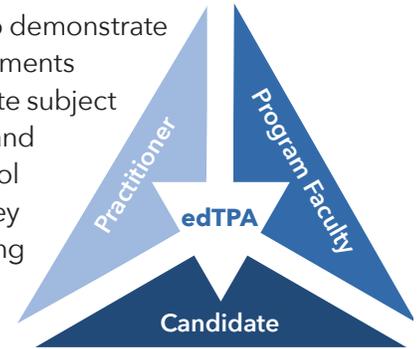


# edTPA and Teacher-Candidates

Preservice, classroom-based performance assessments allow teacher-candidates to demonstrate the knowledge and skills acquired during their preparation programs. These assessments provide teacher-candidates with opportunities to demonstrate their ability to activate subject area knowledge and to develop, implement, and reflect on their teaching practice and student learning. Classroom-based performance assessments provide a uniform tool allowing teacher-candidates, regardless of preparation pathway, to demonstrate they are profession ready prior to assuming full responsibility for the teaching and learning of their students.

Early in their preparation programs, teacher-candidates should become familiar with the edTPA expectations for program completion/licensure, timelines, and resources. They can begin by reading *Making Good Choices: A Support Guide for edTPA Candidates*. Teacher-candidates should note where they need clarity about each of the tasks they must complete and the artifacts or evidence they must provide. Teacher-candidates should seek guidance from either their preparation program faculty, student teaching coordinators, or cooperating teacher.

For each content area, the edTPA handbook outlines the information the teacher-candidate must provide for each task, the questions to be answered, and the length of each entry.



## TASK 1: PLANNING FOR INSTRUCTION AND ASSESSMENT

Task 1 focuses on the planning process related to a learning segment of three to five consecutive lessons. In this section, the teacher-candidate must: select a class, provide contextual information, and identify the learning segment to be planned, taught, and analyzed. The teacher-candidate should review the curriculum with the cooperating teacher to select a learning segment and identify the content standards and objectives for student learning. The teacher-candidate then writes a lesson plan that includes the state-adopted content standards, learning objectives derived from the standards and the curriculum, formal and informal assessments that will be used, instructional strategies and learning tasks for diverse student needs, and instructional materials and resources to be used.

Task 1 rubrics include:

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 instructional practice. The teacher-candidate identifies the lessons to be recorded and obtains permission for recording students. The teacher-candidate must submit two recorded clips totaling no more than 20 minutes demonstrating the candidate's interactions with students. The teacher-candidate should identify a colleague to record the classroom teaching. It might be helpful to practice with the recorder prior to recording the clips for submission. Using the handbook prompts as a guide, the teacher-candidate selects the clips to be analyzed and submitted.

Task 2 rubrics include:

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 assessing student learning through one assessment from the learning segment, defining the evaluation criteria, selecting work samples from three students for qualitative and quantitative analysis—one student must have a specific learning need—documenting the feedback provided to each of these students, and providing evidence of student understanding of targeted academic language.

Task 3 rubrics include:

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 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 teacher-candidates will need to identify an area of struggle related to the formative assessment. During this task, teacher-candidates should choose 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

## TIPS FOR UNPACKING RUBRICS

Each task is scored with a five-point rubric, which assesses the performance-based submission related to the prompts. Teacher-candidates should use these as guides and provide the information required. The scoring goal varies by state; most teacher-candidates score at the 3-4 levels. Unpacking rubrics at Levels 3, 4 and 5 allow teacher-candidates to clearly understand the best approach to addressing the task requirements.

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	<p>Candidate proposes changes that address students’ collective learning needs related to the central focus.</p> <p>Candidate makes superficial connections to research and/or theory.</p>	<p>Candidate proposes changes that address individual and collective learning needs related to the central focus.</p> <p>Candidate makes connections to research and theory.</p>	<p>Level 4 plus:</p> <p>Candidate justifies changes using principles of research and/or theory.</p>

## THINGS TO CONSIDER WHEN RECORDING

Recording student interactions is a key element of edTPA. Having permission to record students is essential, and keeping students whose parents do not grant permission out the frame is required. The teacher-candidate is best served if the cooperating teacher or a colleague records the classroom session to allow the teacher-candidate to focus only on teaching. If a 50-minute class is recorded, an uninterrupted segment must be used and analyzed following the handbook prompts. For guidance on how to approach this recording task, teacher-candidates should view “Tips for Using Video to Improve Practice” cited in the Resources section on page 4.

## TIME AND MATERIALS MANAGEMENT

Teacher-candidates should understand at the beginning of the clinical experience what edTPA requires. Addressing commentary prompts and managing the materials related to 15-18 different rubrics, editing and commenting on recordings, and gathering evidence and artifacts require effective time and materials management strategies. Completing tasks early, when work related to each task has been accomplished, is best. The teacher-candidate should use the evidence list and other guidance in the handbook to plan for the timely completion of each task.

Waiting until the end of the clinical experience to complete this work is inadvisable. This places undue stress on teacher-candidates. By completing tasks early, teacher-candidates may decide to shift the learning focus, change the student work samples central to Task 3, or other elements based on experiences.

## RESOURCES

edTPA Getting Started at [http://www.edtpa.com/PageView.aspx?f=GEN\\_GettingStarted.html](http://www.edtpa.com/PageView.aspx?f=GEN_GettingStarted.html) which includes links to all documents.

edTPA Resource Library at <http://www.edtpa.aacte.org>

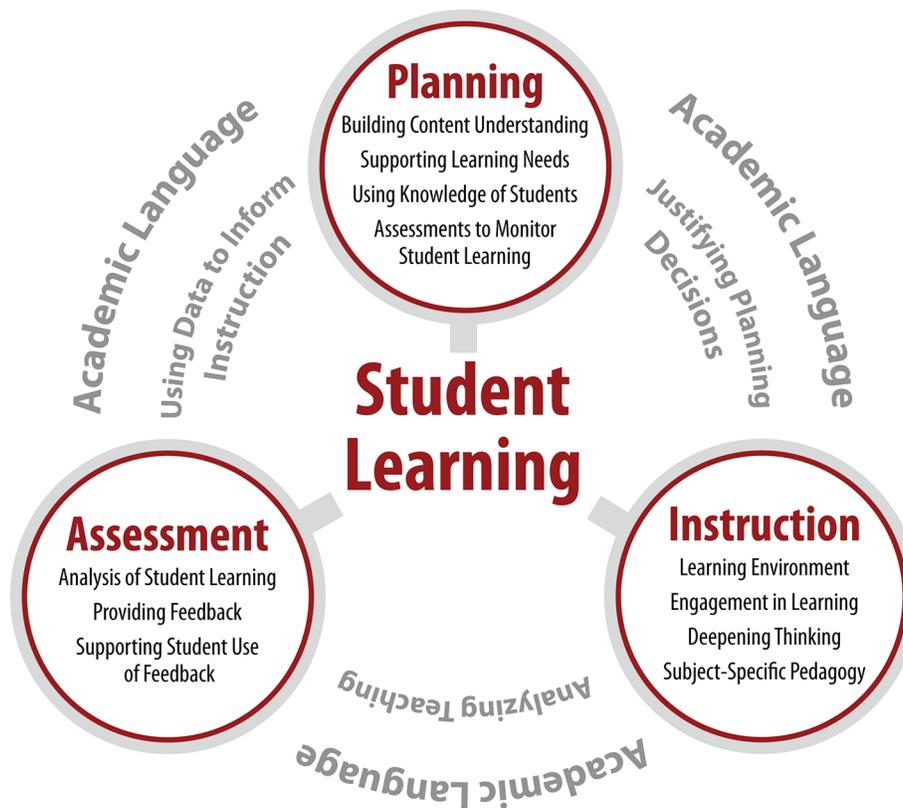
Making Good Choices: A Support Guide for edTPA Candidates at <http://www.edtpa.com/Content/Docs/edTPAMGC.pdf>

Making Good Choices in Special Education at [http://www.edtpa.com/Content/Docs/edTPAMGC\\_SE.pdf](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](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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