edTPA Boot Camp

Tuesday, December 17, 2013

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Teacher Education Institute
Agenda

• 10 – 12: Adolescent Introduction or Early Childhood/Childhood Break-Out
• 12 - 1: Lunch
• 1- 3: Adolescent Break-Out or Early Childhood / Childhood Review
• 3 : Parking Lot Questions & Feedback
What is edTPA?

• The Teacher Performance Assessment (edTPA) is a student-centered multiple-measure assessment of teaching.
• It is designed to be educative and predictive of effective teaching and student learning.
• edTPA is required for New York State Certification and is NOT a program requirement for UB.
edTPA: Teacher Performance Assessment

- Developed by Stanford's Center for Assessment, Learning, and Equity (SCALE) and distributed by Pearson Education.
- Multi-state test, however rubrics are state specific.
- Aligned with the Common Core Standards.
- Scored centrally by Pearson.
- Part of a larger reform of the NYS initial teacher certification process which also includes the development of three new exams.
<table>
<thead>
<tr>
<th>&quot;Old&quot; Initial Certification Process</th>
<th>&quot;New&quot; Initial Certification Process</th>
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<tbody>
<tr>
<td>Pass the following written exams:</td>
<td>Pass the following electronic</td>
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<tr>
<td>LAST</td>
<td>assessments:</td>
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<td>ATS-W</td>
<td>edTPA</td>
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<tr>
<td>CST</td>
<td>Academic Literacy Skills Test (ALST)</td>
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<td>Educating All Students Test (EAS)</td>
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<td></td>
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<td>Submit online application and fee</td>
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<td>Complete fingerprinting &amp; workshops</td>
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<td>program</td>
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<td>Receive Institutional Recommendation</td>
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</table>
WHY are these changes being made?

- Reflect the practices of other professional careers which require licensing exams
- Compliment existing assessments on academic skill and content area knowledge by looking objectively at the act of teaching
- Prepare candidates to document and demonstrate evidence of student learning as they will in APPR
- Create interstate reciprocity for teacher certification
- Initiate reviews of teacher education programs
- Reflect the goals of national education policy, especially in Race to the Top
Successful teachers...

- Engage students in active learning
- Create intellectually ambitious tasks
- Use a variety of teaching strategies
- Assess student learning
  - Continuously
  - Adapt teaching to student needs
- Create effective scaffolds and supports
- Provide clear standards, constant feedback, and opportunities for revising work
- Develop and effectively manage a collaborative classroom in which all students have membership
Educative Assessment: What will I learn?

- Gauge strengths & weaknesses
- Reflect on craft of teaching & impact on student learning
- Synthesize & make connections between research/ideas and your practice
- Technology skills
- Prepare job interviews & teacher evaluation
True or False? The edTPA...

1. ...measures how good of a teacher you are.
2. ... evaluates your content knowledge.
3. ... is very focused on a teacher’s ability to plan, instruct, and evaluate lessons which “cover” certain content knowledge.
4. ... allows you to get feedback from your Cooperating Teacher and TEA while you are carrying out the assessment.
5. ... allows you to share video from your edTPA lesson by showing it to friends and posting it on the web.
6. ... is based on New York State Standards.
7. ... requires all candidates to include objectives and tasks to promote the development of academic language skills regardless of content area.
True or False? The edTPA...

1. False
2. False
3. False
4. False
5. False
6. True
7. True
The Cycle of Effective Teaching

Planning
Building Content Understanding
Supporting Learning Needs
Using Knowledge of Students
Assessments to Monitor Student Learning

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

Assessment
Analysis of Student Learning
Providing Feedback
Supporting Student Use of Feedback

Academic Language
Using Data to Inform Instruction
Justifying Planning Decisions

Analyzing Teaching
Academic Language
Evidence of Teaching Practice: Artifacts & Commentaries

<table>
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<tr>
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<th>Task 2: Instruction</th>
<th>Task 3: Assessment</th>
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</thead>
<tbody>
<tr>
<td>• Instructional and social context</td>
<td>• Video Clips</td>
<td>• Analysis of whole class assessment</td>
</tr>
<tr>
<td>• Lesson plans</td>
<td>• Instruction Commentary</td>
<td>• Analysis of learning and feedback to THREE students</td>
</tr>
<tr>
<td>• Instructional materials, student assignments</td>
<td></td>
<td>• Assessment Commentary</td>
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<td>• Planning Commentary</td>
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Analysis of Teaching Effectiveness

Academic Language Development
Evidence of Teaching Practice: Artifacts & Commentaries

- **Artifacts** represent authentic work completed by you and your students.

- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind your choice, and analyze what you have learned about your teaching practice and your student's learning. **Note** that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.
Learning Segment

- For this assessment you will plan 3-5 consecutive lessons known as a Learning Segment.
- Each Segment has a content specific focus and must be aligned with the appropriate standards and academic language.
- The effectiveness of the learning segment will be determined by its impact on student learning.
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### edTPA Tasks Overview

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<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part B: Lesson Plans for Learning Segment</td>
<td>Rubric 2: Planning to Support Varied Student Learning Needs</td>
</tr>
<tr>
<td></td>
<td>Part C: Instructional Materials</td>
<td>Rubric 3: Using Knowledge of Students to Inform Teaching and Learning</td>
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<td></td>
<td>Part D: Assessments</td>
<td>Rubric 4: Identifying and Supporting Language Demands</td>
</tr>
<tr>
<td></td>
<td>Part E: Planning Commentary</td>
<td>Rubric 5: Planning Assessments to Monitor and Support Student Learning</td>
</tr>
</tbody>
</table>

- Select one class as a focus for this assessment.
- Provide relevant context information.
- Identify a learning segment to plan, teach, and analyze. Select a learning segment of 3–5 lessons (or, for teaching English-Language Arts within a large time block, about 3–5 hours of connected instruction).
- Identify a central focus. The central focus should support students to comprehend, construct meaning from, and interpret complex text, to create a written product, interpreting or responding to a text.
- Write and submit a lesson plan for each lesson in the learning segment.
- Select and submit key instructional materials needed to understand what you and the students will be doing.
- Choose one language function. Identify a learning task where students use that language function. Identify the language that students will be expected to use to engage in the learning task and your instructional supports.
- Submit copies or directions for all planned assessments from the learning segment.
- Respond to commentary prompts prior to teaching the learning segment.
BREAKING DOWN THE HANDBOOK

What to Think About

In Task 2: Instructing and Engaging Students in Learning, you will demonstrate how you support and engage students in learning:

- What kind of learning environment do you want to develop in order to establish respect and rapport, and to support students’ engagement in learning?
- What kinds of learning tasks actively engage students in the central focus of the learning segment?
- How will you elicit and build on student responses in ways to develop and deepen content understanding?
- In what ways will you connect new content to your students’ prior academic learning and personal, cultural, or community assets during your instruction?
- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?
BREAKING DOWN THE HANDBOOK

What Do I Need to Do?

- Obtain required permissions for videorecording. Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.

- Examine your lesson plans for the learning segment and identify challenging learning tasks in which you and students are actively engaged. Clips should provide a sample of how you interact with students to support their learning.

- Identify lessons to videorecord.
  - Provide 2 video clips (each no more than 10 minutes in length) that demonstrate how you interact with students in a positive learning environment to develop their ability to construct meaning from and respond to a complex text.
    - The first clip should demonstrate how you engage students in comprehending and constructing meaning from a complex feature of a text, for example, historical context, figurative language, dense informational text, visual imagery in a film.
    - The second clip should show interactions between you and at least three students during a discussion of the text to support and/or monitor their abilities to interpret the text.

  - (Optional) Provide evidence of students' language use. You may provide evidence of language use with your video clips from Task 2 AND/OR through the student work samples analyzed in Task 3.
What Do I Need to Write?

Instruction Commentary
Write the Instruction Commentary (no more than 6 single-spaced pages, including prompts) by providing your response to each of the prompts below.

1. Which lesson or lessons are shown in the clips? Identify the lesson(s) by lesson plan number.

2. Promoting a Positive Learning Environment
   Identify scenes in the video clip(s) where you provided a positive learning environment.
   - How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

3. Engaging Students in Learning
   Refer to examples from the clip(s) in your explanations.
   a. Explain how your instruction engaged students in constructing meaning from and interpreting complex text.
   b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.
BREAKING DOWN THE HANDBOOK

How Will the Evidence of My Teaching Practice Be Assessed?

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. For Task 2: Instructing and Engaging Students in Learning, your evidence will be assessed using rubrics 6-10, which appear in the following pages.
## Instruction Rubrics

### Rubric 6: Learning Environment

How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?

<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>
<tbody>
<tr>
<td>The clips reveal evidence of disrespectful interactions between teacher and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.</td>
<td>The candidate demonstrates respect for students.</td>
<td>The candidate demonstrates rapport with and respect for students.</td>
<td>The candidate demonstrates rapport with and respect for students.</td>
<td>The candidate demonstrates rapport with and respect for students.</td>
</tr>
<tr>
<td>Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.</td>
<td>Candidate provides a positive, low-risk social environment that reveals mutual respect among students.</td>
<td>Candidate provides a challenging learning environment that promotes mutual respect among students.</td>
<td>Candidate provides a challenging learning environment that promotes varied perspectives and promotes mutual respect among students.</td>
<td>Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.</td>
</tr>
</tbody>
</table>
Evaluation Criteria & Rubrics

Components of Teaching Practice:
1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Academic Language

15 Analytic Rubrics
<table>
<thead>
<tr>
<th>Task</th>
<th>Artifacts</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Lesson plans, instructional materials, student assignments, assessments</td>
<td>1. Planning for Content Understandings</td>
</tr>
<tr>
<td></td>
<td>Planning commentary</td>
<td>2. Supporting Students' Learning Needs</td>
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<tr>
<td></td>
<td></td>
<td>3. Using Knowledge of Students to Inform Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Identifying and Supporting Language Demands</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Planning Assessment to Monitor Student Learning</td>
</tr>
<tr>
<td>Instruction</td>
<td>Unedited video recordings</td>
<td>6. Demonstrating a Positive and Engaging Learning Environment</td>
</tr>
<tr>
<td></td>
<td>Instruction commentary</td>
<td>7. Engaging Students in Learning</td>
</tr>
<tr>
<td>Assessment</td>
<td>Samples of student work</td>
<td>8. Deepening Learning During Instruction</td>
</tr>
<tr>
<td></td>
<td>Evidence of feedback</td>
<td>9. Subject-Specific Pedagogy</td>
</tr>
<tr>
<td></td>
<td>Summary of student learning assessment commentary</td>
<td>10. Analyzing Teaching Effectiveness</td>
</tr>
<tr>
<td></td>
<td>Evaluation Criteria</td>
<td></td>
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<td></td>
<td>Student Self-Reflections</td>
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<td></td>
<td></td>
<td>11. Analyzing Student Learning</td>
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<td>12. Providing Feedback to Guide Learning</td>
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<tr>
<td></td>
<td></td>
<td>13. Supporting Students' Use of Feedback</td>
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<tr>
<td></td>
<td></td>
<td>14. Evidence of Language Use to Support Content Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. Using Assessment to Inform Instruction</td>
</tr>
</tbody>
</table>
Rubric Progression

Not Ready
Teacher Focus
Whole Class
Fragmented or Indiscriminate

Early Novice

Highly Accomplished Beginner
Student Focus
Individuals/Flex Groups
Intentional & Well Executed
### Task 1: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Max</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Context for Learning Information</td>
<td>docx, doc, pdf</td>
<td>1</td>
<td>1</td>
<td>Use A4/letter size, single-spaced, margins 1&quot; on all sides.</td>
</tr>
<tr>
<td>Part B: Lesson Plans for Learning Segment</td>
<td>docx, doc, pdf</td>
<td>1</td>
<td>1</td>
<td>Submit 3-5 lesson plans in a file.</td>
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</tbody>
</table>

**Guidelines:**
- No more than 3 pages, including prompts.
- Within the file, label each lesson plan with its number.
Secondary English-Language Arts

Glossary

Source citations for glossary entries are provided as footnotes in this section.

academic language: Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area. There are language demands that teachers need to consider as they plan to support student learning of content. These language demands include vocabulary, language functions, syntax, and discourse.

- discourse: Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated. In English-Language Arts, language structures include words, grammar and mechanics, text structures, writing processes, and genres. If the language function is to persuade, then appropriate language structures include claims, supporting evidence, and counterarguments.

- language demands: Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through
**Professional Responsibilities**

Refer to the following table for an overview of your professional responsibilities in developing evidence for edTPA. If you are submitting artifacts and commentaries to Pearson for official scoring, refer to the Pearson website, [www.edTPA.com](http://www.edTPA.com), for complete and current information before beginning your work. Whether or not you are submitting to Pearson, you should fulfill the professional responsibilities described below.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Description</th>
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<tbody>
<tr>
<td>Protect confidentiality</td>
<td>To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., &quot;the district&quot;) for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written materials (e.g., commentaries, lesson plans, student work samples) that could identify individuals or institutions. During video recording, use students' first names only.</td>
</tr>
<tr>
<td>Acquire permissions</td>
<td>Before you record your classroom instruction, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video recording. Your program will provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are student teaching or completing your internship. If your program does not provide the necessary forms, you may refer to the sample forms found on the Pearson website. The release forms are not to be submitted with your materials, but you follow your campus policy for retaining them.</td>
</tr>
<tr>
<td>Cite sources</td>
<td>Provide citations for the source of all materials that you did not create (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary.</td>
</tr>
</tbody>
</table>
Cut Score & Grading

- NYS has determined that the cut score needed to pass the edTPA is 41.
- Candidates will receive an overall score on their edTPA as well as a breakdown of scores on each task and rubric.
- If a candidate fails the edTPA, they may either re-submit an entirely new edTPA or one of the edTPA tasks.
- In the event that a candidate fails and has to resubmit we recommend:
  - Gathering additional materials from the entire learning segment
  - Completing the edTPA in the first student teaching placement
<table>
<thead>
<tr>
<th>To Receive Your edTPA Score Profile On:</th>
<th>Submit Your Portfolio by 11:59 Pacific Time On:</th>
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<tbody>
<tr>
<td>October 24, 2013</td>
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<td>November 7, 2013</td>
<td>October 17, 2013</td>
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<td>March 13, 2014</td>
<td>February 20, 2014</td>
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<td>June 26, 2014</td>
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<td>July 31, 2014</td>
<td>July 10, 2014</td>
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Electronic Submission

- www.edTPA.com
- Candidates must register and create an account with Pearson
- Once active, you may login in and out of the system and upload intermittently before submitting a final portfolio
- Voucher codes must be entered into the system when you first register
Support from Others

• Given the placement of edTPA during Student Teaching, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are encouraged.

• However, Cooperating Teachers should keep in mind that the successful completion of the edTPA is the sole responsibility of the teacher candidate.

• Support offered by Cooperating Teachers should be limited to formative support typically given and not focus on specific evaluation of edTPA tasks.

• The intention is to promote good teaching practice throughout the teaching experience to ensure that the edTPA is solely the work of the teacher candidate and to prevent the Student Teaching experience from devolving into test preparation.
A Framework for Formative Support

Fundamental experiences:

- Getting to know students
- Developing elaborate and purposeful lesson plans
- Writing explicit and appropriate justifications
- Developing and using appropriate assessments to monitor student learning
- Analyzing what students could and could not do as a result of instruction and assessment
- Critiquing observations with a focus on engaging students in learning
- Using assessment data to inform future teaching
Video Equipment

- To assist with the video submission for edTPA, TEI has purchased the following equipment:
  - iPad mini
  - Tripod
  - Lapel microphone
  - Wide-angle lens
- Once video is recorded, it will automatically be transferred to a UB server and saved, which students can access on and off campus with their UB IT username
edTPA-Speak

- Learning Objectives
- Learning Task
- Patterns of Learning
- Qualitative
- Quantitative
- Evaluation Criteria
- Artifacts
- Discourse
- Language Demands
- Language Functions
- Prior Academic
- Central Focus
- Assets
- Rapport
- Respect
- Planned Supports
In your content areas, please look at:

✓ The specific standards in your content area at both the state and national level and related to the Common Core
✓ Examples of subject specific pedagogy and the theory and research to support these practices
✓ Common developmental approximations and misunderstandings within your content area and how to address them
✓ Subject specific Academic Language
Other Resources...

- Making Good Choices Document
- Video Tips and Guidelines
- Professional Responsibilities
- edTPA.com Submission Guidelines

*Available through UBLearns*
Next Steps...

- Review edTPA Documents
- Plan with your CT
- Register with edTPA.com
- Attend Seminar
Feedback