edTPA Implementation:
Lessons Learned from the Field Test

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Agenda

• Your Questions
• edTPA Purpose and Policy Context
• Field Test by the Numbers
  – Lessons learned
  – Benefits
  – Cautions
What is the edTPA?

The Cocktail Party Definition

The Teacher Performance Assessment (edTPA) is a student centered, subject specific, multiple measure assessment of teaching. It is designed to be *educative* and *predictive of effective teaching and student learning*. 
Where the edTPA fits in

A scalable assessment that:

• Provides evidence of teaching quality – readiness to teach
• Supports teacher preparation program renewal
• Informs programs & policy makers about qualities of teaching associated with student learning
edTPA Development

- Stanford University faculty and staff have been involved in the past 25-years in the development of performance-based assessments of teaching (including the National Board for Professional Teaching Standards, the InTASC portfolio, and the Performance Assessment for California Teachers)
- Reflects substantive advice from teachers and teacher educators
- Input from design and review team members comprised of university faculty, national subject matter organization representatives and K-12 teachers
edTPA as Part of a Multiple Measures Assessment System

Embedded Signature Assessments (campus designed examples)

- Child Case Studies
- Analyses of Student Learning
- Analyses of Curriculum/Teaching

Observation/Supervisory Evaluation & Feedback

TPAC Capstone Assessment

Integration of:
- Planning
- Instruction
- Assessment
- Analysis of Teaching
- Academic Language

SCALE
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<table>
<thead>
<tr>
<th>Planning</th>
<th>Instruction</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Instructional and social context</td>
<td>Video Clips</td>
<td>Analysis of whole class assessment</td>
</tr>
<tr>
<td>Lesson plans and Instructional materials, student assignments</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>
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Analysis of Teaching Effectiveness
Academic Language Development
Building a Profession From the Grass Roots: edTPA by the Numbers

• States = 25
• Campuses = 160+
• Teacher Candidates = 7200
• Scorers (IHE and K-12) = 500+
• Subject Specific design/review team members (including national subject matter project representatives) = 120+
• Content Validation reviewers = 100+
• Benchmarkers and Scoring Trainers = 120
• Bias Review Members = 10
The Cases of Implementation

• Why do it?
• What worked? What did you learn?
• How have programs changed?
• Cautions or caveats?
Thank you!

- [http://edtpa.aacte.org/](http://edtpa.aacte.org/)
- General Questions
  - [TPA-support@aacte.org](mailto:TPA-support@aacte.org)
- Join TPAC Online
  - [http://tpaconline.ning.com/](http://tpaconline.ning.com/)
Other info?

• Additional slides follow with details on architecture, inquiry/compliance implementation, Pearson’s roles
Alignment with standards

- Common Core
- InTASC
  - In progress
    - NCATE/CAEP
    - SPAs
Learning Centered Design Principles: Educative Focus

- Discipline Specific: embedded in curriculum within and across grade levels
- Student Centered: examines teaching practice in relationship to student learning
- Analytic: provides feedback and support along targeted dimensions.
- Integrative: supports a multiple measures assessment of teaching
edTPA
A summative assessment of teaching practice

• “Learning Segment” of 3-5 days
• Plans based on context and knowledge of students
  o Academic prior learning and prerequisite skills
  o Personal/cultural/community assets
    o Everyday experiences, cultural backgrounds, practices and interests
  o Language development in support of content understandings
• Collection of artifacts and commentaries
Subject Specific Handbooks

• Elementary (Literacy TPA with Mathematics Assessment Task)
• Elementary Literacy
• Elementary Mathematics
• Secondary Mathematics
• Secondary English/Language Arts
• Secondary History/Social Studies
• Secondary Science
Subject Specific Handbooks

- 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:

Health Education
TESOL/ESL
Agriculture
Business
Family/Consumer Science
Tech Education
Library Media Specialist
Student Learning

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

edTPA

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Rubric progression

Expanding repertoire of skills & strategies
Deepening of rationale and reflection

1

Not Ready

Teacher Focus

Indiscriminate

Whole Class

5

Early Novice

Highly Accomplished

Beginner

Student Focus

Individuals/Flex. Groups

Intentional & Well Executed

edTPA

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<th>Guiding Question</th>
<th>Level 1</th>
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<th>Level 3</th>
<th>Level 4</th>
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<tr>
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<td>Some skill but needs more practice to be</td>
<td>Acceptable level to begin</td>
<td>Solid foundation of knowledge and skills</td>
<td>Stellar candidate – sophisticated practice</td>
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<td>to teach</td>
<td>teacher-of-record</td>
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Compliance?
“Cultures of Evidence”

- Critical and collegial conversations about edTPA adoption
- Inquiry and program improvement (not compliance) as motivational orientation
- Strategic inclusion of faculty in examining cases of candidate performance at regularly scheduled events
- Affirmation of program values and identity
- Deepens candidate understanding and practice
  
  – From Peck and McDonald’s Study of PACT Implementation (2011)
What’s in it for the candidates?

• An authentic, educative assessment
• Charts their early professional development progression
• Prepares them for the new teacher evaluation system
• Poises them for earlier application for National Board certification
What’s in it for our P-12 School Partners?

• Provides a **sharper focus** on teaching practices that impact student learning

• Candidates, as **prospective hires**, are practicing to address more directly what administrators value

• Minimal to no new impact on classrooms and the work of cooperating teachers in terms of student teaching

• Potentially a very positive impact in terms of generating **rich discussion** of teacher effectiveness
Pearson – National Evaluation Systems

- Serves as Stanford’s operational partner
- Supports Stanford and AACTE with assessment development processes and technical review
- Enables scale up and sustainability
Pearson’s Role in Scale-Up and Sustainability

- edTPA usage at - Introductory, Exploratory, Scaling-up, and Implementation

- Web-based services for candidate registration, assembly of artifacts, faculty/supervisor feedback, final submission for official edTPA scoring and performance information
Who Scores?

- IHE faculty and K-12 Educators who:
  - Are subject matter experts
  - Have taught in that subject in the past 3 years (or taught methods or supervised student teachers in that field)
  - Have experience mentoring or supervising beginning teachers
Pearson’s Role in Scale-Up and Sustainability

- Scoring services – recruitment, training and qualification of all scorers, scoring for all submitted edTPA responses

- Reporting services – generation of all official score reports and performance information to candidates and institutions of record
Q and A

- What questions do you have?