PK ec Assessment & Support System Fall 2019 OCTEO Conference **Jerry Bush Kellie Crawford** Jerry.Bush@pearson.com Kellie.Crawford@pearson.com 615-417-2416 304-549-4869

edTPA Updates

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

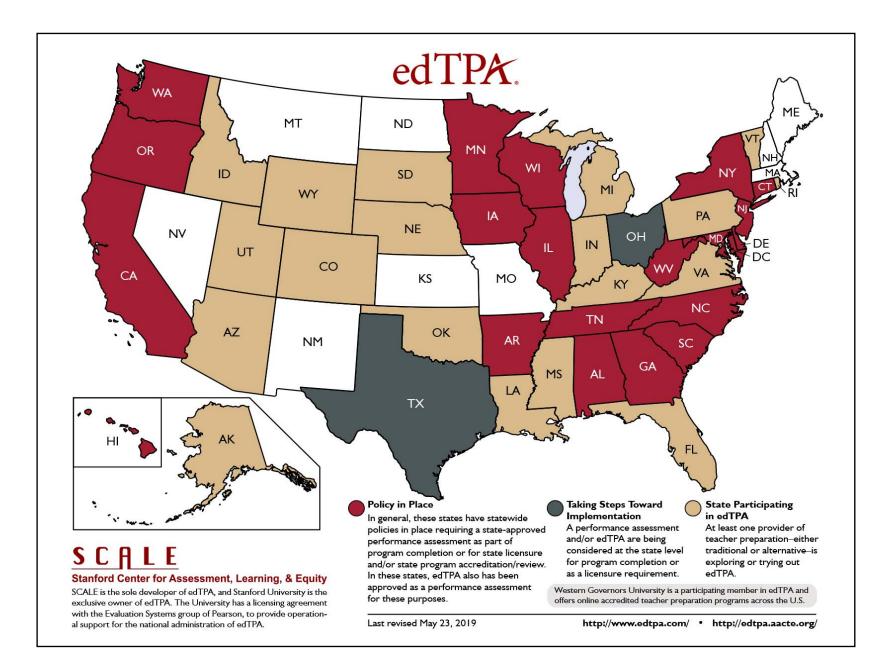




edTPA Today

- 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





28 Subject-Specific Areas

Elementary

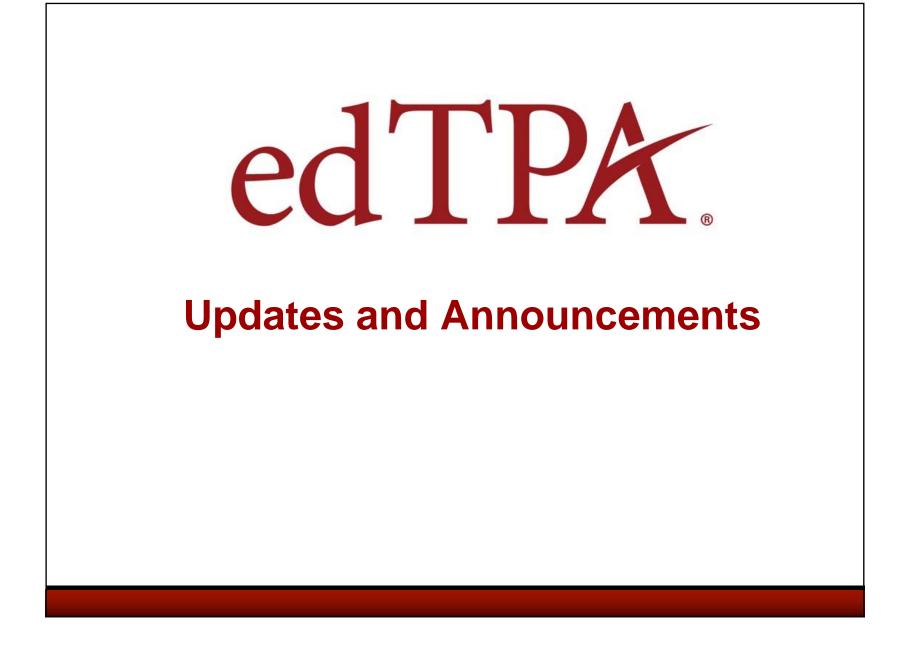
- Elementary Literacy
- Elementary Mathematics
- Elementary Education: Literacy with Mathematics Task 4
- Elementary Education: Mathematics with Literacy Task 4

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





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 <u>https://tpaconference.com/</u>



edTPA



2018 Administrative Report

Reliability and Validity Evidence

- Inter-rater Agreement
- Internal Consistency
- Internal Structure

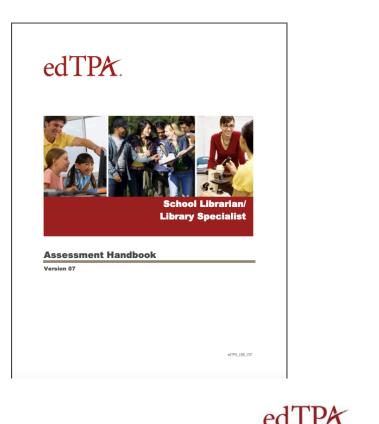
Candidate Performance

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

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.

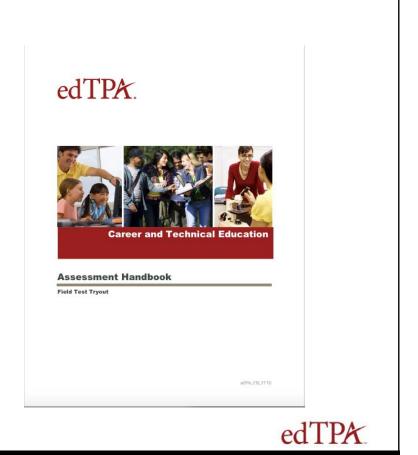
The handbook is **not intended for consequential use by candidates in your program until Fall 2020**.



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.





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



- 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



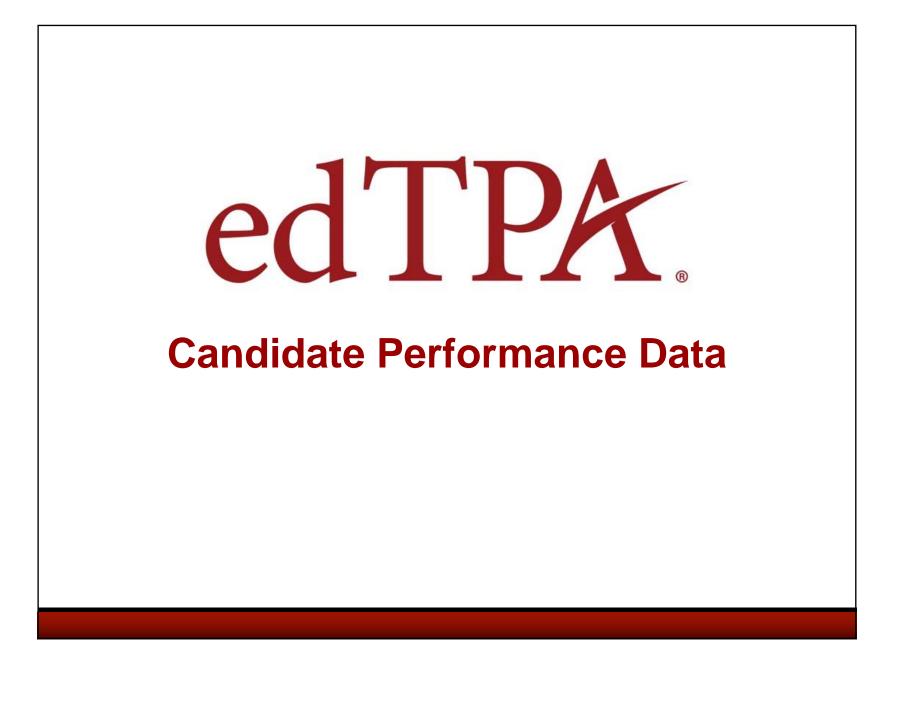
edTPA Operational Support Guide

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

CHTPA Operational Support Information arm about edTPA sources supporting edTPA preparation, including an overview of the assessment process, are public aliable a deTPA.com. The Grating Started section is an excellent starting point for learning about the adTPA.com. The Grating Started section is an excellent starting point for learning about these and the affractions and preparing for the assessment process. Program faculty cactor preparation programs (EPPs) participating in edTPA are encouraged to review the candidate likes and the affract Residuations and Prolificies for Faculty posted on errTPA.com. TPA.AMCIT.com, Once the profile is approved, faculty may review and download edTPA handbooks in the edTPA Resource Library. Begister for edTPAB Indidates planning to submit their portfolios to Pearson for official scoring must register at TEA.com. Prior to registration, they should foliow these key steps:
allable at <u>actiPA.com</u> . The <u>catting Started vection</u> is an excellent starting point for karning about TPA understanding the requirements, and orperaing for the assessment process. Program faculty ucator preparation programs (IFPN) participating in edTPA are encouraged to review the candidate licities and the <u>edTPA Catting Started vection</u> and <u>edTPA are encouraged</u> to review the candidate gram faculty stilliated with educator preparation programs participating in edTPA may create an <u>TPA member profile</u> to receive full access the edTPA resources materials available on <u>TPA AACTE cars</u> , once the profile is approved, faculty may review and download edTPA handbooks m the edTPA Resource Library. agister for edTPA andidates planning to submit their portfolios to Pearson for official scoring must register at <u>TPA cars</u> . Prior to registration, they should foliow these key steps:
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 Indidates planning to submit their portfolios to Pearson for official scoring must register at <u>TPA.com</u>. Prior to registration, they should follow these key steps:
TPA.com. Prior to registration, they should follow these key steps:
 Review state-specific edTPA requirements, approved handbooks, and passing scores at the "Candidates" page.
 Review the edTPA Registration Overview document describing the registration process.
 When ready, candidates will follow these instructions to register for edTPA.
 Review edTPA submission and reporting dates to plan the edTPA submission based on when results are needed. Faculty should advise candidates of any program specific deadlines to me program requirements.
ccess to Handbooks and Resources
ndidates may receive access to handbooks, templates, and supplemental resources in the following ys:
 Access to edTPA handbooks, templates, supplemental resources, and materials for program faculty can be found at edITPA.ACTL car within the edTPA flexource library and Chiline Community, Faculty may download and distribute to candidates via password protected cam platforms, email or hard copy. Please note handbooks are not to be posted on public areas of campus websites.
 Upon registration, candidates will receive access to the Pearson ePortfolio Platform, where th can build and submit their portfolio online. Within the platform, candidates may download th handbook, templates, and key resources for the registered assessment in the field they plan t earn a teaching license.
3.) Candidates may access handbooks through an integrated edTPA Platform Provider system, if programs plan to use this system for candidates to build their portfolios on your campus' integrated edTPA Platform Provider system.

ed TPK

10/25/2019



Using edTPA Data

ed TPK.

Using edTPA Data for Program Improvement

edTPA is a performance-based, subject-specific support and assessment system used by educator preparation programs (EPP) nationwide. editA complements a multiple-measures assessment system as a summative capatone, performance-based assessment that allows candidates to integrate what they have learned throughout their program and to emphasize measure, and support the skills and knowledge that all teachers need from day one. Programs using edTPA receive individual candidate results every score reporting date; biennial reports with program, state, and national agregated results; a well as access to candidate and program data in relation to state and national results via *ResultsAnojzet*². Consistent with edTPA's educative mission, programs are encouraged to examine candidate performance to inform program renewal efforts.

Exploring Data with ResultsAnalyzer

EPPs participating in edTPA have access to official edTPA data through *ResultsAnalyzer*, a secure, web based, and interactive reporting platform used to analyze candidate and program performance. Data include candidate, program, and state outcomes, as well as aggregate performance across edTPA handbooks, tasks, and rubrics.

EPPs can explore aggregated edTPA data performance trends, as well as content and program-specific data views, and generate customized reports to analyze assessment data and to inform ongoing program renewal, review, and accreditation needs. For example, EPPs can

create relevant and timely reports on candidate and program-level assessment results;
customize data queries to align with program-

specific goals and areas of interest; • aggregate performance data across time

periods of interest, such as program years or semesters; • explore various data overlays and filters to

gather and share data sets that are targeted to program-specific goals;

 analyze candidate and program-level data for numerous variables (including selfreported demographic data, such as gender and ethnicity); and

 export data to Microsoft Excel for use in other data reporting systems.

SCALE

	 Program YTD
Month	* 2016-05
Test	
Test Name	 Secondary Science
Reporting Ty	/pe
inst. Type	- Ed Prep/Score Rept (EP/SR)
Institution	2011 0 - 10 00 W/M
Institution	- University 1002
Examinee N	ame/SSN
Examinee	 ABLastName, V1FirstName (XXX) X2-6526

Science	Holders, p. Planning to baselint the red Madered Learning, Needly,	1.870	8.800	81	82	8.2
RMAR -	Bale to 3 Library Recent sign of Statistics in Inne Teaching and Learning.	1430	5.844	52	33	13
	Rule's is identifying and hopporting Large age Descards	4855	Cali	1.4	M	8.0
	Reports 1: Planning Assessments to Another and Juggoot. Redoct Learning	100	6.644	12	11	10
	Relation in Later sing Contractments	4435	1044	12	3.2	132
	Rubrit: IT Brigging Studenton Learning	1,830	1.544	1.9	13	6.9
	Rubric & Swephing Muders Learning	3,830	8,865	1.9	80	80
	Bulwie is Subpart Specific Fordagene	1405	1.844	25	19	125
	Hadro, 13. Austria (Baching Stationian)	1885	5,940	17	37.	87
	Batels I is another of the institution	1435	1.644	8.6	3.1	83
	matrix for Principle Needback to tradecounting	1.630	1,544	14	24	24
	Hubrit 11: 18 alert Ine-chreechasis	3.830	1.812	E.B.	1.2.8	28
	Duty's Lie analyzing Guidenty Language Line and Growse Learning	1630	5.844	2.8	29	29

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Assessment-Level Data. A summary and aggregate view of assessmen level information including total number of candidates and performan by handbooks, tasks, rubrics, and candidate demographics, with state an national comparative information

edTPA

edTPA[®] Connections to CAEP

edTPA is a performance-based, subject specific support and assessment system used by educator preparation programs (EPP) nationwide, edTPA complements a multiple-measures assessment system as a summative capstone that allows candidates to integrate what they have learned about effective teaching practice throughout their program and to demonstrate that they can plan, teach, and assess based on knowledge of their students.

Using edTPA to Achieve CAEP Accreditation

The Council for the Accreditation of Educator Preparation (CAEP) developed an evidence-based accreditation process that is rooted in its standards and relative. As of June 2016, programs pursuing CAEP accreditation are required to use multiple measures in their review. They are also required to make their own case as to how varied sources of data provide evidence of candidate performance and are used to inform program renewal. edTRA can contribute substantially to that body of evidence. This document offers connections among CAEP standards and elements and edTRA rubitic constructs.

Aligning edTPA Evidence to CAEP Standards

CAEP Standard 1: Content and Pedagogical Knowledge The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attaimment of collegeand career-readiness standards.



For CAEP Standard 1. Interstate Teacher Support and Assessment Consortium (InTASC) Model Core Teaching Standards are used to define and support teacher effectiveness, and to develop and inform policies and programs to prepare, license, support, and evaluate teachers. These standards maintain the delineation of knowledge, dispositions, and performances as a way to probe the complexity of the teacher's practice. Developers of edTPA used the InTASC Standards and research on effective teaching to determine and refine the constructs within edTPA rubrics and apply them in subject specific ways. The edTPA Crosswalk: InTASC Standards document developed by Stanford Center for Assessment, Learning and Evaluation (SCALE) includes commentary prompt excerpts and rubric language from the operational edTPA (2014) and maps their alignment with the ten InTASC Standards (2013). As the cross shows, the InTASC Standards are strongly aligned with the constructs measured within the three tasks of edTPA. EPPs may find the crosswalk useful in constructing their argument for using edTPA evidence in CAEP review.

SCALE Stanford Center for Assessment, Learning & Equity

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 1.5 1.2 3.3 1.4		
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 3.3 1.2 3.6 1.4		
R3 - Using knowledge of students to inform teaching and learning	Candidate uses knowledge of his/her students to justify instructional plans	1.1 1.5 1.2 3.3 1.4		
R4 - Identifying and Supporting Language Demands	Candidate identifies and supports language demands associated with content learning tasks	1.1 1.5 1.2 3.3 1.3 3.5 1.4 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 1.4 1.2 1.5		
R6 - Learning Environment	Candidate demonstrates a positive learning environment that supports students' engagement in learning	1.1 3.3 1.2 3.6 1.4 1.5		
R7 - Engaging Students in Learning	Candidate actively engages students in developing content-specific skills, concepts, strategies, and/or processes	1.1 1.5 1.2 3.3 1.3 3.5 1.4 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 1.4 1.2 1.5 1.3 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 1.4 1.2 1.5 1.3 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 1.5 1.2 3.3 1.4 3.6
R11 - Analysis of Student Learning	Candidate analyzes evidence of student learning of content- specific skills, concepts, strategies, and/or processes	1.1 1.5 1.2 3.6 1.4
R12 - Providing Feedback to Guide Learning	Candidate provides feedback to focus students that addresses their strengths and needs	1.1 1.5 1.2 3.6 1.4
R13 - Student Use of Feedback	Candidate provides opportunities for students to use feedback to guide their further learning	1.1 1.5 1.2 3.6 1.4
R14 - Analyzing Students' Language Use and Content Learning	Candidate analyzes students' use of language to develop content understanding	1.1 1.5 1.2 3.3 1.3 3.6 1.4
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 1.5 1.2 3.3 1.3 3.5 1.4 3.6

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

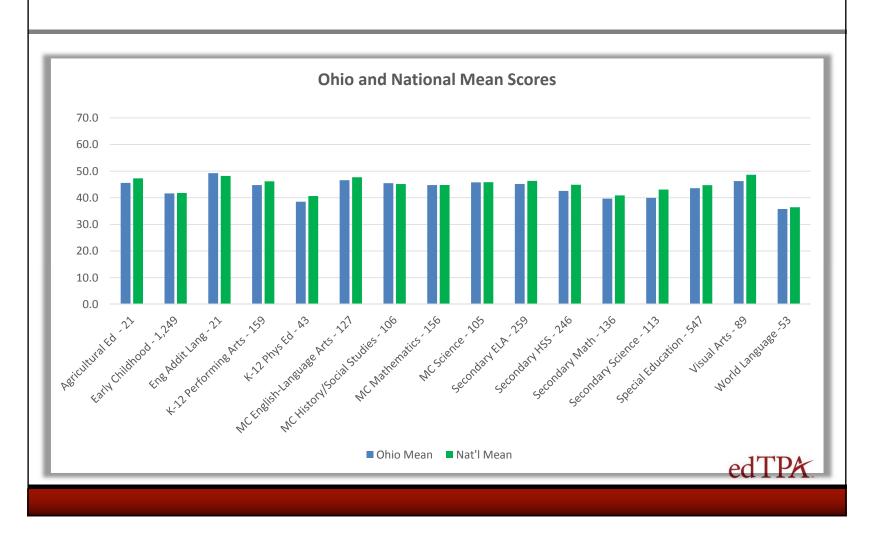
13 Rubric Handbooks					
N Mean					
Ohio	52	35.5			
National 1,108 35.2					

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

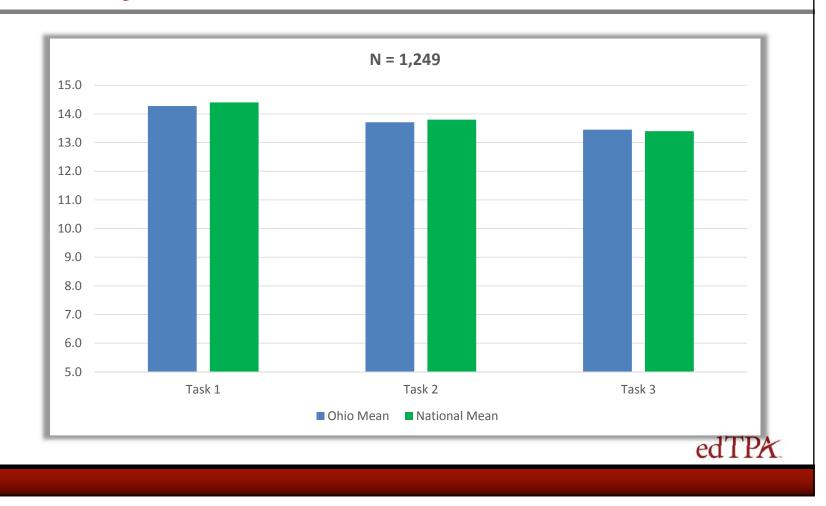
18 Rubric Handbooks				
N Mean				
Ohio	N/A	N/A		
National	11,696	51.9		



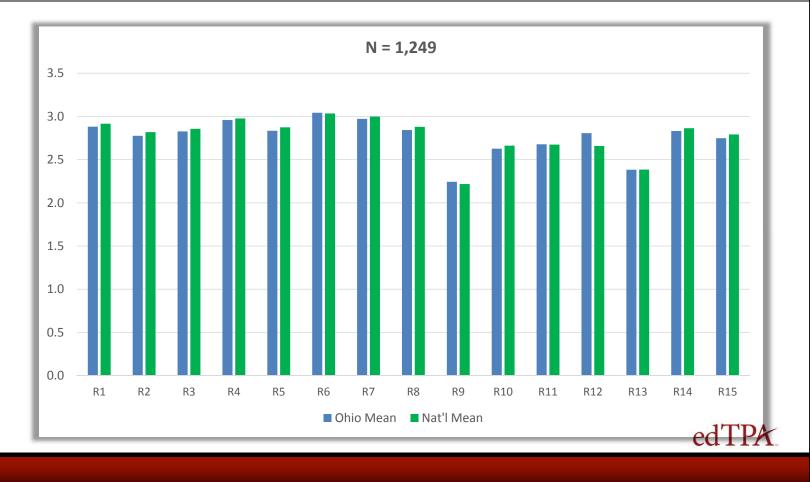
Handbook Means – Ohio & National



Ohio and National Task Means Early Childhood



Ohio and National Rubric Means Early Childhood



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

edTPA.

Support & Assessment System



- •More than 175 support resources
- •Developed by SCALE with EPP input
- •Downloaded 1.3 million times
- •Resource Library at <u>http://edtpa.aacte.org</u>

edTPA



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 <u>http://edtpa.aacte.org</u>

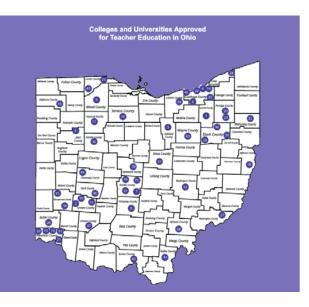


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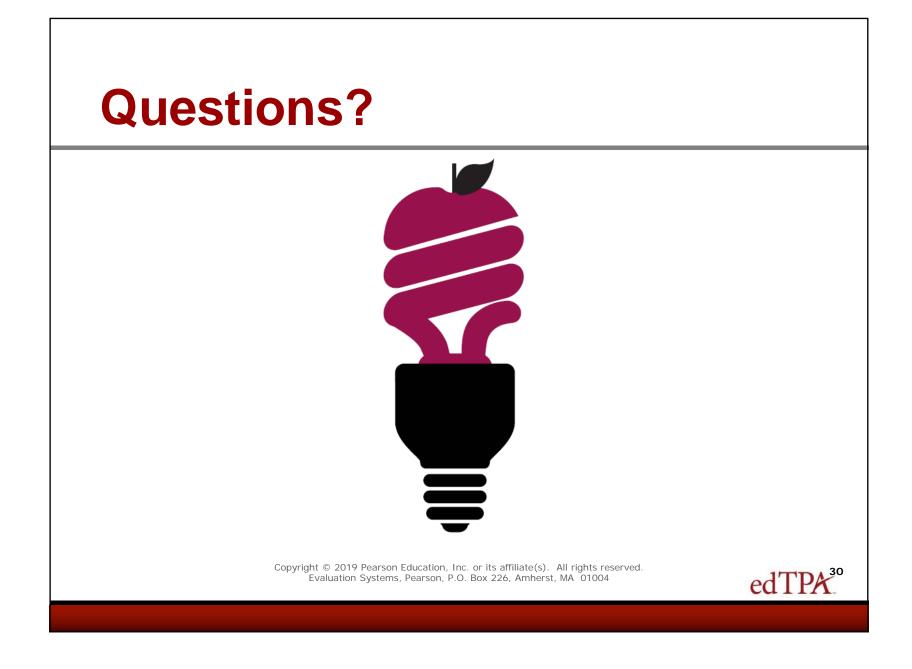
Regional edTPA Workshops

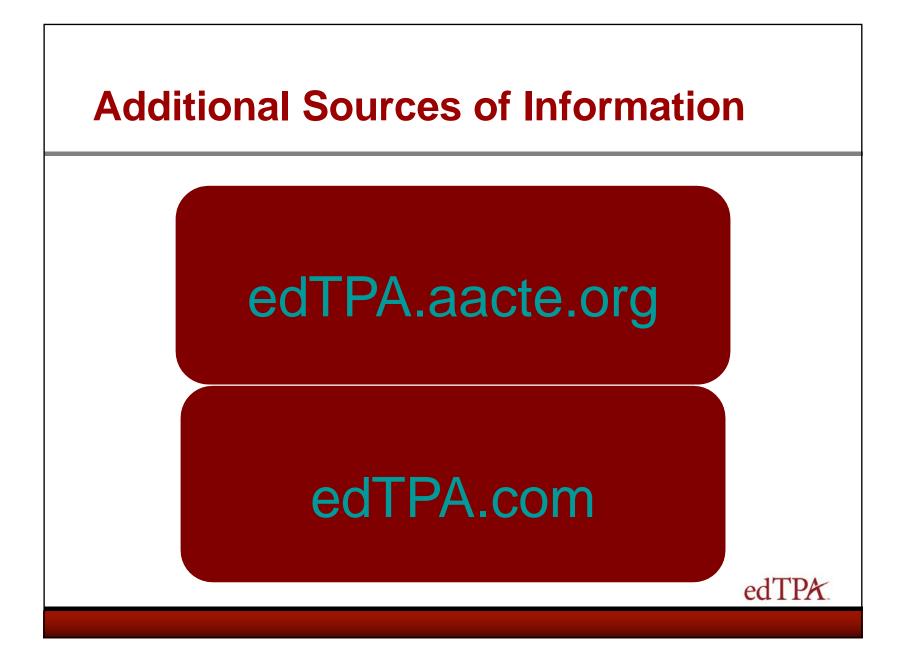
Topic include but are not limited to:

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



ed TPK





edTPA Resource Library & Online Community

edTPA.AACTE.org

EdReports

es-raproductsupport@pearson.com

Educator Preparation Program Support

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