

# NY Task Force edTPA Overview

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# edTPA: A Capstone in a Multiple Measures Assessment System

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Campus designed formative assessments  
and coursework

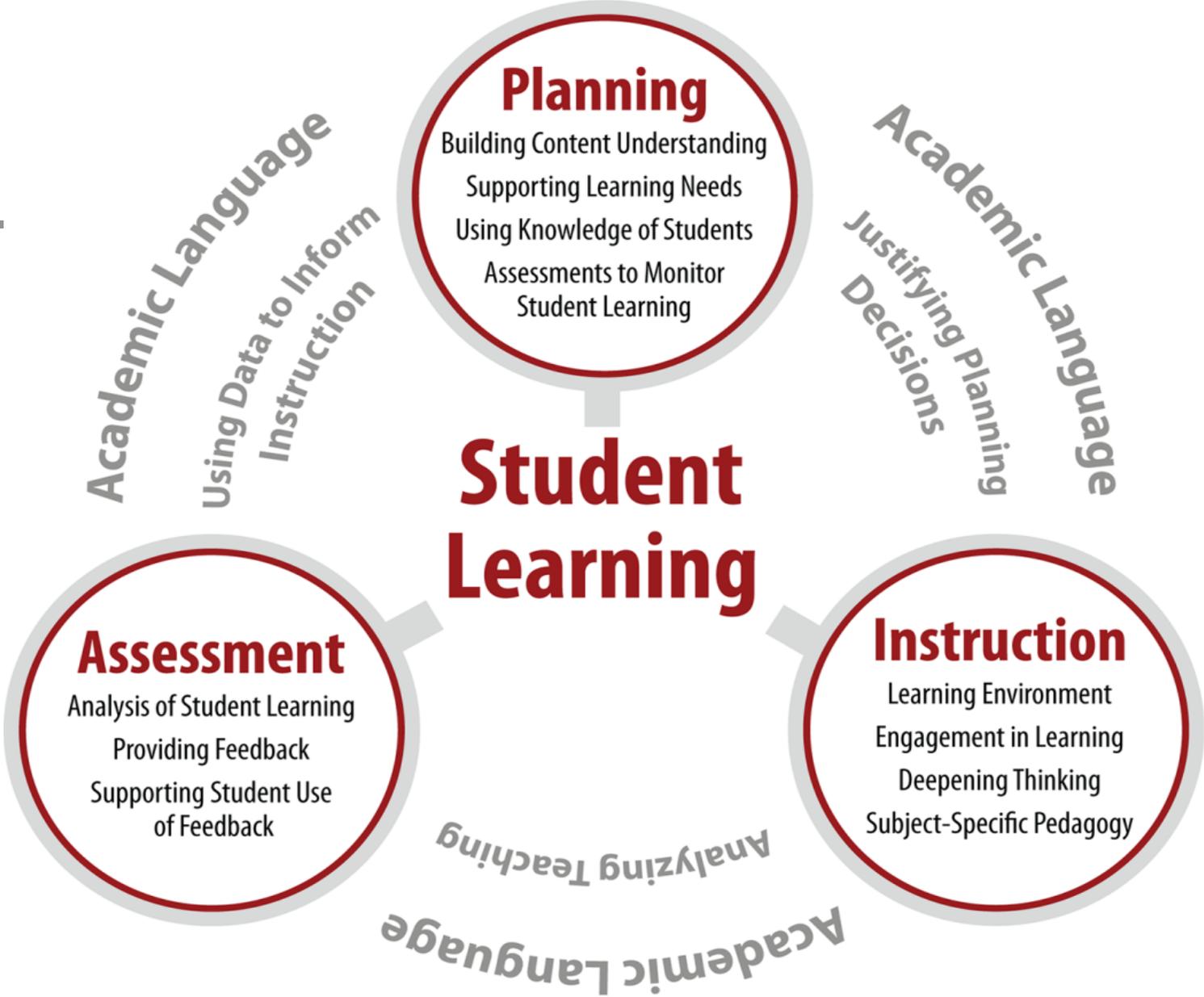
edTPA as Capstone  
Assessment

Observation/Supervisory  
Evaluation & Feedback in Clinical  
Placements

Basic Skills and  
Subject Matter Knowledge

## Integration of:

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



# Subject Specific Teaching and Learning

<b>Elementary Literacy</b>	An essential strategy for comprehending or composing text and the requisite skills that directly support that strategy.
<b>Secondary English Language Arts</b>	Comprehend, construct meaning from, and interpret complex text Create a written product interpreting or responding to complex features of a text
<b>Secondary Science</b>	Use of science concepts and the ability to apply scientific practices through inquiry to develop evidence based explanations for a real-world phenomenon.
<b>Secondary History/Social Studies</b>	Facts and concepts, and interpretations or analyses to build and support arguments about historical events, a topic/theme, or social studies phenomenon.
<b>Secondary Mathematics</b>	Conceptual understanding Procedural fluency Mathematical reasoning and/or problem solving skills

# edTPA “Records of Practice”

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

# Five Scoring Components

## Components of Teaching Practice

- ① Planning
- ② Instruction
- ③ Assessment of Literacy
- ④ Analyzing Teaching
- ⑤ Academic Language

## 15 Rubrics

### Instruction Rubrics

#### Rubric 6: Learning Environment

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The clips reveal evidence of <b>disrespectful interactions</b> between teacher and students or between students.</p> <p><b>OR</b></p> <p>Candidate allows <b>disruptive behavior</b> to interfere with student learning.</p>	<p>The candidate <b>demonstrates respect</b> for students.</p> <p>Candidate provides a learning environment that <b>serves primarily to control student behavior</b>, and minimally supports the learning goals.</p>	<p>The candidate demonstrates <b>rapport with and respect</b> for students.</p> <p>Candidate provides a <b>positive, low-risk social environment</b> that reveals <b>mutual respect among students</b>.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>Candidate provides a <b>challenging learning environment</b> that <b>promotes mutual respect</b> among students.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>Candidate provides a challenging learning environment that <b>provides opportunities to express varied perspectives</b> and promotes mutual respect among students.</p>

### Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

How does the candidate use knowledge of his/her students to justify instructional plans?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate's justification of learning tasks is either <b>missing</b> <b>OR</b> <b>represents a deficit view</b> of students and their backgrounds.</p>	<p>Candidate justifies learning tasks with <b>limited attention to students'</b></p> <ul style="list-style-type: none"> <li>• <b>prior academic learning</b></li> <li><b>OR</b></li> <li>• <b>personal/cultural/community assets.</b></li> </ul>	<p>Candidate <b>justifies why</b> learning tasks (or their adaptations) <b>are appropriate using examples of students'</b></p> <ul style="list-style-type: none"> <li>• <b>prior academic learning</b> <b>OR</b></li> <li>• <b>personal/cultural/community assets.</b></li> </ul> <p>Candidate makes <b>superficial connections to research and/or theory.</b></p>	<p>Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students'</p> <ul style="list-style-type: none"> <li>• <b>prior academic learning</b></li> <li><b>AND</b></li> <li>• <b>personal/cultural/community assets.</b></li> </ul> <p>Candidate makes <b>connections to research and/or theory.</b></p>	<p><b>Level 4 plus:</b> Candidate's justification is supported by <b>principles from research and/or theory.</b></p>

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## 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 <b>only provide evidence</b> of students' procedural skills and/or factual knowledge.</p> <p><b>OR</b></p> <p>Candidate does not attend to <b>ANY ASSESSMENT</b> requirements in IEPs and 504 plans.</p>	<p>The assessments <b>provide limited evidence to monitor students'</b></p> <ul style="list-style-type: none"> <li>conceptual understanding,</li> <li>procedural fluency, <b>AND</b></li> <li>mathematical reasoning and/or problem-solving skills</li> </ul> <p><b>during the learning segment.</b></p>	<p>The assessments <b>provide evidence</b> to monitor students'</p> <ul style="list-style-type: none"> <li>conceptual understanding,</li> <li>procedural fluency, <b>AND</b></li> <li>mathematical reasoning and/or problem-solving skills</li> </ul> <p>during the learning segment.</p>	<p>The assessments provide <b>multiple forms of evidence</b> to monitor students' <b>progress</b> toward developing</p> <ul style="list-style-type: none"> <li>conceptual understanding,</li> <li>procedural fluency, <b>AND</b></li> <li>mathematical reasoning and/or problem-solving skills</li> </ul> <p><b>throughout</b> the learning segment.</p>	<p><b>Level 4 plus:</b></p> <p>The assessments are <b>strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</b></p>

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## Rubric 8: Deepening Student Learning

How does the candidate elicit responses to promote thinking and to develop conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does most of the talking and students provide few responses.</p> <p><b>OR</b></p> <p>Candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</p>	<p>Candidate elicits student responses related to understanding</p> <ul style="list-style-type: none"> <li>• mathematical concepts,</li> <li>• procedures, <b>OR</b></li> <li>• mathematical reasoning and/or problem-solving skills.</li> </ul>	<p>Candidate elicits and builds on students' responses to develop understanding of</p> <ul style="list-style-type: none"> <li>• mathematical concepts,</li> <li>• procedures, <b>AND</b></li> <li>• mathematical reasoning and/or problem-solving skills.</li> </ul>	<p>Candidate facilitates interactions among students so they can evaluate their own abilities to understand and apply</p> <ul style="list-style-type: none"> <li>• mathematical concepts,</li> <li>• procedures, <b>AND</b></li> <li>• mathematical reasoning and/or problem-solving skills.</li> </ul>

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# Assessment Rubrics

## Rubric 11: Analysis of Student Learning

How does the candidate analyze evidence of student learning of conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The analysis is <b>superficial or not supported</b> by either student <b>work samples or the summary of student learning</b>.</p> <p><b>OR</b></p> <p>The evaluation criteria, learning objectives, and/or analysis are <b>not aligned with each other</b>.</p>	<p>The analysis <b>focuses on what students did right OR wrong</b> and is <b>consistent with the summary</b>.</p> <p><b>OR</b></p> <p>The analysis <b>focuses solely on students' ability to apply procedures and/or their factual knowledge</b>.</p>	<p>The analysis focuses on what students did right <b>AND</b> wrong and is consistent with the summary.</p> <p><b>AND</b></p> <p>Analysis includes <b>some differences in whole class learning</b>.</p>	<p>Analysis uses specific examples from work samples to <b>demonstrate patterns of learning consistent with the summary</b>.</p> <p><b>AND</b></p> <p>Patterns of learning are <b>described for whole class</b>.</p>	<p>Analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of <b>learning for individuals or groups</b>.</p>

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# National Review Processes

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- Online Community, faculty, candidates
- National User Group/ Design Team
- Subject Specific Design Teams (content validation, SPA, PACT users)
- Systematic monitoring of candidate performance
- Scoring Trainers, supervisors and benchmarkers
- State Leads
- State Advisory and Technical Advisory groups
- National Policy Advisory and Technical Advisory