edTPA Overview

SUNY Old Westbury
Professional Development for Adjunct Faculty
What is the edTPA?

• ...a pre-service “teacher performance assessment” developed by educators to determine the answer to the question:
  – “Is this new teacher ready for the job?”
What is edTPA?

• The TPA includes a planned unit of 3-5 lessons designed for a specific group of students.
  ▪ Task One: Plan
  ▪ Task Two: Instruct
  ▪ Task Three: Assess
Four Components of edTPA

Planning
Lesson Plans
Handouts, overheads, student work
Lesson Commentary

Instruction
Video clip(s)
Teaching Commentary

Analysis of Teaching
Daily Reflection Notes
Reflective Commentary

Assessment
Analysis of Whole Class Assessment
Analysis of learning of 2 students

Instructional and Social Context
3 to 5 Days

Evidence of Academic Language
# Pearson’s Overview

## edTPA Common Architecture

<table>
<thead>
<tr>
<th>Category</th>
<th>Artifacts</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Lesson plans, instructional materials, student assignments, assessments, Planning commentary</td>
<td>Planning for Content Understandings, Supporting Students’ Learning Needs, Planning Assessment to Monitor Student Learning</td>
</tr>
<tr>
<td>Instruction</td>
<td>Unedited video clips, Instruction commentary</td>
<td>Demonstrating a Positive and Engaging Learning Environment, Engaging Students in Learning, Deepening Learning During Instruction, Subject-Specific Pedagogy</td>
</tr>
<tr>
<td>Assessment</td>
<td>Samples of student work, Summary of student learning, Assessment commentary</td>
<td>Analyzing Student Learning, Providing Feedback to Guide Learning, Supporting Students’ Use of Feedback</td>
</tr>
<tr>
<td>Analysis of Teaching</td>
<td>Planning commentary, Instruction commentary, Assessment commentary</td>
<td>Using Knowledge of Students to Inform Planning, Analyzing Teaching, Using Assessment to Inform Instruction</td>
</tr>
<tr>
<td>Academic Language</td>
<td>Unedited video clips and/or student work samples, Planning and assessment commentaries</td>
<td>Identifying and Supporting Language Demands Evidence of Language Use to Support Content Understandings</td>
</tr>
</tbody>
</table>
Children's Learning

Planning
- Building Content Understanding
- Supporting Learning Needs
- Using Knowledge of Children
- Assessments to Monitor Children's Learning

Language Development
- Justifying Planning Decisions
- Planning

Instruction
- Learning Environment
- Engagement in Learning
- Deepening Thinking
- Subject-Specific Pedagogy

Assessment
- Analysis of Children's Learning
- Providing Feedback
- Supporting Children's Use of Feedback

Language Development
- Analyzing Teaching
- Teaching
Task 1 - Planning

• Lesson plans for 3-5 days with “central focus” in discipline
• Context of classroom
• Instructional materials
• Assessments
• Planning Commentary
Task 2 - Instruction

• Video clips of instruction
  – One or two clips maximum
  – Unedited
  – No more than 15 minutes total length
  – Shows interaction with students

• Instruction commentary
Task 3 - Assessment

• Choose one assessment
• Present and analyze data collected on the assessment
• Discuss patterns in the data
• Provide 3 samples of student work on assessment
  – One must be a target student’s work
• Provide samples of feedback on student work in video or writing
• Assessment commentary on student work
• Assessment commentary on teaching effectiveness and where to go next
edTPA Submission and Scoring

• All artifacts are submitted on-line to Pearson
• Fee of $300
• Reviewers: 50% from higher ed; 50% from K-12
• Reviewers must have expertise in the area being scored; recent experiences in K-12 schools; experience mentoring interns or new teachers.
• 15 rubrics used to score edTPA – 5 rubrics per task
**Rubric Blueprint**

**Task name:** Rubric Title

**Guiding Question**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
<tbody>
<tr>
<td>Struggling candidate, not ready to teach</td>
<td>Some skill but needs more practice to be teacher-of-record</td>
<td>Acceptable level to begin teaching</td>
<td>Solid foundation of knowledge and skills</td>
<td>Stellar candidate</td>
</tr>
</tbody>
</table>
# Rubric Sample

## Eliciting and Monitoring Students’ Mathematical Understandings

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
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<tr>
<td>Candidate talks throughout the clip(s) and students provide few responses.</td>
<td>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</td>
<td>The candidate elicits student responses related to reasoning/problem solving.</td>
<td>Candidate elicits and builds on students’ reasoning/problem solving to explicitly portray, extend, or clarify a mathematical concept.</td>
<td>All components of Level 4 plus, Candidate facilitates interactions among students to evaluate their own ideas.</td>
</tr>
</tbody>
</table>

The candidate stays focused on facts or procedures with no attention to mathematical concepts and representations of content.
Alignment with Standards

- Common Core
- InTASC
- New York State Teaching Standards

And Accrediting Bodies

- NCATE/CAEP
- Specialized Professional Associations (SPAs)
New York TPA Roadmap
2012–2014

<table>
<thead>
<tr>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
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<tbody>
<tr>
<td>Introductory and Exploratory usage of TPA</td>
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<tr>
<td>Scaling Up usage of TPA NY Validation Activity (selected IHEs)</td>
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<tr>
<td>Implementation usage of TPA</td>
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How to support candidates

• Ask questions
  – “Show me where you addressed this prompt?”

• Look at handbooks together

• Look at rubrics together

• You may not:
  – Edit work
  – Add to work
  – Attempt to grade their work