The edTPA

An introduction for Classroom Mentor Teachers and University Mentors
Metrics for Educators

• All educators: **OTES**
  • (Ohio Teacher Evaluation System)

• Novice teachers: **RESA**
  • (Resident Educator Summative Assessment)

• Student Teachers: **edTPA**
  • (Educative Teacher Performance Assessment)
The edTPA

• Of these assessments, you probably know the least about the edTPA.

• This brief slide show is intended to help you understand its requirements for your teacher candidate, as well as implications for you, the classroom teacher or University Mentor.
What is the edTPA?

- National capstone assessment for student teachers. (May not be completed earlier.)
  - Subject-specific
  - Performance-based

- Designed by faculty at Stanford University, with input from teacher educators & K – 12 teachers.

- Currently adopted by 30+ states in some form:
  - Licensure requirement, and/or
  - Program completion requirement

- Evidence submitted as electronic portfolio to Pearson Education during early student teaching
  - Designed to judge a teacher candidate’s readiness to teach
  - Intended to be predictive of effective teaching/student learning.
Shift in Thinking

...From: “We got through the material.”

...To: “How have I impacted student learning?”

...From: “But I’ve always wanted to be a teacher!”

...To: “Look...I can teach!”

“There is growing agreement that individuals entering teaching must be prepared to meet the academic needs of all students. With new, higher standards and greater diversity among students, teachers must develop more sophisticated teaching skills and be able to use them from the first day they enter the classroom.”

The edTPA Requires Teacher Candidates to Demonstrate Skills in...

I. Planning for Instruction & Assessment
II. Instructing & Engaging Students in Learning
III. Assessing Student Learning
## Structure of edTPA Portfolio

<table>
<thead>
<tr>
<th>Planning</th>
<th>Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional and social context</td>
<td>• Video Clips (2 clips totaling no more than 20 minutes)</td>
<td>• Analysis of whole class assessment</td>
</tr>
<tr>
<td>• Lesson plans and Instructional materials, student assessments</td>
<td>• Instruction Commentary</td>
<td>• Analysis of learning and feedback to THREE students</td>
</tr>
<tr>
<td>• Planning Commentary</td>
<td></td>
<td>• Assessment Commentary</td>
</tr>
</tbody>
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Analysis of Teaching Effectiveness
Academic Language Development
The Teaching – Learning Cycle

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

Student Learning

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

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

Academic Language
Using Data to Inform Instruction
Justifying Planning Decisions
Analyzing Teaching Academic Language
Task I:
Planning for Instruction & Assessment

• Student Teacher submits...
  • 3 – 5 sequential lesson plans
  • Planned assessment(s)
  • Ancillary materials
  • 9-page response justifying thinking behind plans/assessment

• Key foci:
  • Central focus
  • Alignment of focus, objectives, procedures, assessments
  • Using knowledge of students to plan instruction
  • Differentiation
  • Supporting students in mastering/using unfamiliar Academic Language:
    • What demands will this place on students?
Task II: Instructing & Engaging Students in Learning

• Student Teacher submits...
  • One - two 10-minute unedited video clips of instruction
  • Responses to prompts (six typed pages)

• Key foci:
  • Promoting a positive learning environment
  • Student *engagement* (vs. participation)
  • Differentiating instruction/assessment
  • Deepening/extensiong student learning
  • Academic language supports & student use
  • Analysis of teaching
Task III: Assessing Student Learning

- Student Teacher submits...
  - Assessment instrument
  - Evaluation criteria
  - Chart detailing assessment results
  - 3 student work samples (with evidence of teacher feedback)
  - Evidence of student academic language use
  - 10 single-spaced typed pages in response to prompts
  - Some subject areas submit up to 10 minutes of video evidence.

- Key foci:
  - Analyzing whole-class, subgroup, individual learning patterns
  - Language supports provided to students
  - Students’ academic language understandings/use
  - Next instructional steps
Evaluation

• External Pearson-trained content experts (educators, administrators, etc.) score portfolios against evidence-based criteria for effective teaching.

• Generally, 15 rubrics cover all aspects of three key tasks & five foci:
  ◆ Planning
  ◆ Instruction
  ◆ Assessment
  ◆ Academic Language
  ◆ Analysis of Teaching
High-stakes Capstone Evaluation

- Completing the edTPA is a student teaching requirement
- Cost to student teachers: $300
  - Pays for...
    - edTPA handbooks
    - Submission website & support
    - Trained scorers
    - Score reports
    - Associated services
- A rigorous process that takes several weeks to complete.
- Prepares teacher candidates for Ohio’s RESA.
- Passing may eventually become Ohio licensure requirement.
- Until then, the state encourages its use, and most major Ohio teacher prep programs utilize the edTPA.
Impact on Student Teachers

• The edTPA should be a natural part of regular classroom planning, instruction, and assessment.
• STs need to teach and film these lessons and administer planned assessments as part of normal instruction.
• Should not consume classroom teacher time or interfere with ST’s classroom responsibilities.
• STs are NOT to otherwise work on edTPA during the school day. Written edTPA commentary and analysis is to be completed on the ST’s own time outside the school day!

**Important Note: STs are required by the College of Ed to submit complete daily lesson plans to CMT & UM for early approval...not just during edTPA!**

• Remember, however...
  • Completing the edTPA is stressful! (Lots of writing/thinking)
    • Much less stressful if TCs are organized and stay on top of tasks. Those who procrastinate suffer!
    • For most, portfolio is due by mid-March so scores can be received prior to end of semester.
  • Institution’s scores are published and compared across state.
  • So far, BGSU candidates have done very well.
What Can/Should Cooperating Teachers, UMs Do to Help?

• Not much!
  • The edTPA is an assessment of the student teacher’s knowledge, abilities, skills at this early point in his/her career.

• What may be done:
  • Assign unit topics early, so intern can complete Task I ASAP.
  • Confer with intern about edTPA requirements.
  • Hold normal conversations about lesson/unit plans, other duties.
  • Help STs think deeply and reflectively! Ask questions dealing with...
    • lesson alignment (Do assessments and procedures match unit focus/lesson objectives?)
    • why/how assessments are appropriate
    • how learning activities, instruction, questions promote deep learning
    • which students need differing instruction/assessment, and how that is implemented
    • how academic language is taught and student use supported
    • how written/oral feedback helps students deepen grasp of concepts
    • Implications of assessment data for ST and student groups/individuals
More Permissible Help

• Allow intern to teach early, film often, conform with edTPA requirements.
• Be cooperative in allowing intern to send video release form to parents.
  • *Note that since artifacts will be uploaded to a third-party website (Pearson Education), school districts’ “blanket” permission forms are generally insufficient.*
• Assist with videotaping, if possible.
• Some campus instructors schedule one edTPA writing day.
  • (Writing days vary by program/major, depending on availability of campus lab space. Seminar instructor will communicate date.)
• Be positive about the learning/growth that can result from completing the edTPA.
• *Realize that your student teacher will be under considerable stress!*
What You Should NOT Do

- **Do not**...
  - specifically dictate to your student teacher *detailed, step-by-step* instructions for planning, instruction, & assessment.
  - refuse to allow him/her to teach inquiry-based lessons, etc., as required for the edTPA (and good teaching).
  - tell your ST what to write in response to prompts.
  - complain or be negative about the edTPA, regardless of your personal thoughts.
  - Allow your student teacher to defer ST responsibilities until after edTPA is completed!

*Again, CMTs and Ums may confer with student teachers & make suggestions about lesson plans, assessments, classroom management, etc., as customary. However, interns should have many ideas of their own, and should be fairly adept at crafting, developing them in early student teaching. Ultimately, the instructional plans, assessments, etc., should largely be the intern’s own work, with input from you.*
Resources for Student Teachers

◆ edTPA Handbooks:
  ◆ Business Education
  ◆ Early Childhood Education
  ◆ Middle Childhood (Math, Science, Social Studies, & English/Language Arts)
  ◆ Secondary Mathematics
  ◆ Secondary English/Language Arts
  ◆ Secondary History/Social Studies
  ◆ Secondary Science
  ◆ Physical Education
  ◆ Performing Arts (music, dance, theater)
  ◆ Special Education
  ◆ Visual Arts
  ◆ World Language

◆ The student teaching seminar instructor!
Resources for You

- Pearson edTPA website: [www.edtpa.com](http://www.edtpa.com)
- General information:
  - [http://edtpa.aacte.org/](http://edtpa.aacte.org/)
- Questions:
  - edTPA-support@aacte.org
- AACTE University of Minnesota edTPA Power Point:
  - [http://edtpa.aacte.org/](http://edtpa.aacte.org/)
Questions?

• Contact your teacher candidate’s seminar instructor

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