

edTPA[®]

Using edTPA to Inform Induction

**2016 GaPSC Certification and Program Officials Conference
December 6, 2016**

Sessions C1 & C2

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>		

edTPA Rubric Blueprint

Task name: Rubric Title				
Guiding Question				
Level 1	Level 2	Level 3	Level 4	Level 5
Represents the knowledge and skills of a seriously struggling candidate who is not ready to teach	Represents the knowledge and skills of a candidate who is possibly ready to teach	Represents the knowledge and skills of a candidate who is qualified to teach	Represents a candidate with a solid foundation of knowledge and skills for a beginning teacher	Represents the advanced skills and abilities of a candidate very well qualified and ready to teach

Rubric 5: Planning Assessments to Monitor and Support Student Learning

Rubric Focus

How are the informal and formal assessments selected or designed to monitor students' conceptual understanding, procedural fluency, AND mathematical reasoning and/ or problem-solving 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' procedural skills and/or factual knowledge.</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' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills during the learning segment.</p>	<p>The assessments provide evidence to monitor students' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills during the learning segment.</p>	<p>The assessments provide multiple forms of evidence to monitor students' progress toward developing conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills 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> <p>Copyright © 2015 Board of Trustees of the Leland Stanford Junior University. All rights reserved.</p>

GaDOE Induction Guidance

An Individual Induction Plan will be developed collaboratively by the Induction Phase Teacher Support Team for each induction phase teacher.

Required Components

1. The plan will include professional development goals based on... identified developmental needs, prior preparation and experiences, and any available assessment results.
2. The data and goals will be used to design specific teaching and learning objectives, activities, benchmarks, and assessments for the induction phase teacher.
3. The plan will drive the professional learning of the new teacher.

PLPs Begin with Data

- The certificate renewal rule requires that Induction level educators have PLPs beginning July 1, 2017
- In the past schools have had to guess about the learning needs of first year teachers
- Often first year teachers are treated as if they all have the same learning needs
- edTPA offers a solution: for the first time ever, we will know where to focus support for these teachers

Today's Panelists

Judi Wilson

Associate Dean, College of Education, Augusta University

Michele Sherman

Associate Superintendent, Columbia County Schools

Julia Houston

edTPA Coordinator, School of Education, Shorter University

Robin Seabolt

Title 1 Coordinator, Pepperell Elementary School, Floyd County Schools

Lakisha Wright

GaTAPP Coordinator, West Georgia RESA



edTPA PROFESSIONAL GROWTH PLAN

PART I – IDENTIFYING STRENGTHS AND AREAS FOR GROWTH:

Toward the end of your preservice program, reflect on your [edTPA](#) score report, feedback from your clinical supervisor/cooperating teacher, and other evidence of your teaching provided by your program. Based on this evidence, use the chart below to identify three areas of strength and three areas for growth –across the three tasks of Planning, Instruction, and Assessment, with attention to Academic Language and/or Analyzing Teaching.

Areas of STRENGTH	Description of the identified strength.	Cite evidence ³ from at least one source for this strength.	edTPA Rubric ⁴ (s) and Associated State Teaching Standards
<i>Planning</i>			edTPA Rubrics 1-5
<i>Instruction</i>			edTPA Rubrics 6-10
<i>Assessing Student Learning</i>			edTPA Rubrics 11-15

edTPA PROFESSIONAL GROWTH PLAN**PART II – PLANNING FOR SUPPORT:**

Once hired, discuss the three areas of growth you identified in Part I with your Induction mentor or, if there is no induction program, with a more experienced teacher or your principal. While reviewing the cited evidence⁶ from Part I, discuss and determine at least three specific practices, skills and/or dispositions for which you would like support within the upcoming year. List and describe each specific practice, skill and/or disposition in the first column below and create a plan for improving and implementing each area of growth listed. Discuss the anticipated supports/resources you may need to complete each area of growth.

Area of Growth: <i>Specific Practice, Skill and/or Professional Knowledge/Disposition to Develop</i>	edTPA Rubric(s) and Associated State Teaching Standards or Danielson domain	Description of Plan to Improve and Implement Practice/Skill/Disposition	What supports/resources would be most helpful as you work on this area for growth?
1.			
2.			
3.			

edTPA PROFESSIONAL GROWTH PLAN

PART III – FOLLOW UP (OPTIONAL):

Complete during the induction year(s) and thereafter to reflect on your professional growth.

1. *What was most useful about the Professional Growth Plan process?*
2. *Which supports have been most useful to you as you work on your growth areas?*
3. *What additional supports would you like to receive?*

NEXT STEPS:

1. *Consider the professional development/learning goals of your school and district. How do your own strengths and areas for growth align with expectations in your school/district?*
2. *Complete a new version of the charts from Parts I and II with new evidence⁷ and support from your supervisor, mentor or peer.*

edTPA Virtual Community

Date	Time	Registration Link	Meeting Type
11/8/16	Tuesday, 1:30-2:45pm	<p>Topic: Examining Reasons for Condition Codes Received by GA and National Candidates During 2015-16.</p> <p><u>Link to Recording:</u></p> <p>mms://wms.gapsc.com/GAedTPACoordinators_VLC_20161108.wmv</p>	Virtual
12/7/16	Wednesday, 8:30am-4pm	<p><u>In Person Event:</u> 2016 edTPA Technical Assistance Summit, Macon, GA</p> <p>FULL</p>	Face to Face
1/24/17	Tuesday, 10:00am- 11:15am	<p>Topic: TBD – based on needs</p> <p><u>Registration Link:</u></p> <p>https://attendee.gotowebinar.com/register/6067789435741666051</p>	Virtual
2/23/17	Thursday, 1:30-2:45pm	<p>Topic: TBD – based on needs</p> <p><u>Registration Link:</u></p> <p>https://attendee.gotowebinar.com/register/1126558892219778819</p>	Virtual
3/22/17	Wednesday, 1:30-2:45pm	<p>Topic: TBD – based on needs</p> <p><u>Registration Link:</u></p> <p>https://attendee.gotowebinar.com/register/245372890324718339</p>	Virtual

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We are Working Together!



Collaborate with us



Start the conversation



**Post your questions on
our conference Padlet!
There will be a Q & A
session at the end of the
day.**

<http://bit.ly/certconf> edTPA