ED TPA
STUDENT TEACHER PERFORMANCE EVALUATION
Cooperating Teacher-Librarian Orientation
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WHAT IS EDTPA?

- Performance assessment of “readiness to teach” for novices
- Based on the belief that successful teachers
  - develop knowledge of subject matter content standards and subject-specific pedagogy
  - develop and apply knowledge of varied students’ needs
  - consider research and theory about how students learn
  - reflect on and analyze evidence of the effects of instruction on student learning
- Candidates are expected to demonstrate their understanding of teaching and student learning in authentic ways
NATIONAL DEVELOPMENT

- AACTE: American Association of Colleges for Teacher Education
  - Project management and communication
- CCSSO: Council of State School Officers (prior to March 2011)
  - Policy development, communication with state agencies
- Stanford (Stanford Center for Assessment, Learning & Equity)
  - Assessment development and implementation support
  - All design and development work including the edTPA handbooks, scoring training design, and benchmarks used in scoring training.
- Pearson
  - Operational delivery, submission and scoring platform, official score reporting
IN A NUTSHELL...

- National assessment tool, developed by Stanford, supported by Pearson
  - 29 states, 430 campuses (2013)
- Adopted by ISBE (2011)
- All licensure programs began phasing in, Fall 2013
  - Library Specialist Handbook, September 2015
- Required of all candidates
  - Fall 2014 & Spring 2015: local scoring
  - Fall 2015 will begin Pearson scoring
- “Looks like” National Board process
Candidates will plan 3-5 lessons with one class, teach and videotape the lessons, and assess student learning for the whole class and 3 individual students.
TIMELINE

- **2013-14**: Each institution began phase-in of edTPA
- **2014-15**: All programs must require edTPA within clinical field experience (local scoring)
- **2015-16**: edTPA minimum score required for licensure (Pearson scoring)
Student Learning

Planning
Building Content Understanding
Supporting Learning Needs
Using Knowledge of Students
Assessments to Monitor Student Learning

Academic Language
Using Data to Inform
Instruction

Justifying Planning
Decisions

Assessment
Analysis of Student Learning
Providing Feedback
Supporting Student Use of Feedback

Instruction
Learning Environment
Engagement in Learning
Deepening Thinking
Subject-Specific Pedagogy

Teaching
Analyzing Teaching
Academic Language
TASKS

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning
TASK 1: PLANNING

Overall goal

- Describe lesson plans and how instruction is appropriate for teaching content to students

Artifacts

- Write detailed Planning Commentary BEFORE teaching, including:
  - “Context for learning”
  - Central focus
  - Language demands (functions and tasks)
- Submit lesson plans, instructional materials and blank assessment tools
TASK 2: INSTRUCTION

Overall goal
- Demonstrate how to support and engage students in learning

Artifacts
- (2) 10-min. video clips from lessons + (1) optional 5-min. clip on language use
- Write detailed Instruction Commentary AFTER teaching, including:
  - Learning environment & tasks
  - Interaction with students
  - Evidence from instruction for changes to instruction
TASK 3: ASSESSMENT

Overall goal

- Analyze student learning as a group and for individual students

Artifacts

- Write detailed Assessment Commentary, including:
  - Analyzing patterns of student learning
  - Giving feedback to students
  - Using assessment to inform teaching
- Analyze class learning
- Analyze 3 student work samples
HOW WILL THIS BE SCORED?

Rubrics – Ask candidate to share with you

- Fifteen – 5 tied to each main task (planning, instruction, assessment)
- Components:
  - Planning
  - Instruction
  - Assessment
  - Analyzing Teaching
  - Academic Language
RESOURCES FOR CANDIDATES

- edTPA Library Specialist Handbook
- “Understanding Rubric Level Progressions”
- “U of I Box” account for file storage/resources
- GSLIS edTPA on-campus session (2.5 hours), March
- GSLIS edTPA Prep Workshop (8 hours), August
- Focused seminar sessions during student teaching
- Face-to-face planning meeting with Univ Sup at your school (2nd week)
- Cooperating teacher’s support
ROLE OF COOP
ADVISE, SUPPORT, ENCOURAGE!

- Help the candidate choose a learning segment (at least 3 lessons with the same class) to plan and videotape. Review their lesson plans, which must include assessment of instruction.
  - What (topic) can they teach in at least 3 lessons? (Is there an existing unit you teach that will fit the timeline?)
  - Which class will they be able to meet with at least 3 times over as short a time as possible? (Is there a class they could meet with 3x in a week? or over 2 weeks?)
  - All lessons do not have to be taught in the library. Is the teacher willing to have a lesson(s) taught in the classroom?
  - What special needs students, if any, will they be teaching?
  - What days do they need to plan around? School holidays, days off, testing schedule, field trips
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Start Context for Learning</td>
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<tr>
<td>Week 2</td>
<td>Meet with univ sup; Decide on lesson topic, class/teacher; send vt permission forms; Finish Context for Learning</td>
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<tr>
<td>Week 3</td>
<td>Write Planning Commentary, check rubrics 1-5; observe edTPA class</td>
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<td>Week 4</td>
<td>Get feedback on Planning Commentary; check rubrics 6-10 &amp; 11-15</td>
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<td>Week 5</td>
<td>Teach lessons/vt</td>
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<td>Week 6</td>
<td>Teach lessons/vt</td>
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<td>Week 7</td>
<td>Teach lessons/vt/collect assessment data</td>
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<td>Week 8</td>
<td>Write Instruction Commentary AFTER you teach; choose 2-3 clips; get feedback on commentary</td>
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<td>Week 9</td>
<td>Write Assessment Commentary; get feedback on commentary</td>
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<td>Week 10</td>
<td>Upload final drafts of edTPA materials to UI Box Final Versions folder; register on edTPA site and upload files for final review by univ sup</td>
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VIDEOTAPING LOGISTICS

- Assist the candidate with obtaining permission for students to be videotaped.
  - Is there a district form that can be used? There is a University form that can be customized.
- Decide who will videotape their lessons and what equipment they will use. **Practice videotaping in the room where they will be teaching.**
- **Check the audio recording.** Can you understand the teacher? Can you understand the students?
- Consider recording audio on a separate device so it can be transcribed, if necessary.
- Read p. 18-22 from candidate’s “Making Good Choices”
RESOURCES FOR COOPERATING T-L

- Cooperating Teacher-librarian Orientation Session
- edTPA Summary for Co-ops (linked in GSLIS Co-op Handbook)
- edTPA Teachers Who Support Teacher Candidates (linked in GSLIS Co-op Handbook)
- Face-to-face planning meeting with University Supervisor at your school (2nd week)
- Your University Supervisor
QUESTIONS?