

edTPA: Curriculum Mapping

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UW Whitewater Presentation

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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)**

**TPAC Capstone
Assessment**

**Child
Case
Studies**

**Analyses of
Student
Learning**

**Analyses of
Curriculum/Teach
ing**

Integration of:

- Planning**
- Instruction**
- Assessment**
- Analysis of Teaching**
- Academic Language**

**Observation/Supervisory
Evaluation & Feedback**

edTPA™

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

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

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

Health Education

English as an

Additional Language

Agriculture

Business

Family/Consumer

Science

Tech Education

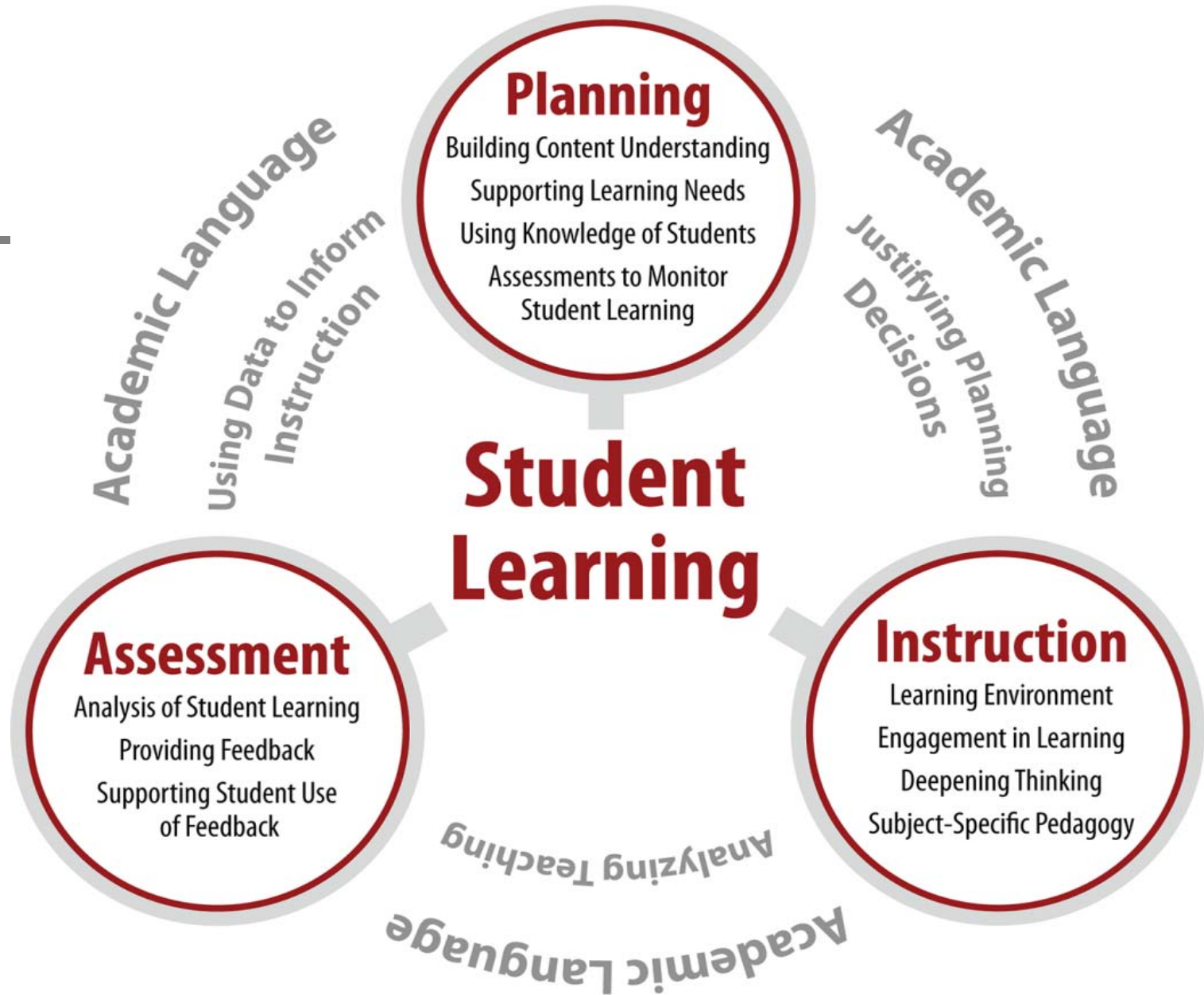
Educational Tech

Specialist

Library Media Specialist

Classical Languages

Literacy Specialist



edTPA "Records of Practice"

Planning	Instruction	Assessment
<ul style="list-style-type: none">• Instructional and social context• Lesson plans• Instructional materials, student assignments• Planning Commentary	<ul style="list-style-type: none">• Video Clips• Instruction Commentary	<ul style="list-style-type: none">• Analysis of whole class assessment• Analysis of learning and feedback to THREE students• Assessment Commentary

**Analysis of Teaching Effectiveness
Academic Language Development**

Targeted Competencies & Rubrics

Components of Teaching Practice

15 Rubrics

- 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?

Level 1	Level 2	Level 3	Level 4	Level 5
The clips reveal evidence of disrespectful interactions between teacher and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.	The candidate demonstrates respect for students. Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.	The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low-risk social environment that reveals mutual respect among students.	The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that promotes mutual respect among students.	The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.

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)

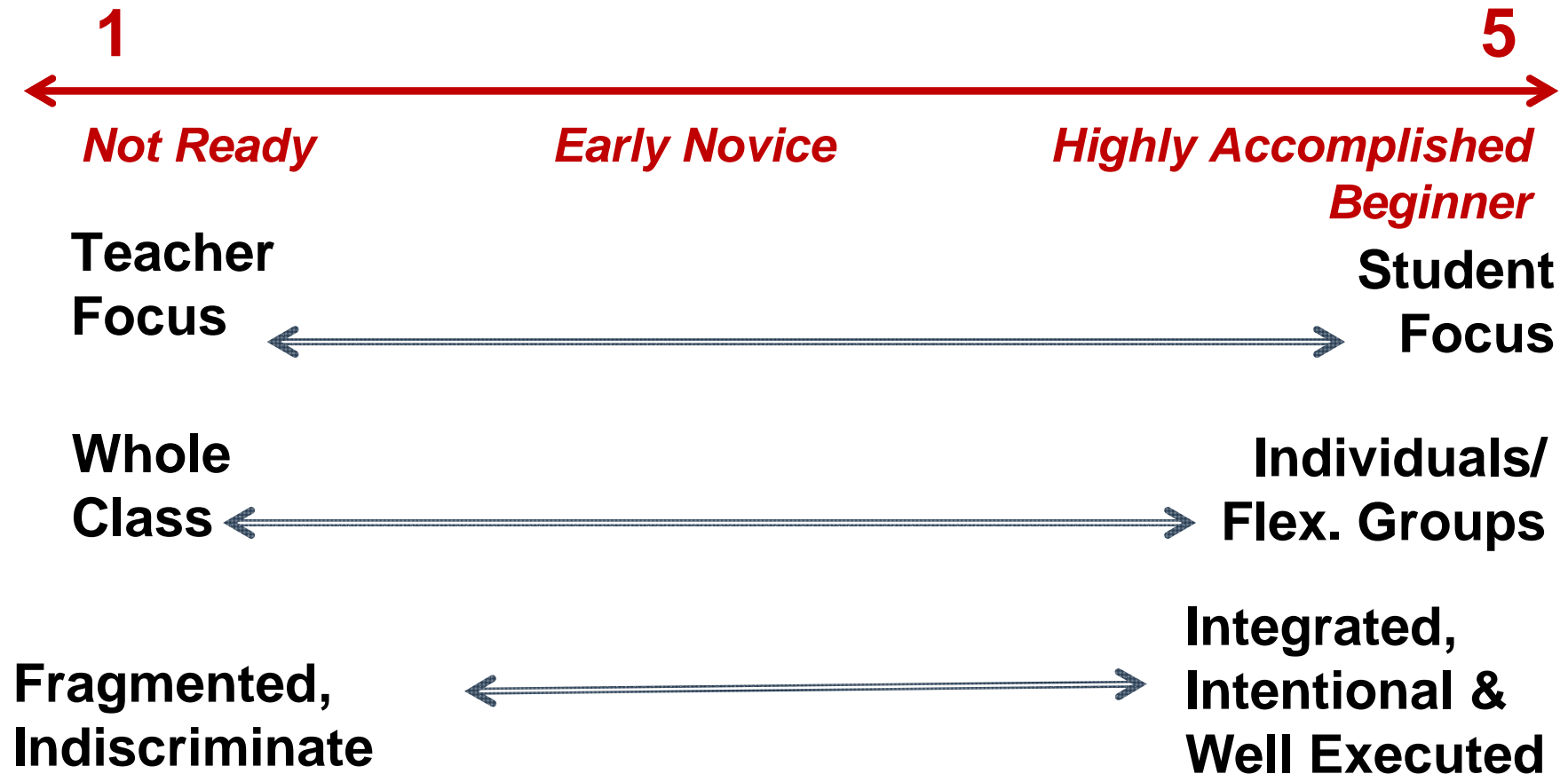
Targeted Competencies

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



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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

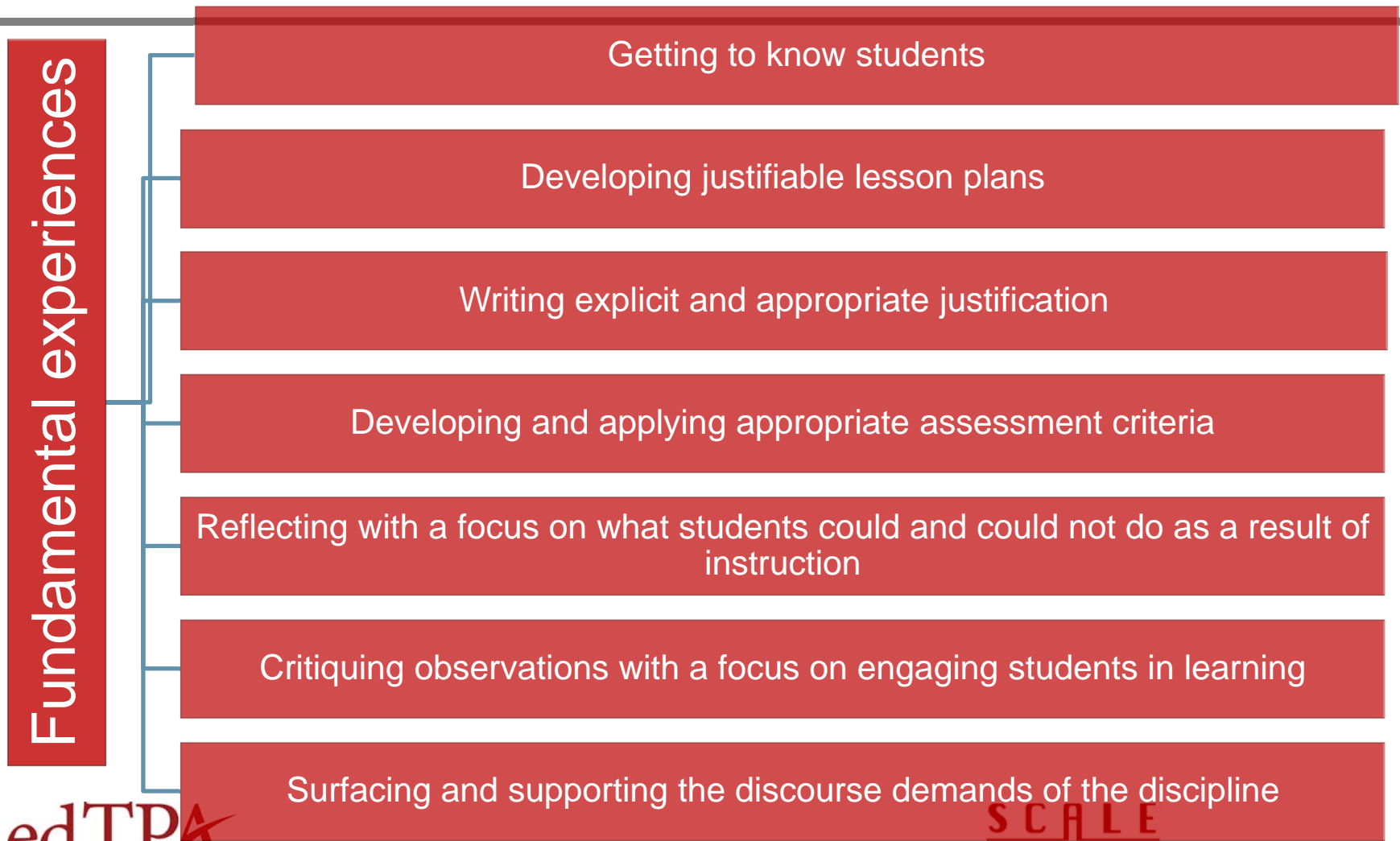
Curriculum Mapping - How does the edTPA align with your programs?

- 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



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
- andrew@stanford.edu