

Stephen F. Austin State University



edTPA an Overview for Administrators

Objectives:



- *Provide a general overview of edTPA.*
- *Briefly explain the Tasks that the teacher candidate will be completing in their clinical placement*

What is edTPA?

edTPA is a portfolio based performance assessment developed by Stanford University and the Stanford Center for Assessment, Learning, and Equity (SCALE) endorsed and promoted by the American Association of Colleges for Teacher Education (AACTE) and made nationally available through Pearson.

Based closely on the National Board for Professional Teaching Standards and associated processes, edTPA is a subject-specific performance assessment and support system, aligned to the Texas Pedagogy and Professional Responsibilities (PPR) standards and the Texas Teacher Evaluation and Support System (TTESS).



Please refer to supplemental resources for a 12 page document detailing how edTPA aligns to T-TESS



Texas Teacher Evaluation & Support System (T-TESS) and edTPA®



T-Tess Rubric: Instruction		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Instructional Dimension 2.4: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	The teacher adapts lessons with a wide variety of instructional strategies to address individual needs of all students.		X					X			P					
	The teacher consistently monitors the quality of student participation and performance.					X			X			P				P
	The teacher always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.		P		P			X								
	The teacher consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.							X								
Instructional Dimension 2.5: The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.	The teacher systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.	P	X			P			X		X					X
	The teacher adjusts instruction and activities to maintain student engagement.							X			X					X
	The teacher uses discreet and explicit checks for understanding through questioning and academic feedback.								X		X					X

936 EPPs in 41 states & DC

Statewide policies in place requiring a state-approved performance assessment as part of program completion or for state licensure.

State Participating in edTPA

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

<https://edtpa.aacte.org/state-policy>

During the 2020-2021 school-year, 35 educator preparation programs in Texas are piloting edTPA in lieu of the current EC-12 Pedagogy and Professional Responsibilities (PPR) exam.



edTPA Pilot in Texas

A pilot of the portfolio-based, performance assessment, edTPA, was approved by the SBEC in July 2019.

The edTPA pilot aims to gather data on edTPA implementation in Texas, including the impact of the edTPA on teacher candidate training and outcomes.

TEA staff provide an update on the edTPA pilot at each SBEC meeting.



Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

September 17, 2020

Dear Educator:

The Texas Education Agency (TEA) recognizes that quality teacher preparation is essential to meet the diverse needs of our students and the demands of the classroom. Performance-based educator assessments, such as the edTPA, allow teacher candidates to demonstrate and reflect on their practice in authentic ways.

During the 2020-2021 school year, select educator preparation programs (EPPs) across Texas will participate in a pilot of the edTPA. As a result, teacher candidates in your district may be completing the edTPA as an optional requirement for certification.

Supporting edTPA® Teacher Candidates in your School

As an instructional leader, your role will not change as you continue to offer instructional leadership and support for excellent teaching.

A candidate participating in the edTPA must plan, teach, and assess a 3-5 day connected learning segment. Artifacts from this learning segment, including student work samples and short video clips, are submitted as part of the candidate's portfolio.

You can help support teacher candidates by providing candidates access to classrooms, experienced mentor teachers, and permission to video their instruction for the learning segment.

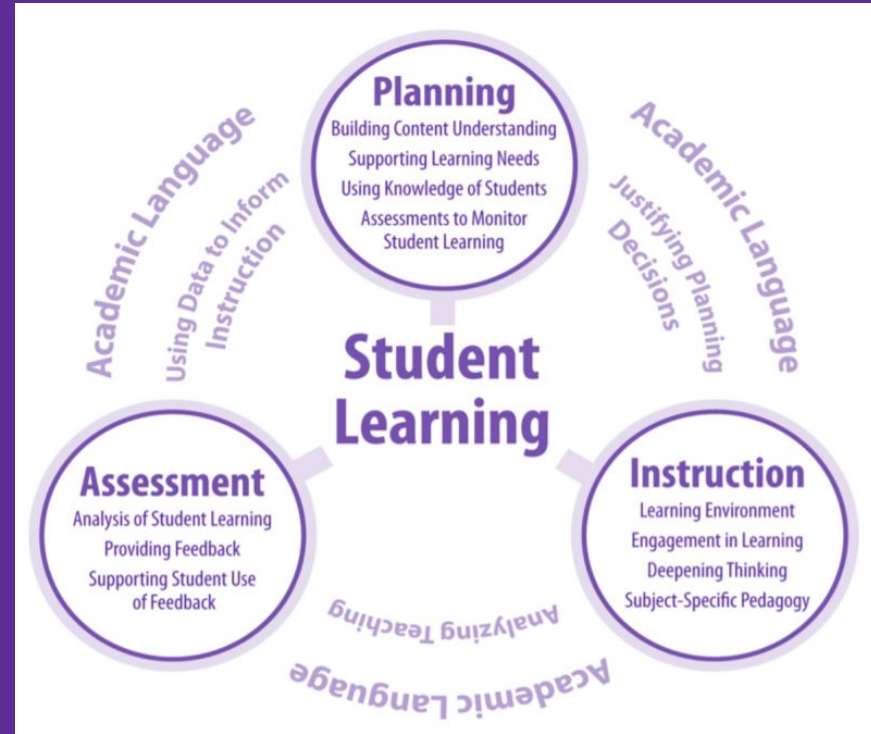
Candidates will tailor their teaching to your school context. Cooperating teachers will assist teacher candidates with documenting school context, demographics and academic strength and needs of their students.



edTPA evaluates a candidate's ability to plan and implement an authentic cycle of teaching focused on student learning using evidence derived from the candidates' teaching practice.

- ❑ Do you want to know if teachers are planning lessons to support all of the students in the class?
- ❑ Do you want to know if teachers are creating positive learning environments and delivering instruction that is engaging and aligned?
- ❑ Do you want to know if your teachers are designing high quality assessments that are aligned to the standards and that they are providing feedback to help your students grow?

Cycle of Effective Teaching



28 Subject-Specific Areas

- **Elementary**

- Elementary Literacy
- Elementary Mathematics
- Elementary Education: Literacy with Mathematics Task 4
- Elementary Education: Mathematics with Literacy Task 4

- **Middle Childhood**

- English-Language Arts
- History/Social Studies
- Mathematics
- Science

- **Secondary**

- English-Language Arts
- History/Social Studies
- Mathematics
- Science

- **Agricultural Education**

- **Business Education**
- **Classical Languages**
- **Early Childhood Education**
- **Educational Technology Specialist**
- **Technology and Engineering**
- **English as an Additional Language**
- **Family & Consumer Sciences**
- **Health Education**
- **K-12 Performing Arts**
- **Physical Education**
- **Library Specialist**
- **Literacy Specialist**
- **Special Education**
- **Visual Arts**
- **World Language**

Each handbook has 15 rubrics (18 for Elementary)

The rubrics for each handbook are similar as they seek to measure the same basic skills.

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

The five-level scale used for edTPA® rubrics represents a continuum of practice from not quite ready to teach to advanced beginning teacher.

Each rubric progression shows an expanding repertoire of skills and strategies for teaching and a deepening rationale.

Supplemental Resources

edTPA®

edTPA® GUIDANCE FOR P-12 ADMINISTRATORS AND LEADERS



Developed for educators by educators, edTPA® is the first nationally available, performance-based assessment for beginning teachers. This brochure provides P-12 administrators and leaders with guidance for using edTPA® evidence to support new teachers during induction, implement teacher evaluation and discuss best teaching practices. edTPA® lays the foundation for this work by requiring candidates to demonstrate the knowledge and skills necessary to help all students learn in real classrooms.

As a school district leader or P-12 building level administrator, you will see how edTPA® supports a rigorous and meaningful experience for aspiring teachers and students. More importantly, edTPA® promotes positive learning outcomes for your students.

Supporting edTPA® Teacher Candidates in your School

- ✓ As an instructional leader, you will continue to offer instructional leadership and support for excellent teaching.
- ✓ Cooperating teachers will assist teacher candidates with documenting school context, demographics and academic strength and needs of their students.
- ✓ Candidates will tailor their teaching to your school context and reflect on their planning, instruction and assessment practices in preparation for the written commentaries they must submit.

Acceptable Forms of Support

Candidates can and should be supported during their edTPA® clinical experiences as usual. Supports include:



The document *Teachers Who Support Teacher Candidates* clarifies acceptable and unacceptable forms of support for candidates during the summative edTPA® process.

edTPA® has been developed as a support and assessment system for licensure and national and state accreditation by the Stanford Center for Assessment, Learning and Equity (SCALE) in partnership with the American Association of Colleges for Teacher Education (AACTE).

[Download Using edTPA®](#)

SCALE

edTPA & YOUR ROLE IN SUPPORTING TEACHER CANDIDATES

edTPA®

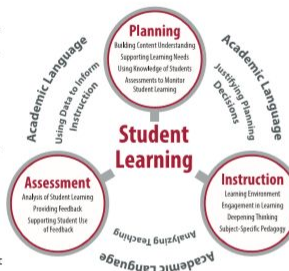
Texas edTPA Pilot

Beginning fall 2019, educator preparation programs (EPPs) may begin piloting edTPA (Teacher Performance Assessment). Pilot data will be used to support all stakeholders and inform decisions of the potential edTPA implementation.

Description of edTPA

Developed for educators by educators, edTPA is a subject-specific, performance-based assessment for beginning teachers designed to support teacher candidate learning. edTPA's common architecture consists of three interconnected tasks embedded in clinical practice and highlighted in the cycle of effective teaching.

- **Task 1: Planning for Instruction and Assessment:** Candidates develop authentic lessons that support, engage, and deepen student learning that align with your school's mission, the Texas Essential Knowledge and Skills (TEKS) standards, and curricula. Additionally, candidates describe, explain, and justify how their lessons are appropriate for their students and the content they are teaching.
- **Task 2: Instructing and Engaging Students:** Candidates submit unedited video clips of their teaching, demonstrating how they supported, engaged, and deepened student learning and analyze their teaching effectiveness.
- **Task 3: Assessing Students' Learning:** Candidates analyze students' learning, provide feedback to strengthen students' learning, and describe next steps of instruction to support students' learning.
- **Academic Language:** Academic language is the language of the discipline used to engage EC-12 students in learning and includes the means by which they develop and express content understandings. Throughout edTPA's cycle of



effective teaching, candidates support the understanding and use of academic language among students, including English language learners, speakers of a variety of English, and native English speakers.

Supporting Your Teacher Candidate

Throughout a teacher candidate's professional journey, cooperating and mentor teachers provide guidance and feedback to support their teacher candidates' professional development. Cooperating and mentor teachers are encouraged to help candidates examine the expectations for performance evaluated by edTPA in meaningful ways and discuss how candidates will demonstrate their performance. The table on the back shows examples of how cooperating and mentor teachers can guide and support teacher candidates in completing edTPA.



edTPA Pilot FAQs for Districts

The Texas Education Agency's formal pilot aims to: (1) identify and develop best practices on implementation of the edTPA; and (2) measure early outcomes for candidates and EPPs who complete the edTPA.

What is the edTPA?

edTPA is a performance-based, subject-specific assessment and support system used by more than 600 teacher preparation programs in some 40 states to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

Developed by educators for educators, edTPA builds on decades of work on assessments of teacher performance and research regarding teaching skills that improve student learning.

What is the Texas pilot of the edTPA?

The Texas pilot of the edTPA offers educator preparation programs the opportunity to participate during the 2019-2020 and/or the 2020-2021 school-year. During the 2020-2021 school-year, 35 educator preparation programs will pilot the edTPA in lieu of the current Early Childhood-Grade 12 Pedagogy and Professional Responsibilities (PPR) exam.

What certification will candidates receive?

Participating candidates will be issued a standard certification upon successful completion of the applicable edTPA portfolio, the approved educator preparation program requirements, and any other required TEXES exams.

Who will receive reimbursements or stipends?

The TEA will reimburse teacher candidates who are employed by the district for the cost of the edTPA after the \$30 rebate from Pearson. These teacher candidates will also receive a \$250 stipend.

Additionally, the TEA will offer a stipend from Title II funds for cooperating and mentor teacher who work with candidates in the pilot.

Does the district have to use its Title II funds?

No. Reimbursement and stipends will be paid from the TEA's Title II funds.



Why edTPA?

With a focus on learning for all students, edTPA engages teacher candidates in developing the knowledge, skills, and abilities to meet the needs of today's diverse learners. edTPA is an educative assessment that supports teacher candidate learning, providing an authentic, objective measure of teacher candidate readiness that informs licensure, accreditation, and program completion.



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A candidate participating in the edTPA must plan, teach, and assess a 3-5 day connected learning segment. Artifacts from this learning segment, including student work samples and short video clips, are submitted as part of the candidate's portfolio.

The TEA recognizes that the submission of student work samples and video recording in the classroom may present concerns for parents, educators, and administrators. To address these concerns, TEA has drafted a sample letter and release form—attached here—to parents, guardians, and students aged 18 or older, regarding the edTPA student work submission and video recording process. Participating teacher candidates will need to obtain permissions (using either this form or similar) from their students to complete the requirements of the edTPA. These materials have also been provided to educator preparation programs. This will ensure that families and students are aware of and consent to being included in these work samples and/or videos.

Additionally, edTPA takes the following measures to further ensure student safety:

- TEA encourages districts and programs to include a provision in their student teaching agreements with candidates that describes the expectations for the candidates' use, transmission, and destruction of classroom recordings for assessment.
- The materials gathered are submitted securely to the electronic platforms maintained by the edTPA testing vendor, where only scorers may securely access them. The scorers are not able to download or otherwise save the information provided for scoring.
- The edTPA testing vendor may maintain edTPA materials for a short period of time (usually 12-24 months) in order to preserve a record for scores that are challenged and to continue to review the effectiveness and validity of the assessment. The materials will then be destroyed.
- Video recordings can be structured to accommodate students who do not have consent to be recorded.

Confidentiality and Security of edTPA Candidate Materials and Assessment Data

This information, prepared by Pearson and the Stanford Center for Assessment, Learning and Equity (SCALE), describes the policies and procedures related to the confidentiality and security of candidate edTPA submissions and assessment data for each phase of the process:

- Pre-Submission of Assessment Materials for Scoring
- Transfer, Upload, and Storage of the Assessment Materials
- Post-Submission and Scoring

This information applies to Pearson and SCALE handling of materials and data for candidates who register for edTPA at edtpa.com and submit their assessment for official scoring.

Teacher candidates own the content they create and submit for each edTPA portfolio. Neither Stanford University nor Pearson owns the candidates' edTPA portfolios.

The use of the portfolio video by candidates is restricted by the parameters of the release forms obtained for children and/or adults who appear in the video. Because parents/guardians and/or adults have not typically granted permission for public use of the videos in which they or their children appear, videos should NOT be displayed publicly (i.e., personal websites, YouTube, Facebook) without expressed permission for this purpose from those featured in the video.

Because of laws protecting confidentiality and privacy, only candidates can register themselves for edTPA. Information about registration or submission status may be provided to the educator preparation program in which the candidate is enrolled as identified by the candidate in the edTPA registration system. Given the consequential nature of operational edTPA and associated program policies, programs and candidates will bear responsibility for reviewing program information and ensuring candidates meet appropriate timelines established by their educator preparation programs.

Pre-Submission of Assessment Materials for Scoring

Prior to candidate submission of edTPA assessment materials for scoring, the Pearson edTPA website provides information for candidates and faculty reviewers related to the creation, review and handling of candidate assessment materials, including video recordings. These include:

- [Guidelines for Video Confidentiality for Candidates](#)
- [Guidelines for Video Confidentiality for Faculty](#)

These guidelines address the need to maintain confidentiality of video participants and direct candidates to obtain appropriate permission from parents/guardians for students who appear in video recordings and from adults who appear in video recordings. In order to assist candidates in obtaining the appropriate releases, the Pearson edTPA website and edTPA membership platform (edtpa.aacte.org) include information describing the nature of the assessment and how assessment materials may be used. A sample release form is also provided for reference. Candidates should consult with their program for other specific information that may be required to include in the release form.

We will also be referring to the letter from Commissioner Morath and the Confidentiality and Security Guidelines

Task 1

Planning for Instruction and Assessment

What will the teacher candidate be doing?

- Context for learning
- Plan a learning segment - 3-5 lessons
- Select instructional materials
- Create assessments
- Write Planning Commentary



Task 2

Instructing and Engaging Students

What will my teacher candidate be doing?

- Video edTPA lessons
 - Candidates submit unedited clips of their video. Length of clips varies by handbook (content area) but will be close to 20 minutes total (combined for both clips)
- Write Instruction Commentary



Video Recording

Policies and procedures have been developed for the handling of materials and data for each phase of the submission and scoring process. Candidates are provided explicit expectations for the use, transmission, and destruction of classroom recordings for assessment.

The materials gathered are submitted securely to the electronic platforms maintained by Pearson, where only scorers may securely access them.

The scorers are not able to download or otherwise save the information provided for scoring.

Video recordings can be structured to accommodate students who do not have consent to be recorded.

Student materials are submitted without identifying information.

To review the guidance information provided to candidates, please view the document Confidentiality and Security of edTPA® Candidate Materials and Assessment Data.

Helpful general information on edTPA is also available online at <http://edtpa.aacte.org/fdq#57>.



Commissioner Mike Morath

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July 1, 2019

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Task 3

Assessing Students' Literacy Learning

What will my teacher candidate be doing?

- Select one assessment in their edTPA learning segment (identify patterns of learning)
- Select 3 focus students
- Providing feedback to students
- Write Assessment Commentary
 - Summarize whole class learning
 - Use focus students to illustrate patterns
 - Analyze evidence of students' language use
 - Plan for next steps



Task 4

(Elementary candidates only)

What will my teacher candidate be doing?

- Context for Learning
- Identify a learning segment of 3-5 lessons
- Analyze and assessment for whole class learning
- Select 3 focus students
- Write a re-engagement lesson
- Teach the small group re-engagement lesson
- Write Planning Commentary



General Acceptable Forms of Support

Acceptable Supports

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:



Discuss edTPA® tasks and scoring rubrics



Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process



Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)



Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts



Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment



Arrange technical assistance for the video portion of the assessment

Unacceptable Support

It is important to remember that edTPA is a summative assessment. Unacceptable forms of candidate support during the edTPA process include:

- Editing a candidate's edTPA drafts prior to submission
- Offering critique of candidate edTPA drafts that provides specific, alternative responses
- Telling candidates which video clips or work samples to select
- Uploading candidate edTPA responses (written or video) on public access social media websites or uploading them to scoring platform for the candidate.





For more information on edTPA
visit the following websites:

[Teachers Who Support Teacher
Candidates](#)

[edTPA FAQ](#)

[edTPA Guidelines for Acceptable
Candidate Support](#)

[NEA - edTPA and Cooperating Teachers](#)

Contact Information

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Why edTPA?

Benefits of Teacher Performance Assessments



Candidates report:

- Improved reflective practices
- Increased self-efficacy
- Increased knowledge of students' backgrounds and learning needs
- Increased focus on student learning
- Better understanding of providing feedback for students
- Increased awareness of the need for instructional supports
- Increased ownership of their own learning