edTPA & YOUR ROLE IN SUPPORTING TEACHER CANDIDATES

Texas edTPA Pilot

Beginning fall 2019, selected educator preparation programs (EPPs) will begin piloting edTPA (Teacher Performance Assessment). Pilot data will be used to inform decision making about edTPA implementation and support for all stakeholders.

Description of edTPA

Developed for educators by educators, edTPA is a subject-specific, performance-based assessment for beginning teachers designed to support teacher candidate learning. edTPA’s common architecture consists of three interconnected tasks embedded in clinical practice and highlighted in the cycle of effective teaching.

• Task 1: Planning for Instruction and Assessment: Candidates develop authentic lessons that support, engage, and deepen student learning that align with your school’s mission, the Texas Essential Knowledge and Skills (TEKS) standards, and curricula. Additionally, candidates describe, explain, and justify how their lessons are appropriate for their students and the content they are teaching.

• Task 2: Instructing and Engaging Students: Candidates submit unedited video clips of their teaching, demonstrating how they supported, engaged, and deepened student learning and analyze their teaching effectiveness.

• Task 3: Assessing Students’ Learning: Candidates analyze students’ learning, provide feedback to strengthen students’ learning, and describe next steps of instruction to support students’ learning.

• Academic Language: Academic language is the language of the discipline used to engage EC–12 students in learning and includes the means by which they develop and express content understandings. Throughout edTPA’s cycle of effective teaching, candidates support the understanding and use of academic language among students, including English language learners, speakers of a variety of English, and native English speakers.

Supporting Your Teacher Candidate

Throughout a teacher candidate’s professional journey, cooperating and mentor teachers provide guidance and feedback to support their teacher candidates’ professional development. Cooperating and mentor teachers are encouraged to help candidates examine the expectations for performance evaluated by edTPA in meaningful ways and discuss how candidates will demonstrate their performance. The table on the back shows examples of how cooperating and mentor teachers can guide and support teacher candidates in completing edTPA.
### Acceptable Forms of Support
- Help identify a central focus and student learning outcomes that align with TEKS and your curriculum
- Help identify a class and focus students for their edTPA learning segment
- Provide information about IEP goals
- If relevant, provide access to translations of instructional materials in languages other than English
- Assist in distributing and collecting video permission forms
- Help secure video equipment and recording instructions
- Limit your audio/visual presence in the video recordings
- Ask probing questions without directly editing or critiquing your candidate's responses and video(s)
- Discuss how edTPA's constructs and expectations are similar to the Texas Teacher Evaluation and Support System (T-TESS)

### Unacceptable Forms of Support
- Editing a candidate's edTPA drafts prior to submission
- Offering critique of a candidate's edTPA drafts prior to submission for official scoring that provides specific, alternative responses
- Telling candidates which video clips or work samples to select for submission
- Uploading a candidate's edTPA responses (written responses or videotape entries) on public access social media websites or uploading them to the scoring platform for the candidate

### Alignment to Texas Pedagogy and Professional Responsibilities Standards

In alignment with the Texas PPR standards, edTPA calls on teacher candidates to demonstrate their knowledge and skills throughout edTPA's cycle of effective teaching.

- **PPR Standard 1, Instructional Planning and Delivery**
  - Plan 3–5 authentic lessons (i.e., learning segment) that build upon one another to support student learning
  - Identify a central focus and daily student learning outcomes for the learning segment that align with TEKS
  - Employ equitable instructional opportunities for all students to engage in the learning environment
  - Provide feedback that addresses students' areas of strength and areas for growth
  - Provide opportunities for students to use feedback

- **PPR Standard 2, Knowledge of Student and Student Learning**
  - Plan and implement instructional supports that are tied to the central focus; students' prior learning; and their personal, cultural, and/or community assets
  - Plan targeted supports for students to understand and use academic language

- **PPR Standard 3, Content Knowledge and Expertise**
  - Plan for and address students' misconceptions
  - Elicit and build on students' responses to deepen students' learning

- **PPR Standard 4, Learning Environment**
  - Provide a positive, mutually respectful, and challenging learning environment for all students

- **PPR Standard 5, Data-Driven Practices**
  - Evaluate students' prior learning and personal, cultural, and/or community assets to inform instructional decisions
  - Monitor students' learning throughout the learning segment
  - Provide evidence of students' learning
  - Develop equitable instructional practices based on students' learning identified throughout the learning segment

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**SCALE**

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