

# edTPA

Sean Powell

Columbus State University

[powell\\_sean@columbusstate.edu](mailto:powell_sean@columbusstate.edu)

Kelly Parkes

Virginia Tech University

[kparkes@vt.edu](mailto:kparkes@vt.edu)

# What is the edTPA?

- \* Teacher Performance Assessment
- \* Pre-service teaching assessment intended for student teachers
- \* Portfolio
  - \* Written prompts
  - \* Artifacts including Video clips
- \* Covers 3 to 5 hours (or class periods) of instruction
- \* Developed at Stanford University -Stanford Center for Assessment, Learning, and Equity (SCALE)
- \* Administered by Pearson
- \* <http://www.edtpa.com/>

# What is edTPA

- \* Designed to determine: “Is a new teacher ready for the job?”
- \* Endorsed by AACTE
  - \* <http://edtpa.aacte.org/>
- \* Over 7,000 teacher candidates in 22 states in initial field test
- \* Over 4,000 teacher candidates in 5 states in current field test
- \* Assessment available nationally in 2013-2014

# Structure

- \* The edTPA is comprised of three major tasks:
- \* TASK 1: Planning for Instruction and Assessment
- \* TASK 2: Instructing and Engaging Students in Learning
- \* TASK 3: Assessing Student Learning

# Rubrics

- \* 15 Rubrics (5 for each task)
- \* 5 levels
- \* Level 1: “Novice not ready to teach”
- \* Level 5: “Highly accomplished beginner”
- \* Scorers are instructed to begin evaluation by examining the evidence against the benchmark for a score of Level 3 (competent, ready to teach) and move up or down from there
- \* Levels 1 and 5 are exceedingly rare
- \* Rubrics are included in student handbook

# TASK 1: Planning for Instruction and Assessment

- \* Evidence required (artifacts and commentaries):
  - \* Artifacts:
    - \* Context for Learning Information
    - \* Lesson Plans for Learning Segment
    - \* Instructional Materials
    - \* Assessments

# TASK 1: Planning for Instruction and Assessment

- \* Commentary prompts:
  - \* Central Focus
  - \* Knowledge of Students to Inform Teaching
  - \* Supporting Students' Performing Arts Learning
  - \* Supporting Performing Arts Development through Language
  - \* Monitoring Student Learning
- \* 9 single-spaced typed pages maximum

# TASK 1: Planning for Instruction and Assessment

## \* Rubrics:

1. Planning for Developing Student Knowledge and Skills in the Performing Arts
2. Planning to Support Varied Student Learning Needs
3. Using Knowledge of Students to Inform Teaching and Learning
4. Identifying and Supporting Language Demands
5. Planning Assessments to Monitor and Support Student Learning



# TASK 2: Instructing and Engaging Students in Learning

- \* Evidence required (artifacts and commentaries)
- \* Artifacts:
  - \* 2 teaching videos (10 minutes maximum each)
  - \* “The first clip should illustrate how you engage students in developing new artistic skills, knowledge, and/or contextual understandings.”
  - \* “The second clip should illustrate how you support students in the application of artistic skills, knowledge, and/or contextual understandings through creating, performing, and/or responding to music/dance/theater.”

# TASK 2: Instructing and Engaging Students in Learning

- \* Commentary prompts:
  - \* Identify lesson plans in clips
  - \* Promoting a Positive Learning Environment
  - \* Engaging Students in Learning
  - \* Deepening Student Learning during Instruction
  - \* Analyzing Teaching
- \* 6 single-spaced typed pages maximum

# TASK 2: Instructing and Engaging Students in Learning

## \* Rubrics:

6. Learning Environment
7. Engaging Students in Learning
8. Deepening Student Learning
9. Subject-Specific Pedagogy
10. Analyzing Teaching Effectiveness

# TASK 3: Assessing Student Learning

- \* Evidence required (artifacts and commentaries):
- \* Artifacts:
  - \* Assessments used in learning segments
  - \* Evaluation criteria
  - \* Three illustrative student work samples
  - \* Documentation of feedback given to students

# TASK 3: Assessing Student Learning

- \* Commentary prompts:
  - \* Analyzing Student Learning
  - \* Feedback to Guide Further Learning
  - \* Evidence of Language Understanding and Use
  - \* Using Assessment to Inform Instruction

# TASK 3: Assessing Student Learning

## \* Rubrics:

11. Analysis of Student Learning
12. Providing Feedback to Guide Learning
13. Student Use of Feedback
14. Analyzing Students' Language Use and Performing Arts Learning
15. Using Assessment to Inform Instruction

# Sean's experience with edTPA

- \* Underwent training to become a scorer in Spring 2012
- \* Invited to Pearson headquarters in San Antonio in November, 2012 to be a member of Benchmarking Committee
- \* Training to become scorer for revised edition

# Kelly's experience with edTPA

- \* Underwent training to become a scorer in Summer 2012
- \* Scored the Pilot TPA portfolios in Fall 2012
- \* Training to become scorer for revised edition Spring / Summer 2013



# Pros & Cons

- \* Pros
- \* Assists students to examine their planning, instruction, and assessment – self assessment?
- \* Shares similar elements as National Board Certification
- \* Gets another “pair of eyes” on student teachers – rather than only the university supervisor and CT
- \* Gives an option for teacher prep programs for use:
  - \* Part of student teaching (formative assessment) OR exiting student teaching (summative assessment)

# Pros & Cons

## \* Cons

- \* Deprofessionalizing MTEs?
  - \* “A neo-liberal weapon in the war against teacher education”
- \* No feedback to candidates other than scores
- \* “Tylerian” focus on planning and delivery
- \* Only examines 3-5 hours of instruction w/limited video clips
- \* “Unnatural” timeframe for student teachers, especially in music
- \* Conflict of interest with Pearson?
- \* High cost for student teachers (\$300)
  - \* “Low-level extortion”
- \* How will states use this?

# Discussion

What does this mean for us?

What should we do now?