Certification Assessments

- Content Assessment
- edTPA
- Ethics Assessment
Reflection

With your elbow partner, share what information you use to inform your induction programs and/or Educator Preparation Program (EPP) decisions.
Reflection

With your elbow partner, share how/if you are currently using certification assessment data to inform programs/decisions.
Induction Guidelines and Use of Funds
Title II, Part A

- Make Induction a Prioritized Need
- Differentiate for the students you will be teaching, specific to the actual classroom contexts and needs.
- Funding considerations:
  - Instructional Coaches (making sure they are coaching and providing PL)
  - PL Specialists (IIA allowable PL)
  - Support HiQ, Effective Teachers work with the new teachers
  - Pay a stipend for their mentors - if you are not supplanting (already funding a different way)
Title II, Part A

- Other Funding:
  - Pay for substitutes so teachers can have release time to participate in induction activities
  - Hire contracted services
  - Support general induction program as long as it is the type of PL that IIA would support
- Consider Context and Need
Content Assessment

- Induction Level
- Professional Level
- Sub-Area Data
- Objective Level Data
About edTPA

- The edTPA is a subject-specific performance assessment (content-pedagogy) administered during a candidate’s student teaching.

- It has been designed to be educative and predictive of effective teaching and student learning.
About Effective Teaching

- Develop knowledge of subject matter, content standards and subject-specific pedagogy
- Develop and apply knowledge of varied students’ needs
- Consider research and theory about how students learn
- Reflect on and analyze evidence of the effects of instruction on student learning
Student Learning

Planning
- Building Content Understanding
- Supporting Learning Needs
- Using Knowledge of Students
- Assessments to Monitor Student Learning

Assessment
- Analysis of Student Learning
- Providing Feedback
- Supporting Student Use of Feedback

Instruction
- Learning Environment
- Engagement in Learning
- Deepening Thinking
- Subject-Specific Pedagogy

Academic Language
- Justifying Planning Decisions
- Using Data to Inform Instruction
- Analyzing Teaching

Academic Language
- Academic Language Teaching
- Academic Language
edTPA “Records of Practice”

<table>
<thead>
<tr>
<th>Planning</th>
<th>Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional and social context</td>
<td>• Video Clips</td>
<td>• Analysis of whole class assessment</td>
</tr>
<tr>
<td>• Lesson plans</td>
<td>• Instruction Commentary</td>
<td>• Analysis of learning and feedback to THREE students</td>
</tr>
<tr>
<td>• Instructional materials, student assignments</td>
<td></td>
<td>• Assessment Commentary</td>
</tr>
<tr>
<td>• Planning Commentary</td>
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</tbody>
</table>

Analysis of Teaching Effectiveness
Academic Language Development
## Rubric 5: Planning Assessments to Monitor and Support Student Learning

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?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessments only provide evidence of students' procedural skills and/or factual knowledge. Assessment adaptations required by IEP or 504 plans are NOT made.</td>
<td>The assessments provide limited evidence to monitor students’ conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem solving skills during the learning segment. Assessment adaptations required by IEP or 504 plans are made.</td>
<td>The assessments provide evidence to monitor students’ conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem solving skills during the learning segment. Assessment adaptations required by IEP or 504 plans are made.</td>
<td>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. Assessment adaptations required by IEP or 504 plans are made.</td>
<td>Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</td>
</tr>
</tbody>
</table>

Assessments are NOT aligned with the central focus and standards/objectives for the learning segment.
Using the edTPA

• Based on a 3-5 day learning segment

• 15 analytic rubrics on a five point scale

• Scored by 2 trained educators with content specific expertise (teacher preparation and K-12 educators)

• Available in 27 teaching fields

• Assessment developed, scorers trained, and support materials provided by Stanford (SCALE)

• Portfolios submitted to Pearson
Rubric Progression

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

1. Not Ready
2. Early Beginning Teacher
3. Highly Accomplished Beginning Teacher

Teacher Focus
- Whole Class
- Fragmented or Indiscriminate

Student Focus
- Individuals/ Flex. Groups
- Intentional & Well Executed
Invitation

Become a Scorer

www.scoreedtpa.pearson.com
Impact on Education

• Educative to inform candidates and program improvement

• Collaboration: IHE/LEA

• Program Accountability

• Informs induction programs
Approach

• 3.5 years experience with edTPA teacher performance assessment to date.
• 5 years before consequential use.
Approach

- Initial pilots in several IHEs began in 2011-12.
- Small participation in Spring 2012 field test with N = 92 from 7 campuses.
- Strategic attendance at the edTPA National Implementation conference since 2012.
Approach

• Widespread “exploratory” use in 2013-14
• Growing conversion from “exploratory” use to “implementation” use in 2013-2014 (during state’s limited pilot phase).
• Full state pilot in 2014-2015 with combination of local evaluation and official scoring (all campuses).
edTPA State Policy

- Must be taken (not passed) for program completion. Will be required to be passed to earn an Induction Certificate in the Tiered Certification model

- Will count fifteen percent (15)% toward the PPEM for fields in which there is a state-adopted edTPA Handbook

- Candidates who student teach in Fall 2015 and those that student teach in Spring 2016 will be required to take the edTPA

- GaTAPP (non-traditional) candidates must take the edTPA the second semester after completing their first full semester
edTPA State Policy

• Will be required for all Georgia state-approved EPP candidates in initial teaching fields (for which an edTPA has been state-adopted)

• Will be required for all out-of-state candidates who are completing clinical field experience in Georgia’s schools

• Will not be required for service fields (even though there are edTPA handbooks for some service fields)
We Are Working Together!
What Am I?

- Video
- Gaming technology
- Multiple interactivities
- Self-guided learning
- Branching Scenarios
- Instructional Feedback
- Informative
- Formative
- Summative
Georgia Educator
Ethics Assessment
National Focus on Ethics

The National Association of State Directors of Teacher Education and Certification (NASDTEC) has convened a representative task force to develop a Model Code of Ethics for Educators that clearly defines the ethical and professional obligations of educators.

This framework can be adopted or adapted to assist educators with making ethical decisions and to assist Educator Preparation Providers (EPPs) in preparing their candidates to make ethical decisions.
Georgia’s Focus on Ethics

• Without effective preparation in the Georgia Code of Ethics (GCE) and ethical understanding, educators are more susceptible to the slippery slope of poor ethical decision making.

• Georgia is working to strengthen the focus on ethics in state-approved EPPs and in P–12 schools.

• In transitioning to a multi-tiered certification system, we are working with multiple partners to support, prepare, and assess practitioners and candidates in the GCE and in ethical understanding to guide behaviors and decision making.
Georgia’s Focus on Ethics

- Educators are prepared in the knowledge, skills, and dispositions needed to be effective.
- Of these domains, content competency and pedagogical expertise may be the more easily measured.
- More challenging is determining a candidate’s ability to be a professional in the profession of education.
- Knowing how to address ethical dilemmas and setting appropriate boundaries are paramount, especially in working directly with children.
Ethics Assessment

• Provides a well-planned sequence of experiences based on the 11 standards in the Ga. Code of Ethics and principles of ethical decision making that:
  - Establishes solid knowledge among the educator community of the Code of Ethics and the regulatory, dispositional, and ethical frameworks it represents
  - Elevates behavior and encourages ethical actions and decisions that assists teachers with decisions, promotes student safety and welfare, and inspires public confidence.
Outline of Modules

1. Introduce Interest: The Professional Educator
2. Introduce Awareness: Overview of the Georgia Professional Educator
3. Introduce Knowledge: The Professional Educator and the Student
4. Introduce Knowledge: The Professional Educator, the School, and the Community
5. Advance Knowledge: The Georgia Professional Educator
6. Experience Knowledge: Ethical Decision Making for the Professional Educator
Ethics Assessment

Module 1:
“The Professional Educator: An Introduction” – A brief welcome and overview; specific to the learner’s role (new teacher, veteran teacher, or leader).
Module 2:
“The Professional Educator and the Student” - This module explores a teacher’s ethical and legal obligations to students, and in the classroom. Issues included are appropriate relationships, social media, evaluations, and emotional objectivity. It features multiple scenario-based interactivities and includes an end-of-module assessment.
Ethics Assessment

Module 3:

“The Professional Educator and the School” – This module explores teachers’ ethical and legal obligations in their dealings with their school and in their relationships with colleagues and administrators. Issues included are online activities, extracurricular activities, honest reporting, and transparency. It features multiple scenario-based interactivities and includes an end-of-module assessment.
Ethics Assessment

Module 4:
“The Professional Educator and the Community” - This module explores the ethical and legal issues that confront teachers as members of their community. Issues included are use of public funds, relationships with parents, side businesses, drug and alcohol use, and confidentiality. It features scenario-based interactivities and includes an end-of-module assessment.
Ethics Assessment

Module 5

“Ethical Decision Making for the Professional Educator” – In an immersive, video-based, branching scenario, educators will practice applying what they have learned about ethical decision making, and experience firsthand how well-intentioned, short-term decisions can lead to bad outcomes. There is an end-of-module assessment.
Ethics Assessment

Additional Modules

The educator ethics assessment will include two additional modules with information specific to leaders and Georgia Code of Ethics.
Methodology & Cost

• Instructional Assessment
• Modular approach to learning
• Asynchronous e-learning for training and assessment
• Content informed by Ethics Assessment Advisory Group and National Experts
• Take at any time and any place
• Costs $30 for Teachers; $40 for Leaders
Impact on Education

- Ensures exposure to GCE prior to program admission
- Data Inform EPP instruction and assessment
- Helps grow ethically trained and ethically minded future educators
- Ensures new educators are equipped with ethical understanding and knowledge
- Helps inform induction programs
- LEAs can choose to incorporate assessment in their work with their educators
- And More
Candidates must take (do not have to pass) the Georgia Educator Ethics Assessment to attain the Pre-Service Teaching Certificate. Although a minimum score is not required for program admission, assessment results shall be used to determine the amount and type of ethics instruction needed for each candidate.
Educator Preparation Rule 505-3-.01 – effective 5-15-14

- Expands the requirement for Educator Preparation Providers (EPPs) to include instruction and/or experiences to prepare candidates with knowledge and skills to guide their decision making when they face ethical dilemmas.

- Requires that candidates admitted in Fall 2014 must take (do not have to pass) the ethics assessment prior by December 31, 2014.

- Requires candidates admitted to programs on or after January 1, 2015, must take (do not have to pass) the ethics assessment at or prior to program admission.
Impact on Ethics: Induction

GaPSC Rule 505-2-.04 Induction Certificate – Effective 7-1-14

Beginning January 1, 2015, educators must pass the Georgia Educator Ethics Assessment to attain the Induction certificate.
Induction Guidelines and Use of Funds
Reflection

With your learning team, discuss how specific assessment data can inform your Individualized induction program(s).

- How should/could these data be used?
- How should these data NOT be used.
Contact Information

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