edTPA Overview

SUNY Old Westbury
Professional Development for Fulltime 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

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<th>edTPA Common Architecture</th>
<th>15 Rubrics</th>
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<td>Using Knowledge of Students to Inform Planning</td>
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<td>Academic Language</td>
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<td>Unedited video clips and/or student work samples</td>
<td>Identifying and Supporting Language Demands</td>
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<td>Planning and assessment commentaries</td>
<td>Evidence of Language Use to Support Content Understandings</td>
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Children's Learning

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

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

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

Language Development
- Using Data to Inform Instruction

Language Development
- Teaching Planning
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

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<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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<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>
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# Rubric Sample

## Eliciting and Monitoring Students’ Mathematical Understandings

<table>
<thead>
<tr>
<th>Level 1</th>
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<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<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>
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<tr>
<td>The candidate stays focused on facts or procedures with no attention to mathematical concepts and representations of content.</td>
<td>Candidate makes vague or superficial use of representations to help students understand mathematical concepts.</td>
<td>Candidate uses representations in ways that help students understand mathematical concepts.</td>
<td>Candidate uses strategically chosen representations in ways that deepen student understanding of mathematical concepts.</td>
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[SCALE](https://www.nyse.gov)
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>
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<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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<td>Introductory and Exploratory usage of TPA</td>
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<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