September 2019

EFFECTIVELY IMPLEMENTING edTPA

For Educator Preparation Programs

SCALE
Stanford Center for Assessment, Learning & Equity

edTPA®

INTRODUCTION & PURPOSE

This resource is designed to be a first stop for edTPA coordinators who are serving as the main contact point for the assessment at their educator preparation program (EPP). It includes implementation guidance on how to get started with edTPA, plan for implementation and instruction, and develop an inquiry stance towards the process of completing the assessment and analyzing its impact and value. Experienced members of our edTPA community have shared step-by-step strategies for supporting candidates, P–12 partners, and other assessment users, along with real-life examples of successful implementation practices. Their advice on how to maximize the educative opportunities embedded within edTPA and effectively guide learning from the assessment is integrated with links to key tools and documents.

Because this information is highly relevant to all EPP stakeholders, coordinators are encouraged to use this resource as a reference when collaborating with faculty/instructors, supervisors, and staff to embed edTPA within their program. edTPA coordinators should customize use of these materials according to their particular needs, in order to develop a meaningful approach to engaging in edTPA that authentically reflects their preparation context.

This resource is organized according to the recommended cycle of edTPA implementation—initially orienting assessment users to edTPA and preparing for implementation, introducing and embedding the assessment within coursework and clinical experiences, and learning from edTPA evidence and performance data. We have also included illustrative case examples of program implementation and reflections from coordinators and faculty/instructors from a variety of EPP settings.

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ORIENTATION TO edTPA

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Coordinators should familiarize themselves with the overall assessment structure and content before supporting others with implementation. Working in collaboration with faculty/instructors and program staff, they should also become familiar with how to access and disseminate crucial support resources and key online information. This introductory information is synthesized below to help coordinators/programs take those initial steps in preparing for their role and framing edTPA as an educative process.

What is edTPA?

What is edTPA? edTPA is the first nationally available, educator-designed support and assessment system for teachers entering the profession. It was developed "by and for the profession" to measure and support the skills and knowledge that all teachers need from Day 1 in the classroom, and designed by hundreds of subject-specific educators who served on content-specific teams led by the Stanford Center for Assessment, Learning and Equity (SCALE). edTPA reflects the job-related skills & competencies attained as part of teacher preparation, and maintains strong parallels to the National Board for Professional Teaching Standards (NBPTS) and alignment with frameworks for effective instructional practices (e.g., InTASC, Danielson, Marzano). edTPA was launched in 2009 and became operational in 2013; the assessment is currently implemented in 41 states at 880+ EPPs, which represent a range of traditional and alternative preparation pathways.

Key partners: SCALE designs, develops, and implements authentic assessments of what teachers and students know and are able to do—including edTPA, PACT, and a variety of P–12 assessments in STEM and other subjects. The authors of edTPA also helped lead the first assessment development lab for the NBPTS. Stanford University faculty and staff at SCALE authored edTPA as a subject-specific, performance-based measure of a candidate's readiness to teach, and own the IP rights to the assessment. AACTE partners with our edTPA team to support implementation and disseminate resources across a national network of EPPs engaging in the edTPA community. The Evaluation Systems group of Pearson serves as the operational provider and administers the management system required for multistate use.

Educative purpose: edTPA is intended to be embedded in an educator preparation program and to be "educative" for candidates, faculty/instructors, and programs. Candidates deepen their understanding of effective, student-centered teaching practices while preparing for edTPA and reflecting on their strengths and challenges as they move forward into the profession. Faculty/instructors and programs can use edTPA results (along with other measures of teacher readiness) to inform curricular renewal and make connections to P–12/induction.

Research basis: edTPA measures 15 high-leverage teaching practices well-supported by the research literature on effective teaching. Field test and operational evidence meets or exceeds AERA, APA, and NCME standards (2014) for reliability and validity for licensure assessments. The edTPA Review of Research and annual Administrative Report (available each fall) provide more details.

Scoring process: Scorers include a mix of faculty/instructors and P–12 educators, such as NBPTS certified teachers. Scoring is evidence-based, focusing on instructional artifacts (e.g., video of teaching, lesson plans), student work, and reflective commentaries. All scorers are trained (20+ hours) using SCALE-developed materials and must meet calibration standards.

Role of the edTPA Coordinator

The edTPA Coordinator is the central point of contact for receiving information about edTPA (e.g., edTPA assessment materials, including handbooks, rubrics, and distribution instructions) and oversees edTPA implementation for their program. The coordinator might be a faculty member, program leader, associate dean, or other person who maintains regular communication and works closely with faculty/instructors, program leaders, clinical supervisors, and stakeholders in the field (e.g. cooperating teachers)—all those who support program implementation and support candidates to complete the assessment. A collection of sample job descriptions from a range of participating EPPs is available as a resource for understanding the scope of the coordinator role and its responsibilities.

> **"**As edTPA coordinator, your primary role is to support faculty, candidates, and P–12 partners with the information and resources needed for candidates to demonstrate their readiness to teach. This is a collective responsibility... reach out to other edTPA coordinators in your state and in your region for support; you are not alone.**"** - *Kendra Duncan, edTPA Coordinator & Clinical Instructor, University of Tennessee at Chattanooga*
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> **"**I would tell new coordinators to find key faculty to help in supporting candidates. Use resources from SCALE and collaboratively develop a structure that allows for candidate support throughout the process—before submission, during submission, and for retakes.**"** - *Lisa Barron, Associate Dean at Austin Peay University*

Each participating EPP must designate an edTPA coordinator to get access to program implementation materials and invite faculty and instructors to access materials as well.

- *Institutions/organizations that are brand new to edTPA will need to apply for membership in the edTPA community. Then, their designated edTPA Coordinator will be able to create a profile and access implementation resources.*

- *If your institution/organization has already been participating in edTPA, you can determine who is currently designated as the edTPA Coordinator by reviewing the directory. To change your edTPA Coordinator or for technical assistance, please email edtpa@aacte.org.*

Locating Key Program Resources

There are two main edTPA websites where coordinators & other program-based implementers can find assessment information and resources:

http://edtpa.aacte.org

This site is managed by AACTE & requires coordinators and faculty/instructors to create a profile/login. Look here for an extensive program implementation resource library & online community, announcements to the field, and EPP access to assessment materials. It is primarily a resource for programs and their organizational partners that are members of the edTPA community.

http://www.edtpa.com

This site is managed by the Evaluation Systems group of Pearson and can be openly accessed with no enrollment required. Look here for policy, registration, scoring & reporting information, technical guidelines, and operational assistance. It has general information for programs, faculty/instructors, and candidates.

Key Program Links for Getting Started:

Login page of edTPA AACTE site (allows you to create a new profile if needed)

Top Resource List (summary list of most vital implementation materials on the AACTE site as a quick reference) & edTPA Handbook collection (full set of National edTPA assessment handbooks available for program review; full set of WA State handbooks)

Faculty section of edTPA.com (takes you to key operational, technical & policy information)

Requirements & Assessment Options in Your State (state-specific information about edTPA & licensure)

Getting to Know the Assessment

Coordinators and faculty/instructors should review the <u>national handbooks</u> (or <u>WA State versions</u>, if applicable) and rubrics for the fields that will be most widely used within their program. The assessment has several common features that span across most subject-areas:

- edTPA is organized according to three connected tasks of teaching: planning, instruction, and assessment.

- Candidates submit artifacts and reflective commentaries from a selected learning segment as evidence of their beginning teaching in a specific subject-area.

- There are five rubrics associated with each task (in most fields), which each reflect a progression of practice, from a candidate who needs more support in order to demonstrate that competency/skill, to one who is a highly accomplished beginner.

- Candidates are asked to pay explicit attention to <u>academic language</u> and the language demands of their learning segment, as well as how they can build from their students' assets and support their learning.

Connecting to a Support Network

Connecting with the edTPA community provides a strong national & local support network for coordinators and faculty/instructors beginning to explore edTPA:

- <u>Online Community</u> (search prior posts to find responses to common questions, or post a new question you have; monitored by SCALE & EPP support team)

- <u>Community Newsletters</u> (sent regularly via email to all members of edTPA AACTE site & includes important announcements from SCALE)

- State-Level Coordinator Calls (organized by state leads)

- <u>National & Regional Conferences</u> (held annually; opportunity to learn from others' best practices & research, and share your own edTPA experiences & scholarship)

- National Academy of edTPA Consultants (experienced assessment users from across the country trained by SCALE to deliver program implementation workshops)

How can edTPA National Academy Consultants help support my program?

SCALE has selected, trained, and endorsed experienced implementers from around the country to present edTPA workshops to faculty/instructors from other programs. They are available for in-person & virtual support that includes deep dives into the handbooks, local evaluation training, academic language seminars, and curriculum inquiry sessions.

If interested, you can browse the profiles of available consultants and submit a request for support according to your program needs. You can also directly communicate with potential consultants about travel, fees, and logistics. These highly experienced edTPA users are an invaluable resource for onboarding key program stakeholders and continuing to engage them in edTPA, drawing from their own real-life experience!

PREPARING TO IMPLEMENT edTPA

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Coordinators will need to collaborate with a variety of stakeholders such as faculty/instructors, staff, supervisors, and administrators in order to plan for thoughtful edTPA implementation that equitably supports all candidates. This takes advance coordination and reflective discussion about how to meaningfully integrate edTPA into existing curriculum and scaffold the educative elements of the assessment. The information below is intended to help structure that planning and preparation process.

Key logistical questions for the edTPA coordinator to consider during advance planning include:

❑ How will you communicate with edTPA users/stakeholders within your program?

❑ How will you ensure that your faculty/instructors, staff, clinical supervisors, candidates, P–12 partners, and cooperating teachers all have the materials they need, in an organized & efficient manner? How will you share secure materials?

❑ What opportunities will your faculty/instructors have to become oriented to the edTPA handbooks and rubrics, prepare for implementation, and review edTPA results together?

❑ How will your program embed edTPA supports for candidates leading up to completion? How will you help ensure candidates are equitably and appropriately supported?

❑ Where will edTPA fit within your program calendar & timeline?

❑ How does edTPA fit within state licensure requirements? When will you schedule time for portfolios to be locally evaluated, for evaluation purposes and/or to learn more about your candidates' readiness to teach? As applicable, when will your candidates' portfolios be officially scored?

❑ Who will be designated as the Score Report contact, and receive all candidate score results & data?

❑ What kind of follow-up and feedback will there be to help candidates interpret their results and reflect on their teaching AND for faculty to review data to inform program renewal?

Engaging Faculty/Instructors & Program Staff

Coordinators set the stage for faculty/instructor and staff engagement in edTPA through regular communication and convenings that serve as opportunities for collaborative planning and inquiry about the assessment:

Creating distributed leadership: Educative support for edTPA is the responsibility of everyone who teaches candidates across the whole program, not merely embedded in the final stages of clinical experience. Ideally, the edTPA coordinator works with instructors teaching methods and foundations courses, as well as those supervising student teaching or residencies, in order to create alignment across program strands and roles:

- *Establish an advisory group or edTPA committee to lead this work alongside the program leadership, chair, and edTPA coordinator.*

- *Draw from the expertise of a range of representative faculty/instructors in methods and foundations courses to lead discussions about what edTPA measures and what it looks like in coursework and clinical experiences.*

- *Faculty/instructors with expertise in language development and support for English Learners or those who bring expertise in culturally responsive pedagogy can examine where edTPA supports the practices they value and help other faculty/instructors embed these practices in coursework and clinical experiences explicitly.*

Starting with inquiry: Whether or not an EPP is choosing to use edTPA or required to do so by their state, the stance that faculty/instructors take will influence how candidates experience or learn from edTPA. The following framing can guide program leaders and faculty/instructors as they consider how to foster an inquiry-based approach that resonates with their preparation context:

- *To what extent do our program mission and values already align with what edTPA measures?*

- *Discuss edTPA language and compare to terms used in the program (if different).*

- *How can we support candidates in developing the equitable instructional practices we care most about, by making connections to the practices measured by edTPA? How do we make these practices explicit in coursework and clinical experiences without "teaching to the test?"*

> **"**For those hard-to-reach faculty members, it is simply helping them to see that edTPA is a reflection of what good teaching is. We WANT our candidates to know their students. We WANT our candidates to be reflective. We WANT our candidates to plan lessons with all students in mind. Stressing these thoughts helps. Also, providing multiple opportunities for faculty to learn about edTPA. Some pushback is a result of faculty not knowing enough.**"** *- Brooke Burks, Faculty at Auburn University at Montgomery*
>
> **"**For each task, identify the main skills the task measures. Use these skills, which can be generalized from all handbooks, to create a connection between what the faculty teach in their courses, the needs of the field, and what the assessment measures.**"** *- Randa Suleiman, Scorer Trainer & Faculty at Alverno College*

- *How do we ensure that we continue to support our candidates to develop the additional knowledge, skills, and dispositions that are not measured by edTPA?*

Bringing faculty/instructors/staff together: Consider the existing meetings and program structures you can use to convene faculty/instructors. EPPs have used their monthly department and clinical supervisor meetings to unpack the rubrics in reference to program coursework and existing assessments and assignments, provide professional development to faculty/instructors on academic language, and to examine local evaluation samples (provided by SCALE) one task at a time:

- *How can you leverage routine gatherings (department meetings, retreats, committee structures) while including other internal & external stakeholders and allowing sufficient time for exploration of materials?*

- *Is virtual participation an alternative for remote partners?*

- *Can you use candidate work from prior implementation or local evaluation portfolio samples to help illustrate what edTPA looks like and foster conversation about candidate support strategies?*

Utilizing relevant resources: Numerous materials have already been created for faculty/instructor/staff presentations and workshops that coordinators can reference, distribute, and customize as needed:

- *"Using edTPA" orientation webinar and introductory materials*

- *Academic Language webinar & support resources for programs*

- *SCALE's review of research on effective teaching and learning and teacher education that served as the foundation for edTPA's design*

- *Annual administrative reports with summarized evidence for validity of edTPA scores and interpretations, reliability, evidence of construct validity, predictive validity, and an analysis of performance data (typically released each fall)*

- *Policy/research & implementation FAQ for programs*

> **"**I think the deep dive [of the handbook and rubrics] is the best starting point. Explaining exactly what edTPA is measuring should be highlighted (and what it is not measuring). The follow-up is crucial. Everyone needs an edTPA "expert" to go to with their immediate questions. When they don't have that, they get frustrated with the assessment.**"** *- Teresa Spesia, Faculty at St. Francis College*
>
> **"**The edTPA rubrics are used as the Student Learning Objectives (SLOs) for all undergraduate courses. This has required faculty to examine the rubrics and decide where they are most appropriate and what evidence should be presented by candidates. This is a continual process and is annually reviewed.**"** *- Lisa Barron, Associate Dean at Austin Peay University*

- *Operational/technical FAQ* & *operational guide* (e.g., how to get access to program data, make a request for alternative arrangements)

- *Other implementers within a particular state or region may also have useful national/local resources; for example, assessment users in IL created a set of informational webinars that have broad application*

What is the role of local evaluation?

edTPA offers a rich source of data for programs to evaluate a candidate's teaching performance. Local evaluation was designed to ensure that programs and users of edTPA engaged with their candidate data in meaningful ways. Whether "exploring" edTPA or using the assessment consequentially, teacher educators can learn a great deal about candidate performance and gain insights for program renewal by examining artifacts and commentaries prepared as evidence for edTPA portfolios:

"Inform them about edTPA—what the candidates will be asked to do and submit. Emphasize the positive impact on P–12 students. Help them see the correlation between edTPA and the teacher evaluation system used by in-service teachers so they can use edTPA during induction." - *Lisa Barron, Associate Dean at Austin Peay University*

"P–12 partners need to feel valued in the process. I have always felt that the edTPA requirements are a good opportunity to develop and design innovative teaching practices and projects. That can be a way for mentor teachers and teacher candidates to collaborate. Candidates need to be fully supported by both mentor teachers and university supervisors to feel they can implement the practices edTPA requires." - *Clara Bauler, Scorer Trainer & Faculty at Adelphi University*

- *By engaging in local evaluation and examining edTPA rubric constructs, individuals preparing candidates for edTPA will begin to develop a common language about candidate performance and to build common understandings about the scoring components assessed by edTPA.*

- *Even if your program primarily participates in official scoring, local evaluation training materials can be used to orient faculty/instructors/staff to edTPA expectations or as a means for examining campus-specific samples in reference to official scores, to discuss what your candidates are doing well and where there are struggles.*

- *Coordinators can complete an online webinar or attend an in-person training to get access to the full set of local evaluation materials and training portfolios.*

Establishing Strong Collaboration with P–12 Partners

Administrators, **cooperating teachers**, **and other external partners will need to know what your program's expectations** are for embedding edTPA in a clinical experience. Clear communication with P–12 partners about edTPA expectations will drive more seamless, authentic integration with current clinical practice. Face-to-face meetings that incorporate information about the assessment can also be an opportunity for professional learning through discussion about the skills and competencies that edTPA measures, and how they translate into real-life contexts.

Role of P–12 partners in edTPA implementation: Other than staying looped in, there should be limited changes in overall responsibilities for cooperating teachers.

- *Their primary role is to mentor, model, and support candidates based on program expectations, as usual.*

- *Cooperating teachers and principals will also need to understand how they can assist with acquiring parent/guardian permission for video recording. edTPA materials are always submitted in a secure system. Our underline candidate policies include information on security and video confidentiality and permissions.*

Involving clinical supervisors: Supervisors can serve as a bridge to communication with P–12 partners during clinical experiences.

- *How might edTPA rubrics be used during clinical supervision?*

- *How can clinical supervisors be kept in the loop as valued ground-level supports and sources of knowledge for P–12 partners, candidates and other stakeholders?*

Making connections to real-life practice: Emphasizing areas of alignment and connections to a professional growth continuum can bring added meaning to the assessment.

- *edTPA's focus on effective & equitable instructional practices is well-aligned with state standards and common teacher evaluation systems.*

- *Evidence from edTPA portfolios is a useful source for goal setting and support during the induction years. EPPs are encouraged to modify the edTPA growth plan according to district programs and to partner with district mentors to support a transition to the classroom.*

TIP! Use edTPA evidence and experiences as part of an exit interview with faculty/instructors and cooperating teachers, or host a "dine and discuss" or pizza night with P–12 partners. Candidates can share evidence for what have learned about their students and how to leverage their assets to plan, teach and assess in local classrooms.

Introductory Resources for P–12 Partners:

➢ Collection of edTPA Handouts to Share with Stakeholders

➢ Guidance for P–12 Admin/Leaders (key handout to provide school leaders)

➢ Guidance for Supervising Teachers (key handout to provide supervisors & cooperating teachers)

➢ edTPA: Strengthening P–12 and EPP Relationships (video from the field)

- *edTPA sets the stage for early access to <u>National Board Certification</u>, on a beginning teacher level.*

Organizing Key Candidate Materials

Coordinators and faculty/instructors will need to prepare to share key materials with candidates, and to organize and introduce them according to the steps of completing the assessment, so that these assessment resources and documents are not overwhelming or difficult to navigate.

Materials to make accessible to candidates:

- **edTPA Handbooks** contain assessment directions, prompts, rubrics, and other technical specifications & guidelines *(subject-specific; <u>WA State versions</u> of handbooks have additional rubrics)*

- **Making Good Choices** provides guidance to candidates for successfully navigating the edTPA process *(general, Special Ed., and Elementary versions)*

- **Understanding Rubric Level Progressions** (URLP) provides detailed examples of what evidence may look like at each rubric level *(subject-specific, used as a reference with faculty/instructor guidance; <u>WA State has URLP for additional rubrics</u>)*

- **Academic Language handouts** provide guidance for addressing language demands & supports within the learning segment *(subject-specific, if applicable)*

Ensuring access to materials:

- **Programs are responsible for providing candidates with preliminary access to edTPA materials** as a preview during planning and preparation for submission, which can be done via secure internal platforms. It is crucial to provide equitable access to these resources for advance preparation and review.

- **Once candidates register, they will be given direct access** to the relevant handbook and support resources for their subject area, along with submission templates. These materials are typically hosted through a secure platform provider/e-portfolio system.

TIP! Always distribute materials with a focus and purpose in mind. Avoid overwhelming candidates with the full text of any document right away. Consider discussing one task or a few rubrics at a time depending on the course focus and level of candidate experience.

Often, programs share these initial preview materials via the same secure platform provider/e-portfolio system that candidates will use for submission, which has the added benefit of familiarizing candidates with use of the platform.

Key Operational Links to Provide Candidates:

➢ **Getting Started** (introductory info to review in advance of beginning the assessment)

➢ **Candidate registration** (and platform provider info)

➢ **Submission requirements & policies** (important policies and specifications to ensure they review in advance of final submission)

- **Candidates will ultimately use the provided edTPA assessment templates** to complete, upload, and submit the commentary responses for each task that will accompany their teaching artifacts (again, via their selected platform/e-portfolio system). Programs can preview the national and Washington State templates in advance of candidate registration.

Considering Other Program Resources

Coordinators may field program questions about additional resources needed to implement edTPA, such as technological needs, access to e-portfolio platforms, and support for mitigating the candidate registration fee:

- **Do we need to invest in a lot of technology to equitably support candidates to collect evidence?** *It is **not** necessary to buy high-end video and audio recording equipment in order to meet edTPA requirements. Simple recording equipment (even smartphones and tablets) is more than sufficient, as long as the video can be clearly viewed and heard, with the candidates and students visible and audible. However, some programs have invested minimal resources in basic video cameras, lapel mics, and/or tripods for this purpose.*

- **Where can I learn more about building and completing edTPA through a platform provider?** *Programs can select from among an array of approved platform providers for candidates to access, build, and submit assessment materials and templates; technical guidance is available for both Pearson and external e-portfolio systems.*

- **How can I help candidates cover the registration fee?** *Some programs purchase vouchers for candidates to cover registration costs, or establish a student fee for edTPA; contact ESTestVoucher@Pearson. com for guidance.*

> **"**For those who use a platform provider, pilot the entire process with a "mock candidate." Consult with someone from another educator preparation provider utilizing the same platform provider for edTPA submissions. Ask about pitfalls to avoid and lessons learned from past experiences. Ensure that candidates submit their final edTPA portfolio to the platform prior to leaving the institution.**"** *- Mel Horton, Associate Dean at Sacred Heart University*

SUPPORTING CANDIDATES DURING INSTRUCTION & IMPLEMENTATION

SUPPORTING CANDIDATES DURING INSTRUCTION & IMPLEMENTATION

All of the pre-planning that coordinators help lead is ultimately aimed at preparing candidates to gather evidence of their beginning practice and demonstrate readiness to teach as they complete their edTPA portfolios. The guidance below has been developed from 10+ years of "best practice" experience with edTPA (and previously, PACT). It maps out sample timelines and steps for carrying out the assessment with an inquiry-based mindset, as well as ways to effectively support candidates in making good choices throughout the assessment process.

Program Structures & Timelines

Coordinators should put together a completion and submission timeline for candidates that embeds edTPA at an appropriate point in their program. edTPA can be completed in varied timelines based on candidate experience and program structures. A range of sample timelines that include sequential steps are provided as a collection of illustrative examples from experienced edTPA coordinators and programs.

Note that exposure to the teaching practices that edTPA measures commonly begins in the very early days of preparation, even though the edTPA portfolio is submitted and scored in the later stages of a preparation program and nested in a culminating clinical experience:

- *SCALE encourages the use of prompts and rubrics in any course assignment and as part of early observations, clinical experiences or discussions of effective teaching using video sources.*

- *Setting the stage for edTPA during early implementation includes considering alignment between pre-service activities and what candidates will experience during clinical experiences in P–12 settings, where they will complete the assessment.*

> **TIP!** Programs can share edTPA materials as early (or late) in preparation as they wish and are encouraged to stay focused on their program mission, values and curriculum. edTPA can be embedded in the program day-to-day without supplanting the curriculum. To best support candidates, talk about edTPA expectations in the context of ongoing curriculum, coursework and field experiences.
>
> **TIP!** Check edTPA.com for the most updated submission & score reporting schedule, as that may impact your timeline.

Introducing Candidates to Assessment Materials

The coordinator often supports faculty/instructors as they strategically introduce edTPA materials to candidates. Consider what information to initially share that will set candidates up for understanding and utilizing the handbook, rubrics, and other support materials more in depth later in the process.

Early in the program:

- *Start with a broad, brief overview of the three main edTPA tasks (planning, instruction, and assessment), so candidates can begin to see how the assessment is structured, as well as how these tasks are connected.*

- *Translate edTPA language into terms used in the program (if different). Compare edTPA rubric and commentary language to local or state standards and evaluation systems to make those connections to effective P–12 practice explicit.*

- *Offer Making Good Choices as a go-to support resource relatively early on, as it may clarify steps in the process of assessment completion and can be accessed before candidates officially register.*

During coursework directly leading up to the clinical experience in which candidates will complete edTPA:

- *Orient candidates to the full set of rubrics (introducing them by task and/or embedding them in prior assignments), their progression (Levels 1-5) and what evidence looks like at each level.*

- *Draw from the language of the rubrics to frame discussions about the 15 high-leverage teaching practices that they represent, with the URLP serving as a reference for providing examples of beginning practice across the rubric progressions. (Click here for WA State URLP for additional Student Voice rubrics)*

- *Affirm with candidates that Level 3 is foundational for a beginning teacher. The higher levels of the rubrics feature differentiation, leveraging assets, deepening student learning and call out other aspects of equitable practices they want to continue to develop across their career.*

TIP! Consider starting your discussion about edTPA with candidates by asking them to brainstorm features of effective teaching and what they would show as evidence for these practices. Then share the summary diagram of the three edTPA tasks and/or the summary chart at the beginning of each handbook so that candidates can see the big picture first and not get lost in the weeds!

More detailed case examples of step-by-step approaches to introducing the assessment to candidates and implementing it within a program are provided at the end of this guide as an illustrative reference point. The following resource also illustrates the edTPA experience, but from a candidate perspective: **Kennesaw State Graduates Reflect on edTPA** (video from the field).

- *Use the rubrics as a framework for examining equitable teaching practices and culturally sustaining pedagogies as you discuss video clips of classroom practice available publicly or through secure sources/video libraries.*

- *Use the Acceptable Support Guidelines to offer faculty or peer feedback on assignments in early coursework and on draft tasks and commentaries.*

- *Remember to loop in P–12 partners; if they see how candidates' planning for edTPA and evidence collection can be used to support student learning in their classroom, they will be more likely to encourage and support the process from the get-go.*

"We invite program completers who recently completed edTPA to attend our student teaching orientation session and share their experiences with current candidates. They are able to answer questions, provide encouragement, and reassure candidates that they can be successful and will survive.**"** *- Mel Horton, edTPA National Academy Consultant & Associate Dean at Sacred Heart University*

"To balance opportunities for collaboration and support with candidates taking ownership of their edTPA responses, schedule regular meetings/checkpoints with candidates to unpack the rubrics and share and discuss exemplars; develop a pacing guide with deadlines to guide candidates through the edTPA tasks; and coordinate edTPA task completion with P–12 and University calendars.**"** *- Kendra Duncan, edTPA Coordinator & Clinical Instructor, University of Tennessee at Chattanooga*

Maintaining an Inquiry-Based Stance

As edTPA implementation progresses, it is important for the coordinator to continue to frame edTPA as a reflective opportunity for candidates and those that support them. Any assessment used for high stakes decision-making will be stressful for candidates and may lead to compliance driven approaches to implementation. Compliance-based approaches are likely to increase stress, narrow curriculum, take away from clinical experiences, and ultimately diminish candidate performance.

Stance matters; if candidates, program leaders, instructors, supervisors and faculty view edTPA as a hoop to jump through, it will be. If it is viewed as a way to demonstrate what candidates have learned throughout the program AND evidence and justification for what they know and can do in real classrooms with their students, then it will become a learning experience. To foster this inquiry-based mindset:

Integrate edTPA support throughout the program:

- *Create opportunities for meaningful reflection using the rubrics within course assignments—for example, to analyze video from other classrooms or sources.*

- *Provide opportunities throughout the program for analytic writing and reflection that requires using evidence and providing a rationale for decision making.*

- *Consider if there are already assignments that duplicate what edTPA measures, which could be required earlier in the program as a preview (or, alternatively, dropped or revised if overly redundant).*

Continuously make connections to real-life practice:

- *Keep the big picture of planning, instruction and assessment based on knowledge of students at the forefront of every edTPA conversation. Candidate portfolios are intended to reflect how they address their students in their local context.*

- *Remind candidates that edTPA is not about being perfect - it's about reflection on their real teaching in support of student learning. The role of the commentaries is to allow candidates to justify, explain, and analyze their teaching - including what they might improve or do differently. These commentaries provide important evidence that is directly taken into account when scoring portfolios using the edTPA rubrics.*

- *Emphasize the opportunities that candidates have for choice and decision-making as they build their portfolio - the assessment has been designed to give candidates maximum choices about the development and format of their learning segment, the subject matter they will focus on, how to best support their students within their classroom context, etc.*

- *Continue to use seminars that coincide with clinical teaching to focus on candidate teaching experiences, rather than logistics for edTPA - building their teaching skills & competencies should still be the primary focus.*

- *Continue to make authentic connections to real-world applicability and the professional continuum as they arise - for example, emphasizing the relevance of the skills that edTPA measures to beginning practice and effective teaching within the field.*

> **"**For faculty, it seems that leadership plays a key role here... In addition, the local P–12 leadership that provide mock-interview opportunities for our candidates have repeatedly commented on the improved quality of candidate responses in that setting. As for the candidates view of edTPA, our language matters! ... Language reflecting that candidates are well prepared, that edTPA is a measure of best practices (at the novice level), and that they are fortunate to have the opportunity to synthesize and articulate their practice is important.**"** - *Teresa Spesia, Faculty at St. Francis College*
>
> **"**edTPA is an opportunity to make important changes to teaching practices, especially concerning culturally and linguistically diverse students. Use this opportunity to impact teaching practices meaningfully. If everyone is on board, school, university, and teacher candidates, P–12 students will only benefit from an intentional and well-crafted portfolio.**"** - *Clara Bauler, Scorer Trainer & Faculty at Adelphi University*

Be strategic about timing for implementation:

- *Discuss the logistical requirements for uploading and submitting materials AFTER candidates have had plenty of opportunities to understand the rubrics, what they measure and to practice these features of effective, equity focused teaching.*

- *Consider the date of the final edTPA submission in reference to other course and clinical experience demands.*

Plan to offer support at peak points:

- *Offer optional support sessions, feedback, staggered due dates for each task, and reminders about self-care.*

- *To reduce candidate stress, consider designating a "hotline" or email contact they can reach out to get accurate information quickly leading up to their submission.*

Continue to foster inquiry among other stakeholders that support candidate inquiry:

- *Review prior performance data and sample candidate portfolios (using local evaluation processes) with faculty, instructors, clinical supervisors, and P–12 partners - celebrate what they are already doing well and examine gaps in reference to what the program values most.*

- *Leverage cooperating/mentor teachers (especially those who are NBCTs or have experienced edTPA themselves) who can discuss the importance of reflection and how edTPA measures knowledge and skills foundational for the career continuum. Discussing the assessment's tasks within the context of the broader profession is an opportunity for connection between cooperating teachers and candidates.*

> **"**edTPA allows candidates to demonstrate that they are ready for the profession, that it is demonstrating good teaching, and that it enables our candidates to impact student learning.**"** *- Lisa Barron, Associate Dean at Austin Peay University*
>
> **"**Candidates need to know that their edTPA portfolio is theirs. It is their evidence, example, demonstration of good teaching. They may get support from the cooperating teacher who probably (hopefully) knows the students a bit better, but it is ultimately the candidate who makes the connections and reflects on their own teaching.**"***- Brooke Burks, Faculty at Auburn University at Montgomery*
>
> **"**We recognized the hard work, effort, and commitment our candidates demonstrated when developing their edTPA portfolios. To honor their efforts each semester, we celebrated our candidates by throwing edTPA submission parties (e.g., cake, balloons, cheering after individuals submitted).**"** *- Pam Wetherington, former Faculty at Columbus State University*

Supporting Candidates to Make Good Choices

As candidates complete the assessment, faculty/instructors may have implementation questions about how to appropriately and effectively offer support to them. Programs can support candidates in a variety of ways to help ensure that they have an educative and successful experience.

Guide candidates in interpreting the available subject-specific support resources for their handbook:

- *Understanding Rubric Level Progressions was designed for targeted use as a reference for understanding select rubric progressions that a candidate may need support interpreting. Offer the URLP resource strategically as candidates are learning about evidence for each rubric, what to address in commentary responses, and how to justify their decisions about equitable instructional practices. (Click here for WA State URLP for additional Student Voice rubrics)*

- *The Academic Language handouts provide subject-specific guidance related to Rubrics 4 & 14 (applies to most fields).*

Scaffold additional support in ways that meet assessment policy guidelines:

- *Use the Acceptable Support Guidelines for suggestions on how to use edTPA materials formatively throughout the program and a small number of "dos and don'ts" when candidates are preparing their materials for submission and scoring. EPPs are encouraged to provide formative feedback prior to a candidate's official submission of edTPA materials.*

- *Inform faculty/instructors that they can and should provide input grounded in professional practice, as long as they are not making direct edits to candidates' submissions or suggesting specific, alternative responses. While not required, the "Faculty Feedback" feature in the Pearson submission platform (and other vendor platforms) permits faculty/instructors to view a candidate's commentaries and video clips, and respond with input in accordance with acceptable support guidelines.*

- *If samples of candidate work from previous cohorts are used as a point of discussion, emphasize that every edTPA portfolio is unique and based on each candidate's students and context. A resource on the educative use of candidate materials has been developed to guide examination of local portfolios from prior submission periods.*

- *Discuss and use the "Thinking Organizers" developed by edTPA leaders at Illinois State University to help candidates unpack the evidence needed for each commentary prompt response.*

- *Consider offering "writing days" or workshops attending to the specific details for assembling evidence and uploading materials for scoring.*

- *Provide regular opportunities for check-in and reflection, maximizing opportunities for candidates to learn from the assessment.*

Anticipate common pitfalls that candidates historically run into (see Making Good Choices for advice on how to avoid or address them). These pitfalls often include:

- *Overemphasizing "doing edTPA right" rather than reflecting on practice with their own students*

- *Approaching edTPA as a "showcase" rather than an opportunity for reflection*

- *Choosing/planning an inappropriate learning segment & "group" that does not fit assessment guidelines*

- *Poorly articulating context-driven and/or student-based choices (e.g., attention to assets, linguistic diversity, differentiation)*

- *Filming limited evidence and having little viable video with adequate audio quality/visibility to work with (encourage candidates to film every lesson within their learning segment, so they have ample footage)*

- *Writing unnecessarily lengthy commentaries that do not clearly articulate main points in relation to the prompts (responses can even be bullet pointed, in order to balance details with succinct explanations)*

- *Only partially addressing all of the elements of a commentary prompt or failing to support them with evidence*

- *Analyzing disconnected student work from multiple/different assessments or a group assignment, instead of analyzing a single common assessment that all students complete individually*

Support submission by building understanding of assessment requirements:

- *Spend time reviewing the specific evidence requirements provided at the end of the handbooks early in the term when candidates will prepare their edTPA materials.*

- *Ensure your candidates review the Submission Requirements in advance, in order to avoid condition codes and originality issues.*

> **"**The way I structure support is focused on three main areas: understanding the assessment, getting feedback, & getting support in the field. For the first part, I provide a scaffolded approach to understand the assessment and make sure that the candidates clearly understand what they need to do, write, and submit. For feedback, I prompt and facilitate appropriate peer feedback as a form of support. I don't promote or provide any direct feedback on the assessment from me or other faculty in order to allow the candidates to have full ownership of their submission. For the last area, I train and support supervisors to provide all the needed support in the field as they observe and mentor the candidates in their schools.**"** - *Randa Suleiman, Scorer Trainer & Faculty at Alverno College*

Candidate Access to Making Good Choices:

Candidates can freely access the general, Special Education, and Elementary versions of Making Good Choices (Literacy with Mathematics Task 4 or Mathematics with Literacy Task 4), even before they register. You can also download these from the Resource Library for program distribution.

Contact Info for Candidate Support:

If candidates have questions about their registration and submission or have unique placement circumstances or other issues that impact their edTPA portfolio, please encourage them to directly seek support as appropriate, so they can get specific guidance:

Phone: (866) 565-4872

Email communication form

Supporting Candidate Retakes

Some candidates may need support retaking the assessment, either due to low performance or an issue that led to a condition code. Retakes are necessary when a candidate demonstrates low performance that does not meet licensure requirements, has their scores voided after administrative review, or has condition codes assigned to one or more tasks, typically due to a portion of the portfolio failing to meet assessment requirements, having a technical issue, and/or being unscorable. A retake is a learning opportunity that should be scaffolded by the program to support improvement.

To support candidates who need to retake edTPA:

- *Ensure that assessment users are aware of the edTPA retake policies & instructions (for candidates) and retake guidance (for programs & faculty/ instructors).*

- *Reference the candidate submission requirements as another helpful resource for understanding issues related to condition codes.*

- *Emphasize that this process is not solely about getting a higher score. It is an opportunity to further support candidates' professional growth as they enter the field—how can the process of retaking the assessment help them better prepare and grow? What can they learn from revisiting the rubric level progressions (URLP) in relation to their initial performance?*
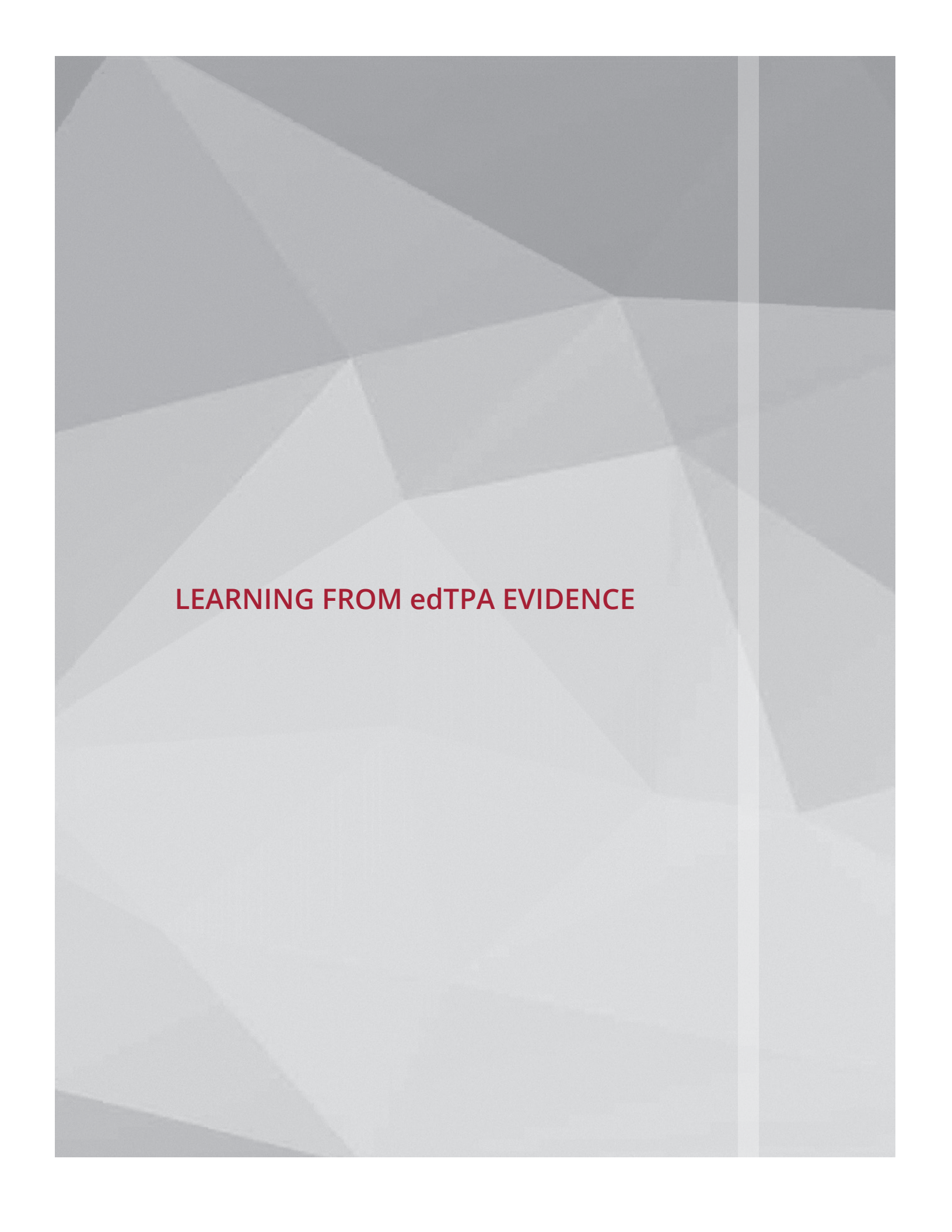
Supporting Further Professional Growth

Program support for candidates continues after they receive their scores. Their performance data can be used to drive conversations about future professional growth connected to rubric language, or used to inform goal-setting.

To support ongoing professional growth for all candidates:

- *Facilitate conversation about how edTPA could be used to support next steps for candidates as they prepare to enter the classroom, as part of continued application to P–12 practice.*

- *Consider adapting SCALE's template for a Professional Growth Plan that makes connections between edTPA constructs and early career goal-setting and reflection, which states and programs can customize and use leading up to induction (related materials include program implementation guidance and a webinar).*

LEARNING FROM edTPA EVIDENCE

LEARNING FROM edTPA EVIDENCE

When candidates receive their score reports, they may need support for interpreting them. However, this performance data is also invaluable evidence of readiness and preparation to teach that can help inform program inquiry and connect to the accreditation process. Coordinators should plan to use the program, state, and national data regularly made available to EPPs to inform reflection, conversation about program strengths and areas of growth, and future planning.

Score Reporting & Data

❑ edTPA Score results are made available to EPPs and state agencies through the edReports score reporting portal—a secure, password-protected web-based data site. Institution Reports (data files) will be available per the submission and reporting schedule. The person designated as the primary score reporting contact during the edTPA EPP onboarding process will be able to extend to other users in your organization the ability to set up accounts and access score reporting data.

❑ For more information on edTPA Score Reporting, please review the guidance provided on the edTPA score reporting page of edTPA.com including the Institution Report layout and instructions on how to convert the ASCII formatted report into Excel are available.

❑ *ResultsAnalyzer®* is a web-based, interactive reporting tool available within your program's edReports account. *ResultsAnalyzer®* allows the user to view, analyze, reorganize, download, print, and export registration and assessment results data.

❑ For guidance on how to interpret an edTPA individual score profile, please review the Scores page at edTPA.com. If a candidate's edTPA performance does not meet the passing requirement for the state(s) he or she intends to apply for licensure, he or she may retake the assessment by selecting a single or multitask retake option on edTPA.com. Candidates should review the edTPA Retake Policy prior to registration.

"We have used edTPA to glean how well our candidates know their students and can design lessons based on that knowledge. Faculty and staff look at candidate performance and determine what areas we need to work on in order to better prepare and support candidates not only with edTPA but with utilizing best practice in the classroom." - *Brooke Burks, Faculty at Auburn University at Montgomery*

Interpreting Results

Programs play a vital role in guiding candidates as they interpret their edTPA performance and use their results as a source of feedback on their readiness to enter the classroom, as well as to inform their ongoing professional development. edTPA results are also educative for programs as a rich source of data about the impact of their preparation efforts. edTPA provides EPPs with a regular, on-going source of program-level evidence about what candidates are prepared to do in real-life classrooms.

Coordinators should ensure that faculty/instructors are prepared to support candidates in making meaningful use of the information within their score profile report:

- *Use the language of the rubrics to help candidates understand what their scores represent and make sense of their performance. Faculty/instructors should refer back to the specific descriptions of practice at each rubric level when using edTPA data to support candidates as they develop <u>future professional goals</u> and prepare for their entry into teaching.*

- *Keep timing in mind and anticipate the need to schedule follow-up opportunities, especially if edTPA is completed towards the end of your program or during a busy transitional period.*

On the program level, coordinators should work with the designated <u>Score Report Contact</u>, along with other colleagues who can provide data analysis support, to track and utilize this rich source of performance-based assessment data over time:

> **"**We have annual data retreats where we examine and analyze edTPA data. This often highlights gaps in our curriculum and ways we can shift or change the curriculum to address these gaps. edTPA is not a hoop to jump through—it provides valuable information that we use for program improvement.**"** - *Lisa Barron, Associate Dean at Austin Peay University*

- *Use edTPA data to inform curriculum planning, in combination with other program and state measures of teacher readiness. EPPs commonly analyze performance trends by task, rubric, program strand, and/or subject-area. EPPs can also examine this data through an equity lens and analyze performance trends according to candidate and placement demographics.*

- *Hold a faculty/instructor retreat or other annual meeting to examine the alignment between the program's current curriculum and field experiences and the targeted knowledge and skills of an effective beginning teacher, as measured by the edTPA. The <u>National Academy</u> of edTPA Consultants is an additional resource that can support leading curriculum inquiry workshops.*

- *Strategically bring in other stakeholders with P–12 insight—for example, supervisors and cooperating teachers who have observed candidates teach during clinical experiences. This can help deepen alignment between preparation programs and partners in the field.*

Leveraging Local Evaluation

Local evaluation is a valuable, educative process for all programs to engage in, even if their candidate portfolios are also submitted for official scoring. It is recommended to revisit this process each year as part of examining edTPA performance in relation to program preparation:

- *Gaining permission to use local samples of candidate artifacts and commentaries can greatly enhance data-driven conversation. By discussing an internal set of portfolio samples, faculty/instructors and staff develop a common understanding of edTPA rubric levels in relation to concrete examples of evidence.*

- *Note that these materials must be shared and stored securely. The local evaluation materials developed by SCALE provide additional guidance on how to structure this process and address other logistical considerations.*

Program Accreditation

EPPs should consider how the process of preparing and completing edTPA, as well as the resulting data, can help support their preparation "story" as part of program accreditation:

- *Consider the connections that can be made to edTPA preparation and assessment activities in order to support accreditation. Many EPPs have found edTPA to be a rich source of easily accessible individual data, which can be aggregated to analyze performance within and across subject areas and program options.*

- *Review the crosswalks have been created between edTPA & CAEP standards, as a valuable resource for creating explicit connections to the accreditation process (AAQEP crosswalk forthcoming).*

"Analyze edTPA data for success and challenges during data retreats and faculty meetings, discussing rubrics where candidates scored lower and/or higher than expected. What can faculty do in their courses to better support candidates? What worked? What didn't? How can programs align what they're teaching and how they are teaching it to better model best practices for candidates?" - *Kendra Duncan, edTPA Coordinator & Clinical Instructor, University of Tennessee at Chattanooga*

"Upon reviewing several semesters of rubric scores, we discovered that candidates in a specific program area were outperforming candidates in other program areas on several rubrics. A deep dive into candidate artifacts revealed that this particular program was providing targeted scaffolds for constructs from these specific rubrics. As a result, faculty across program areas began to collaborate and share ideas that were originally deemed program specific. This collaborative process of viewing candidate artifacts through the lens of rubric scores resulted in a deeper understanding of how candidates are performing across programs." - *Mel Horton, Associate Dean at Sacred Heart University*

Interested in Becoming an edTPA Scorer?

edTPA is scored by teachers and teacher educators with subject-area and grade-level expertise, and experience mentoring, teaching, or supervising teachers. All official scoring training material is authored by SCALE.

Becoming an official edTPA scorer provides faculty/instructors an opportunity to gain a deeper understanding of the assessment rubrics. This level of understanding prepares scorers for more informed discussions with colleagues on EPP curriculum mapping, multiple-measures assessment-system design, alignment with supervisory observations/evaluation, and formative learning opportunities for candidates.

For more information, please visit scoreedtpa.pearson.com.

REFLECTIONS FROM EXPERIENCED IMPLEMENTERS

REFLECTIONS FROM EXPERIENCED IMPLEMENTERS

This section provides a few case examples of edTPA implementation that were generously shared by experienced coordinators and faculty within the edTPA community. They are intended to further illustrate the sequence of steps that programs take to prepare for and complete the assessment on the ground level. Different program contexts may have varied approaches to implementing edTPA and supporting candidates. Coordinators should work within their EPP to integrate edTPA into their existing program and collaboratively determine how to maximize the educative elements of the assessment, given their preparation structure and setting.

Case Example: Georgia State University

Georgia State is a large teacher education program in the Atlanta area that graduates about 400 candidates per year across multiple program strands, including 175 candidates who receive a Bachelor's of Science in Education in Elementary Education. The Elementary Education strand is the focus of this case example.

Georgia State's case example of program implementation was developed from 6+ years of edTPA experience shared by Carla Tanguay, Ph.D., Associate to the Dean for Clinical Practice, who also serves as a clinical faculty member with the Early Childhood and Elementary Education Program, program coordinator, and edTPA coordinator.

"Faculty support is critical for teacher candidate engagement and positive outcomes. Teacher candidates respond well when edTPA is embedded in the program through signature assignments, and the practices become so familiar that candidates are not surprised at the program endpoint when they are completing edTPA.**"** - *Carla Tanguay, Associate to the Dean for Clinical Practice at Georgia State*

As an additional reference, Dr. Tanguay & other faculty recently published a book chapter describing the edTPA exploration and implementation process experienced at Georgia State University across all initial teacher preparation programs.

Case Example: Alverno College

Alverno College is a small teacher education program in the Milwaukee area of Wisconsin that graduates about 75 candidates per year across multiple program strands.

Alverno's case example of program implementation was developed from 10+ years of edTPA experience shared by Randa Suleiman, Ph.D., an edTPA scoring trainer and official scorer in Science, as well as a former edTPA coordinator and current faculty member.

"Identify the key skills the assessment measures—and focus on the skills, not the assessment itself... when they get to edTPA, candidates often say that this what we have been doing all along, just repackaged.**"** - *Randa Suleiman, Scorer Trainer & Faculty at Alverno College*

Case Example: Teach Gwinnett (Alt. Certification Pathway)

Teach Gwinnett is an alternative preparation program connected to Gwinnett County Public Schools in Georgia.

Teach Gwinnett's case example of program implementation was developed from 4+ years of experience shared by Stacy Lord, the Coordinator of Staff Development.

"By looking for patterns across handbooks, tasks, rubrics, and over time, the program can make data-driven decisions regarding candidate learning opportunities and faculty training... we continue to revise and improve our program to prepare teacher candidates for edTPA through more rigorous and relevant coursework.**"** - *Stacy Lord, Coordinator of Staff Development at Teach Gwinnett*

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