



# EdTPA – the High-Stakes Elephant in the Living Room: One State, One University, One National Center Tackling Teacher Performance Assessment

U.S. Department of  
Education,  
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# Today's Goal

- ❖ Georgia's context for edTPA
- ❖ edTPA implementation at Columbus
- ❖ CEEDAR assistance

# Georgia's Story

## Race to the Top

- Induction Certificate
- Program Effectiveness Measures
- Measure proficiency in data use
- Teacher Keys (TAPS)



## Why Performance Assessment?

- Tests of basic skills, subject matter, teaching knowledge – not strongly related to ultimate success
  - “A better exit exam; better yet – one that is content specific” (T. Higgins, personal communication, 2014)

# Georgia's Story (cont.)

## PPEM Task Force

Spring  
2012 TPA  
Field Test



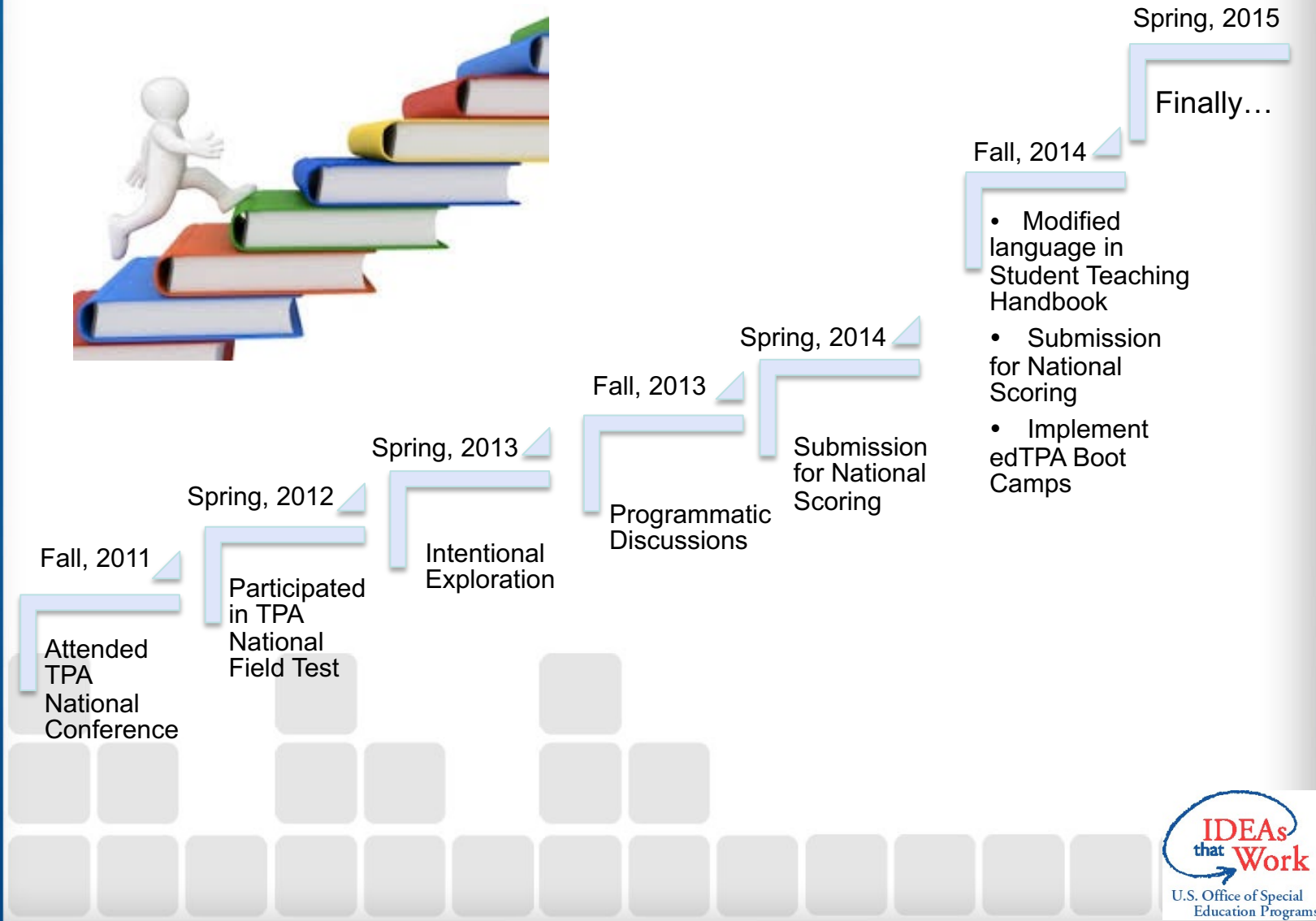
- Georgia Southwestern State University
- Mercer University
- Kennesaw State University
- Valdosta State University
- Columbus State University

Findings  
from Task  
Force



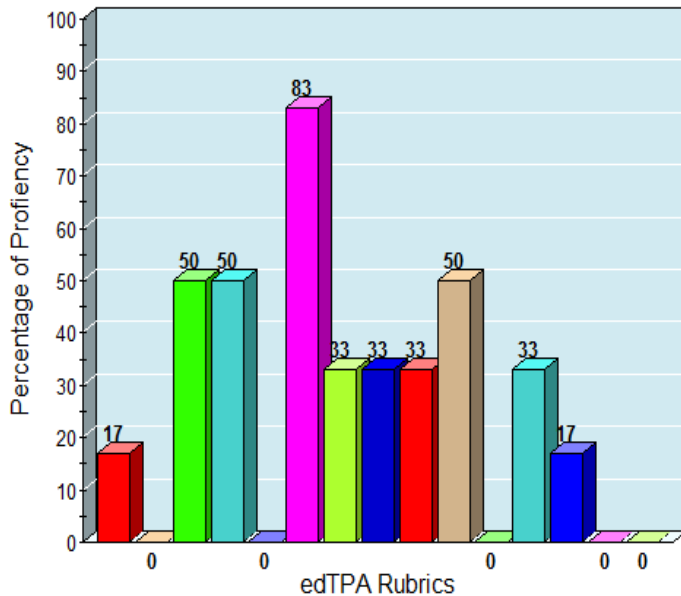
- Made me feel like a real teacher
- Reflection improved as a result of prompts
- Assessment too good to make it consequential
- In line with and reflects what we value

# Columbus State University's Purposeful Implementation



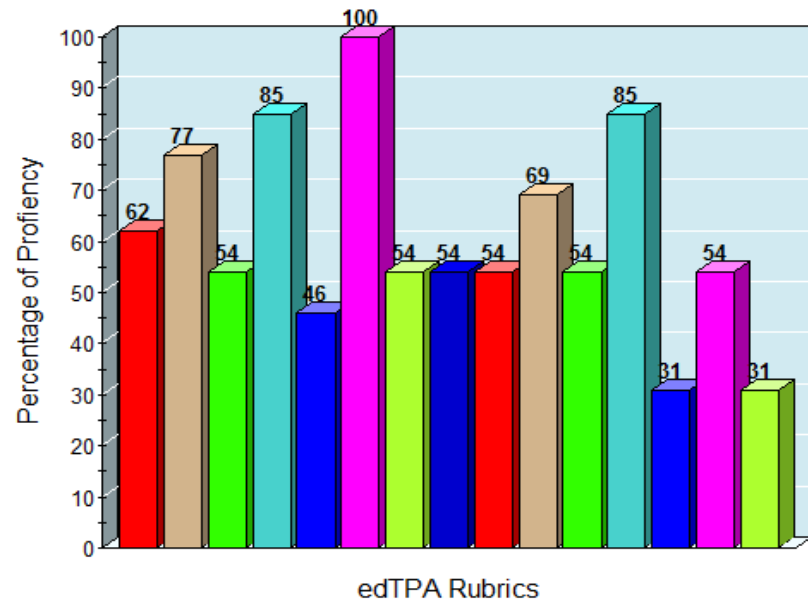
# AY 15 edTPA Unit Data

**Fall '14 Special Education edTPA Scores**



- Rubric 1
- Rubric 2
- Rubric 3
- Rubric 4
- Rubric 5
- Rubric 6
- Rubric 7
- Rubric 8
- Rubric 9
- Rubric 10
- Rubric 11
- Rubric 12
- Rubric 13
- Rubric 14
- Rubric 15

**Spring '15 SPED edTPA Scores**



- Rubric 1
- Rubric 2
- Rubric 3
- Rubric 4
- Rubric 5
- Rubric 6
- Rubric 7
- Rubric 8
- Rubric 9
- Rubric 10
- Rubric 11
- Rubric 12
- Rubric 13
- Rubric 14
- Rubric 15

# Program Implementation: AY13-14 (Intentional Exploration)

- ❖ Faculty sessions on handbook, implementation issues, local evaluation training
- ❖ General curriculum mapping: Tasks 1-3 in practicum courses prior to student teaching
- ❖ Limited pilot with students across multiple programs –
  - > comparison of national evaluation to local evaluation
- ❖ Statewide conference (local evaluation training)

# Program Implementation: Fall 2014 (Programmatic Discussions)

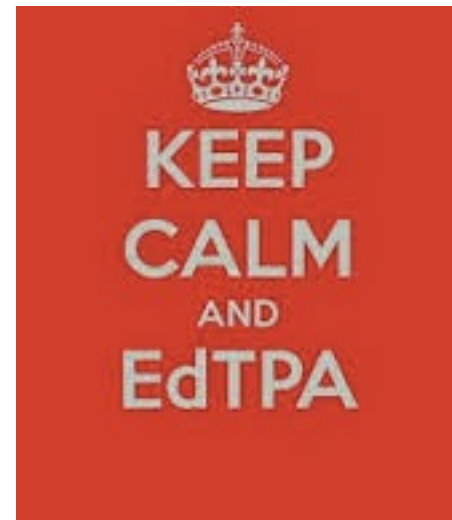
- ❖ Full Program Pilot
- ❖ Curriculum mapping of tasks 1-3 across classes
  - Which classes might each task and rubric best fit into?
  - How might subtasks fit into early classes?
- ❖ Focus on the technical skills -> Video recording, reviewing, editing
- ❖ Focus on the language -> Embed language into coursework
- ❖ Anxiety management -> Keep students focused on the instructional cycle
- ❖ Program Consistency -> Lesson Plan Template



# Program Implementation: Spring 2015

## (Formative Program Assessment)

- ❖ Full Program Pilot with students who have been engaged with new portfolio assessment system
- ❖ Increased focus on Master's level (initial certification) interns

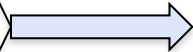


# Voices from the Field

## Spring, 2015

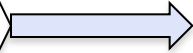
*Survey Prompt: On a scale from 1-10 (10 being the highest), to what extent do you think developing the edTPA portfolio contributed to you becoming a classroom-ready teacher?*

10



**Because planning, instruction, evidence, justification, and commentary made us (candidates) reflect on the service we provided.**

8



**I genuinely feel as if it is a real-life application of what we are expected to do as teachers. Sure, it is a pain in the butt. However, I can now defend and reflect my teaching practices and work towards becoming a better teacher because of edTPA.**

7



**The process made me think about my teaching decisions, and when you have to sit there and justify every move you make, it makes you more deliberate in your decisions.**

# Voice from the Field

## Fall, 2015

*In the first consequential semester and now that it's all over, what do you think about edTPA and the process?*

**I like that there's this gate in place for our profession. There were certain students in some of my classes that just barely got by, but now they can't hide. Those areas of weakness are really showing up now.**

--- Amy Labas, Columbus State University

# Lesson Learned

- ❖ Program Consistency
- ❖ All task in one course too much
- ❖ Importance of addressing language
- ❖ Faculty buy-in
  - Professional Development
- ❖ Start Early



# On-Going Challenges

❖ Program Communication

❖ Student Cost

❖ Language

❖ Robust Intern Support

❖ Content Knowledge

❖ Co-Teaching

❖ Context Matters

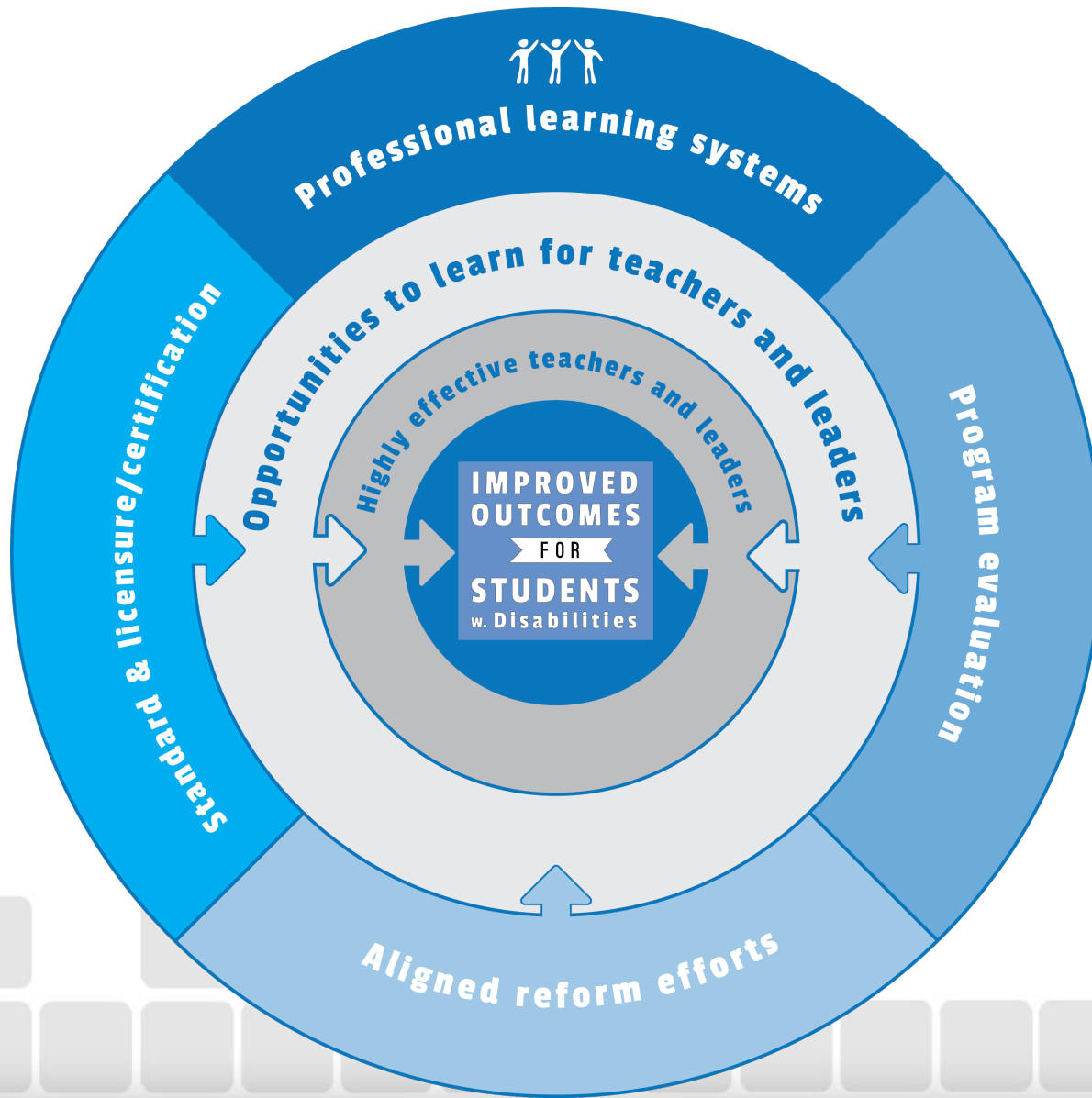


# CEEDAR

## Collaboration for Effective Educator Development, Accountability, and Reform



# Our Approach



# CEEDAR/edTPA Convening (March, 2015)

- ❖ State Leadership Team Focus
- ❖ High Stakes
- ❖ Other states also focused on edTPA
  - Illinois
  - Tennessee
  - New York
- ❖ Handbook & Implementation





# Handbook Changes (Scale)

## State representatives

- Opportunity to give feedback for handbook to scale
- Handbook revised



# Focus on Implementation

## ❖ Training challenges:

- Adapting programs
- Supporting candidates

## ❖ Implementing edTPA effectively in schools:

- Effective placements
- Communication among IHEs, SEA, and LEAs

# GA Blueprint & Resources

## ✧ Blueprint

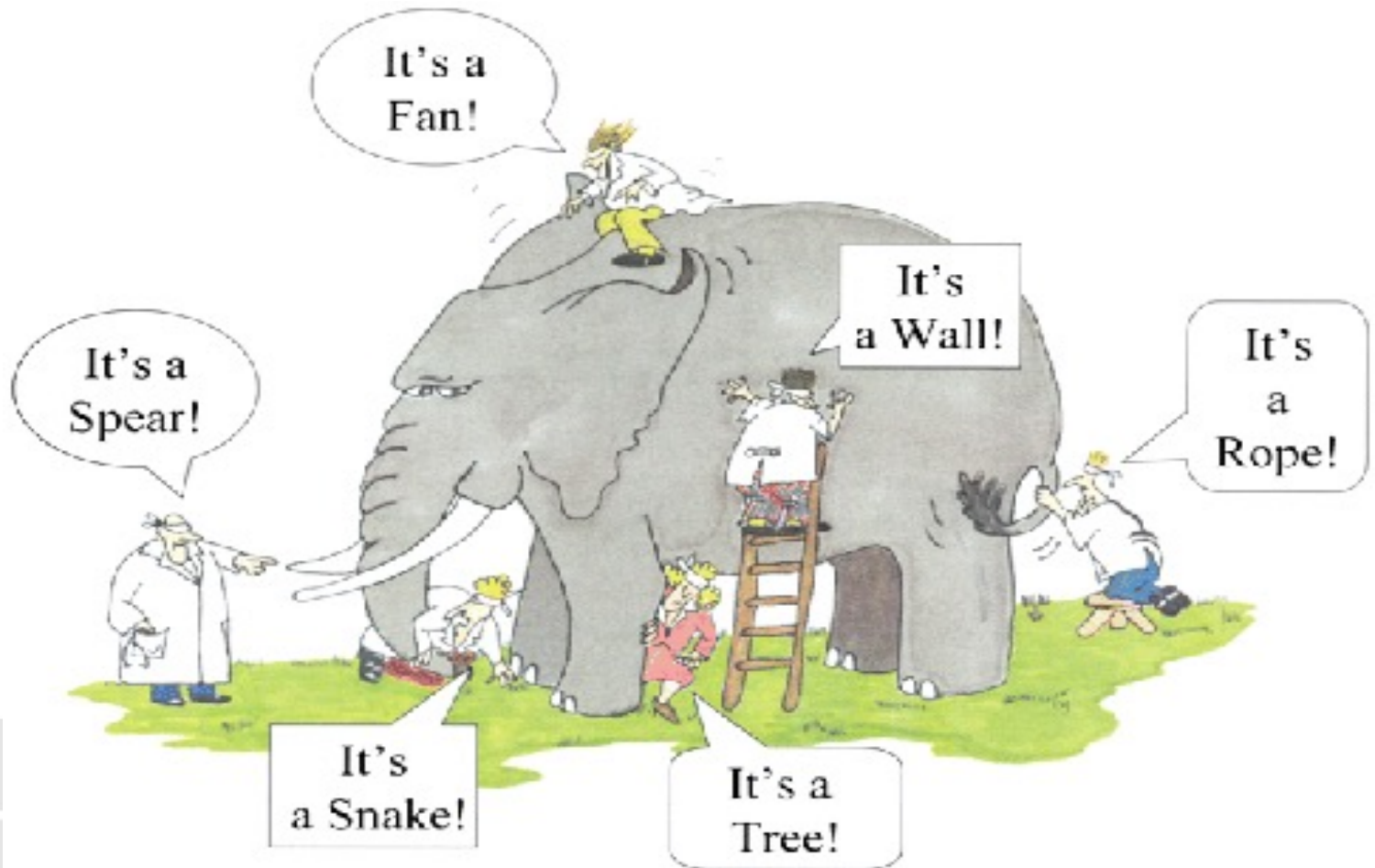
- Shared resources
- Plan for supporting students who do not pass



## ✧ Resources shared across states

- Illinois shared resources

# Questions



# Disclaimer

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