

edTPA Handbook and Rubric Deep Dive

North East P-20

Etta Hollins

- *“While we wait for attitudes and beliefs to change, I want the children to learn. Beginning teachers need to understand and develop the practices that support student learning.”*

edTPA National Implementation Conference

Savannah, Georgia

April 2, 2016

Bailey Wheeler

- Working with North Heights Elementary School opened my eyes to the diversity within education. By teaching at this school and having the support of edTPA, I was able to more adequately meet the diverse needs of each and every single student so that they all received a fair education. edTPA helped me to identify the individual needs of every student, meet the students where they were, and provide proper supports to make mastery a goal that every student could reach. Without edTPA as a support while in this school, I would not have understood what it meant to truly provide students with exactly what they need to succeed. By having everything laid out and explained to me through edTPA I was able to make sure that every single student left the classroom feeling successful. Because of edTPA and North Heights, I know that I am equipped to provide equal opportunities for every student and provide students with exactly what they need to succeed.

edTPA Support and Assessment System

edTPA is a student centered multiple measure assessment of teaching.

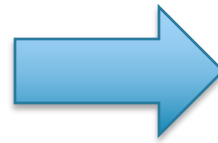
*Developed
by the Profession
for the Profession*



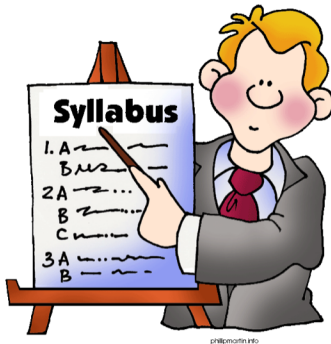
Shifting the Focus of Teaching

- edTPA is a **student centered** multiple measure assessment of teaching.

“Teaching is delivering the content and getting through the material.”



“Teaching is having a positive impact on student learning.”



An Educative Process

edTPA is a student centered multiple measure assessment of teaching.

It is designed to be **educative**.

Candidate Learning
Professional Development Plans
Program Review and Renewal
Research Opportunities
Informing Policy

Why Performance Assessment?

- **edTPA** is a student centered multiple measure assessment of teaching.

“Performance assessments that measure what teachers actually do in the classroom, and which have been found to be related to later teacher effectiveness, are a much more potent tool for evaluating teachers’ competence and readiness.”

Linda Darling-Hammond, 2010, Evaluating Teacher Effectiveness



edTPA: A Capstone in a Multiple Measures Assessment System

**Campus designed formative assessments
and coursework**

**edTPA as Capstone
Assessment**

**Observation/Supervisory
Evaluation & Feedback in Clinical
Placements**

**Basic Skills and
Subject Matter Knowledge**

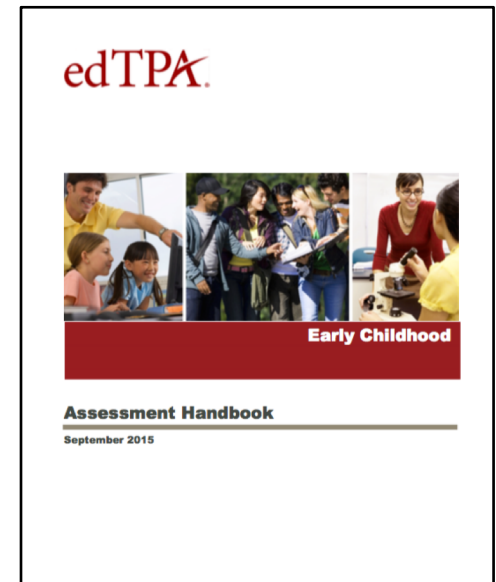
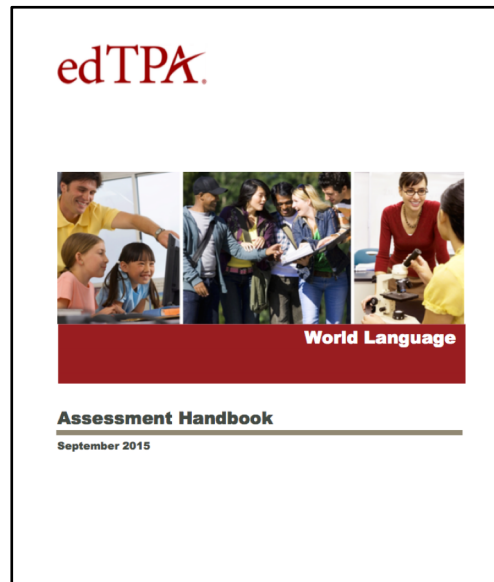
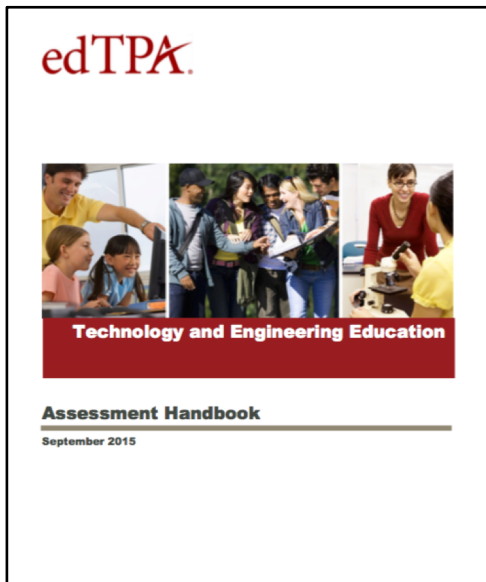
Integration of:

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

Making Connections...

- What do you value as outcomes for candidates in your program?
- What are you already doing that looks like edTPA?
 - Clinical experiences
 - Assessments
- What's new or different?
- How can edTPA can help you to leverage the changes YOU want to make?

Common Architecture



Learning Centered Design

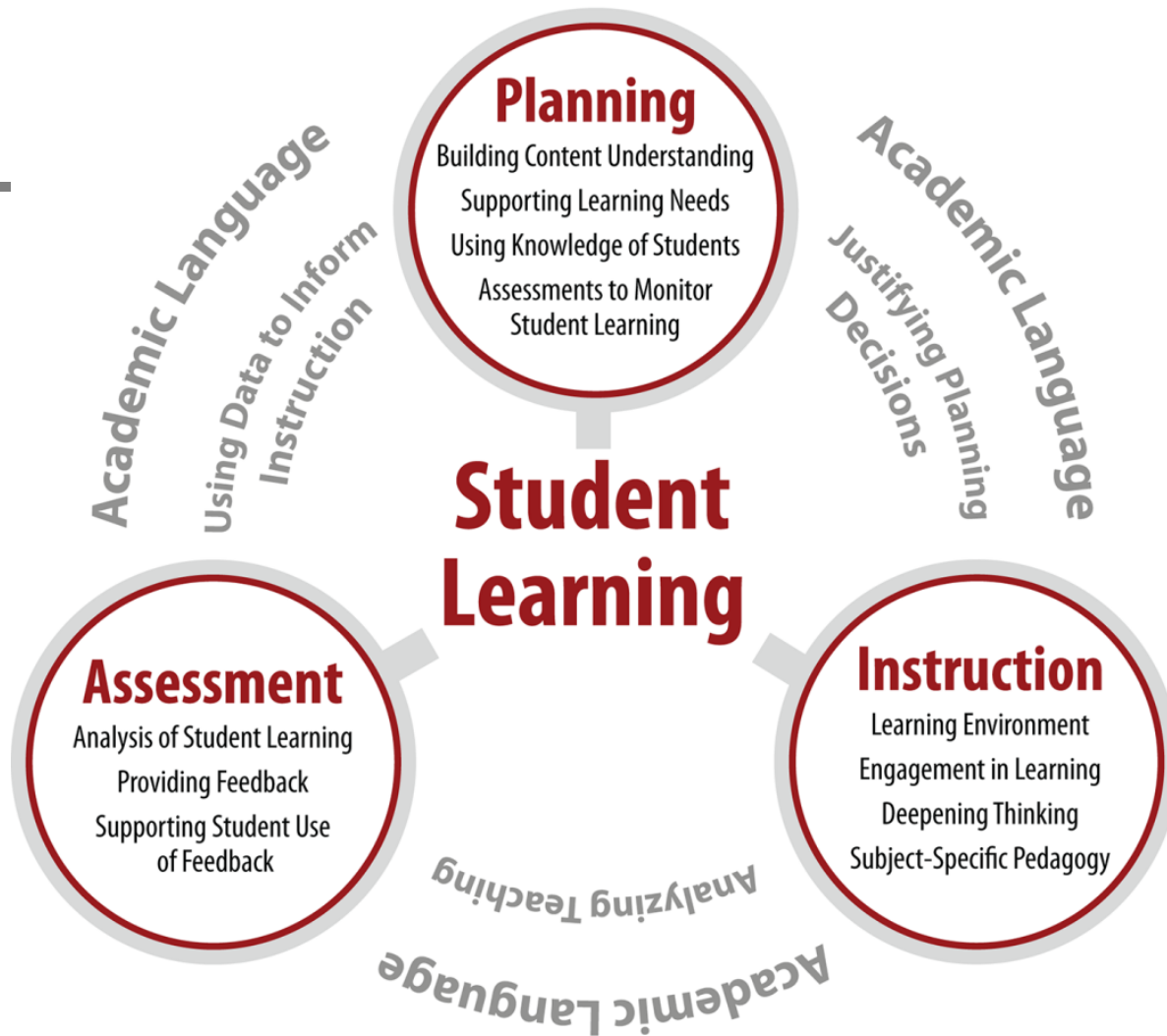
Principles: Educative Focus

- ❑ Discipline Specific: embedded in subject specific curriculum within and across grade levels
- ❑ Student Centered: examines teaching practice in relationship to knowledge of students' lived experiences and academic learning strengths and needs
- ❑ Analytic Rubrics: provide feedback and evidence along targeted dimensions.
- ❑ Integrative: supports a multiple measures assessment of teaching

Successful Teaching

- Develop knowledge of subject matter, content standards and subject-specific pedagogy;
- Develop and apply knowledge of varied students' strengths and needs;
- Consider research and theory about how students learn; and
- Reflect on, justify, and analyze evidence of the effects of instruction on student learning.





Summative assessment of teaching practice

- **Common Architecture** across 27 fields
- **Subject Specific** “Learning Segment” of 3-5 days/hours of instruction
- Plans based on context and knowledge about what students bring...
 - Prior academic learning
 - Lived experiences, personal, community and cultural assets (including language development)
- Portfolio collection of **artifacts** and **commentaries**

Subject Specific Teaching and Learning

Elementary Literacy	An essential strategy for comprehending or composing text and the requisite skills that directly support that strategy.
Secondary English Language Arts	Comprehend, construct meaning from, and interpret complex text Create a written product interpreting or responding to complex features of a text
Secondary Science	Use of science concepts and the ability to apply scientific practices through inquiry to develop evidence based explanations for a real-world phenomenon.
Secondary History/Social Studies	Facts and concepts, and interpretations or analyses to build and support arguments about historical events, a topic/theme, or social studies phenomenon.
Secondary Mathematics	Conceptual understanding Procedural fluency Mathematical reasoning and/or problem solving skills

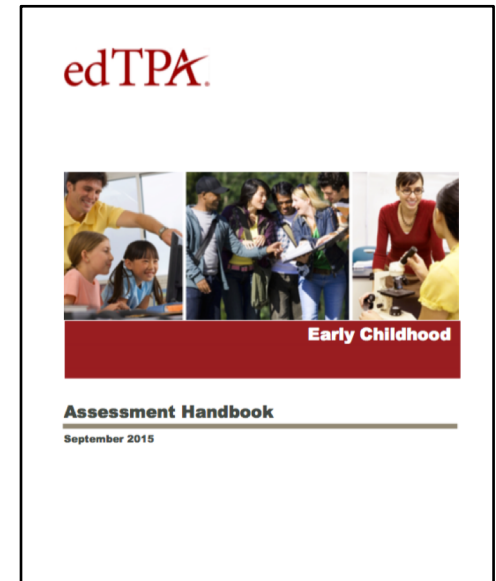
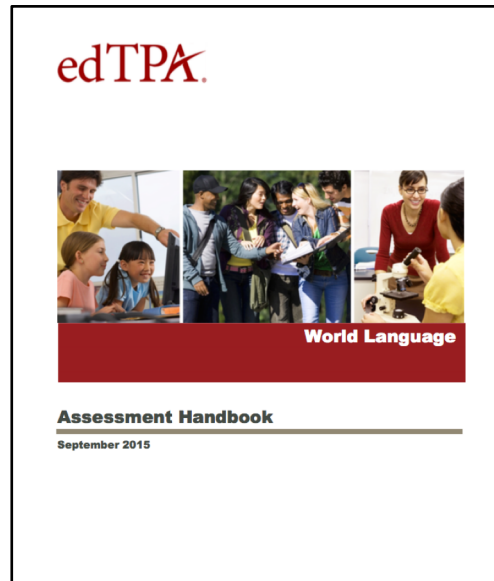
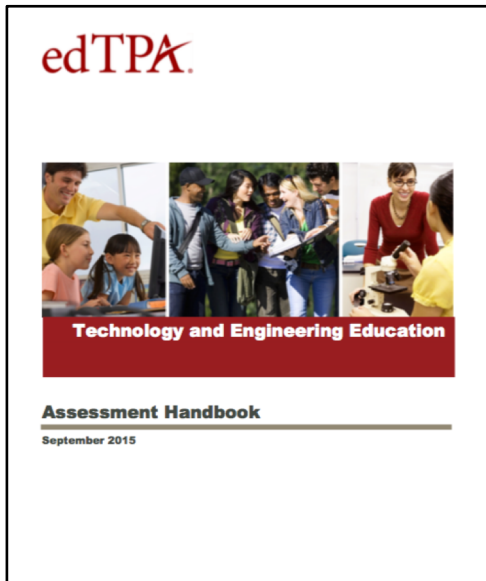
Authentic Evidence of Practice

Planning	Instruction	Assessment
<ul style="list-style-type: none">• Instructional and social context (<i>Context for Learning</i>)• 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 selected focus students (2 or 3 depending on content area)• Assessment Commentary
<p>Analysis of Teaching Effectiveness Academic Language Development</p>		

Commentaries

- **Describe** plans or provide descriptions or evidence of what teacher or students did
- **Justify** a rationale for plans in terms of knowledge of students & research/theory,
- **Analyze** what happened in terms of student learning or how teaching affected student learning
- **Explain** feedback to students and next instructional steps based on assessment results

Tasks and Rubrics



Context for Learning

- Gathers information about instructional context
- Prompts provide background:
 - About the school
 - About the class
 - About the students
- Records information about any students with IEP/504 or other specific learning needs, including English Learners

Context for Learning (Literacy)

Elementary Literacy Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

About the School Where You Are Teaching

- In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)
 Elementary school: _____
 Middle school: _____
 Other (please describe): _____
- Where is the school where you are teaching located? (Type an "X" next to the appropriate description.)³
 City: _____
 Suburb: _____
 Town: _____
 Rural: _____
- List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
- Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Class Featured in this Learning Segment

- How much time is devoted each day to literacy instruction in your classroom?
- Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.
- Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.
- List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for literacy instruction in this class.

About the Students in the Class Featured in this Learning Segment

- Grade-level(s): _____
- Number of
 - students in the class: _____
 - males: _____ females: _____
- Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example, students

- With Individualized Education Programs (IEPs) or 504 plans
- With specific language needs
- Needing greater challenge or support
- Who struggle with reading
- Who are underperforming students or have gaps in academic knowledge

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.³

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Example: Visual processing</i>	2	<i>Close monitoring, large print text, window card to isolate text</i>

³ California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: English language learners with only a few words of English</i>	2	<i>Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)</i> <i>Have students use pre-taught key words and graphic organizers to complete sentence starters</i>
<i>Example: Students who speak a variety of English other than that used in textbooks</i>	5	<i>Make connections between the language students bring and the language used in the textbook</i>
Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	5	<i>Leveled text, targeted guided reading, ongoing reading assessment (e.g., running records, miscue, conferencing)</i>

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How is candidate performance evaluated?



Six Scoring Components

Components of Teaching Practice

- ① Planning
- ② Instruction
- ③ Assessment of Literacy
- ④ Analyzing Teaching
- ⑤ Academic Language
- ⑥ Assessment of Student Learning in Mathematics

18 Rubrics

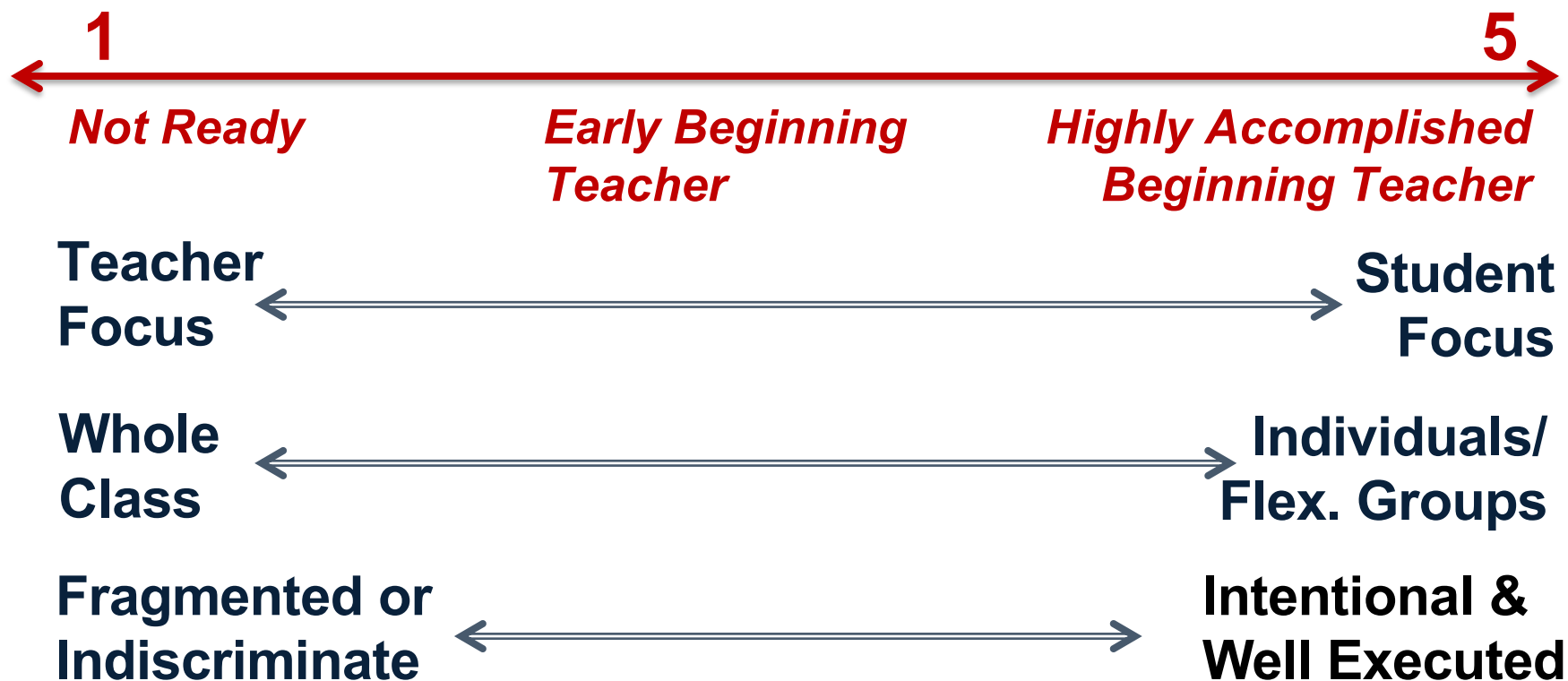
Rubric 1: Planning for Literacy Learning

How do the candidate's plans build students' understanding of an essential literacy strategy for comprehending OR composing text and the skills that support that strategy?				
Level 1*	Level 2	Level 3	Level 4	Level 5
<p>Candidate's plans for instruction focus solely on literacy skills without any connections to an essential literacy strategy for comprehending OR composing text.</p> <p>OR</p> <p>There are significant content inaccuracies that will lead to student misunderstandings.</p> <p>OR</p> <p>Standards, objectives, and learning tasks and materials are not aligned with each other.</p>	<p>Candidate's plans for instruction support student learning of skills with vague connections to the essential literacy strategy for comprehending OR composing text.</p>	<p>Candidate's plans for instruction build on each other to support learning of</p> <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text with clear connections to skills. 	<p>Candidate's plans for instruction build on each other within a meaningful context that supports learning of</p> <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text with clear AND consistent connections to related skills. 	<p>Level 4 plus: Candidate's plans build an authentic connection between reading and writing.</p> <p>Candidate explains how s/he will use learning tasks and materials to lead students to independently apply the essential literacy strategy AND related skills.</p>

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Rubric progression

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



Rubric 5: Planning Assessments to Monitor and Support Student Learning

Rubric Focus

How are the formal and informal assessments selected or designed to monitor students' use of the essential literacy strategy to comprehend OR compose text and related skills?

Rubric Guiding Question

Rubric Performance Levels (or Rubric Criteria)

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The assessments only provide evidence of students' use of skills.</p> <p>OR</p> <p>Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.</p>	<p>The assessments provide limited evidence to monitor students' use of</p> <ul style="list-style-type: none"> the essential literacy strategy OR related skills <p>during the learning segment.</p>	<p>The assessments provide evidence to monitor students' use of</p> <ul style="list-style-type: none"> the essential literacy strategy AND related skills <p>during the learning segment.</p>	<p>The assessments provide multiple forms of evidence to monitor students' use of</p> <ul style="list-style-type: none"> the essential literacy strategy AND related skills <p>throughout the learning segment.</p>	<p>Level 4 plus:</p> <p>The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</p>

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Task 1: Planning = Intended Teaching

Planning

Building Content Understanding

Supporting Learning Needs

Using Knowledge of Students

Assessments to Monitor
Student Learning

Rubric 1

Rubric 1: Planning for Literacy Learning

How do the candidate's plans build students' understanding of an essential literacy strategy for comprehending **OR** composing text and the skills that support that strategy?

Level 1 ⁴	Level 2	Level 3	Level 4	Level 5
<p>Candidate's plans for instruction focus solely on literacy skills without any connections to an essential literacy strategy for comprehending OR composing text.</p> <p>OR</p> <p>There are significant content inaccuracies that will lead to student misunderstandings.</p> <p>OR</p> <p>Standards, objectives, and learning tasks and materials are not aligned with each other.</p>	<p>Candidate's plans for instruction support student learning of skills with vague connections to the essential literacy strategy for comprehending OR composing text.</p>	<p>Candidate's plans for instruction build on each other to support learning of</p> <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text with clear connections to skills. 	<p>Candidate's plans for instruction build on each other within a meaningful context that supports learning of</p> <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text with clear AND consistent connections to related skills. 	<p>Level 4 plus: Candidate's plans build an authentic connection between reading and writing.</p> <p>Candidate explains how s/he will use learning tasks and materials to lead students to independently apply the essential literacy strategy AND related skills.</p>

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⁴ Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Rubric 2

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for students' literacy learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>There is no evidence of planned supports.</p> <p>OR</p> <p>Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.</p>	<p>Planned supports are loosely tied to learning objectives or the central focus of the learning segment.</p>	<p>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.</p>	<p>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.</p>	<p>Level 4 plus:</p> <p>Supports include specific strategies to identify and respond to common developmental approximations or misconceptions.</p>

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Rubric 3

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

How does the candidate use knowledge of his/her students to justify instructional plans?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.</p>	<p>Candidate justifies learning tasks with limited attention to students'</p> <ul style="list-style-type: none"> • prior academic learning OR • personal, cultural, or community assets. 	<p>Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students'</p> <ul style="list-style-type: none"> • prior academic learning OR • personal, cultural, or community assets. <p>Candidate makes superficial connections to research and/or theory.</p>	<p>Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students'</p> <ul style="list-style-type: none"> • prior academic learning AND • personal, cultural, or community assets. <p>Candidate makes connections to research and/or theory.</p>	<p>Level 4 plus: Candidate's justification is supported by principles from research and/or theory.</p>

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Research

Cite the Research	Define the Research	Application of Research

Academic Language...

- Academic language represents the language of the discipline that students need **to learn and use to participate** and engage in meaningful ways in the content area.
- Academic language is the oral and written language used for academic purposes and the the means by which students **develop and express content understandings**.

Focus of edTPA: Language Development

- Academic language development is making the language of the **school**, **content**, and **classroom** explicit to expand students' control over language and improve their language choices according to the **purpose**, context and audience for the message.

Academic Language Development in edTPA means Addressing

- **LANGUAGE DEMANDS** (e.g. function, vocabulary, discourse, syntax)

BY PLANNING

- **LANGUAGE SUPPORTS**

Academic Language Demands

The **language demands** that candidates need to consider as they plan to **support** student learning of content, include:

- **Language functions**
- **Vocabulary**
- **Syntax**
- **Discourse**

Language Functions – Elementary

I. Functions	
Definition	Examples (bolded and underlined within learning objectives)
<ul style="list-style-type: none">■ Purposes for which language is used.■ Content and language focus of learning tasks often represented by the active verbs within the learning outcomes.	<ul style="list-style-type: none">■ Learning Objective:<ul style="list-style-type: none">■ Students will be able to <u>compare</u> two characters in a story.■ Students will be able to <u>explain</u> how claims support an argument.■ Students will be able to <u>describe</u> how the character resolves a conflict in the story.

Vocabulary – Elementary

II. Vocabulary - Includes words, phrases and symbols used within disciplines.

Definition	Examples
<ul style="list-style-type: none">Words and phrases with subject-specific meanings that differ from meanings used in everyday life	<ul style="list-style-type: none">Plot, conflict, character, setting
<ul style="list-style-type: none">General academic vocabulary used across disciplines	<ul style="list-style-type: none">compare, analyze, evaluate
<ul style="list-style-type: none">Subject-specific words and/or symbols defined for use in the discipline	<ul style="list-style-type: none">Onomatopoeia, metaphor, vowels, consonants

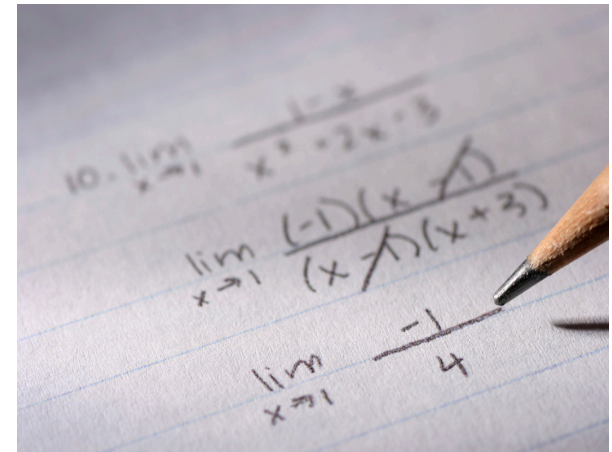
Discourse – Elementary

III. Discourse	
Definition	Examples
<ul style="list-style-type: none">■ How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language■ Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually.	<ul style="list-style-type: none">■ Writing narrative texts■ Constructing argument texts■ Interpreting graphic representations■ Composing essays (e.g., citing textual evidence)

Syntax is...

The rules for organizing words or symbols together into phrases, sentences or visual representations (e.g., *complex or compound sentences, mathematical equations, chord progressions in music, etc*).

Examples:



Syntax – Elementary

IV. Syntax	
Definition	Examples
<ul style="list-style-type: none">■ How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language■ Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually.	<ul style="list-style-type: none">■ Ordinal numbers to sequence events (e.g., first, next, last).■ Sentence structure for metaphors or analogies.■ Rhyming or word patterns for poetry■ Simple to complex sentences in essay writing.

Comparison

- _____ and _____ both show _____
- _____ and _____ are both like in that they both _____.
- Likewise, both are _____.
- Similarly, _____ and _____ are _____.

Contrast

- _____ is _____, while _____ is _____.
- While _____ shows _____, _____ shows _____.
- _____ is _____, but _____ is _____.

Summary

- The section titled _____ is about...
- The main idea of the passage...
- The speech delivered by _____ (name the speaker) _____ (use a verb)...
- In the speech _____ (title) _____ (speaker) _____ (verb like argues, states, challenges) that....

Sequence

- The first step to solving is _____
- To begin the experiment, _____, then, _____, and finally _____.
- First, Second, Third...

Analysis

- The fact that (rephrase your evidence) proves/shows/demonstrates/illustrates/etc. that (rephrase your claim) because...
- Taken together, the fact that (rephrase one piece of evidence) and that (rephrase more evidence), clearly demonstrates that (rephrase your claim) because...
- This is significant because (explain why in a way that directly relates to the claim)

Language Supports are...

The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, Cheuk, 2012). For example:

- Graphic organizers
- Sentence starters
- Modeling
- Word walls
- Visual representations/samples/examples

Where is Academic Language Evaluated in edTPA?

- **In Task 1- Planning:**
 - **Rubric 4: Identifying and supporting language demands**
 - **Evidence:** Planning Prompt 4 & identified planning artifacts.

- **In Task 3 – Assessment:**
 - **Rubric 14: Analyzing student language use and *content area* learning**
 - **Evidence:** Assessment Prompt 3 & identified evidence across tasks.

Rubric 4

Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key literacy learning task?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Language demands⁵ identified by the candidate are not consistent with the selected language function⁶ OR task.</p> <p>OR</p> <p>Language supports are missing or are not aligned with the language demand(s) for the learning task.</p>	<p>Language supports primarily address one language demand (vocabulary, function, syntax, discourse).</p>	<p>General language supports address use of two or more language demands (vocabulary, function, syntax, discourse).</p>	<p>Targeted language supports address use of</p> <ul style="list-style-type: none"> • vocabulary, • language function, AND • one or more additional language demands (syntax, discourse). 	<p>Level 4 plus: Language supports are designed to meet the needs of students with different levels of language learning.</p>

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Rubric 5

Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the formal and informal assessments selected or designed to monitor students' use of the essential literacy strategy to comprehend OR compose text and related skills?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The assessments only provide evidence of students' use of skills.</p> <p>OR</p> <p>Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.</p>	<p>The assessments provide limited evidence to monitor students' use of</p> <ul style="list-style-type: none"> the essential literacy strategy OR related skills <p>during the learning segment.</p>	<p>The assessments provide evidence to monitor students' use of</p> <ul style="list-style-type: none"> the essential literacy strategy AND related skills <p>during the learning segment.</p>	<p>The assessments provide multiple forms of evidence to monitor students' use of</p> <ul style="list-style-type: none"> the essential literacy strategy AND related skills <p>throughout the learning segment.</p>	<p>Level 4 plus:</p> <p>The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</p>

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Take a Break!



Task 2: Instruction = Enacted Teaching

Instruction

Learning Environment
Engagement in Learning
Deepening Thinking
Subject-Specific Pedagogy

Rubric 6

Rubric 6: Learning Environment

How does the candidate demonstrate a positive literacy learning environment that supports students' engagement in learning?

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

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Rubric 7

Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in integrating strategies and skills to comprehend OR compose text?

Level 1	Level 2	Level 3	Level 4	Level 5
Students are participating in tasks that are vaguely or superficially related to the central focus.	Students are participating in learning tasks focusing primarily on skills with little attention to the essential literacy strategy for comprehending OR composing text.	<p>Students are engaged in learning tasks that address their understanding of</p> <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text AND related skills. 	<p>Students are engaged in learning tasks that integrate their understanding of</p> <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text AND related skills. 	<p>Students are engaged in learning tasks that deepen and extend their understanding of</p> <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text AND related skills.
There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.	Candidate makes vague or superficial links between prior academic learning and new literacy learning.	Candidate links prior academic learning to new literacy learning.	Candidate links prior academic learning AND personal, cultural, or community assets to new literacy learning.	Candidate prompts students to link prior academic learning AND personal, cultural, or community assets to new literacy learning.

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Rubric 8

Rubric 8: Deepening Student Learning

How does the candidate elicit student responses to promote thinking and apply the essential literacy strategy AND related skills to comprehend OR compose text?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does most of the talking and the students provide few responses.</p> <p>OR</p> <p>Candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</p>	<p>Candidate elicits student responses to support use of</p> <ul style="list-style-type: none"> the essential literacy strategy OR related skills <p>to comprehend OR compose text.</p>	<p>Candidate elicits and builds on students' responses to explicitly portray, extend, or clarify</p> <ul style="list-style-type: none"> the essential literacy strategy AND related skills <p>to comprehend OR compose text.</p>	<p>Level 4 plus:</p> <p>Candidate facilitates interactions among students so they can evaluate their own abilities to apply the essential literacy strategy in meaningful reading or writing contexts.</p>

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Rubric 9

Rubric 9: Subject-Specific Pedagogy: Elementary Literacy

How does the candidate support students to learn, practice, and apply the essential literacy strategy for comprehending OR composing text in a meaningful context?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not teach students how to use the essential literacy strategy to support comprehension OR composition of text.</p> <p>OR</p> <p>There is a clear mismatch between or among strategies, skills, and students' readiness to learn.</p> <p>OR</p> <p>Materials used in the clips include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate engages students with the essential literacy strategy without opportunities for students to practice or apply it to comprehend OR compose text.</p> <p>OR</p> <p>Candidate models/shows how to apply skills to comprehend OR compose text without attending to the essential literacy strategy.</p>	<p>Candidate models the essential literacy strategy to comprehend OR compose text WITH limited opportunities for practice.</p>	<p>Candidate explicitly teaches students how to apply the essential literacy strategy to comprehend OR compose text AND provides opportunities for guided practice.</p>	<p>Level 4 plus: Candidate explicitly teaches students when to apply the essential literacy strategy to comprehend OR compose text in meaningful contexts.</p>

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Rubric 10

Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate suggests changes unrelated to evidence of student learning.	Candidate proposes changes to teacher practice that are superficially related to student learning needs (e.g., task management, pacing, improving directions).	Candidate proposes changes that address students' collective learning needs related to the central focus . Candidate makes superficial connections to research and/or theory .	Candidate proposes changes that address individual and collective learning needs related to the central focus. Candidate makes connections to research and/or theory.	Level 4 plus: Candidate justifies changes using principles from research and/or theory .

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Task 3: Assessment = Impact of Teaching on Student Learning

Assessment

Analysis of Student Learning

Providing Feedback

Supporting Student Use
of Feedback

Rubric 11

Rubric 11: Analysis of Student Learning

How does the candidate analyze evidence of student learning related to the essential literacy strategy and related skills?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The analysis is superficial or not supported by either student work samples or the summary of student learning.</p> <p>OR</p> <p>The evaluation criteria are not aligned with the learning objectives and/or analysis.</p> <p>OR</p> <p>The analysis is not aligned with the learning objectives.</p>	<p>The analysis focuses on what students did right OR wrong.</p>	<p>The analysis focuses on what students did right AND wrong.</p> <p>AND</p> <p>Analysis includes some differences in whole class learning.</p>	<p>Analysis uses specific examples from work samples to demonstrate patterns of learning consistent with the summary.</p> <p>AND</p> <p>Patterns of learning are described for whole class.</p>	<p>Analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals or groups.</p>

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Name	Problem 1	Problem 2	Problem 3	Problem 4a	Problem 4b	Problem 5a	Problem 5b	Problem 6a	Problem 6b
AA	3	1	1	1	1	2	3	3	3
CB	3	3	3	3	2	2	3	3	3
BC	3	1	2	3	1	1	1	1	1
AD	3	3	3	3	1	2	1	2	2
FL	3	3	3	3	1	2	2	2	2
MG	3	3	3	1	1	2	3	3	3
FH*	3	3	3	3	3	2	3	3	3
OH*	3	3	1	1	3	2	2	3	3
JH	3	2	2	1	3	2	3	3	3
KJ	3	2	1	0	1	1	3	1	1
KJ	3	3	3	1	1	2	3	3	3
TS*	3	3	1	1	3	2	1	2	2
WS	3	3	3	3	3	2	3	1	1
NV	3	2	2	3	3	2	2	2	2
MM	2	2	2	4	4	2	2	2	2

Criteria/Question	1 (1 pt.)	2 (1 pt.)	3 (1 pt.)	4 (1 pt.)	5 (1 pt.)	6 (2 pts.)	7 (2 pts.)	Compare And Contrast Biographies (3 pts.)	Compared/Contrasted how themes are shown in each biography (3 pts.)	Used 3 compare/contrast words in writing (5 pts.)
Student Initials										
G.P. (50%)	1	1	1	1	1	2	0	3	0	0
S.O. (25%)	1	0	0	0	1	0	0	3	0	0
A.H. (60%)	1	1	1	1	1	2	2	3	0	0
K.W. (65%)	1	1	1	1	1	2	0	3	0	3
K.B. (75%)	1	0	1	1	1	2	2	3	1	3
T.A. (55%)	1	0	0	1	1	2	0	3	0	3
C.P. (30%)	0	0	1	1	0	1	0	3	0	0
M.R. (80%)	1	1	1	1	1	2	1	3	0	5
A.B. (35%)	1	0	1	1	1	0	0	3	0	0
J.P. (35%)	1	1	1	0	0	0	1	3	0	0
S.L. (80%)	1	1	1	1	1	2	1	3	0	5
O.F. (55%)	1	1	1	1	1	1	2	3	0	0
E.B. (40%)	1	1	1	1	1	0	0	3	0	0
S.L. (85%)	1	1	1	1	1	2	0	3	2	5

Rubric 12

Rubric 12: Providing Feedback to Guide Further Learning

What type of feedback does the candidate provide to focus students?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Feedback is unrelated to the learning objectives OR is developmentally inappropriate.</p> <p>OR</p> <p>Feedback contains significant content inaccuracies.</p> <p>OR</p> <p>No feedback is provided to one or more focus students.</p>	<p>Feedback is general and addresses needs AND/OR strengths related to the learning objectives.</p>	<p>Feedback is specific and addresses either needs OR strengths related to the learning objectives.</p>	<p>Feedback is specific and addresses both strengths AND needs related to the learning objectives.</p>	<p>Level 4 plus: Feedback for one or more focus students</p> <ul style="list-style-type: none"> provides a strategy to address an individual learning need OR makes connections to prior learning or experience to improve learning.

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Feedback

- “Helpful information or criticism that is given TO SAY WHAT CAN BE DONE TO IMPROVE a performance, product, etc” (Merriam Webster)
- “The purpose of giving immediate or only slightly delayed feedback is to help students HEAR IT AND USE IT.” (Brookhart, 2008)

- “Feedback is an essential part of education and training. It helps learners to maximize their potential at different states of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.”

BUT... Our Students' “Lived Experience” with feedback

- Great Job!



- Fantastic

✓ ✓+ ✓-

- A

right/wrong

- F

grades

- ✓

- X

- - 7

Providing Feedback

It's about the Objectives

- Must connect the feedback to the learning segment objectives!

FeedFORWARD

- Let the student know what he/she did well/right.
- Let the student know what he/she did incorrectly/wrong.
- Relate the feedback to the objectives: Did the student meet the objective?
- Give feedFORWARD:
 - **Let the student know how he/she can get better**
 - **Tell the student what support/tool to look at**
 - **Tell the student what you (teacher candidate) will do to help him/her get better, go deeper.**
- ***** ADVANCE THE LEARNING

1D. Great Job!

2B. You did a great job picking a topic and something you did over fall break. I like how you used pop-out words in your writing.

3E. You did a great job picking a topic and something you did over fall break. I like how you used pop-out words in your writing. It seems you may not have known where you could place exact actions in your story.

4A. You did a great job picking a topic and something you did over fall break. I like how you used pop-out words in your writing. It seems you may not have known where you could place exact actions in your story. We will take a look at your exact action super hero graphic organizer and see what words you can add.

5C. You did a great job picking a topic and something you did over fall break. I like how you used pop-out words in your writing. It seems you may not have known where you could place exact actions in your story. We will take a look at your exact action super hero graphic organizer and see what words you can add. We will discuss specific actions that you might have done, such as scream or yell on that spooky ride. This will help you get more details in your story! Always remember to use your super hero while you write your future stories. Keep on the good work!

Rubric 13

Rubric 13: Student Understanding and Use of Feedback

How does the candidate support focus students to understand and use the feedback to guide their further learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Opportunities for understanding or using feedback are not described.</p> <p>OR</p> <p>Candidate provides limited or no feedback to inform student learning.</p>	<p>Candidate provides vague description of how focus students will understand or use feedback.</p>	<p>Candidate describes how focus students will understand or use feedback related to the learning objectives.</p>	<p>Candidate describes how s/he will support focus students to understand and use feedback on their strengths OR weaknesses related to the learning objectives.</p>	<p>Candidate describes how s/he will support focus students to understand and use feedback on their strengths AND weaknesses related to the learning objectives.</p>

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Rubric 14

Rubric 14: Analyzing Students' Language Use and Literacy Learning

How does the candidate analyze students' use of language to develop content understanding?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate identifies student language use that is superficially related or unrelated to the language demands (function,⁸ vocabulary, and additional demands).</p> <p>OR</p> <p>Candidate's description or explanation of language use is not consistent with the evidence submitted.</p>	<p>Candidate describes how students use only one language demand (vocabulary, function, syntax, discourse).</p>	<p>Candidate explains and provides evidence of students' use of</p> <ul style="list-style-type: none"> the language function AND one or more additional language demands (vocabulary, syntax, discourse).⁹ 	<p>Candidate explains and provides evidence of students' use of</p> <ul style="list-style-type: none"> the language function, vocabulary, AND additional language demand(s) (syntax, discourse) <p>in ways that develop content understandings.</p>	<p>Level 4 plus:</p> <p>Candidate explains and provides evidence of language use and content learning for students with varied needs.</p>

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Rubric 15

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Next steps do not follow from the analysis.</p> <p>OR</p> <p>Next steps are not relevant to the learning objectives assessed.</p> <p>OR</p> <p>Next steps are not described in sufficient detail to understand them.</p>	<p>Next steps primarily focus on changes to teaching practice that are superficially related to student learning needs, for example, repeating instruction, pacing, or classroom management issues.</p>	<p>Next steps propose general support that improves student learning related to assessed learning objectives.</p> <p>Next steps are loosely connected with research and/or theory.</p>	<p>Next steps provide targeted support to individuals or groups to improve their learning relative to</p> <ul style="list-style-type: none"> the essential literacy strategy OR related skills. <p>Next steps are connected with research and/or theory.</p>	<p>Next steps provide targeted support to individuals AND groups to improve their learning relative to</p> <ul style="list-style-type: none"> the essential literacy strategy AND related skills. <p>Next steps are justified with principles from research and/or theory.</p>

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Task 4 - Assessing Students' Mathematic Learning

- Analysis of student learning and “re-engagement”
- Three additional rubrics (16-18)
- Logistics
 - Same or different students/placement
 - Before or after Tasks 1-3 in Literacy
 - Submitted and scored with Tasks 1-3

Task 4: Analyzing Student Learning in Mathematics

- How will you analyze whole class evidence to identify patterns of learning?
- How will you use student work to analyze mathematical errors, confusions, and partial understandings?
- How will you re-engage students in learning to address identified areas of challenge or need?
- How do you use evidence of student learning to reflect on the effectiveness of your re-engagement lesson?

Rubric 16

Rubric 16: Analyzing Whole Class Understandings

How does the candidate analyze whole class evidence to identify patterns of student learning?

Level 1	Level 2	Level 3	Level 4	Level 5
The evaluation criteria, learning objectives, summary, and/or analysis are not aligned with each other.	Candidate identifies what students did right OR wrong related to <ul style="list-style-type: none"> conceptual understanding, procedural fluency, OR mathematical reasoning/problem solving. 	Candidate identifies what students did right AND wrong related to <ul style="list-style-type: none"> conceptual understanding AND procedural fluency or mathematical reasoning/problem solving. 	Candidate identifies and explicitly connects patterns of learning to <ul style="list-style-type: none"> conceptual understanding AND procedural fluency or mathematical reasoning/problem solving. 	Level 4 plus: Candidate describes the relationship between or among patterns of learning.
There are significant content inaccuracies that affect analysis.				

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Rubric 17

Rubric 17: Analyzing Individual Student Work Samples

How does the candidate use student work to analyze mathematical errors, confusions, and partial understandings?

Level 1	Level 2	Level 3	Level 4	Level 5
The analysis is not supported by student work samples.	Candidate selects student work samples that are loosely connected to identified student struggles (errors, confusions, or partial understandings).	Candidate uses evidence from the 3 focus student work samples to identify the specific student struggles (errors, confusions, or partial understandings).	Candidate uses evidence from the 3 focus student work samples to explain the student struggles (errors, confusions, or partial understandings) in relation to the related mathematical concepts .	Level 4 plus: Analysis includes explicit connections between the identified area of struggle and underlying mathematical understandings and misconceptions .

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Rubric 18

Rubric 18: Using Evidence to Reflect on Teaching

How does the candidate examine the re-engagement lesson to further student learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate states whether or not the re-engagement strategy was effective without providing evidence from student work samples.</p> <p>OR</p> <p>What the candidate cites as evidence of student learning does not align with the student work samples.</p> <p>OR</p> <p>Targeted learning objective/goal is not aligned with the identified area of struggle.</p>	<p>Candidate states whether or not the re-engagement strategy was effective and provides superficial evidence from student work samples.</p>	<p>Candidate uses evidence of student learning from the 3 student work samples to describe whether or not the re-engagement strategy was effective.</p>	<p>Candidate uses specific evidence of student learning from the 3 student work samples to evaluate whether or not the re-engagement strategy was effective.</p>	<p>Level 4 plus: Candidate analyzes the change in student mathematical understanding or misconceptions using evidence from the re-engagement lesson.</p>

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Campus Multiple Measures

- Based on the handbook walk through ...
 - In what ways is edTPA consistent with your program values?
 - What's missing from edTPA that you value/assess?
 - What do you want to continue to measure?
 - How will current measures and edTPA contribute to a multiple measures system?
 - What do you need to consider so that all are valued in your curriculum as you implement edTPA?

Next Steps?

- Take the process back to your campus and engage colleagues in course alike groups and then whole faculty
- Consider how to use this process with cooperating teachers
- How would you adapt it to your context?
- Resources needed

Remaining Questions?

Online Community at edtpa.aacte.org