edTPA: Curriculum Mapping

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UW Whitewater Presentation
January 15, 2013
Agenda

• Short overview of edTPA architecture
• Curriculum Mapping
• Embedded Signature Assessments
  – Process
  – Framework
  – Example
Websites for edTPA

Join TPAC Online

- http://tpaconline.ning.com/

- Requires invitation: TPA-support@aacte.org
SCALE/AACTE Resources

- Engaging Faculty
- Formative Candidate Support
- Orienting Candidates
- Orienting Cooperating Teachers
- edTPA and Culturally Responsive Pedagogy
- Curriculum Mapping
- ESA Development
- Local Evaluation Protocol
- Making Good Choices
- Video Tips and Guidelines
- Academic Language Overview
- Guidelines for Acceptable Support
- Using Data for Program Renewal
Why do it? What do you want it to do for you?
edTPA as Part of a Multiple Measures Assessment System

Embedded Signature Assessments (campus designed examples)

- Child Case Studies
- Analyses of Student Learning
- Analyses of Curriculum/Teaching

Observation/Supervisory Evaluation & Feedback

TPAC Capstone Assessment

Integration of:
- Planning
- Instruction
- Assessment
- Analysis of Teaching
- Academic Language

SCALE
Stanford Center for Assessment, Learning, & Equity
edTPA: A summative assessment of teaching practice

- Subject Specific “Learning Segment” of 3-5 days

- Plans based on context and knowledge of students
  - Academic, social emotional and language development
  - Prior academic learning, lived experiences, family, community and cultural assets

- Collection of artifacts and commentaries
Subject Specific Central Focus

- Each discipline has *key understanding/skills* for student learning as the focus for a learning segment.

- Secondary Math
  - Develop conceptual understanding, procedural fluency, and mathematical reasoning and/or problem solving skills as well as to communicate precisely.

- Candidates must show that they are helping students achieve the key understanding/skills of the specific discipline.
## Subject Specific Emphases

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Central Focus for Learning Segments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing Arts</td>
<td>Create, perform, or respond to music/dance/theater by applying artistic skills, knowledge and contextual understandings.</td>
</tr>
<tr>
<td>History-Social Studies</td>
<td>Use facts, concepts and interpretations or analyses to build and support arguments about a historical event, topic/theme, or social studies phenomenon</td>
</tr>
<tr>
<td>Science</td>
<td>Use scientific concepts and scientific inquiry to investigate and explain a real world phenomenon</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Develop competencies in the psychomotor, cognitive, and/or affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness.</td>
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</tbody>
</table>
Subject Specific Handbooks

- Elementary (Literacy TPA with Mathematics Assessment Task)
- Elementary Literacy
- Elementary Mathematics
- Secondary Mathematics
- Secondary English/Language Arts
- Secondary History/Social Studies
- Secondary Science
Subject Specific Handbooks

- Early Childhood
- Middle Childhood (Math, HSS, Science and English/Language Arts)
- Physical Education
- Performing Arts (music, dance, theater)
- Visual Arts
- World Language
- Special Education
## New for 2013

<table>
<thead>
<tr>
<th>Health Education</th>
<th>Tech Education</th>
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</thead>
<tbody>
<tr>
<td>English as an Additional Language</td>
<td>Educational Tech Specialist</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Library Media Specialist</td>
</tr>
<tr>
<td>Business</td>
<td>Classical Languages</td>
</tr>
<tr>
<td>Family/Consumer Science</td>
<td>Literacy Specialist</td>
</tr>
</tbody>
</table>
### edTPA “Records of Practice”

<table>
<thead>
<tr>
<th>Planning</th>
<th>Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional and social context</td>
<td>• Video Clips</td>
<td>• Analysis of whole class assessment</td>
</tr>
<tr>
<td>• Lesson plans</td>
<td>• Instruction Commentary</td>
<td>• Analysis of learning and feedback to THREE students</td>
</tr>
<tr>
<td>• Instructional materials, student assignments</td>
<td></td>
<td>• Assessment Commentary</td>
</tr>
<tr>
<td>• Planning Commentary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis of Teaching Effectiveness
Academic Language Development

**edTPA**

**SCALE**
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Targeted Competencies & Rubrics

Components of Teaching Practice

1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Academic Language

### Instruction Rubrics

**Rubric 6: Learning Environment**

**How does the candidate demonstrate a positive learning environment that supports students’ engagement in learning?**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>The candidate demonstrates respect for students. OR Candidate allows disruptive behavior to interfere with student learning.</td>
</tr>
<tr>
<td>Level 2</td>
<td>The candidate demonstrates respect for students. Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.</td>
</tr>
<tr>
<td>Level 3</td>
<td>The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low-risk social environment that reveals mutual respect among students.</td>
</tr>
<tr>
<td>Level 4</td>
<td>The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that promotes varied perspectives and promotes mutual respect among students.</td>
</tr>
<tr>
<td>Level 5</td>
<td>The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that promotes mutual respect among students.</td>
</tr>
</tbody>
</table>

edTPA

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Targeted Competencies

PLANNING

• Planning for content understandings
• Planning to support varied student needs
• Planning assessments to monitor and support student learning
Targeted Competencies

INSTRUCTION

• Demonstrating a positive and engaging learning environment
• Engaging students in learning
• Deepening student thinking during instruction
• Subject specific pedagogy
Targeted Competencies

ASSESSMENT

• Analyzing student work for evidence of learning
• Providing feedback to guide learning
• Supporting student use of feedback
Targeted Competencies

ANALYZING TEACHING

• Using knowledge of students to inform planning (Task 1)
• Analyzing teaching to meet student’s needs (Task 2)
• Using assessment to inform instruction (Task 3)
Targeted Competencies

ACADEMIC LANGUAGE

• Identifying and supporting language demands (Task 1)
• Evidence of language use to support content understandings (from Task 2 or 3, prompted in Task 3)
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

Fragmented, Indiscriminate  
Integrated, Intentional & Well Executed

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edTPA as Part of a Multiple Measures Assessment System

Embedded Signature Assessments (campus designed examples)

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Assessment System

• Addresses full range of desired outcomes for candidates (required standards and program specific)
• Includes formative, transition and summative tools/processes
• Formative processes scaffold naturally for summative assessment and are curriculum embedded
• Consider which assessments are “consequential” and how data will be used
Curriculum Mapping - How does the edTPA align with your programs?

• To what extent does it reflect program values?
• Where do you predict that students would do well? Where might they struggle?
• What core values and program emphases are not captured in the TPA?
• What kinds of assessments do you currently use (or might you need) to get at these?
What formative opportunities do candidates need?

- To be successful classroom teachers
- To prepare for edTPA
  - 7 fundamental experiences
  - Lesson Plan Model
  - Resources developed in IL by Adkins and Layzell
A framework for formative support

Fundamental experiences

- Getting to know students
- Developing justifiable lesson plans
- Writing explicit and appropriate justification
- Developing and applying appropriate assessment criteria
- Reflecting with a focus on what students could and could not do as a result of instruction
- Critiquing observations with a focus on engaging students in learning
- Surfacing and supporting the discourse demands of the discipline
PACT: San Jose State Experience

• Modified Curriculum to Embed Tasks
• Formative & Summative Data on Program Effectiveness
• Deep and Ongoing Faculty Professional Development on Academic Language
Embedded Assessments

- Start with curriculum map
- Examine existing course assignments and candidate performance data
- Strengthen assignments to scaffold summative outcomes
  - Consider using edTPA rubrics (or modify for formative use)
- Ensure all valued program outcomes and associated assessments have “status”
Critical decisions

- Build faculty consensus about valued outcomes
- Make decisions based on candidate performance data
- Sequence ESAs (and rubric criteria/levels) in ways that reflect candidate development
- Allow faculty autonomy in instruction supporting ESAs
- Standardize only what is necessary!
SJSU Examples

- Assessment system matrix
- Signature assessments by course
- Links to Standards
- Purpose/consequences
SJSU ESA template design

- Rationale
- Common assignment elements
- Connections to program assessment system
- Use of data for program revision
- Alignment with standards
- Remediation policy and process

• EDEL108C – planning task for history/social studies methods
Questions and Comments?

• Visit TPAC Online

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