Georgia Professional Standards Commission

Protecting Georgia's Higher Standard of Learning

ETHICS
CERTIFICATION
EDUCATOR PREPARATION

Using Pre-service edTPA and GACE Data to Inform Induction

FY2017 Data Collections Conference
August 24, 2016

Today's Agenda:

- Educator Certification Assessment in GA

- Informing Induction
  – GACE
  – edTPA

- Next Steps

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Content Knowledge Assessment

Georgia Assessments for the Certification of Educators

Content Pedagogical Knowledge Assessment

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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.

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

27 Subject Specific Areas

- **Elementary Education**
  - Literacy & Mathematics
  - Literacy
  - Mathematics
- **Middle Childhood**
  - English-Language Arts
  - History/Social Studies
  - Mathematics
  - Science
- **Secondary**
  - English-Language Arts
  - History/Social Studies
  - Mathematics
  - Science

- **Agriculture**
- **Business**
- **Classical Languages**
- **Early Childhood**
- **Educational Technology Specialist**
- **Tech and Engineering**
- **English as an Additional Language**
- **Family & Consumer Science**
- **Health**
- **Performing Arts**
- **Physical Education**
- **Library Specialist**
- **Literacy Specialist**
- **Special Education**
- **Visual Arts**
- **World Language**

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Authentic Evidence of Practice

Planning	Instruction	Assessment
• Instructional and social context (*Context for Learning*) • Lesson plans • Instructional materials, student assignments • Planning Commentary	• Video Clips • Instruction Commentary	• Analysis of whole class assessment • Analysis of learning and feedback to selected focus students (2 or 3 depending on content area) • Assessment Commentary

Analysis of Teaching Effectiveness

Academic Language Development

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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

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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
The assessments **only provide evidence** of students' **procedural skills and/or factual knowledge**. OR **Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.**	The assessments **provide limited evidence to monitor students'** conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem-solving skills **during the learning segment**.	The assessments **provide evidence** to monitor students' conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem-solving skills during the learning segment.	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.	**Level 4 plus:** **The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.**

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Reviewing Georgia Performance Data

Reporting Dates: October 22, 2015 – June 30, 2016

Informing Induction

Using edTPA to Inform Induction

- The edTPA professional growth plan is intended to support candidates exiting programs to examine edTPA results and other sources of evidence and to establish specific areas for support during their first years of teaching.

- edTPA is intended to be educative so that candidates and programs can use assessment evidence to support decisions about next steps for practice, to support goal setting, to guide professional development planning, and to determine the supports they need.

- Candidates are encouraged to use local and state teaching standards or their associated evaluation systems to reflect on practice and set goals, as well as varied sources of evidence to reflect on and analyze their teaching effectiveness.

Today's Takeaways:

- Georgia Performance - at or above the national average by edTPA Task (off to a great start).

- Use data and experiences to inform and enhance equity in schools

- Use data and experiences to inform Professional Learning Plans to help develop and retain effective teachers

- Foster EPP & P-12 Partnerships

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We are WorkingTogether!

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More about edTPA

www.edTPA.com

More about GACE

www.gace.ets.org

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THANK YOU!