com>. Lastly, if you have a specific question that these resources don't address, you can contact edtpa@aacpe.org, post a query within the secure forums in the [edTPA Online Community](#), or call our customer service [support numbers](#).

In addition, experienced [edTPA National Academy consultants](#) are available to present on a variety of topics, either in person or via online webinars. Some of the most popular sessions include deep dives into edTPA handbooks and rubrics, the academic language component of edTPA, navigating implementation, integrating edTPA data into broader program inquiry, and engaging in local evaluation.

WHEN FIRST EXPLORING & INTRODUCING edTPA TO CANDIDATES, FACULTY and STAKEHOLDERS:

#1: [edTPA Orientation webinar for Program Leaders, Faculty and P-12 Partners](#)

- ✓ For faculty/programs/partners to gain a basic overview of edTPA before implementation
- ✓ [Updated FAQ](#) document addressing the most common implementation questions also available

#2: [Academic Language webinar](#)

- ✓ For faculty/programs to enhance their understanding of academic language within the edTPA context
- ✓ If deeper support is needed, recommend working with an edTPA National Academy consultant
- ✓ [Summary handouts](#), with subject-specific examples of academic language functions, demands, and supports also available to share with candidates

#3: [Administrative Reports](#)

- ✓ Provide extensive reliability and validity evidence and candidate performance analyses for portfolios scored during each operational year (since 2014)
- ✓ See the [edTPA Review of Research on Teacher Education](#) for additional information about the foundational research base that informed edTPA development

#4: [Connections to CAEP](#)

- ✓ Provides potential connections among CAEP standards and edTPA rubric constructs for campuses preparing for CAEP review

edTPA *SUPPORT* and Assessment Program: National Academy

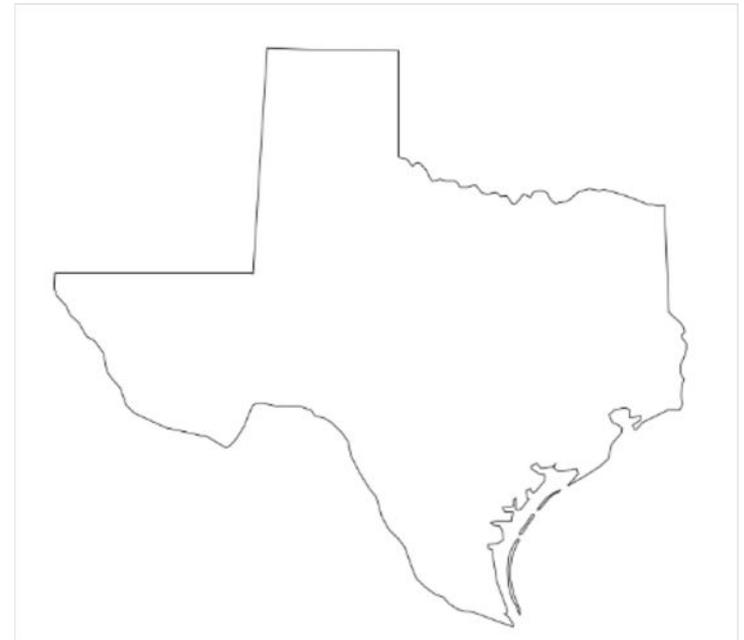
- SCALE trained and endorsed EPP faculty leaders
- Experts on edTPA implementation
- Lead workshops at local or regional events
- Use the “seek support” button at <http://edtpa.aacte.org>



Regional edTPA Workshops

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



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Orienting P-12 Partners

Engaging P-12 Partners

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

Professional Growth Plan

edTPA

edTPA PROFESSIONAL GROWTH PLAN

PART I— IDENTIFYING STRENGTHS AND AREAS FOR GROWTH:

Toward the end of your preservice program, reflect on your edTPA score report, feedback from your clinical supervisor/cooperating teacher, and other evidence of your teaching provided by your program. Based on this evidence, use the chart below to identify three areas of strength and three areas for growth –across the three tasks of Planning, Instruction, and Assessment, with attention to Academic Language and/or Analyzing Teaching.

Areas of STRENGTH	Description of the identified strength.	Cite evidence ³ from at least one source for this strength.	edTPA Rubric ⁴ (s) and Associated State Teaching Standards
<i>Planning</i>			edTPA Rubrics 1-5
<i>Instruction</i>			edTPA Rubrics 6-10
<i>Assessing Student Learning</i>			edTPA Rubrics 11-15

³ Evidence sources may include but are not limited to edTPA artifacts, commentaries and student work samples, clinical observation feedback, supervisor evaluation, course assignments/assessments, etc.

⁴ Rubrics listed here refer to edTPA handbooks with 15 rubrics. For fields with 13 or 18 rubrics, cite accordingly. For Special Education consider "communication skills" instead of academic language.

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 Recruitment NOW! Visit <http://scoreedtpa.pearson.com/> for more information.**

Rolling Submission Windows

Submission and Reporting Dates

To Receive Your edTPA Score Profile On:	Submit Your Portfolio by 11:59 p.m. Pacific Time On:
October 25, 2018	October 4, 2018
November 15, 2018	October 25, 2018
November 29, 2018	November 8, 2018
December 13, 2018	November 21, 2018
December 27, 2018	December 6, 2018
January 10, 2019	December 20, 2018
February 21, 2019	January 31, 2019
March 7, 2019	February 14, 2019
March 21, 2019	February 28, 2019
April 4, 2019	March 14, 2019
April 18, 2019	March 28, 2019
May 2, 2019	April 11, 2019
May 16, 2019	April 25, 2019
May 30, 2019	May 9, 2019
June 13, 2019	May 23, 2019
June 27, 2019	June 6, 2019

Secondary Mathematics
 Submitted: Month DD, 20YY
 Reported: Month DD, 20YY

Name: Firstname Lastname
 Social Security Number: 5-1234
 For privacy/confidentiality reasons, only the last five digits of your social security number are collected.

Score Summary

Rubric What to Submit	Rubric Score (1-5)
Task 1: Planning	
Rubric 1: Planning for Mathematical Understandings	3.0
Rubric 2: Planning to Support Varied Student Learning Needs	4.0
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	4.0
Rubric 4: Identifying and Supporting Language Demands	3.0
Rubric 5: Planning Assessments to Monitor and Support Student Learning	3.0
Task Total	17.0 out of 25
Task 2: Instruction	
Rubric 6: Learning Environment	3.0
Rubric 7: Engaging Students in Learning	3.0
Rubric 8: Deepening Student Learning	4.0
Rubric 9: Subject-Specific Pedagogy: Using Representations	2.5
Rubric 10: Analyzing Teaching Effectiveness	3.0
Task Total	15.5 out of 25
Task 3: Assessment	
Rubric 11: Analysis of Student Learning	4.0
Rubric 12: Providing Feedback to Guide Learning	5.0
Rubric 13: Student Use of Feedback	4.0
Rubric 14: Analyzing Students' Language Use and Mathematics Learning	3.0
Rubric 15: Using Assessment to Inform Instruction	3.0
Task Total	19.0 out of 25

Rubric Scores

Total edTPA Score

Total edTPA Score	52 out of 75
Average Rubric Score	3.43

Average Rubric Score

SCALE

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Score Summary

1

2

3

4

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



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Find answers to FAQs. Find Info

Home About Candidates Faculty FAQs

Candidates

Access online training, register for and complete the assessment, and access your scores.

Important Announcements

Sep 1 [2018–19 resources for all subject areas except Elementary Education](#) are now available.

May 14 Submission and reporting dates update: [Dates through Aug 2019](#) now available.

Sep 28 Reminder: Candidates must adhere to all rules signed during edTPA

Returning visitors: sign in to access your account. [Sign In Now](#)

Candidates

- Register now
- Manage your portfolio
- Get your authorization key
- Access online training
- Review handbook information

Faculty

- Review submission & reporting dates
- Review voucher purchase information
- Access system guides and tips
- Become an edTPA Scorer

Visit edtpa.aacte.org

P–12 Cooperating Teachers, Programs & Faculty: Visit edtpa.aacte.org to join the online community and access edTPA handbooks and instructional materials in the Resource library.

Overview of the edTPA Scoring Model

- 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.

Quality Management of Scorers

- Validity Portfolio Performance
- Inter-Rater Reliability
- Monitoring after Initial Qualification
- Scoring Rate
- Excessive Scoring
- Portfolio Limits
- Backreading
- Period of Inactivity

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

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 as 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

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

Reflection and Feedback

- One take-away from today you will use immediately.
- Additional questions?
 - Online Community at edTPA.aacte.org

Additional Sources of Information

edTPA.aacte.org

edTPA.com