

Deconstructing edTPA

FALL 2012 NYACTE-NYSATE
PRE-CONFERENCE

October 17, 2012

Overview

Part One

- Context of (teacher) education reform
- The “core of effective beginning teaching” that the edTPA assesses
- Subject-specific rubrics
- A deep dive into the rubrics (interactive)

Part Two

- Examining Student work

Context: Why Now?

The New York Times



InTASC
Model Core Teaching Standards:
A Resource for State Dialogue



May you live in
interesting times



Blue Ribbon Panel –
10 Principles



Developing a national performance standard

- Intends to define and assess candidates' ability to demonstrate proficiency with respect to the *core of effective beginning teaching*

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

Academic Language
Using Data to Inform Instruction

Academic Language
Justifying Planning Decisions

Student Learning

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

Academic Language
Analyzing Teaching

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

Shifting the definition of effective teaching

From

- Successfully delivering the curriculum
 - “I got through everything I wanted to cover.”

To

- Having a positive impact on student learning
 - “How have I affected student learning?”

Shifting the business of teacher preparation

From

- License as entitlement for completing a curriculum
 - “But I’ve always *wanted* to be a teacher.”

To

- An obligation to demonstrate the proficiency the curriculum intends
 - “See, I *can* teach.”

Examines candidates' ability to demonstrate effective teaching

- ▶ edTPA, asks candidates to compile a **Portfolio**
 - ▶ Featuring a **learning segment**: a 3-5 lesson unit
 - ▶ **3 tasks** broken down into:
 - What to Think About
 - What Do I Need to Do?
 - What Do I Need to Write? (The Commentary Prompts)
 - How Will the Evidence of My Teaching Practice Be Assessed? (The Rubrics)
 - ▶ Documented with **evidence**
 - ▶ Commentaries
 - ▶ Instructional artifacts, including student work
 - ▶ 1-2 unedited video clips of teacher-student interaction

Structure of edTPA Handbook

- **Within the three tasks of the edTPA, instructions are organized into four sections:**
 - **What to Think About**
 - **What Do I Need to Do?**
 - **What Do I Need to Write? (The Commentary Prompts)**
 - **How Will the Evidence of My Teaching Practice Be Assessed? (The Rubrics)**
- **Additional Sections of Handbook:**
 - **Professional Responsibilities**
 - **Context for Learning Information**
 - **Guidelines for formatting and submission**
 - **Glossary**

edTPA "Records of Practice"

Planning	Instruction	Assessment
<ul style="list-style-type: none">• Instructional and social context• Lesson plans• Instructional materials, student assignments• Planning Commentary	<ul style="list-style-type: none">• Video Clips• Instruction Commentary	<ul style="list-style-type: none">• Analysis of whole class assessment• Analysis of learning and feedback to THREE students• Assessment Commentary

**Analysis of Teaching Effectiveness
Academic Language Development**

Guiding Questions (GQs): Planning for instruction & assessment

▶ Generic field

- ▶ How do **plans** build **conceptual understanding, fluency in skills/procedures, and reasoning/problem solving skills**?
 - ▶ *Plans are focused, coherent, aligned with standards*
- ▶ How does the candidate use **knowledge of his/her students** to target support for students' development of **conceptual understanding, fluency in skills/procedures, and reasoning/problem solving skills**?
 - ▶ *Plans are connected to what candidates know about the students they will teach, as well as the content*
- ▶ How do the **informal and formal assessments** provide evidence of student progress toward the standards/objectives?
 - ▶ *The assessments correspond to each objective and will render evidence of students' progress.*

Subject specific variations

▶ Secondary English Language Arts

- ▶ How do the plans support students' development of **strategies for understanding, interpreting, and responding to complex features of a text** (language arts stuff)?
 - ▶ *Plans are focused, coherent, aligned with standards*
- ▶ How does the candidate use knowledge of his/her students to target support for students' development of **strategies for understanding, interpreting, and responding to complex features of a text** (language arts stuff)?
 - ▶ *Plans are connected to what candidates know about the students they will teach, as well as the content*
- ▶ How do the informal and formal assessments provide information to understand student progress toward the standards/objectives?
 - ▶ *The assessments correspond to each objective and will render evidence of students' progress.*

Subject specific variations

▶ Performing Arts

- ▶ How do the plans support students' knowledge and skills **related to using artistic skills, knowledge and context to create, perform, or respond to music, dance, or theater** (performing arts stuff)?
 - ▶ *Plans are focused, coherent, aligned with standards*
- ▶ How does the candidate use knowledge of his/her students to target support for students' development of **artistic skills, knowledge and context to create, perform, or respond to music, dance, or theater** (performing arts stuff)?
 - ▶ *Plans are connected to what candidates know about the students they will teach, as well as the content*
- ▶ How do the informal and formal assessments provide information to understand student progress toward the standards/objectives?
 - ▶ *The assessments correspond to each objective and will render evidence of students' progress.*

Subject specific variations

▶ Secondary Science

- ▶ How do the plans support development of students' **abilities to use science concepts and scientific inquiry skills to explain a real world phenomenon (science stuff)**?
 - ▶ *Plans are focused, coherent, aligned with standards*
- ▶ How does the candidate use knowledge of his/her students to target support for students' **abilities to use science concepts and scientific inquiry skills to explain a real world phenomenon (science stuff)**?
 - ▶ *Plans are connected to what candidates know about the students they will teach, as well as the content*
- ▶ How do the informal and formal assessments provide information to understand student progress toward the standards/objectives?
 - ▶ *The assessments correspond to each objective and will render evidence of students' progress.*

Subject specific: variations on the CEBT theme

▶ Physical Education

- ▶ How do plans build students' competencies and knowledge in the psychomotor, affective, and/or cognitive domains related to movement patterns, performance concepts, and health-enhancing fitness (phys ed stuff)?
 - ▶ *Plans are focused, coherent, aligned with standards*
- ▶ How does the candidate use knowledge of his/her students to target support for students' development of competencies and knowledge in the psychomotor, affective, and/or cognitive domains related to movement patterns, performance concepts, and health-enhancing fitness (phys ed stuff)?
 - ▶ *Plans are connected to what candidates know about the students they will teach, as well as the content*
- ▶ How do the informal and formal assessments provide information to understand student progress toward the standards/objectives?
 - ▶ *The assessments correspond to each objective and will render evidence of students' progress.*

Examples of Key Understanding/Skills

Subject Area	Key Understanding/Skills
Performing Arts	Create, perform, or respond to music/dance/theater by applying artistic skills, knowledge and contextual understandings.
History-Social Studies	Use facts, concepts and interpretations or analyses to build and support arguments about a historical event, topic/theme, or social studies phenomenon
Science	Use scientific concepts and scientific inquiry to investigate and explain a real world phenomenon
Physical Education	Develop competencies in the psychomotor, cognitive, and/or affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness.

Subject Specific Handbooks

- Elementary Education (Literacy edTPA with Mathematics Assessment Task)
- Secondary Mathematics
- Secondary English/Language Arts
- Secondary History/Social Studies
- Secondary Science
- Early Childhood
- Middle Childhood (Math, HSS, Science and English/Language Arts)
- Physical Education
- Performing Arts (music, dance, theater)
- Visual Arts
- World Language
- Special Education

Under construction for 2013:

- Agriculture Education*
- Business Education*
- Classical Languages (includes Greek & Latin)*
- Educational Technology Specialist*
- English as an Additional Language (ESL/TESOL)*
- Family and Consumer Sciences*
- Health Education*
- Library Media Specialist*
- Reading Specialist*

Technology and Engineering Education

edTPA™

SICALE

Stanford Center for Assessment, Learning, & Equity

Inhale!

A DEEP DIVE INTO THE RUBRICS

Rubric blueprint

Task name: Rubric Title

Guiding Question

Level 1	Level 2	Level 3	Level 4	Level 5

TPA Rubrics exercise

- Small groups (4-5 ppl) + a rubric set (envelope)
- Assemble the rubric elements in progressive order of sophistication
- Locate key words that cued each level
- Identify how performance characteristics seem to change as you move up through the levels
- All done? → Switch envelopes

TPA Rubric Blueprint

Task name: Rubric Title				
Guiding Question				
Level 1	Level 2	Level 3	Level 4	Level 5
Struggling candidate, not ready to teach	Some skill but needs more practice to be teacher-of-record	Acceptable level to begin teaching	Solid foundation of knowledge and skills	Stellar candidate

Rubric 5: Planning Assessments to Monitor and Support Student Learning



Rubric Focus

How are the informal and formal assessments selected or designed to provide evidence to monitor students' comprehension, construction of meaning, and interpretations of complex text and their ability to show interpretations and responses to text in written form?



Rubric Guiding Question

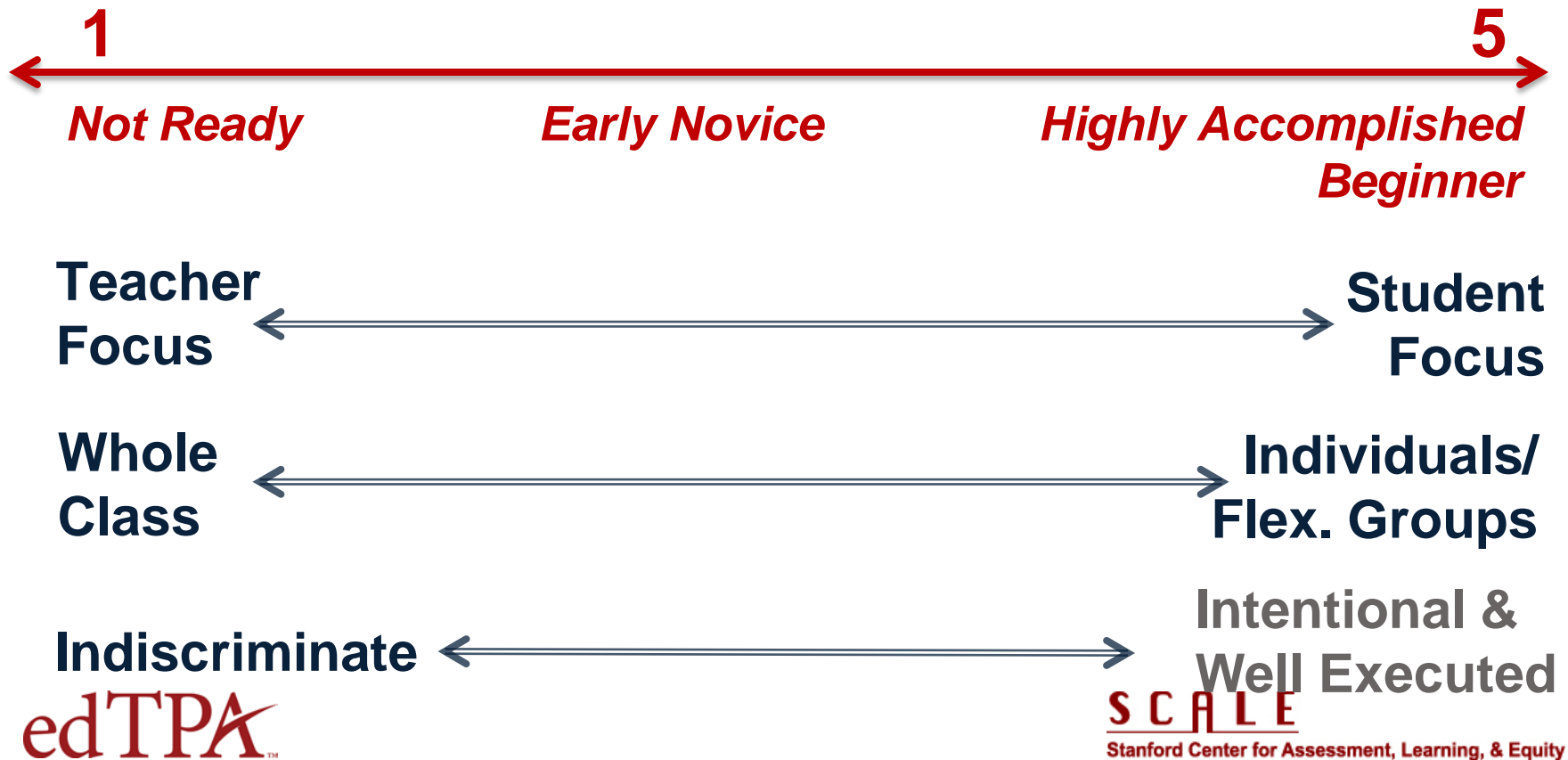
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The assessments ONLY provide evidence of students' literal comprehension of text.</p> <p>Assessment adaptations required by IEP or 504 plans are NOT made.</p>	<p>The assessments provide limited evidence to monitor students' comprehension, construction of meaning, OR interpretation of complex text during the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>	<p>The assessments provide evidence to monitor students' comprehension, construction of meaning, and interpretation of complex text OR their ability to show interpretations and responses to text in written form at different points the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>	<p>The assessments provide multiple forms of evidence to monitor students' progress toward comprehension, construction of meaning, and interpretation of complex text AND their ability to show interpretations and responses to text in written form throughout the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>	<p>Level 4 plus</p> <p>The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate and/or extend their learning.</p>

Rubric Performance Levels or Rubric Criteria

Assessments are **NOT aligned** with the **central focus and standards/learning targets** for the learning segment

Rubric progression

- ▶ Expanding repertoire of skills & strategies
- ▶ Deepening of rationale and reflection



Rubric 5: Planning Assessments to Monitor and Support Student Learning

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?

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>Assessment adaptations required by IEP or 504 plans are NOT made.</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>Assessment adaptations required by IEP or 504 plans are made.</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>Assessment adaptations required by IEP or 504 plans are made.</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>Assessment adaptations required by IEP or 504 plans are made.</p>	<p>Level 4 plus:</p> <p>The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</p>
<p>Assessments are NOT aligned with the central focus and standards/objectives for the learning segment.</p>				

Deepening understanding of the rubrics

- Partner talk
- Think about the progression of one rubric
- Note any other performance “trends” represented, with particular interest in trends that are shared by several rubrics
- Cite evidence of practice from your candidates
- All done? → Table share

Deepening understanding of the rubrics

- Imagining the evidence:
 - Note performance trends
 - Using the rubric you worked with and reflecting on recent supervision experience, cite some evidence of practice for each column

< 3, unsatisfactory, not ready

3 +, satisfactory and beyond

Deepening understanding of the rubrics

- Imagining the evidence

- Using the rubric you worked with and reflecting on recent supervision experience, cite some evidence of practice for each column

< 3, unsatisfactory, not ready

3 +, satisfactory and beyond

Focus on students

Intentionality

Presence, sophistication

Differentiation

Gates

Content

Deficit thinking

Contradict IEP or 504 plans

Part II: Looking at Student Work

October 17, 2012

Nicole Merino

Stanford Center for Assessment, Learning and
Equity

Goals of Workshop – Unpacking the Rubrics

- Make Connections and develop a common understanding of the evaluation criteria for the edTPA
- Identify key words and ideas that distinguish different levels of performance on the edTPA rubrics
- Reflect upon how our candidates are making sense of core elements of the edTPA and the implications for us as a TE community

As We Look At Our Candidate Sample of an edTPA ...

- Consider the evidence.
 - What evidence is provided and what does it demonstrate regarding effective teaching practices.
- Opportunity to learn about:
 - edTPA tasks and rubrics
 - how this candidate is making sense of their teaching practice in context.
 - possible implications for us as TEs.
- Consider how this connects to our work as Teacher Educators in our own contexts...

Reminders



- Honor the performance of the teacher candidates
- Rely on the evidence; try not to make interpretations or assumptions; Look for evidence that IS there
- Be mindful of the trap of being overly critical...Remember these are novice teachers---They are in the early stages of professional training in pedagogy

“TOP 3 List”

What I Teach My Candidates in Service of Developing Effective Teachers

- List them in 1 minute – GO
- Share them with 1 your colleagues at your table

“TOP 3 List”

What Do I Teach My Candidates in Service of Developing Effective Teachers?

- List them in 1 minute – GO
- Share them with 1 your colleagues at your table
- Consider these as the lenses through which to view the edTPA content we unpack and examine today

Digging in...



Central Focus

- Each discipline has *key understanding/skills*
- Secondary Math
 - Develop conceptual understanding, procedural fluency, and mathematical reasoning and/or problem solving skills as well as to communicate precisely.
- Candidates must show that they are helping students achieve the key understanding/skills of the specific discipline

Examples of Key Understanding/Skills

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edTPA “Records of Practice” and Tasks

1. Planning	2. Instruction	3. Assessment
<ul style="list-style-type: none">• Instructional and social context• Lesson plans and Instructional materials, student assignments• Planning Commentary	<ul style="list-style-type: none">• Video Clips• Instruction Commentary	<ul style="list-style-type: none">• Analysis of whole class assessment• Analysis of learning and feedback to THREE students• Assessment Commentary
<p style="text-align: center;">Analysis of Teaching Effectiveness Academic Language Development</p>		

Assessment – Task 3

Rubric	Focus
Rubric 11	Analysis of Student Learning
Rubric 12	Using Feedback to Guide Further Learning
Rubric 13	Student Use of Feedback
Rubric 14	Analyzing Students' Language Use
Rubric 15	Using Assessment to Inform Instruction

Just a Reminder...

Please READ before you DISCUSS!

