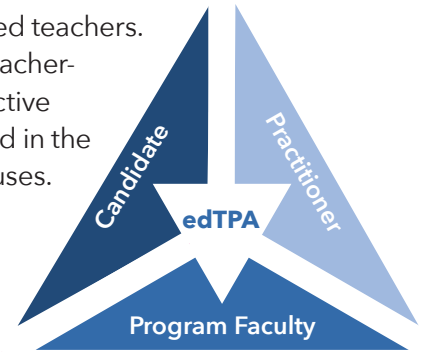


edTPA and Preparation Program Faculty

NEA is committed to having all preK-12 students taught by fully trained and prepared teachers. Educator preparation program (EPP) faculty, cooperating teachers, mentors, and teacher-candidates share the responsibility of ensuring that these future educators are effective practitioners. We urge our higher education faculty members to be actively involved in the piloting, adoption, and implementation of performance assessment on their campuses. In a profession that struggles to explain the complexities of teaching to the public and policymakers, the uneven and inconsistent application and use of preservice performance assessments may undermine a seamless preK-16 professional continuum if preparation program faculty are not included in shaping legislative policies that guide systemic changes to educator preparation at the local, state, and national levels.



Preparation program faculty supporting the teacher-candidate's clinical experience should be familiar with the edTPA requirements for program completion and state licensure. *Making Good Choices: A Support Guide for edTPA Candidates* provides a solid introduction to edTPA and will assist faculty with understanding the key components of the assessment. Faculty should connect with their edTPA coordinators to identify resources and supports that will assist them with incorporating edTPA experiences into existing courses, providing technical assistance to cooperating teachers, helping teacher-candidates unpack the scoring rubrics, understand the required elements of each task, and avoid pitfalls that may lead to incomplete work being submitted for the edTPA tasks.

For each content area, edTPA provides teacher-candidates with a handbook indicating the information that must be provided for each task, the questions to be answered, and the length of each entry. Prior to the clinical experience, the preparation program faculty should go through these requirements with teacher-candidates to map out a plan and schedule for completing each task.

TASK 1: PLANNING FOR INSTRUCTION AND ASSESSMENT

Task 1 focuses on the teacher-candidate's planning process related to a learning segment of three to five consecutive lessons. The preparation program faculty assists teacher-candidates in connecting theory to practice. The candidate selects a focus class, provides contextual information, identifies the learning standards and academic language to be planned, taught, and analyzed, and develops the lesson plans and assessments. The preparation program faculty guides teacher-candidates in identifying relevant research and theory that supports these instructional decisions.

The candidate's Task 1 responses to questions and prompts are assessed in the following areas:

1. Planning for learning
2. Planning to support varied student learning needs
3. Using knowledge of students to inform teaching and learning
4. Identifying and Supporting language demands
5. Planning assessments to monitor and support student learning.

TASK 2: INSTRUCTING AND ENGAGING STUDENTS IN LEARNING

Task 2 focuses on the candidate's instructional practice. Recording the candidate's interactions with students is a required element of edTPA. Explicit instruction should guide teacher-candidates through the methods used to select uninterrupted segments of these interactions and techniques for reflecting on and analyzing the recorded content using the guiding questions from the edTPA handbook. "Tips for Using Video to Improve Practice" (see Resources section) may be useful to faculty supporting teacher-candidates working on Task 2.

The candidate's Task 2 responses to questions and prompts are assessed in the following areas:

1. Learning environment
2. Engaging students in learning
3. Deepening student learning
4. Subject-specific pedagogy
5. Analyzing teaching effectiveness

TASK 3: ASSESSING STUDENT LEARNING

Task 3 focuses on the candidate's assessing student learning through one assessment from the learning segment. The preparation program faculty guides the teacher-candidates in defining the evaluation criteria, developing teacher-made assessments, adapting commercial assessments, and assigning values to student work samples. Preparation program faculty connect research and theory to specific accommodations made for individual students because of Individualized Education Plan or 504 Plan requirements.

The candidate's Task 3 responses to questions and prompts are assessed in the following areas:

1. Analysis of student learning
2. Providing feedback to guide further learning
3. Student use of feedback
4. Analyzing students' language use
5. Using assessment to inform instruction

TASK 4: ELEMENTARY EDUCATION MATHEMATICS ASSESSMENT

Task 4 focuses on elementary mathematics assessment. Teacher-candidates using the Elementary Education edTPA Handbook must complete the Literacy Tasks 1-3 and the Mathematics Task (Task 4). In Task 4, teacher-candidates must describe a learning assessment and select a formative assessment. The learning segment should focus on a mathematics topic that the students have not yet mastered because the teacher-candidates will need to identify an area of struggle related to the formative assessment. During this task, preparation program faculty guide teacher-candidates on choosing formative assessments that allow students opportunities to show conceptual understanding, procedural fluency, and mathematical reasoning/problem solving on the assessment.

The candidate's Task 4 responses to questions and prompts are assessed in the following areas:

1. Analysis of whole class understandings
2. Analyzing individual work samples
3. Using evidence to reflect on teaching

CONTENT AREA HANDBOOK AND RUBRICS

Each task responds to multiple questions and prompts and is scored using five-point rubrics. The preparation program faculty works with teacher-candidates to review edTPA handbooks for task details and rubrics to understand the required work, especially at Levels 3-5. This provides teacher-candidates with an understanding of the work involved. While the preparation program faculty is familiar the required work and rubrics, it is the faculty member's responsibility to assist the teacher candidate—not make decisions, write responses, or grade the work.

When preparing to respond to Task 2's Analyzing Teaching Effectiveness prompt: *How does the teacher-candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?* Teacher-candidates should write about the instructional changes they would make to better support student learning and refer to specific examples from the recorded clips. Teacher-candidates should also share why they think these changes would improve student learning.

EXAMPLE: Task 2 Analyzing Teaching Effectiveness prompt: *How does the teacher-candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?* When responding to the prompt, candidates should consider the variety of learners in the class who may require different strategies and supports.

	LEVEL 3	LEVEL 4	LEVEL 5
Rubric Description	Candidate proposes changes that address students' collective learning needs related to the central focus. Candidate makes superficial connections to research and/or theory.	Candidate proposes changes that address individual and collective learning needs related to the central focus. Candidate makes connections to research and theory.	Level 4 plus: Candidate justifies changes using principles of research and/or theory.

TIME AND MATERIALS MANAGEMENT

Addressing commentary prompts and managing the materials related to 15-18 different rubrics, editing, and commenting on recordings, and gathering evidence and artifacts require time and materials management. Establishing a time and materials management plan at the outset embeds this work within the entire preparation program's clinical experiences, rather than as an add-on to be accomplished near the end of the program. It is best to complete tasks when accomplishing related work. The preparation program faculty and cooperating teacher should collaborate with the candidate about progress on each task, using the handbook evidence list and other guidance.

The candidate is encouraged to track what worked is anticipated, what failed to achieve desired objectives, what exceeded them, and the reasons for each. By confronting challenges and using these as learning experiences, the preparation program faculty stresses the importance of making informed decisions that lead to classroom-ready professional practices.

RESOURCES

edTPA Getting Started at http://www.edtpa.com/PageView.aspx?f=GEN_GettingStarted.html which includes links to all documents.

edTPA Resource Library for Stakeholders at edTPA.aacte.org

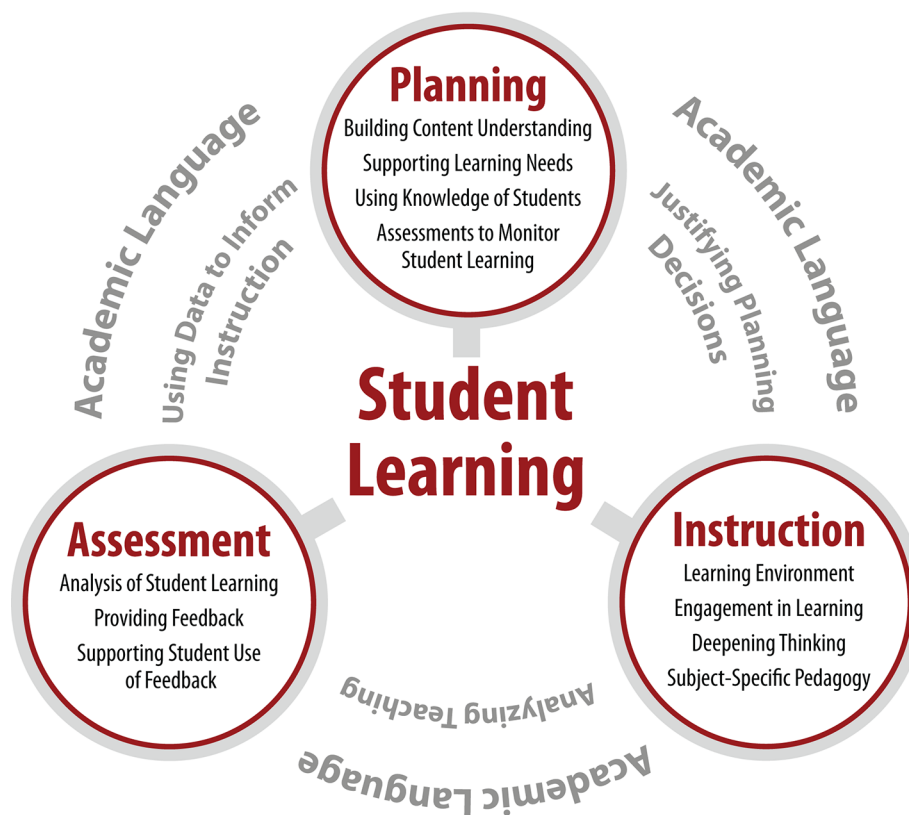
Making Good Choices: A Support Guide for edTPA Candidates at <http://www.edtpa.com/Content/Docs/edTPAMGC.pdf>

Making Good Choices in Special Education at http://www.edtpa.com/Content/Docs/edTPAMGC_SE.pdf

Profession-Ready Teachers at <http://www.nea.org/home/profession-ready-teachers.html>

State Specific Requirements at http://www.edtpa.com/PageView.aspx?f=GEN_StateRequirements.html

Tips for Using Video to Improve Practice at <https://www.teachingchannel.org/videos/videotaping-tips-for-teachers>



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