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Our Students. Their Moment.

Update on Teacher Preparation Support Program for Faculty Development:

edTPA Implementation

January 15, 2013

Focus Today

- Discuss work underway with SUNY and CUNY and the status of a similar agreement with the Commission on Independent Colleges and Universities (cIcu)
- Provide an update on edTPA implementation

Educator Effectiveness

| Common Core | Data Driven Instruction | Educator Standards of Practice | Focus on High-Need Schools and Districts |

| Prepare | Develop/Assess | Retain | Monitor and Improve |

Frameworks for managing human capital in schools: see for example: Rachel E. Curtis, Teaching Talent: A visionary Framework for Human Capital in Education, Harvard Education Press, Chapter 9; Herbert Heneman and Anthony Milanowski, Assessing Human Resource Alignment: The Foundation for Building Total Teacher Quality Improvement.

Shifts in Certification Exams for Teachers

Current Assessments for Teacher Certification	New and Revised Assessments for Teacher Certification
Assessment of Teaching Skills -Written	Teacher Performance Assessment (edTPA) *NEW
Liberal Arts And Sciences Test	Educating All Students *NEW
	Academic Literacy Skills Test *NEW
Content Specialty Test	Revised Content Specialty Test

edTPA Implementation Update

What is the edTPA?

edTPA is a student centered multiple measure assessment of teaching.

It is designed to be *educative* and *predictive of effective teaching and student learning.*

Shifting the Definition of Effective Teaching

From

o Successfully delivering the curriculum

   o "We got through the material."

To

o Having a positive impact on student learning

   o "How have I affected student learning?"
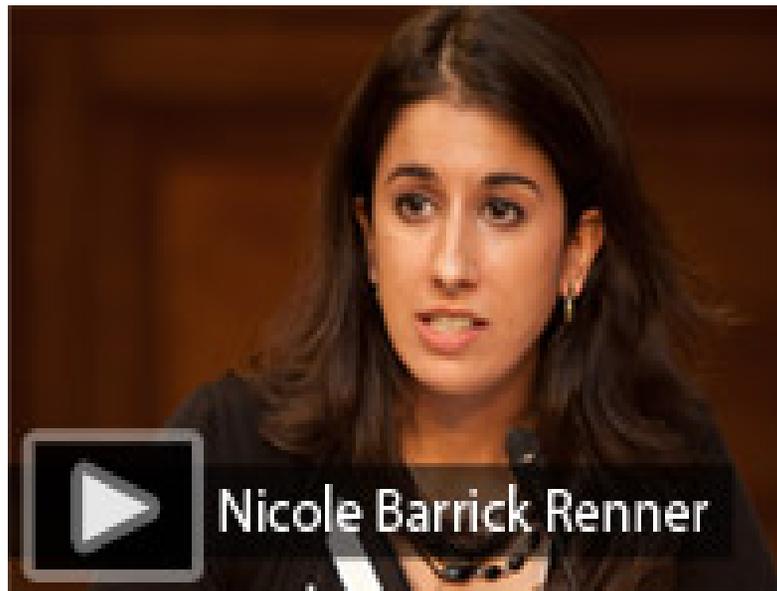
Shifting the Business of Teacher Preparation

From

o License as entitlement for completing a curriculum

o "But I've always *wanted* to be a teacher."

To

o An obligation to demonstrate the proficiency the curriculum intends

o "See, I *can* teach."

Former edTPA Candidate Perspective

Video available online
http://www.highered.nysed.gov/media.html

An Overview of edTPA

edTPA components

- edTPA, asks candidates to compile a Portfolio
  - Featuring a learning segment: a 3-5 lesson unit
  - Broken down into 3 tasks
    1. Planning Instruction & Assessment
    2. Instructing & Engaging Students in Learning
    3. Assessing Student Learning
       - *Attention to academic language and analyzing teaching throughout*
  - Documented with evidence
    - Candidate commentaries
    - Instructional artifacts, including student work
    - 1-2 unedited video clips of teacher-student interaction

Targeted Competencies

PLANNING

- Planning for content understandings
- Using knowledge of students to inform teaching
- Planning assessments to monitor and support student learning

INSTRUCTION

- Engaging students in learning
- Deepening student learning during instruction

ASSESSMENT

- Analyzing student work
- Using feedback to guide learning
- Using assessment to inform instruction

ANALYSIS OF TEACHING

- Analyzing teaching effectiveness

ACADEMIC LANGUAGE

- Identifying language demands
- Supporting students' academic language development
- Evidence of language use

One Example: Planning

Tasks Include:

Knowledge of Students to Inform Teaching

- Prior academic learning and prerequisite skills related to the central focus—What do students know, what can they do, and what are they learning to do?
- Personal/cultural/community assets related to the central focus—What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?
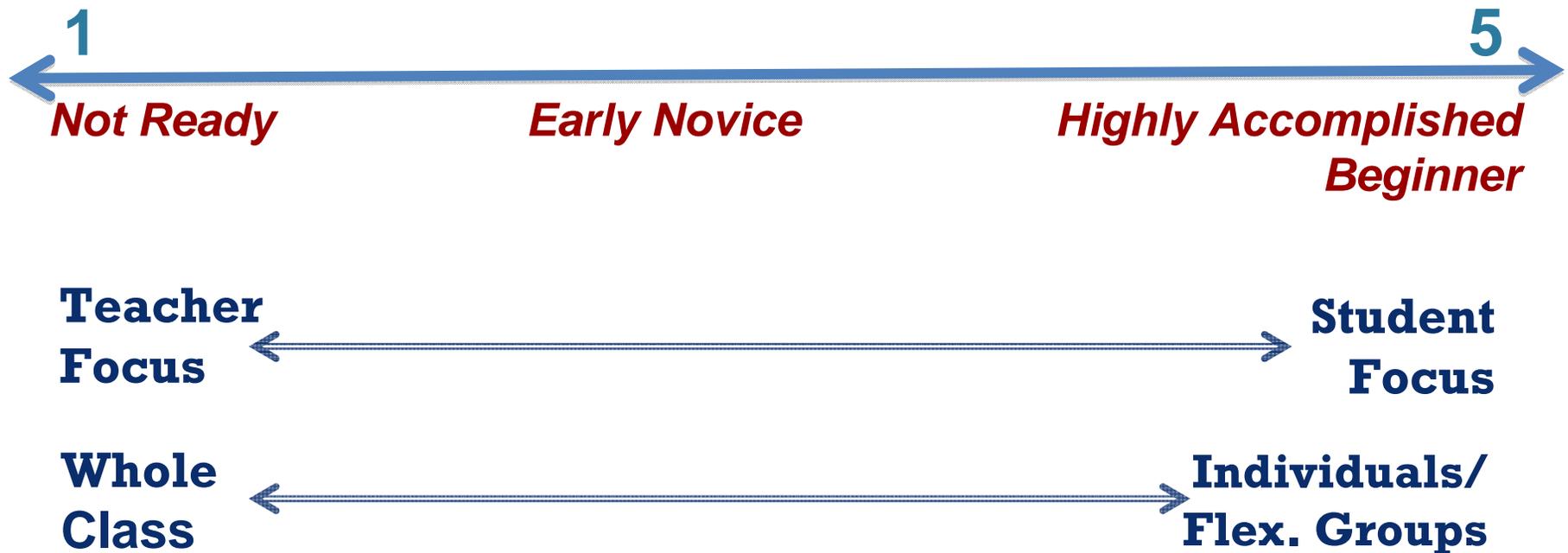
Supporting Students' Learning

- Explain how your understanding of your students' prior academic learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials.
- Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs.

Rubric Progression

- **Expanding repertoire of skills & strategies**
- **Deepening of rationale and reflection**

1   **5**

Not Ready   *Early Novice*   *Highly Accomplished Beginner*

Teacher Focus   **Student Focus**

Whole Class   **Individuals/ Flex. Groups**

Relevant Excerpts from edTPA Rubrics

- The instructional plans build on each other to support student learning with clear and consistent connections to targeted content understandings. **[edTPA1]**

- Planned supports include a variety of tasks/materials and scaffolding tied to the specific learning objective(s) and central focus. The supports consider the characteristics of the class as a whole and the requirements in IEPs and 504 plans, and they address the needs of specific individual students or groups of students with similar needs. **[edTPA2]**

- The learning tasks draw on students' prior learning and experience, as well as personal/cultural/community assets. **[edTPA3]**

edTPA Implementation Resources

edTPA Handbooks
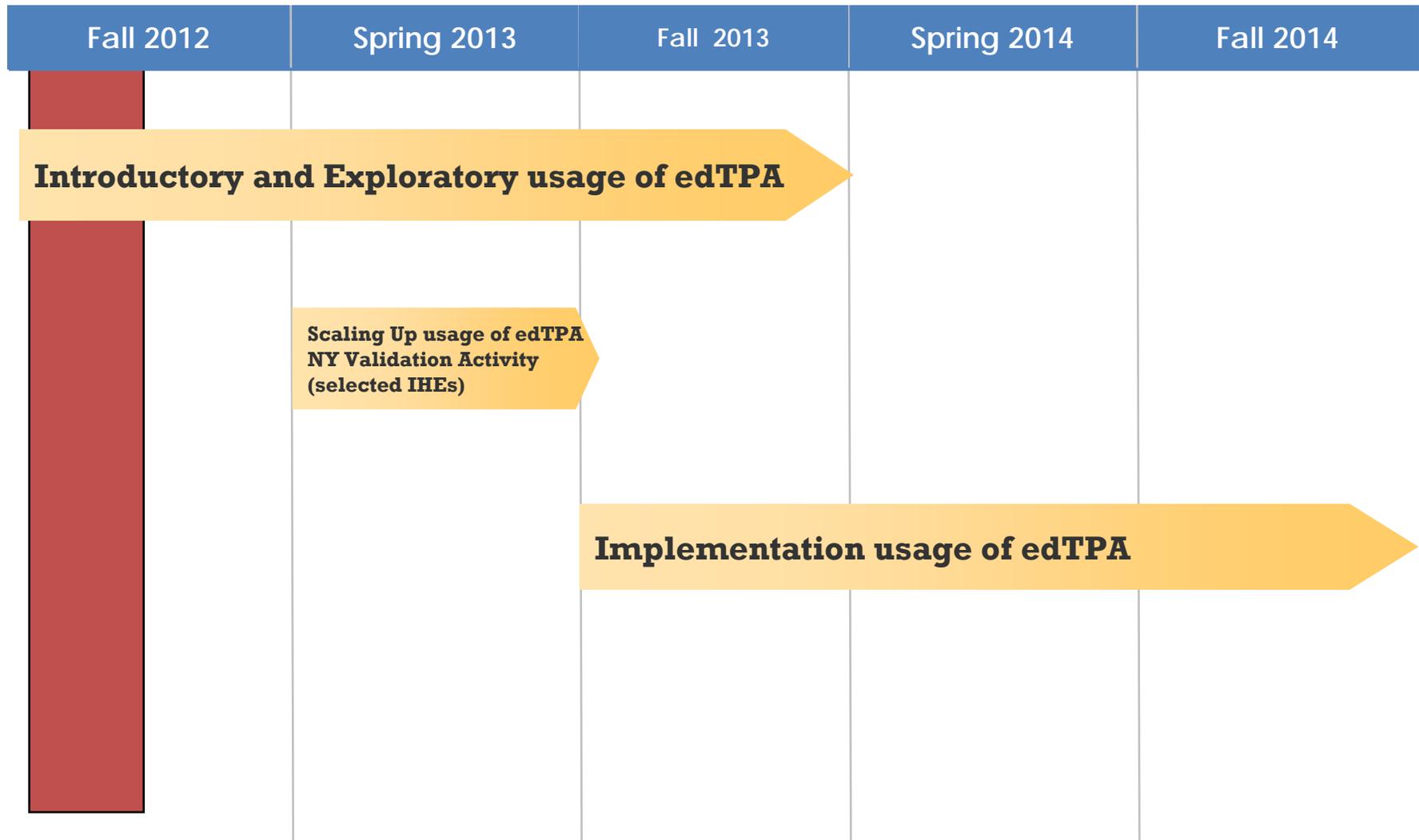
edTPA Handbooks

- **Early Childhood**
- **Elementary**
- **Secondary Mathematics**
- **Secondary English/Language Arts**
- **Secondary History/Social Studies**
- **Secondary Science**
- **Middle Childhood (Math, HSS, Science and English/Language Arts)**
- **Physical Education**
- **Performing Arts (music, dance, theater)**
- **Reading Specialist**
- **Visual Arts**
- **World Language**
- **Special Education**

New York edTPA Roadmap
2012–2014

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014

Introductory and Exploratory usage of edTPA

Scaling Up usage of edTPA NY Validation Activity (selected IHEs)

Implementation usage of edTPA

Resources

- edTPA online
  - General information
    - http://edtpa.aacte.org/
  - Questions
    - TPA-support@aacte.org
  - TPAC Online http://tpaconline.ning.com/
- NYS Policy questions
  - edcertpolicy@mail.nysed.gov
- NYSTCE
  - http://www.nystce.nesinc.com/NY_annTPA.asp