

edTPA

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Evaluation Systems of Pearson

Presentation to the R2C-TPA Workgroup

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Presentation Agenda

I. Model overview

II. “Formative in nature”

III. “Valid and authentic to the work of teaching”

IV. “Reasonable to implement in a wide range of classroom settings”

V. “Appropriate for beginning teachers”

VI. “Eliminate any bias”

Presentation Portion: 45 minutes maximum. Q&A will follow.

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Model Overview

edTPA provides a measure of teacher candidates’ readiness to teach that informs program completion and licensure decisions while supporting candidate learning and preparation program growth and renewal.

Modeled after the National Board for Professional Teaching Standards, edTPA was created with input from teachers and teacher educators across the country.

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## Designed By the Profession, For the Profession

1,000+ educators and 430+ educator preparation programs participated in the extensive, multi-year development process that included design, review, piloting, and field tests.

Design and review team members included university faculty, P-12 teachers, and representatives of national subject-matter organization representatives (e.g., Specialized Professional Associations associated with the National Council for Accreditation of Teacher Education).

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## Purposeful Design

edTPA is designed to:

- Strengthen beginning teaching and teacher education
- Inform teacher licensure, in combination with other state and program requirements
- Provide actionable evidence that can guide program improvement
- Strengthen the information base to support accreditation and program evaluation
- Guide the support and induction of new teachers
- Improve P-12 student outcomes edTPA provides an opportunity for candidates to demonstrate their ability to effectively teach subject matter to all students.

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## Subject-Specific Assessments

edTPA consists of 30 separate subject-specific assessments. The CTC has adopted 18 fields aligned to specific CA credentials.

The assessment systematically examines authentic evidence derived from candidates' clinical practice. These include lesson plans, instructional materials, student assignments and assessments, feedback on student work, and unedited video recordings of instruction.

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## edTPA Process

Through the edTPA® process, candidates identify and collect subject-specific evidence of effective teaching from a learning segment of 3-5 lessons. These lessons come from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of their students.

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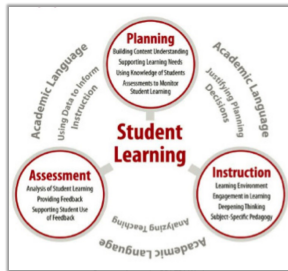
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## edTPA Architecture



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## Task, Artifacts, and Rubrics

Task	Artifacts	Rubrics
Planning	<ul style="list-style-type: none"> <li>Lesson plans, instructional materials, student assignments, assessments</li> <li>Planning commentary</li> </ul>	<ol style="list-style-type: none"> <li>Planning for Content Understandings</li> <li>Supporting Students' Learning Needs</li> <li>Using Knowledge of Students to Inform Planning</li> <li>Identifying and Supporting Language Demands</li> <li>Planning Assessment to Monitor Student Learning</li> </ol>
Instruction	<ul style="list-style-type: none"> <li>Unedited video recordings</li> <li>Instruction commentary</li> </ul>	<ol style="list-style-type: none"> <li>Demonstrating a Positive and Engaging Learning Environment</li> <li>Engaging Students in Learning</li> <li>Renewing Learning During Instruction</li> <li>Subject Specific Pedagogy</li> <li>Analyzing Teaching Effectiveness</li> </ol>
Assessment	<ul style="list-style-type: none"> <li>Samples of student work</li> <li>Evidence of feedback</li> <li>Summary of student learning</li> <li>Assessment commentary</li> <li>Evaluation Criteria</li> <li>Student Self-Reflections</li> </ul>	<ol style="list-style-type: none"> <li>Analyzing Student Learning</li> <li>Providing Feedback to Guide Learning</li> <li>Supporting Students' Use of Feedback</li> <li>Evidence of Language Use to Support Content Learning</li> <li>Using Assessment to Inform Instruction</li> </ol>

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## II. Focus Area 1 Concept: "Formative in Nature"

### 44320.4

(a) To ensure the teaching performance assessments described in Sections 44320.2 and 44320.3 are valid and authentic, formative in nature, embedded in preparation, and inform program improvement through the accreditation system, the commission shall convene a workgroup to assess current design and implementation of the state's current teaching performance assessments.

*Please describe the ways in which your model is "formative in nature". If you choose, please identify possible improvements to the model.*

The edTPA® assessment is formative in nature through three distinct features

1. Access and permission to use all assessment materials, including handbooks and rubrics, to embed formative opportunities into coursework and clinical experiences
2. The Faculty Feedback Tool; and
3. The edTPA Professional Growth Plan.

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## Materials and Resources

edTPA provides a **rich array of resources that support its educative implementation**, including handbooks to guide implementation, extensive feedback to candidates and programs, and scoring opportunities for school- and university-based faculty.

A collection of 70+ resources are available to EPPs participating in edTPA, including webinar recordings and published research.

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## Formative in Nature

As a formative and educative assessment of teacher performance, candidate preparation for edTPA can be embedded in multiple learning experiences across the teacher preparation program, and the assessment provides actionable data designed to support candidate development and program renewal.

Formative learning experiences supported by edTPA resources provide opportunities for candidates to develop their practice within coursework and student teaching experiences.

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## Formative Rubrics

Each rubric shows an expanding repertoire of KSAs for teaching and a deepening rationale. Because edTPA's **five-level rubric scale represents the full range from "not quite ready" to more advanced practices for beginners**, the middle and upper levels of the rubric progressions can be used thoughtfully for goal setting within this plan at the end of preservice and into the first years of the professional lives of teachers.

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## Faculty Feedback Tool

Built within the Pearson e-Portfolio system, the **Faculty Feedback tool** allows candidates to share their edTPA artifacts and evidence with an identified faculty or staff member prior to submission for review and feedback.

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## edTPA Professional Growth Plan

The **edTPA Professional Growth Plan** is formative in nature and intended to support candidates as they are exiting their program to examine their edTPA results and other sources of evidence in order to establish specific areas for support during their first years of teaching.

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## Potential for Modification

Currently, all three edTPA tasks are submitted and evaluated together, resulting in a single Total Score as the sum of all rubric scores. A **modular submission model** where candidates submit one task at a time and receive feedback and scores following each submission would give them the chance to integrate feedback into future submissions.

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### III. Focus Area 1 Concept:

“Valid and authentic to the work of teaching”

#### 44320.4

(1) An analysis of any modifications needed to current assessments to ensure they are valid and authentic to the work of teaching, reasonable to implement in the wide range of classroom settings across the state, and appropriate for beginning teachers.

*Please describe the ways in which your model is “valid and authentic to the work of teaching”. If you choose, please identify possible improvements to the model.*

1. Developed within a technical framework guided by The Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999), the development process yielded important evidence to provide the foundation of the assessments’ validity, reliability, and usability.
2. As a valid performance assessment, edTPA provides an accurate measurement of the important features of a performance that are related to candidates’ abilities to succeed at that endeavor in a real-world context.
3. Multiple sources of evidence from the development process and data analyses provide the foundation to support the validity of edTPA scores for licensure and accreditation purposes.

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## Content Validity

Content validation consisted of gathering feedback from educators to rate the importance, alignment, and representativeness of the knowledge, skills, and abilities (KSA) required for each rubric in relation to national pedagogical and content-specific standards. These activities provided critical evidence that the content of the assessments is related to **KSAs necessary for the job of teaching**.

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Content Validity

To further support content validity, an additional round of activities was conducted to provide additional confirmation of the importance, alignment, and representativeness of the edTPA tasks.

Content Validation: Pedagogy Ratings for All Fields									
Task/Component	Importance of Knowledge and Skills			InTASC Standards Alignment			Rubric Representativeness		
	N	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev
Task 1: Planning	52	4.35	0.65	52	4.27	0.72	52	4.25	0.74
Task 2: Instruction	52	4.52	0.58	52	4.25	0.65	52	4.31	0.70
Task 3: Assessment	52	4.44	0.64	52	4.25	0.71	52	4.29	0.72

Content Validity Ratings. The table above displays content validity ratings on a five-point scale with five being the most positive rating given by edTPA content validity committee members. The data indicate a strong relationship between the assessment's key tasks and the job of an entry-level teacher.

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Construct Validity

Exploratory Factor analysis (EFA) was used to provide support for the use of a total score on the edTPA and strengthen inferences about candidate readiness to teach based on edTPA scores.

The data suggest that all factor loadings are positive and of moderate to large magnitude. **These results support the use of a single total score.**

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Authentic to Teaching

The Job Analysis Studies (JAS) focused on the KSAs identified as necessary for successful teachers by the pool of subject matter experts involved in the development process, including practicing classroom teachers or teacher educators in each of the content fields.

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## Authenticity to Teaching

The link between these KSAs and teachers' actual work was then confirmed through JAS, which included the following steps:

1. A group of teachers identified a list of 105 tasks and behaviors that are critical to teaching.
2. Of the 105 tasks and behaviors, 86 of them met or exceeded the criticality threshold, which meant that 90% or more of respondents agreed that they perform the task, and each task's mean criticality rating was 8.0 or higher.
3. **A panel of educators confirmed that the 15 rubrics were strongly related to the critical tasks and behaviors.**

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## Potential for Modification

As **literacy across the disciplines** has grown in importance and is an increased expectation of the work of authentic teaching practices, this can be more clearly reflected in the academic language requirements of edTPA.

Additionally, a review could be conducted to ensure that constructs related to **culturally relevant teaching practices** are demonstrated at the level of proficiency.

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### IV. Focus Area 1 Concept:

"Reasonable to implement in a wide range of classroom settings"

#### 44320.4

(1) An analysis of any modifications needed to current assessments to ensure they are valid and authentic to the work of teaching, reasonable to implement in the wide range of classroom settings across the state, and appropriate for beginning teachers.

**Please describe the ways in which your model is "reasonable to implement in a wide range of classroom settings". If you choose, please identify possible improvements to the model.**

1. Teacher candidates develop lesson plans and engage students in learning consistent with their school's mission, standards, and curricula.
2. edTPA consists of three interconnected tasks that are naturally embedded in clinical practice/teaching: planning, instruction, and assessment.
3. Candidates tailor their teaching to their school context.

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## Implemented within the School Context

Teacher candidates develop lesson plans and engage students in learning consistent with their school's mission, standards, and curricula.

The three tasks of edTPA are naturally embedded and authentic to the work in clinical practice/teaching: planning, instruction, and assessment. **Candidates tailor their teaching to their school context.**

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## Mentor Teachers, Co-teaching

**As a supervising teacher, their primary role is to mentor, model, and support candidates based on program expectations.**

Candidates may benefit from input about the context and background of the student in the classroom.

**Candidates in co-teaching placements can submit materials and evidence that is developed or selected through the co-planning activities** and provide their own justification for planning decisions and analyses of the teaching and student learning in the commentaries.

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## Scripted Curricula, HQIM

Candidates are encouraged to **be explicit about the use of scripted curricula and HQIM materials** when drafting their prompt responses.

Details can be added to any related prompt where the candidate feels that an explanation of the HQIM curriculum would be beneficial, but candidates should provide examples to show how materials and assessments have been adapted to meet the needs of their unique group of learners. Those changes can be modest.

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## Completing edTPA in Alternative Classrooms

The edTPA program offers **significant flexibility to the range of classroom settings** in which it may be completed.

- Comprehensive guidance for completing edTPA in a Virtual Learning Environment (VLE)
- The VLE guidelines provide candidates with instructions on how to demonstrate student engagement, collect work samples, and offer feedback in virtual instruction scenarios.
- Where video recording is prohibited, candidates have six clear alternatives, including combinations of audio recordings, transcripts, and observation notes.

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## Potential for Modification

The edTPA program may consider further modifications or improvements, such as implementing a **modular submission model**. This approach would allow candidates to complete and submit modular tasks at different times, aligning better with the specific requirements of each task, thus ensuring the implementation is practical across diverse classroom settings.

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## V. Focus Area 1 Concept: "Appropriate for beginning teachers"

### 44320.4

(1) An analysis of any modifications needed to current assessments to ensure they are valid and authentic to the work of teaching, reasonable to implement in the wide range of classroom settings across the state, and appropriate for beginning teachers.

*Please describe the ways in which your model is "appropriate for beginning teachers". If you choose, please identify possible improvements to the model.*

1. The developmental rubrics assess the initial competencies needed to be ready to teach.
2. Rubrics are progressive in that they align to evidence that indicates a candidate is "not quite yet ready to teach" to an advanced beginning teacher.
3. Candidates prepare authentic and job-related evidence for their edTPA submission.

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## Appropriate for Beginning Teachers

An extensive Review of Research on Teacher Education provides the conceptual and empirical rationale for edTPA's three-task design and the **rubrics' representation of initial competencies needed to be ready to teach.**

The **five-level rubrics are progressive** in that they align to evidence that indicates a candidate is "not quite yet ready to teach" to an advanced beginning teacher, with level three grounded as the proficient level.

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## Appropriate for Beginning Teachers

Candidates prepare **authentic and job-related evidence** including lesson plans, instructional materials, student assignments and assessments, feedback on student work, and unedited video recordings of instruction.

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## Potential for Modification

Revisions to the assessment materials may make them **easier to navigate and use language that is more familiar to teacher candidates.**

Additionally, by **offering more flexibility in completing/submitting the edTPA in a modular approach** candidate could identify specific points in time that best allow them to create the evidence of their teaching that aligns with specific requirements.

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## VI. Focus Area 1 Concept: “Eliminate any bias”

44320.2

(6) Analyze possible sources of bias in the performance assessment and act promptly to eliminate any bias that is discovered.

*Please describe the ways in which your model analyzes and eliminates bias. If you choose, please identify possible improvements to the model.*

1. edTPA scorers complete a series of robust training modules, including modules on recognizing and implicit bias.
2. Ongoing calibration exercises ensure that scorers are reliable and scoring according to the rubrics.
3. ~25% of all edTPA submissions are double scored.
4. Initial and ongoing analyses of participant group scores indicate there is greater variability within participant groups than across them.

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## Scorer Bias Training

edTPA scorers complete a **series of robust training modules, including modules on recognizing and implicit bias**. Training for scorers comprises both individual online and interactive group sessions, totaling about 20 hours. This robust training serves to **ensure that new scorers are calibrated and scoring appropriately according to the rubrics**.

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## Double Scoring

Ongoing calibration exercises ensure scorers are consistent and reliable. 10% of all edTPA portfolios are double score to ensure scorer consistency and reliability. All portfolios scoring just below the state-defined passing standard are also double scored. Together ~25% of edTPA portfolios are double scored.

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## Participant Group Scores

As part of the initial bias and sensitivity review, average total scores across subgroups were compared. No noticeable differences were found across different genders or for candidates whose primary language was not English. Comparatively small differences were obtained among the subgroups in ethnic categories, given the standard deviation of mean scores.

There was **greater variation in scores within subgroups than there was variation across subgroups.**

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## Annual Administrative Reports

**Annual Administrative Reports offer insights into performance, broken down by several variables.** These include demographic information such as gender, race, and primary language, as well as placement-related factors like geographic location, percentage of English Language Learners (ELL), and Special Education (SPED) eligibility.

When applicable, ANOVAs and post-hoc analyses are performed to explore performance differences across these variable groupings.

These reports consistently indicate there is greater variation in scores within subgroups than there is variation across subgroups.

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## Question and Answer

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