

## Using edTPA

edTPA™, formerly the **Teacher Performance Assessment**, was designed by teachers and teacher educators to support candidate learning and provide data that support preparation program growth and renewal. Aligned with Common Core State Standards and InTASC Standards, edTPA assesses teaching behaviors that focus on student learning. edTPA can be integrated with other teacher candidate assessments such as clinical evaluations, GPA, and content knowledge examinations to inform program completion decisions or as a metric for licensure. edTPA is a summative capstone assessment to evaluate teacher quality preparation. It is also a source of evidence for program review, teacher licensure and/or state and national accreditation.

	Artifacts	15 Rubrics
Planning	Lesson plans, instructional materials, student assignments, assessments Planning commentary	Planning for Content Understandings Supporting Students' Learning Needs Planning Assessment to Monitor Student Learning
Instruction	Unedited video clips Instruction commentary	Demonstrating a Positive and Engaging Learning Environment Engaging Students in Learning Deepening Learning During Instruction Subject-Specific Pedagogy
Assessment	Samples of student work Summary of student learning Assessment commentary	Analyzing Student Learning Providing Feedback to Guide Learning Supporting Students' Use of Feedback
Analysis of Teaching	Planning commentary Instruction commentary Assessment commentary	Using Knowledge of Students to Inform Planning Analyzing Teaching Using Assessment to Inform Instruction
Academic Language	Unedited video clips and/or student work samples Planning and assessment commentaries	Identifying and Supporting Language Demands Evidence of Language Use to Support Content Understandings

## Preparation for Critical Dimensions of Teaching

The edTPA process identifies and collects subject-specific evidence of effective teaching from a **learning segment** of 3-5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic **artifacts** from a clinical field experience. Candidates also submit **commentaries** that provide a rationale to support their instructional practices based on the learning strengths and needs of students. Candidates' evidence is evaluated and scored within the following **five dimensions of teaching**:

- 1. Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/assessments. Candidates demonstrate how their plans align with content standards, build upon students' prior academic learning and life experiences and how instruction is differentiated to address student needs.
- 2. Instructing and Engaging Students in Learning** includes one or two **unedited video clips** of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning activities. Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject matter understandings.

3. **Assessing Student Learning** includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students, and explain how their feedback guides student learning.
4. **Analysis of Teaching Effectiveness** is addressed in commentaries within Planning, Instruction and Assessment tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths and needs and principles of research and theory. In Instruction, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their analysis of assessment results to inform next steps for individuals and groups with varied learning needs.
5. **Academic Language Development** is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.

### Scoring TPA

The five dimensions of teaching are evaluated using 15 analytic rubrics on a five point-score scale focused on student learning. Stanford is responsible for the design and development of an on-line training system and for setting subject-specific benchmarks. Qualified scorers are trained to use edTPA rubrics to evaluate candidate submissions consistently and fairly. Local, state and national scoring pools include teacher education faculty and clinical supervisors, as well as P-12 educators (e.g., National Board Certified Teachers, cooperating teachers who host teacher candidates, and school administrators). At least half of all scorers are university faculty (including clinical supervisors and cooperating teachers) and half are k-12 educators. All scorers must meet rigorous qualifications including subject-matter experience, and recent experience teaching the subject (to P-12 students or methods courses to candidates) and mentoring or supporting beginning teachers.

Candidates may submit their edTPA materials directly to Pearson or via an approved, integrated edTPA platform provider, including Chalk & Wire, Folio180, FolioTek, iWebFolio, LiveText, Pass-Port, TaskStream, and Tk20 (see edTPA.com for details). Faculty provide formative feedback to candidates while they are developing edTPA materials within these platforms. Score reports include individual candidate scores as well as a narrative profile of candidate performance. The score reports and candidate edTPAs are useful data sources for informing program and curriculum revision within participating campuses and as evidence for state and national accreditation processes.

### edTPA will be available for all licensure areas in adopting states\*

<ul style="list-style-type: none"> <li>• Early Childhood</li> <li>• Elementary Literacy and Mathematics</li> <li>• Middle Childhood: English Language Arts History/Social Studies Mathematics Science</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary English Language Arts</li> <li>• Secondary History/Social Studies</li> <li>• Secondary Mathematics</li> <li>• Secondary Science</li> <li>• Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Art</li> <li>• Performing Arts</li> <li>• Physical Education</li> <li>• World Language</li> <li>• Agriculture</li> <li>• Business</li> <li>• Classical Languages</li> <li>• Educational Technology Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• English as an Additional Language</li> <li>• Family/Consumer Science</li> <li>• Health Education</li> <li>• Library Specialist</li> <li>• Literacy Specialist</li> <li>• Technology and Engineering</li> </ul>
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\* edTPA Subject-Specific Handbooks Are Available



For more information about edTPA:

<http://scale.stanford.edu/teaching/edtpa>

<http://edtpa.aacte.org>

[edTPA.com](http://edtpa.com)