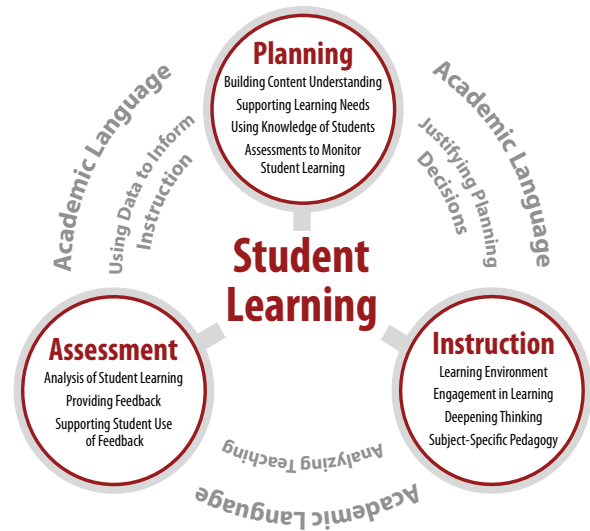


Using edTPA®

Developed for educators by educators, edTPA® is the first nationally available performance-based assessment for beginning teachers. It is designed to support teacher candidate learning and provide data that supports preparation program growth and renewal. Aligned with college and career readiness standards, InTASC Standards and major teacher evaluation frameworks, edTPA® assesses teaching behaviors that focus on student learning. As a summative capstone assessment, edTPA® can be integrated with other teacher candidate assessments such as clinical evaluations, embedded program assessments and content knowledge examinations to inform program completion decisions or as a metric for licensure. It is also a useful source of evidence for program review, teacher licensure and/or state and national accreditation.

edTPA's® common architecture consists of three interconnected tasks embedded in clinical practice and highlighted in the chart below:



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. These lessons come 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 their 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 strengths and 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 tasks. 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, quality 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 edTPA®

The five dimensions of teaching are evaluated using 15 analytic rubrics on a five point-score scale focused on student learning. The Stanford Center for Assessment, Learning and Equity (SCALE) is responsible for the design and development of the 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). At least half of all scorers hired are university faculty (including clinical supervisors and methods instructors) 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. (Visit the candidate program website for a [list of integrated platform providers](#).) 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® Licensure Areas

- Agriculture
- Business
- Classical Languages
- Early Childhood
- Educational Technology Specialist
- Elementary Education
- Elementary Literacy
- Elementary Mathematics
- English as an Additional Language
- Family/ Consumer Sciences
- Health Education
- Library Specialist
- Literacy Specialist
- Middle Childhood:
 - English Language Arts
 - History/Social Studies
 - Mathematics
 - Science
- Performing Arts
- Physical Education
- Science
- Secondary English Language Arts
- Secondary History/Social Studies
- Secondary Mathematics
- Special Education
- Technology and Engineering Education
- Visual Arts
- World Languages

For more information about edTPA®, including extensive reliability and validity evidence, visit: <http://scale.stanford.edu/teaching/edtpa>. For implementation support resources, visit: <http://edTPA.aacte.org>. For candidate registration, submission and program policies, visit: <http://www.edtpa.com>.

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