edTPA®

Assessment & Support System

Fall 2019 OCTEO Conference

Jerry Bush
Jerry.Bush@pearson.com
615-417-2416

Kellie Crawford
Kellie.Crawford@pearson.com
304-549-4869

edTPA Updates

- edTPA Today
- Updates and Announcements
- New Resources
- Candidate Performance Data
- System of Support

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Who is Involved?

edTPA Today

- Over **870** participating education preparation programs

- Presence in over **44** states

- **20** states with edTPA related policy

- More than **10,660** members included in the edTPA Online Community
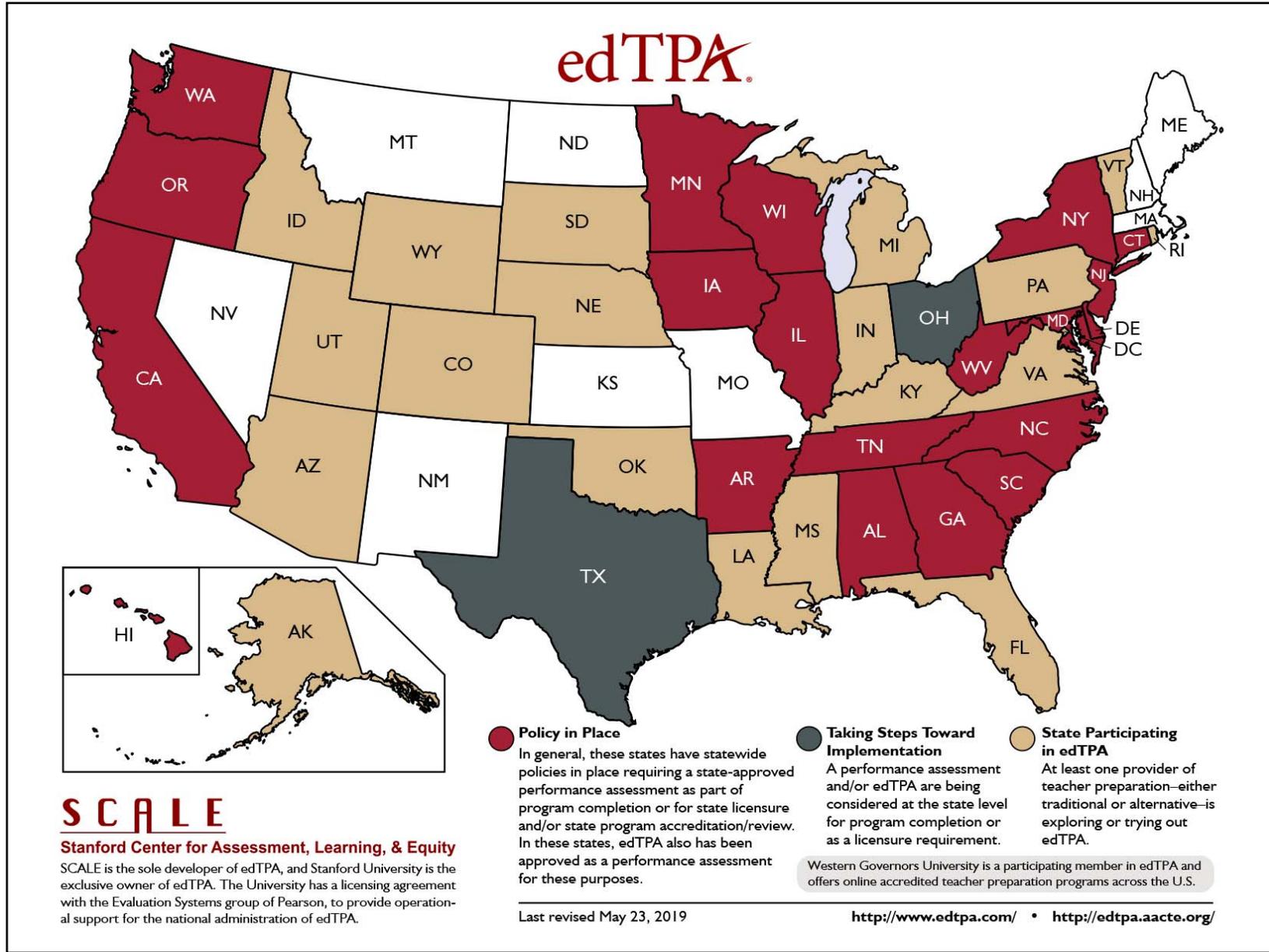
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SCALE
Stanford Center for Assessment, Learning, & Equity
SCALE is the sole developer of edTPA, and Stanford University is the exclusive owner of edTPA. The University has a licensing agreement with the Evaluation Systems group of Pearson, to provide operational support for the national administration of edTPA.

Policy in Place
In general, these states have statewide policies in place requiring a state-approved performance assessment as part of program completion or for state licensure and/or state program accreditation/review. In these states, edTPA also has been approved as a performance assessment for these purposes.

Taking Steps Toward Implementation
A performance assessment and/or edTPA are being considered at the state level for program completion or as a licensure requirement.

State Participating in edTPA
At least one provider of teacher preparation—either traditional or alternative—is exploring or trying out edTPA.

Western Governors University is a participating member in edTPA and offers online accredited teacher preparation programs across the U.S.

Last revised May 23, 2019   http://www.edtpa.com/   •   http://edtpa.aacte.org/

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**
  - 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**

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Updates and Announcements

SCALE's Annual Teacher Performance Assessment Conference

***Preparing the Workforce for Equitable
Teaching and Learning***

- March 26-28, 2020
- Austin, TX
- A call for proposals is open through November 4th. More information is available at https://tpaconference.com/

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2018 Administrative Report
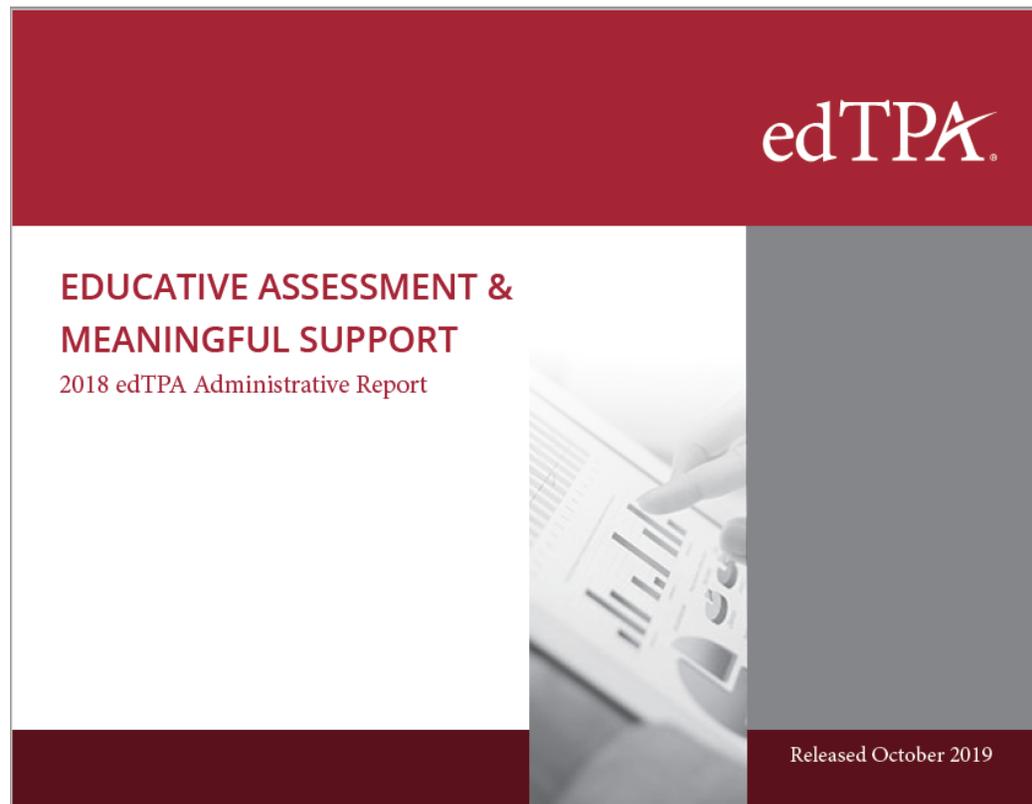
2018 Administrative Report

Reliability and Validity Evidence
- Inter-rater Agreement
- Internal Consistency
- Internal Structure

Candidate Performance
- Overall Scores
- Task and Rubric Scores
- Performance by Content Field
- Performance by Consequential Use
- Modeled Candidate Passing Rates
- Performance By Demographic Subgroups

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School Librarian/Library Specialist Handbook

Based on input from a national panel of library educators and consistent with the recently released National School Library Standards (AASL 2018). School Librarian/Library Specialist handbook has been updated and available for preview in the Resource Library.

The handbook is **not intended for consequential use by candidates in your program until Fall 2020**.

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School Librarian/
Library Specialist

Assessment Handbook
Version 07

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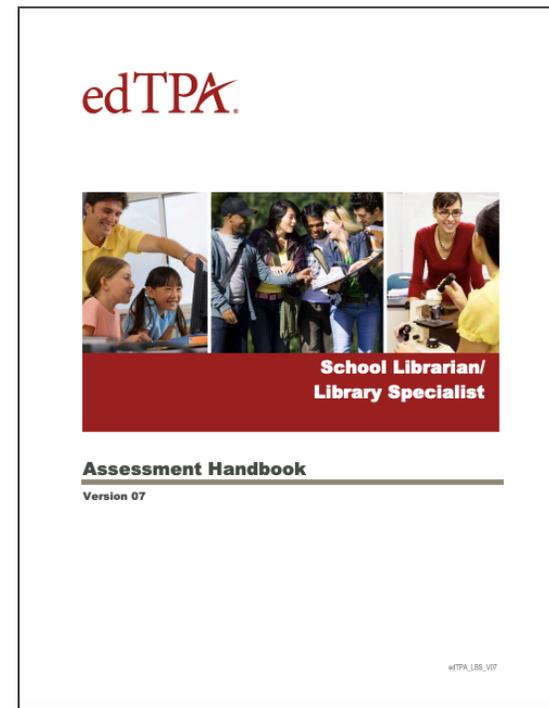
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Career-Technical Education Handbook

The development of the Career-Technical Education handbook is currently in the field test stage. For more information on the handbook or to participate in development activities, please contact Jerry Bush.

The handbook is scheduled for operational use for Fall 2020.
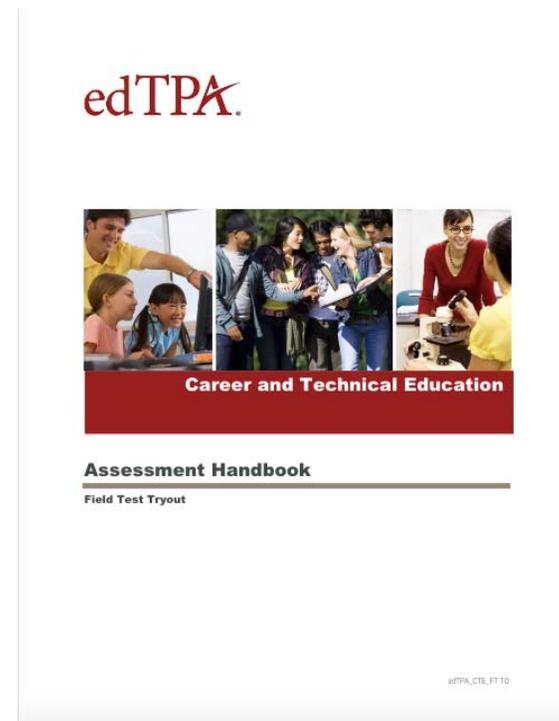
New Resources

edTPA EPP Implementation Guide: Effectively Implementing edTPA for Educator Preparation Programs

September 2019

EFFECTIVELY IMPLEMENTING edTPA

For Educator Preparation Programs

SCALE   edTPA

- Provides step-by-step strategies for supporting candidates, P-12 partners, and other users
- Tested examples for successful implementation
- Detailed guidance on getting started with edTPA
- Developing an inquiry stance towards the process of completing the assessment analyzing the impact and value of edTPA

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edTPA Operational Support Guide

- edTPA Registration
- Accessing Resources and Materials
- edTPA ePortfolio
- Preparing and Submitting the portfolio
- Requesting Alternative to Video
- Score Reporting
- Candidate/Faculty Support
- Voucher

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Candidate Performance Data

Using edTPA Data

Connections to CAEP

edTPA Rubric	Construct Measured	CAEP Standard	
R1 - Planning for Content Learning:	Candidate's plans for instruction address content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.4	1.5 3.3
R2 - Planning to support varied student learning needs	Candidate uses knowledge of his/her students to target support for students to develop content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.4	3.3 3.6
R3 - Using knowledge of students to inform teaching and learning	Candidate uses knowledge of his/her students to justify instructional plans	1.1 1.2 1.4	1.5 3.3
R4 - Identifying and Supporting Language Demands	Candidate identifies and supports language demands associated with content learning tasks	1.1 1.2 1.3 1.4	1.5 3.3 3.5 3.6
R5 - Planning Assessments to Monitor and Support Student Learning	Candidate selects or designs informal and formal assessments to monitor students' progress toward developing content-specific skills, concepts, strategies, and/or processes	1.1 1.2	1.4 1.5
R6 - Learning Environment	Candidate demonstrates a positive learning environment that supports students' engagement in learning	1.1 1.2 1.4 1.5	3.3 3.6
R7 - Engaging Students in Learning	Candidate actively engages students in developing content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.3 1.4	1.5 3.3 3.5 3.6

Connections to CAEP

edTPA Rubric	Construct Measured	CAEP Standard	
R8 - Deepening Student Knowledge	Candidate elicits student responses to promote thinking and to develop content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.3	1.4 1.5 3.5
R9 - Subject-Specific Pedagogy	Candidate uses subject specific pedagogical strategies and/or materials to support students' understanding of content-specific skills, concepts, strategies and/or processes	1.1 1.2 1.3	1.4 1.5 3.5
R10 - Analyzing Teaching Effectiveness	Candidate uses the analysis of what students know and are able to do to plan next steps in instruction	1.1 1.2 1.4	1.5 3.3 3.6
R11 - Analysis of Student Learning	Candidate analyzes evidence of student learning of content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.4	1.5 3.6
R12 - Providing Feedback to Guide Learning	Candidate provides feedback to focus students that addresses their strengths and needs	1.1 1.2 1.4	1.5 3.6
R13 - Student Use of Feedback	Candidate provides opportunities for students to use feedback to guide their further learning	1.1 1.2 1.4	1.5 3.6
R14 - Analyzing Students' Language Use and Content Learning	Candidate analyzes students' use of language to develop content understanding	1.1 1.2 1.3 1.4	1.5 3.3 3.6
R15 - Using Assessment to Inform Instruction	Candidate uses the analysis of what students know and are able to do to plan next steps in instruction	1.1 1.2 1.3 1.4	1.5 3.3 3.5 3.6

Ohio vs. National Data
July 1, 2018 – June 30, 2019

13 Rubric Handbooks		
	N	Mean
Ohio	52	35.5
National	1,108	35.2

15 Rubric Handbooks		
	N	Mean
Ohio	3,311	43.0
National	41,538	43.8

18 Rubric Handbooks		
	N	Mean
Ohio	N/A	N/A
National	11,696	51.9

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Handbook Means – Ohio & National

Ohio and National Mean Scores
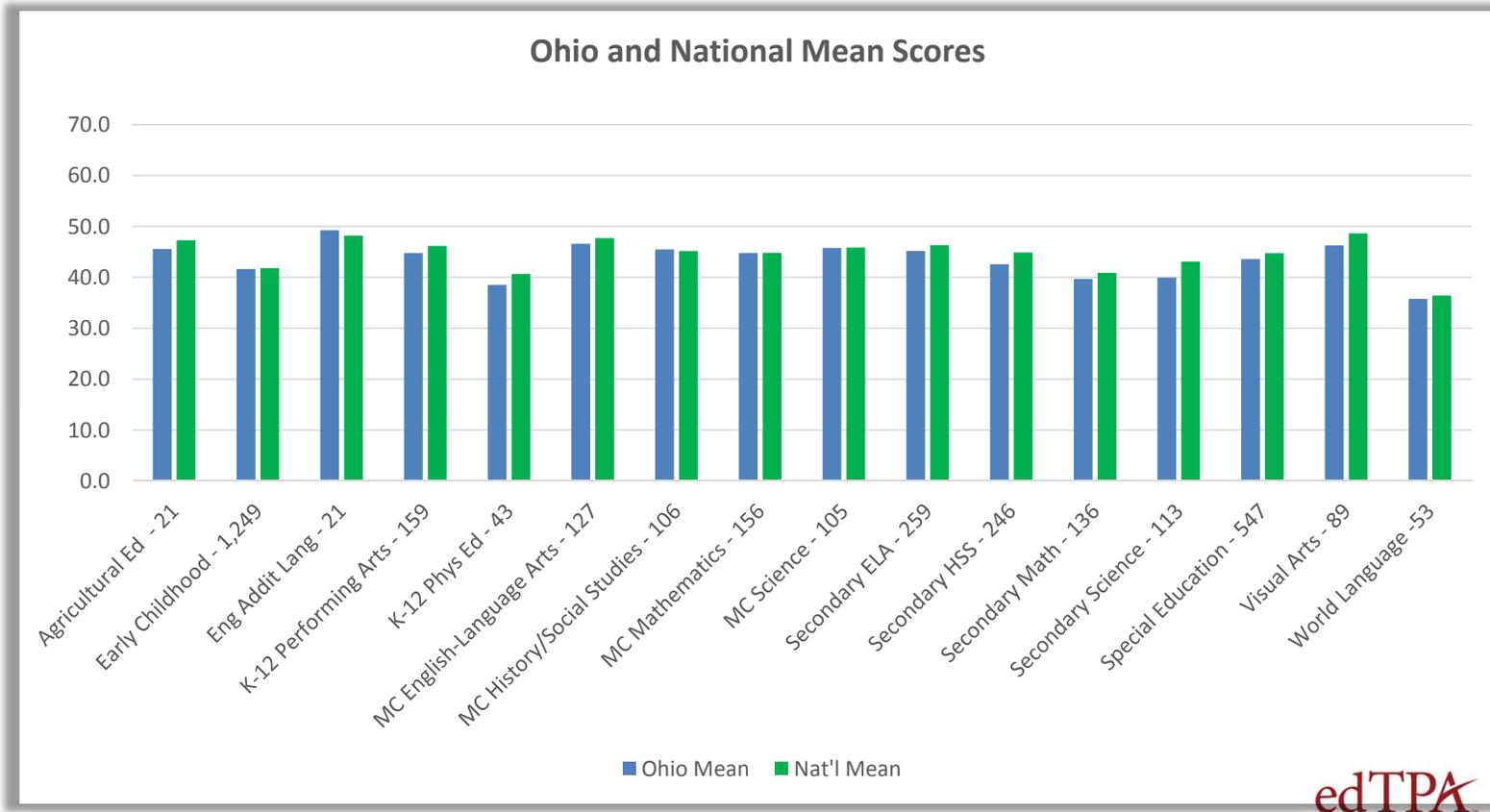
Ohio and National Task Means
Early Childhood

N = 1,249
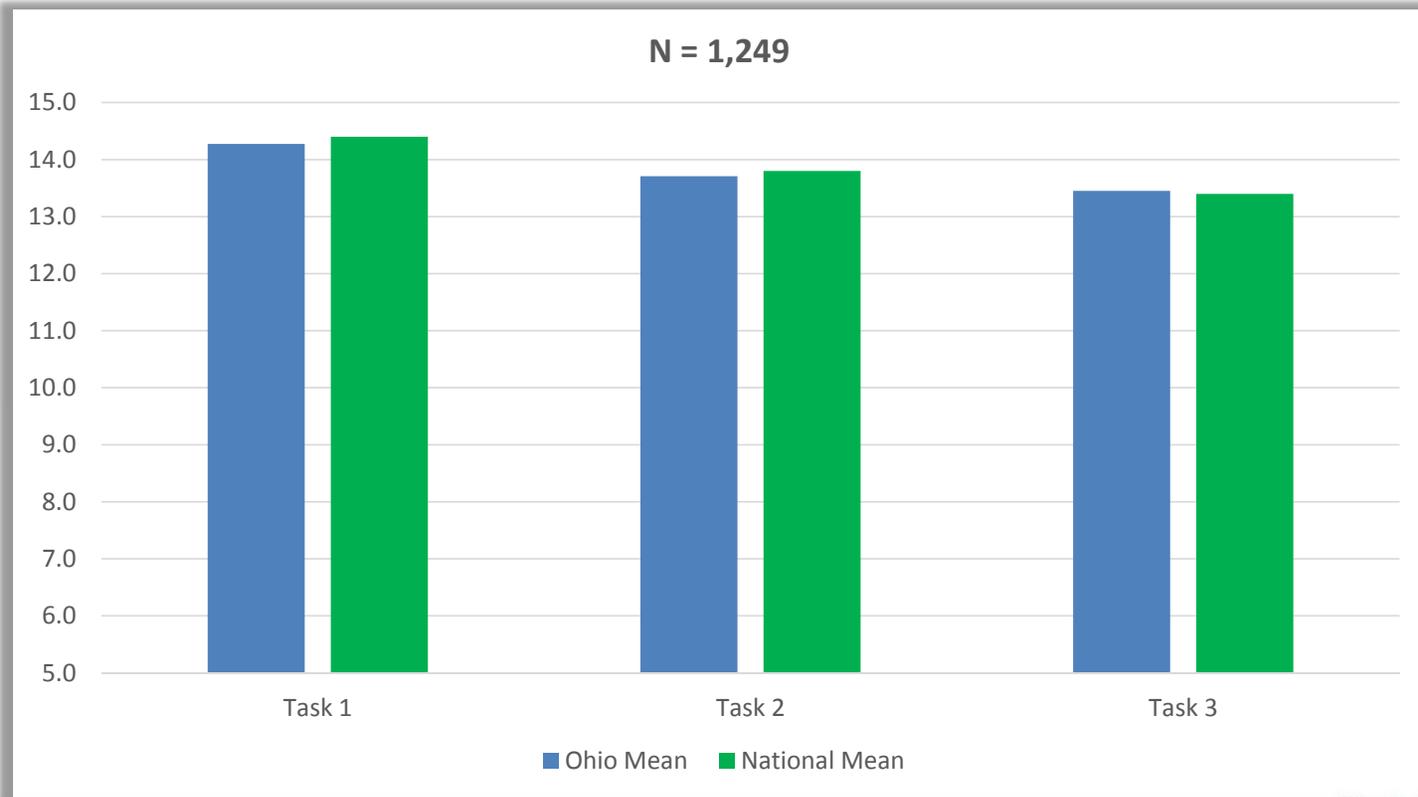
Ohio and National Rubric Means Early Childhood

N = 1,249
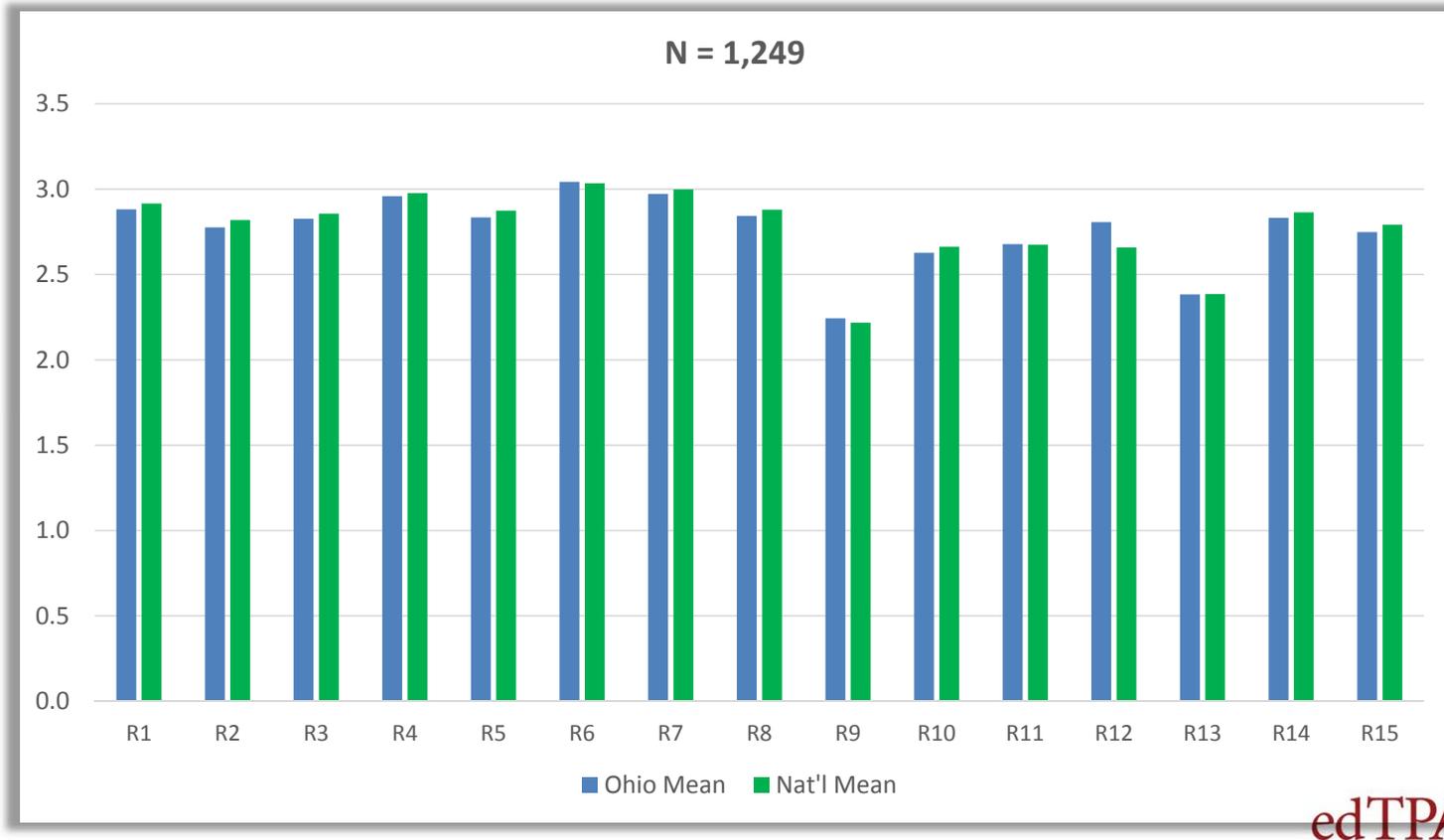
Ohio Early Childhood Rubric Distribution

Rubric	1.0	1.5	2.0	2.5	3.0	3.5	4.0	5.0
R6	2	-	28	1	1,121	6	83	-
R7	5	-	181	9	880	9	157	-
R9	227	6	479	17	500	1	11	-
R13	137	2	519	18	498	1	48	1

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Support & Assessment System
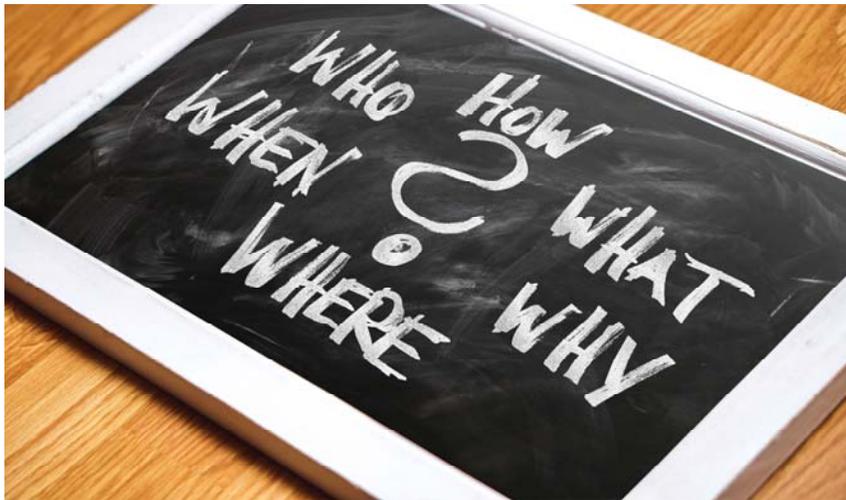
- More than 175 support resources
- Developed by SCALE with EPP input
- Downloaded 1.3 million times
- Resource Library at http://edtpa.aacte.org

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How do I get started?

edTPA.AACTE.org

Getting Started - edTPA 101

- Onsite or Virtual
- edTPA coordinators, faculty, supervisors and P-12 partners
- Participants will:
    - learn about the robust support system in place for EPPs and the process of scoring and data reporting
    - have access to content-specific handbooks and engage in a 'walk-through' to gain an understanding of the structure of the handbook
    - identify what candidates provide as evidence for each of the edTPA tasks and rubrics
    - review several supplemental resources and materials to support their work

For more information:
Kellie Crawford at kellie.crawford@pearson.com or 304-549-4869

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

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Regional edTPA Workshops

Topic include but are not limited to:

- edTPA Handbook and Rubric Deep Dive
- Academic Language
- Candidate Support
- Curriculum Inquiry
- Local Evaluation Training
- edTPA Data for Program Review and Accreditation
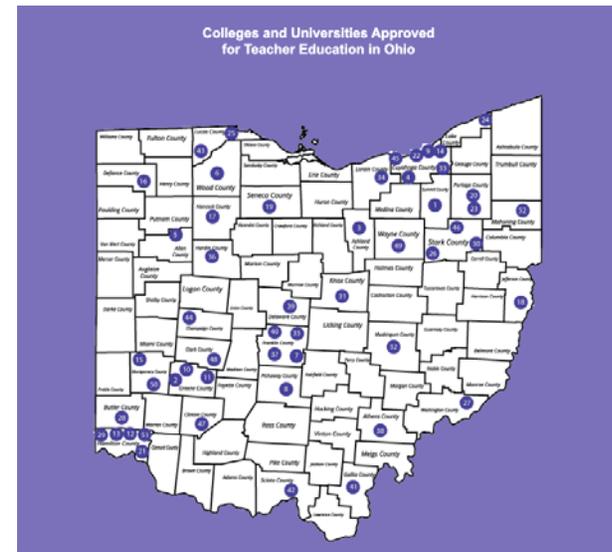
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Questions?

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Additional Sources of Information

edTPA.aacte.org

edTPA.com

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edTPA Resource Library & Online Community
edTPA.AACTE.org

EdReports
es-raproductsupport@pearson.com

Educator Preparation Program Support
edTPAEPPSupport@pearson.com

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Kellie.Crawford@pearson.com
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