

PIEDMONT
COLLEGE

SCHOOL OF
EDUCATION

EDTPA CANDIDATE SUPPORT SUPPLEMENT

2017 - 2018

*“Mastering the Art of Teaching:
Preparing Proactive Educators to Improve the Lives of All
Children”*

Striving to prepare reflective, scholarly, proactive educators

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QUESTION: WHAT IS EDTPA?

ANSWER:

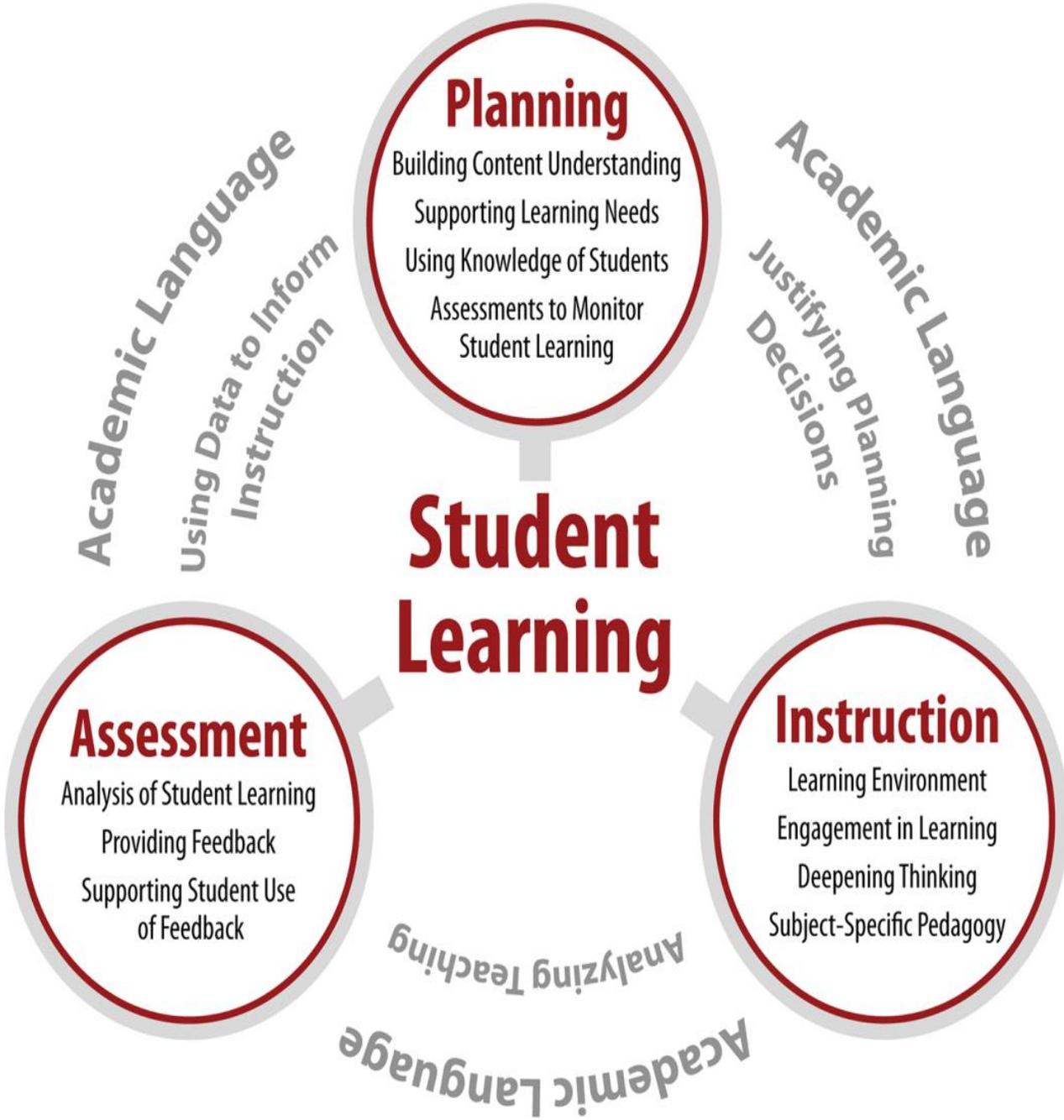
edTPA is a performance-based, subject-specific assessment and support system used by more than 600 teacher preparation programs in some 40 states to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

Developed by educators for educators, edTPA is the first such standards-based assessment to become nationally available in the United States. It builds on decades of work on assessments of teacher performance and research regarding teaching skills that improve student learning.

It is transforming the preparation and certification of new teachers by complementing subject-area assessments with a rigorous process that requires teacher candidates to demonstrate that they have the classroom skills necessary to ensure students are learning.



edTPA Conceptual Map





Guidelines for Acceptable Candidate Support

Revised April 2014

edTPA is a summative, subject---specific portfolio---based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates' readiness to teach.

Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are expected and encouraged. Consistent with research on student learning,¹ programs are encouraged to help candidates examine expectations for performance evaluated by edTPA in meaningful ways and discuss how they will demonstrate their performance in relation to those expectations. One highly effective way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics. Faculty, supervisors and host teachers should take time to examine the language, structure and progression of the edTPA rubrics during formative experiences throughout the program.

Candidates receive a variety of support during their coursework and fieldwork to help prepare for and respond to the tasks of edTPA. For example, within their coursework and key program assignments and activities, candidates receive feedback from instructors and fellow candidates. A methodology class could include assignments related to curriculum and lesson design, and an educational psychology class could include assignments related to analyzing student assessment data: both activities could help support the candidate's thinking about how to design lessons and understand assessment in relationship to the expectations identified in edTPA. Instructors typically also provide feedback to candidates relative to the teaching standards of their field and any state standards for teaching performance addressed within the coursework and assignments.

During field experiences, candidates are trying out what they have learned, and they receive feedback on their performance from supervisors, host teachers, and other support providers. These activities and formative experiences provide opportunities for candidates to "practice the activities of edTPA" and to synthesize their learning from the program. Preparation for edTPA offers many collegial opportunities for candidates to share and discuss their experiences as well as to share and discuss responses to practice activities.

Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates mastery of state/program standards and should be recommended for an initial license.

This document clarifies what are acceptable forms of support for candidates during the edTPA process and what are unacceptable forms of support. It replaces earlier versions posted at <http://edtpa.aacte.org/> and <https://www.edtpa.com/>.

¹ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from <https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf>

SCALE

Stanford Center for Assessment, Learning, & Equity



Acceptable Forms of Support for Candidates within the edTPA Process

The following are examples of acceptable types of support for candidates within the edTPA process:

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment (However, there are certain procedures for the distribution of secure testing materials that must be followed.)
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as *Making Good Choices* about what lessons or examples to use within the assessment responses
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments²
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or host teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
- Asking probing questions about candidates' draft edTPA responses or video recordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support during the Assessment

The following provides examples of unacceptable types of support for candidates within the edTPA process:

- *Editing a candidate's official materials prior to submission*
- *Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring*
- *Telling candidates which video clips to select for submission*
- *Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.*

2. Note: If candidates, peers, or instructors use rubrics informative exercises or assignments, they must be aware that such local scoring cannot be assumed to be comparable to the scoring conducted by trained evaluators who have met calibrated scoring standards.



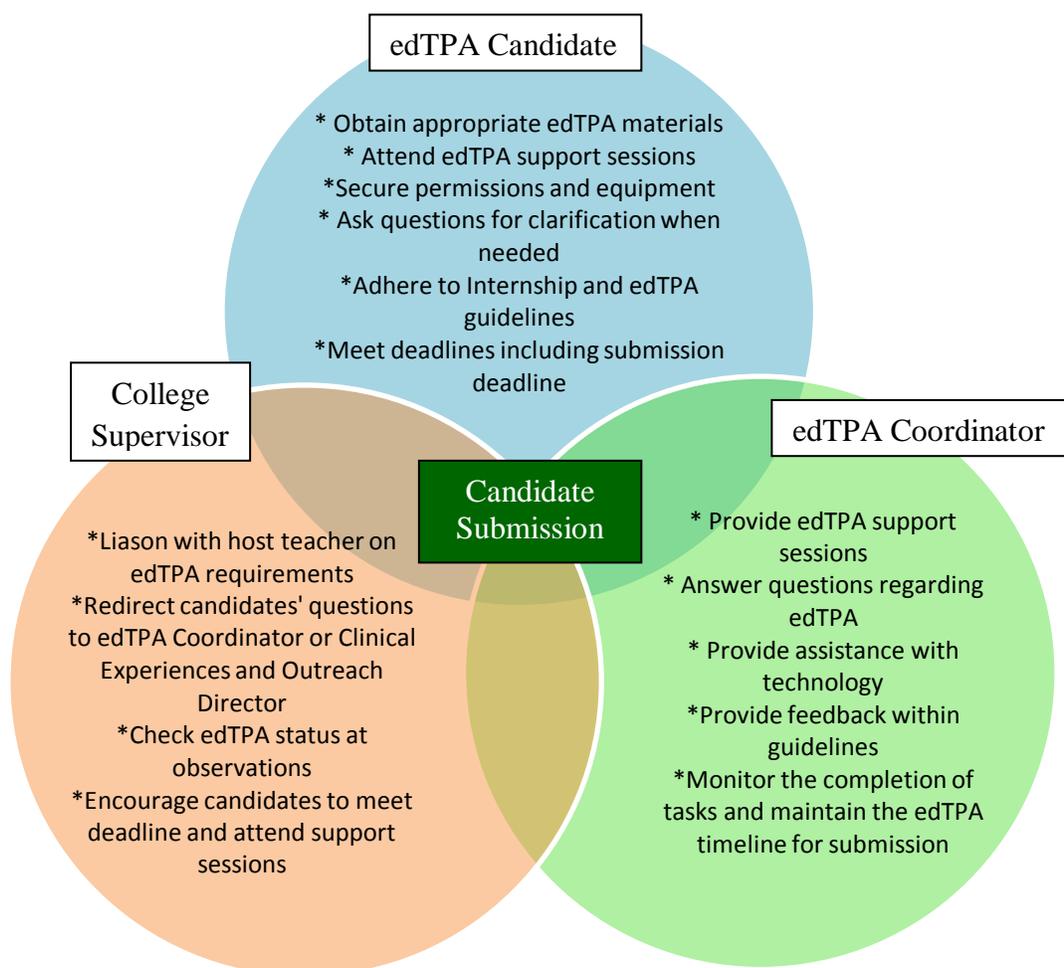
EDTPA AND THE SUPERVISION OF TEACHING CANDIDATES

edTPA is intended to be a measure of a candidate's readiness to teach. Support guidelines for what kinds of assistance candidates may receive during their Internship are very specific. All supervisors are asked to defer to the edTPA coordinator when receiving SPECIFIC edTPA questions; however, if questions must be addressed immediately, supervisors should follow the standards established in the *edTPA Guidelines for Acceptable Candidate Support*. **The intention is to ensure that candidates receive consistent and correct information AND to maintain a high standard of equity among candidate performance products.**

College Supervisors will:

- Liaison with the edTPA coordinator and the Director of Teacher Education
- Liaison with host teacher on edTPA requirements
- Check edTPA status at observations

Model for edTPA Candidate Support during Internship II



adapted from: UNC Charlotte, College of Education, Office of Field Experiences, University Supervisor Manual

Frequently Asked Questions

****What if a student does not submit their portfolio to Pearson by the adopted Piedmont deadline?*** There are later submission dates; however, students submitting after the adopted deadline are not guaranteed the same level of technical and faculty support as those submitting on time. In addition, these students may not receive their scores in time to schedule retakes within their current placement or make an educated decision regarding their graduation status.

****What are the retake procedures?*** The retake procedures for students who fail all or part of the edTPA have not been released by the state. As soon as these procedures are disclosed, the information will be forwarded to faculty and students. Piedmont has a plan ready to put into place if colleges are allowed to facilitate the retake process.

**** Is participation in private edTPA prep programs recommended?*** We do not recommend students attain private edTPA prep services; although, this option is available it is often very costly. Some of these services are also being investigated for questionable practices. We believe the level of support offered for free by Piedmont College is innovative and effective. Our procedures also adhere to all Pearson and SCALE policies for secure standardized testing.

****What if I am concerned that a student is struggling with the edTPA procedures/ task requirements?*** Contact the edTPA Coordinator, Kelly Land at kland@piedmont.edu or 706-778-8500 ext. 1313. Additional support services are available including help with technology, pedagogy, and writing. In addition, if a student experiences struggles in their Internship II placement please keep the edTPA coordinator informed of the situation as needed.

****Are there any additional resources I should be aware of?*** There are several quality resources available on the edTPA and the AACTE websites. Please do not instruct students to view edTPA materials available on social media. Many of these sites offer erroneous information and share materials that students should not access.

**** What is the difference between leading/guiding questions and giving specific feedback?*** Specific feedback is considered proofreading and marking grammatical and editorial mistakes, offering specific statements, thoughts, and references for inclusion in the portfolio, selecting video clips or written pieces for submission, and/or changing any part of a student's submission. Leading questions are meant to provoke thought and allow the student to draw their own conclusions and select their own actions.

****What if the cooperating school or host teacher are unaware of the edTPA requirements or refuse to comply?*** The PSC has contacted all of the school systems in the state and administrators should be aware of these requirements. However, if your teacher candidate experiences any lack of cooperation regarding edTPA contact the edTPA coordinator. The Office of Clinical Experiences and Outreach will work to rectify the situation.