



Assessment & Support System

edTPA for Beginners

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Framing for Today's Session

- edTPA Overview
- Design and Architecture
- Evidence of Practice and Reflection
- Measure of Candidates' Practice and Reflection
- Scoring and Score Reports
- How to Access Resources and Support



Overview

Who is Involved?



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Who is Involved?



Learning Centered Design

Principles: Educative Focus

- **Student-Centered:** examines teaching practice in relationship to knowledge of students' *lived experiences* and academic *learning strengths* and *needs*
- **Subject-Specific:** embedded in subject-specific curriculum within and across grade levels
- **Analytic Rubrics:** provide *feedback* and *evidence* along targeted dimensions.
- **Integrative:** supports a *multiple measures* assessment of teaching

Who is Involved?

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Who is Involved?



Pearson
Evaluation Systems



Texas
Educator Certification
Examination Program

[http://www.tx.nesinc.com/
Home.aspx](http://www.tx.nesinc.com/Home.aspx)

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Design and Architecture

Capstone Assessment

**Designed Formative Assessments
and Coursework**

**Observation/Supervisory
Evaluation & Feedback in Clinical
Placements**

Pre-Admission Requirements

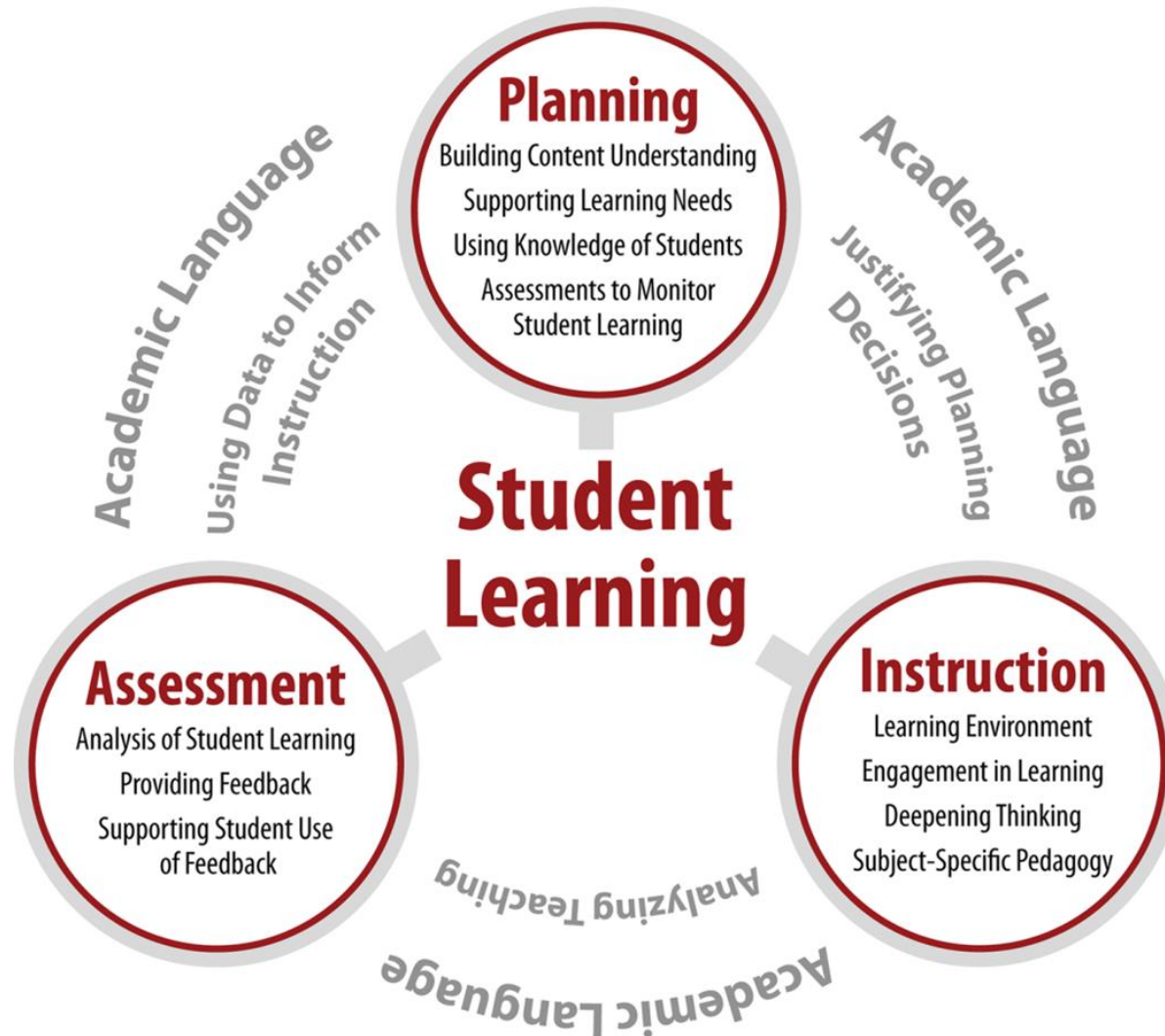
**edTPA as Capstone
Assessment**

Integration of:

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

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Cycle of Effective Teaching



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:
 - Academic, social emotional and language development
 - Prior academic learning, lived experiences, personal, community and cultural assets
- Portfolio collection of artifacts and commentaries

28 Subject-Specific Areas

- **Elementary**
 - Elementary Literacy
 - Elementary Mathematics
 - Elementary Education: Literacy with Mathematics Task 4
 - Elementary Education: Mathematics with Literacy Task 4
- **Middle Childhood**
 - English-Language Arts
 - History/Social Studies
 - Mathematics
 - Science
- **Secondary Core**
 - English-Language Arts
 - History/Social Studies
 - Mathematics
 - Science
- **Agricultural Education**
- **Business Education**
- **Classical Languages**
- **Early Childhood Education**
- **Educational Technology Specialist**
- **Technology and Engineering**
- **English as an Additional Language**
- **Family & Consumer Sciences**
- **Health Education**
- **K-12 Performing Arts**
- **Physical Education**
- **Library Specialist**
- **Literacy Specialist**
- **Special Education**
- **Visual Arts**
- **World Language**

Subject-Specific Teaching and Learning

Handbook	Focus
Elementary Education: Literacy with Mathematics Task 4	<p><u>Literacy</u>: Learning segment should include learning tasks in which students have opportunities to develop an essential literacy strategy for comprehending or composing text and the related skills that directly support that strategy.</p> <p><u>Math</u>: Learning segment should reflect a balanced approach to mathematics, including opportunities for students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills as well as to communicate precisely about their mathematical understanding</p>
Middle Childhood Science	Learning segment prepared for this assessment should reflect a balanced approach to science, including opportunities for young adolescents to develop their abilities to use scientific concepts and apply scientific practices through inquiry to explain or make predictions about a real-world phenomenon.
Performing Arts	<p>Learning segment should include learning tasks that support students to create, perform, and/or respond to music/dance/theater. This should include opportunities to apply</p> <ul style="list-style-type: none"> • knowledge/skills (e.g., tools/instruments, technical proficiencies, processes, elements, organizational principles) • contextual understandings (e.g., social, cultural, historical, and personal reflection) • artistic expression (e.g., interpretation, creativity, exploration/improvisation, individual choices)
Secondary English Language Arts	Learning segment prepared for this assessment should provide opportunities for students to use textual references to construct meaning from, interpret, or respond to complex text, AND to create a written product, interpreting or responding to complex features of a text that are just beyond your students' current skill levels
World Language	Learning segment prepared for this assessment should develop students' communicative proficiency ³ in the target language within meaningful cultural context(s). The development of student communicative proficiency will include the promotion of five main goal areas in world language education: Communication, Cultures, Connections, Comparisons, and Communities

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Evidence of Practice and Reflection

Evidence of Practice

Task 1: Planning	Task 2: Instruction	Task 3: Assessment
<ul style="list-style-type: none">• Instructional and social context (<i>Context for Learning</i>)• Lesson plans• Instructional materials• Assessments• Planning Commentary	<ul style="list-style-type: none">• Unedited Video Clips• Instruction Commentary	<ul style="list-style-type: none">• Analysis of whole class assessment• Analysis of learning and feedback to selected focus students• Assessment Commentary
Analysis of Teaching Effectiveness Academic Language Development		

Note: Candidates seeking EC-6 certification complete a 4th task.

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Commentaries

- **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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Measure of Candidates' Evidence and Reflection

Summative Assessment of Practice

Task name: Rubric Title/Focus				
Guiding Question				
Level 1	Level 2	Level 3	Level 4	Level 5
Represents the knowledge and skills of a seriously struggling candidate who is not ready to teach	Represents the knowledge and skills of a candidate who is possibly ready to teach	Represents the knowledge and skills of a candidate who is qualified to teach	Represents a candidate with a solid foundation of knowledge and skills for a beginning teacher	Represents the advanced skills and abilities of a candidate very well qualified and ready to teach



Rubric 5: Planning Assessments to Monitor Student Learning

Rubric Focus

How are the formal and informal assessments selected or designed to monitor students' use of the essential literacy strategy to comprehend OR compose text and related skills?

Rubric Guiding Question

Rubric Performance Levels (or Rubric Criteria)

Level 1	Level 2	Level 3	Level 4	Level 5
The assessments only provide evidence of students' use of skills. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.	The assessments provide limited evidence to monitor students' use of <ul style="list-style-type: none">the essential literacy strategy ORrelated skills during the learning segment.	The assessments provide evidence to monitor students' use of <ul style="list-style-type: none">the essential literacy strategy ANDrelated skills during the learning segment.	The assessments provide multiple forms of evidence to monitor students' use of <ul style="list-style-type: none">the essential literacy strategy ANDrelated skills throughout the learning segment.	Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.



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 [Pearson Scoring Jobs, Assessments and Operations Seasonal Employment](#) for more information.**

Applications must be submitted by end of October for 2021-22 scoring.

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.

Rolling Submission Windows

<u>To Receive Your edTPA</u> <u>Score Profile On:</u>	<u>Submit Your Portfolio by</u> <u>11:59 p.m. Pacific Time On:</u>
October 29, 2020	October 8, 2020
November 12, 2020	October 22, 2020
November 25, 2020	November 5, 2020
December 10, 2020	November 19, 2020
December 23, 2020	December 3, 2020
January 7, 2021	December 17, 2020
February 18, 2021	January 28, 2021
March 4, 2021	February 11, 2021
March 18, 2021	February 25, 2021
April 1, 2021	March 11, 2021
April 15, 2021	March 25, 2021
April 29, 2021	April 8, 2021
May 13, 2021	April 22, 2021
May 27, 2021	May 6, 2021
June 10, 2021	May 20, 2021
June 24, 2021	June 3, 2021
July 29, 2021	July 8, 2021
August 12, 2021	July 22, 2021
August 26, 2021	August 5, 2021

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Candidate Score Profile Report

edTPA		Score Profile
Secondary Mathematics Submitted: Month DD, 20YY Reported: Month DD, 20YY		
Name: Firstname Lastname Social Security Number: 5-1234 <small>For privacy/confidentiality reasons, only the last five digits of your social security number are collected.</small>		
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	
Total edTPA Score	52 out of 75	
Average Rubric Score	3.43	

Score Summary 1

Rubric Scores 2

Total edTPA Score 3

Average Rubric Score 4

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



Resources and Support

How do I get started?

edtpa.aacte.org



The screenshot shows the edTPA website homepage. At the top is a dark navigation bar with the edTPA logo on the left and links for Online Community, Resource Library, Account Manager, FAQ, and Contact Us on the right. Below this is a secondary navigation bar with links for About edTPA, Get Involved, State Policy, Resources, "Voices", and News Area. The main content area features two large images: one of a diverse group of adults in a meeting and another of a teacher and students in a science lab. Below the images are three columns of content. The left column, titled "I'M LOOKING FOR ...", contains buttons for "MEMBER LOG IN", "JOIN edTPA", "SCORE edTPA", "DOWNLOAD HANDBOOKS", and "CANDIDATE REGISTRATION & INFORMATION". A large yellow arrow points to the "JOIN edTPA" button. The middle column, titled "WELCOME TO edTPA!", provides information about the site's resources and membership benefits. The right column, titled "edTPA FAQ", lists various topics covered in the FAQ section.

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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.

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



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How do I get started?

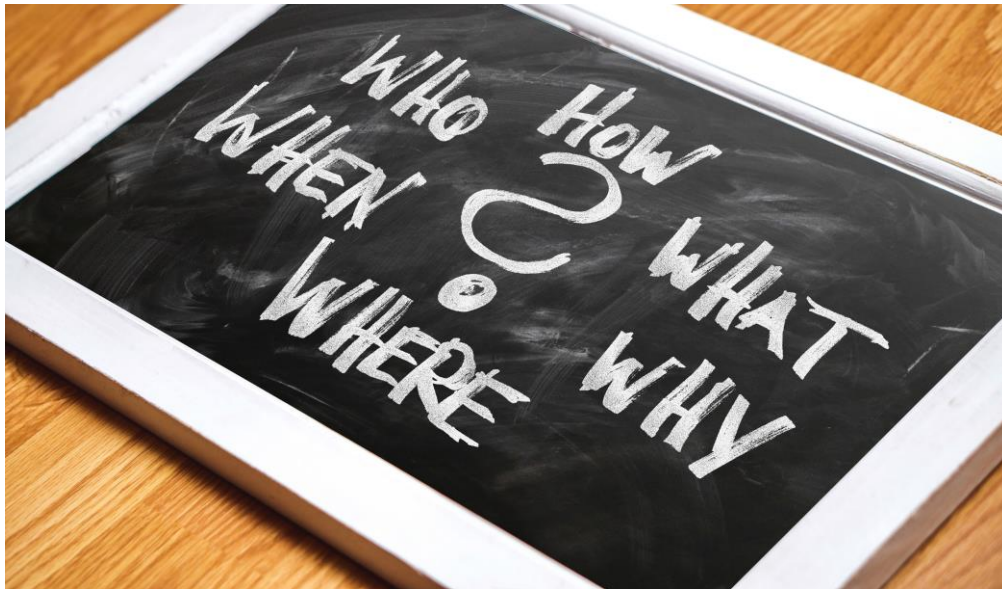
JOIN EDTPA

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



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

edTPA *SUPPORT* and Assessment Program: National Academy

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



Texas' edTPA Regional Coordinators

Support for programs
participating in the 2020-21 and
2021-22 Texas edTPA Pilot



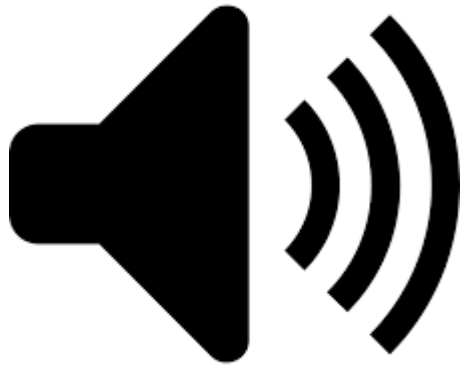
For more information, go to [2020-21 edTPA Webinars](#).

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Additional Source for Information

Texas edTPA Pilot

Remaining Questions?



edTPA Resource Library and Online Community at

edtpa.aacte.org

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