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**Session C1:
edTPA: Using Data and Experiences to Inform
Individualized Induction**



Share your conference experience!

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Today's Purpose and Context

Panel Question

How do we use edTPA data and experiences to inform our programs?

WHERE WE ARE NOW...

- Data discussions are a part of our culture
- Data Retreats are held each fall and Program Coordinators discuss data at monthly meetings
- Data is also discussed at the COE Initial Certification Advisory Board meetings, Professional Education Council meetings, PSN Building Coordinators meetings, and at P-20 Collaboratives
- Initial Certification candidates complete an Individualized Induction Plan (discussed at Exit Conference)
- This plan is shared at interviews and becomes the foundation for the Professional Learning Plan their first year of teaching
- Our local school systems have a formalized Induction Program
- The CSRA Induction Collaborative is hosted by AU (School Systems, RESA, Paine College, GaDOE, BOR, and GaPSC): Collaborative Planning, Sharing, and Support

WHERE WE ARE NOW...

- We are now meeting after the East P-20 Collaborative
- Impacting Student Learning (ISL) Conference: Mandatory component of System Induction Programs
- University provides additional professional learning support
- AU provides graduate course credit for Induction Program Participation
- System representatives and university faculty regularly present together at educational conferences

WHERE WE HOPE TO BE...

- Expand to include all 12 RESA school systems
- Shared Mentor Teacher Applications
- Shared resources (guest speakers, etc.)
- University would be the “hub” for induction
- Seek grant support for collaborative work
- Sharing and discussing data more
- We are seeking ways to connect our Teacher Leader and Educational Leadership Candidates with this work

Panel Question

How do you help your candidates use edTPA data and experiences to inform Induction?

Augusta University

Professional Learning Plan

- Candidate Name:
- Date Goals Developed with Clinical Teacher:
- Specific Strengths (identified in pre-service program):
- Specific Areas of Challenge (identified in pre-service program):
- Goals:
- Data Sources used to develop the goals (Examples include but are not limited to: GACE results, edTPA scores, Self-Assessment results, University Supervisor or Clinical Teacher Observations and Evaluations, Student achievement data, etc):
- TAPS Performance Standard(s) to which each goal relates:
- Strategies:
- Timeline and Target Dates:

What makes for successful partnerships in this work?

Partnerships that make a difference take time to start, time to create a vision, time to gather data, and time to decide on and implement change.

(Fletcher, Watkins, Gless, 2011)

- When possible, intentionally choose your partners for specific types of work
- Find a leader who is passionate about this work
- Be structured enough to be productive, yet flexible enough to reflect changing needs
- Seek natural connections/extensions of work
- Nurture ongoing two way communication
- Humility/Attitude of lifelong learning (Professional Learning Community approach)
- True collaboration is essential (win-win for all)
- Sense of shared responsibility

Final Thoughts...



- Different districts are at different places.
- We realize we don't know yet what we don't know.
- This is an evolutionary process.
- We have to be flexible.
- We will learn through trial and error.
- We recommend you use SCALE's FREE Resources.

Your Story

With your learning partner, discuss how you can employ professional learning plans and develop professional learning communities to accomplish the work.

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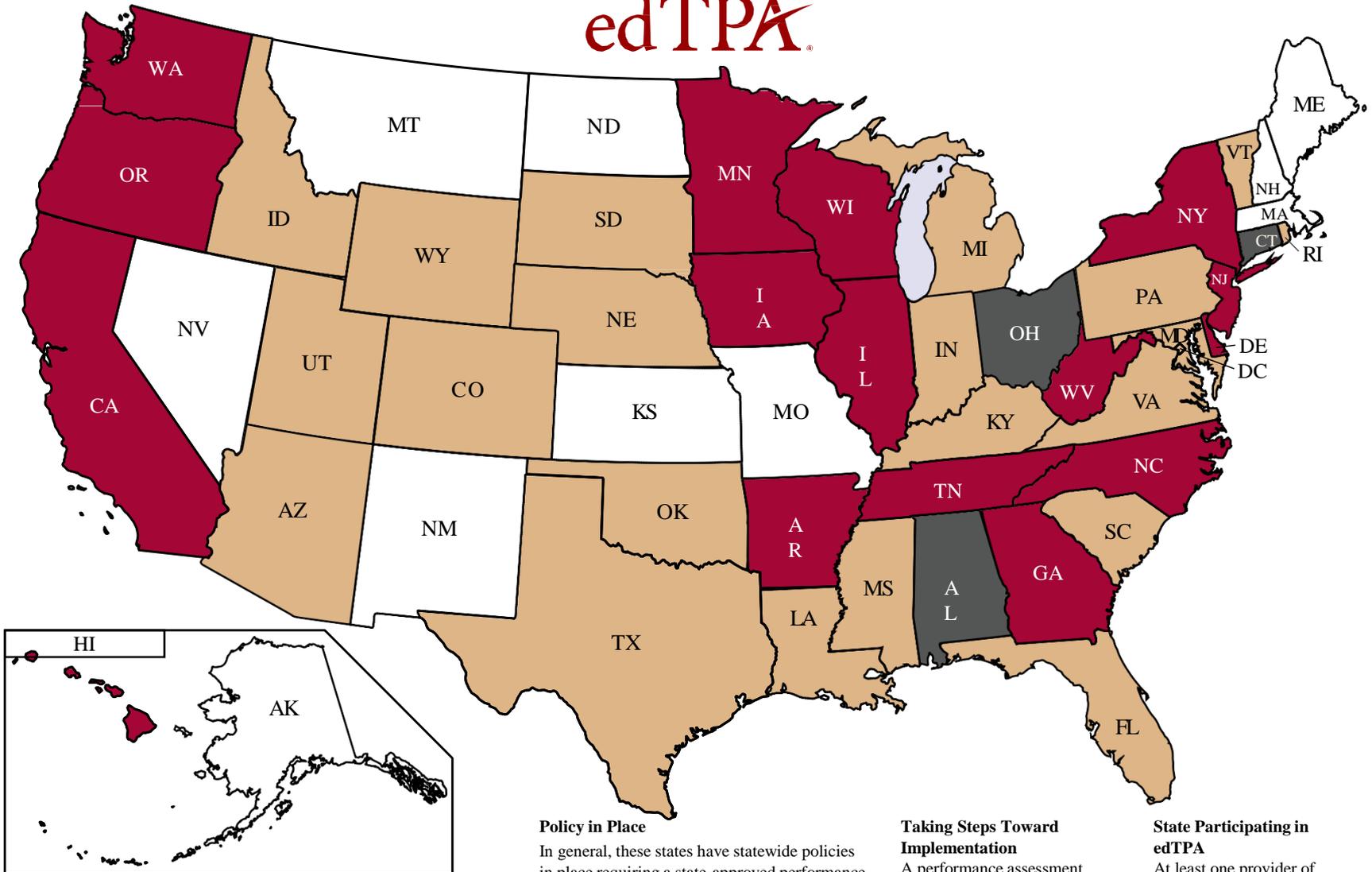
**Georgia Candidate Performance
Georgia Professional Standards Commission
2015 - 2017**

Who is Involved?

SCALE

Stanford Center for Assessment, Learning and Equity





Policy in Place

In general, these states have statewide policies in place requiring a state-approved performance assessment as part of program completion or for state licensure and/or state program accreditation/review. In these states, edTPA also has been approved as a performance assessment for these purposes.

Taking Steps Toward Implementation

A performance assessment and/or edTPA are being considered at the state level for program completion or as a licensure requirement.

State Participating in edTPA

At least one provider of teacher preparation—either traditional or alternative—is exploring or trying out edTPA.

SCALE is the sole developer of edTPA, and Stanford University is the exclusive owner of edTPA. The University has a licensing agreement with the Evaluation Systems group of Pearson, to provide operational support for the national administration of edTPA.

Western Governors University is a participating member in edTPA and offers online accredited teacher preparation programs across the U.S.

Georgia's Passing Standard

	13 Rubric Fields (65 Possible)	15 Rubric Fields (75 Possible)	18 Rubric Fields (90 Possible)
9/1/2015-8/31/2016	29	35	42
9/1/2016-8/31/2017	29	35	42
9/1/2017-8/31/2018	32	38	45

edTPA Today

- Over **700** participating education preparation programs around the country
- Presence in over 40 states – 18 states have edTPA related policy
- More than **9,000** members included in the edTPA Online Community
- Over **100,000** portfolios scored since the operational launch in September 2013

Descriptive Statistics: Total Score

Reporting Dates: October 22, 2015 – June 29, 2017

Overall Performance 15 Rubric fields		
	N	Mean
Georgia	4,366	44.6
National	58,964	44.6

Descriptive Statistics: Total Score

Reporting Dates: October 22, 2015 – June 29, 2017

Overall Performance 13 Rubric Fields		
	N	Mean
Georgia	160	35.3
National	1,481	35.7

Descriptive Statistics: Total Score

Reporting Dates: October 22, 2015 – June 29, 2017

Overall Performance 18 Rubric Fields		
	N	Mean
Georgia	3,469	54.5
National	12,732	53.9

Descriptive Statistics by Task

Reporting Dates: October 22, 2015 – June 29, 2017

Tasks	Georgia N = 4,366	National N = 58,964
15 Rubric fields	Mean	Mean
Task 1: Planning	15.4	15.3
Task 2: Instruction	14.5	14.7
Task 3: Assessment	14.6	14.6

Descriptive Statistics by Task

Reporting Dates: October 22, 2015 – June 29, 2017

Tasks	Georgia N = 160	National N = 1,481
13 Rubric fields	Mean	Mean
Task 1: Planning	11.8	12.1
Task 2: Instruction	12.3	12.6
Task 3: Assessment	11.1	11.0

Descriptive Statistics by Task

Reporting Dates: October 22, 2015 – June 29, 2017

Tasks	Georgia N = 3,469	National N = 12,732
18 Rubric fields	Mean	Mean
Task 1: Planning	15.4	15.2
Task 2: Instruction	14.9	14.9
Task 3: Assessment	15.3	15.1

Georgia Pass Rates

Reporting Dates: October 22, 2015 – June 29, 2017

edTPA Handbooks	2015-2017		2017-2018	
	Cutscores	Pass Rates	Cutscores	Modeled Pass Rates
13 Rubric fields (Classical Languages and World Language)	29	94%	32	80%
15 Rubric Fields	35	98%	38	92%
18 Rubric Fields (Elementary Education)	42	98%	45	93%

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FINAL THOUGHTS & TALKING POINTS

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What questions do you have for our panel
at the end of the day?

To add a question –
Go to www.menti.com
and use the code 17 91 48

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Thank You!