

GaTAPP

NWGa RESA

December 3, 2014

The logo for edTPA, featuring the text "edTPA" in a white serif font on a red rectangular background. The "A" has a stylized, sharp point extending upwards and to the right. A small "TM" trademark symbol is located at the bottom right of the "A".

edTPA™

Two Submissions Spring 2014

High School Science Teacher – 1st year teacher

- 78% pass rate on Biology EOCT – 9th graders
- 93% pass rate on Physical Science EOCT - 10th graders
 - Subgroup – SpEd Students 85% pass rate
 - 38% of SpEd Students Exceeded

Middle Grades – 8th grade ELA

1.5 years experience

- Co-teaching classes -
- 93% pass rate on 8th grade ELA CRCT
 - 97% pass rate on reading portion
- 85% pass rate on 8th grade writing test

- Regular classes-
- 97% pass rate on 8th grade ELA CRCT
 - 100% pass rate on reading portion
- 95% pass rate on 8th grade writing test

edTPA Scores

- Science teacher – score 42
- ELA teacher – score 48

Brief History of TAPP

- Created in 2000 – “The Magic Formula”
 - Based on the work of the 90/90/90 schools
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- **5 E’s**
 - **Essentials**
 - **Evidence**
 - **Engagement**
 - **Environment**
 - **Ethics**
- Evolved – The Essentials of Effective Teaching

Danielson's Framework

- **TAPP teachers must score proficient 24 Competencies and 4 Domains**
- **Domains -**
 - **1 Planning and Preparation**
 - **2 Classroom Environment**
 - **3 Instruction**
 - **4 Professional Responsibilities**

Teaching Works – Dr. Deborah Ball

High Leverage Practices

www.teachingworks.org

Big Picture – Big Ideas

- Backward Design
- Planning for Learning
- Formative Assessment and Differentiation
- Evidence-based Practices
- Structure of Knowledge – Lynn Ericson
- Depth of Knowledge – Dr. Norman Webb
- Gradual Release of Responsibility Model – Fisher and Frey
- Know Your Students

Essentials Course

- Course is 100 hours
- Essentials Class is made of 10 components:
- **Instructional Components-**
 - **Organizing the Curriculum –CCGPS –Common Core Georgia Performance Standards**
 - **Standards-based Classrooms**
 - **Acquisition Lessons and Extending Lessons (Performance Tasks)**
 - **Instructional Strategies**
 - **Assessment & Rubrics – Formative Assessments and Progress Monitoring**
 - **Differentiation**
 - **Special Education Issues**
 - **Unit Writing**
 - **Ethics for Teachers**
 - **Classroom Management**
 - Practices and Procedures

Essentials Course – Summer Session 50 hours

- Course is 100 hours
- Essentials Class is made of 10 components:
- **Instructional Components-**
 - **Organizing the Curriculum –CCGPS –Common Core Georgia Performance Standards – Unpacking Standards and DOK**
 - **Standards-based Classrooms**
 - **Acquisition Lessons and Extending Lessons (Performance Tasks)**
 - **Instructional Strategies**
 - **Assessment & Rubrics – Formative Assessments and Progress Monitoring**
 - **Differentiation**
 - **Special Education Issues**
 - **Vocabulary Instruction**
 - **Unit Writing**
 - **Ethics for Teachers**
 - **Classroom Management**
 - Practices and Procedures

Additional TAPP Courses

- Literacy Course – Integrated year long
 - Math Academy
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- Seminars
 - Poverty
 - ELL
 - Technology
 - Additional Classes for Special Ed – 100 hours
 - Specific Tasks aligned to work in the classroom
 - **Georgia Special Requirements –**
 - Exceptional Child Course - HB671-- 50 hours

edTPA Scores - No Clear Trend

Science Teacher

- Task 1 – Planning – **13/25**
- Task 2 – Instruction – **13/25**
- Task 3 – Assessment – **16/25**

ELA Teacher

- Task 1 – Planning – **17/25**
- Task 2 – Instruction – **18/25**
- Task 3 – Assessment – **13/25**

Candidate Feedback - Helpful

- Observations and feedback
- Regular video taping and analysis of teaching
- Planning requirements
- Lesson templates
- DOK and unpacking standards
- Specific strategy instruction
- Progress monitoring of specific skills/processes
- Formative assessment and differentiation focus
- Classroom management

Making Connections

Language Function - Verbs	DOK – Level of rigor Unpacking standards Writing Learning Targets
Vocabulary	Content Vocabulary Tier 2 vocabulary words Process Words
Syntax	Organizers and Thinking Maps Note “Takers”
Discourse	Student products or performances – speaking, writing, performing to demonstrate learning

Changes to Curriculum - Additions

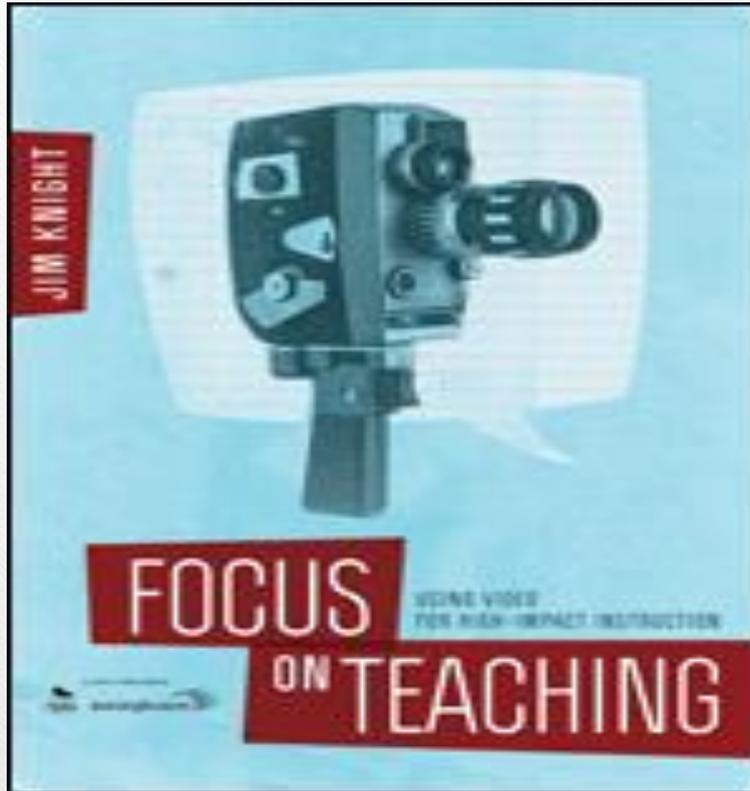
- **edTPA Vocabulary**
- **Additional Focus on Research and Theory**
- **Writing Commentary and Feedback**
- **Lesson Plan Template**
- **Focus and Practice with Technical Writing**

Video All Observations

- TAPP teachers must have a recording device for observations
- Must have enough digital space and battery for observation
- Candidates must review the video and answer questions and submit commentary to supervisor
- Supervisor provides feedback/commentary to candidate after reading candidate's reflective feedback

Benefits

- Concrete evidence
- Unpack the teaching and learning
- Hard conversations are easier
- Engage in conversation using academic language
- Provides clarity for the teacher candidate and for the supervisor
- Identifies goals or next steps
- Celebrates achievements



Jim Knight

Corwin Books

Using Video to Impact Instruction

Learning Forward Website

- Jim Knight video – Focus on Teaching
- www.learningforward.org
- Look under **Archived Videos**

Contact Information

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