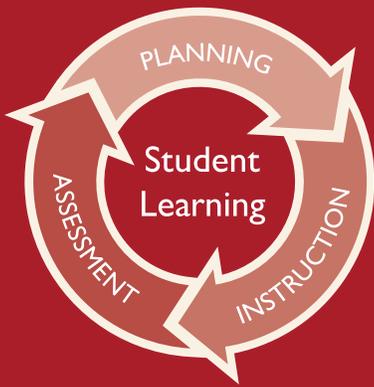Student Learning — PLANNING · INSTRUCTION · ASSESSMENT

edTPA SUPPORT and ASSESSMENT Program:

Formerly known as the Teacher Performance Assessment, edTPA™ is the premier teacher candidate support and assessment program in the nation. edTPA was created by Stanford University's faculty and staff with input from teachers and teacher educators from across the nation to support candidate learning and preparation program growth and renewal. edTPA is a measure of readiness to teach that informs program completion and licensure decisions. The assessment is aligned with InTASC and NCATE/CAEP Standards.

edTPA™

can be integrated with other teacher candidate assessments such as clinical evaluations, embedded signature assessments, and content knowledge examinations to guide and support program improvement, inform program completion, or as a metric for licensure.

Developed *by* the Profession *for* the Profession

Teachers and teacher educators nationwide—more than 1000 from 29 states and 400 institutions—participated in an extensive, multi-year development process including pilots and field tests with thousands of candidates. Development was led by education researchers at the Stanford Center for Assessment, Learning and Equity (SCALE), in collaboration with the American Association of Colleges for Teacher Education (AACTE).

Focus on Student Learning

Aligned with the Common Core State Standards, edTPA is an authentic assessment tool that shows how teacher candidates develop and evaluate student learning. The centerpiece of the edTPA process is a portfolio that describes and documents authentic practices from the candidate's teaching experience. The portfolio addresses planning, instruction, assessment, analyzing teaching, and academic language to reveal the impact of a candidate's teaching performance on student learning.

Focus on Program Renewal

Teacher educators and administrators at institutions of higher education collaborate to renew teacher preparation by developing cultures of inquiry and using evidence to inform program improvement. edTPA provides feedback and data to inform continuous program renewal efforts, including performance feedback for candidates, profiles of candidate performance aligned with high-leverage teaching outcomes, aggregated data to inform program curriculum and instruction, and evidence for national and state accreditation.

AACTE   SCALE
Stanford Center for Assessment, Learning, & Equity

Assessing Content Pedagogy

edTPA provides insight into a candidate's ability to effectively teach his/her specific content area to diverse learners. Portfolios in each content area share a common architecture and allow multiple measures of authentic teaching practice. Highly trained teachers and teacher educators with content-area expertise use analytic scoring rubrics to provide candidates with feedback and determine overall performance. edTPA is customized to uniquely evaluate teaching in over 27 individual content areas.

Support System of Implementation Resources

Implementation support provided by SCALE and AACTE helps programs implement edTPA in ways that allow candidates to learn while engaging with the assessment and faculty and P-12 partners while receiving effective support. Professional development opportunities help ensure successful, educative implementation, including regional trainings for faculty to develop deeper understanding of edTPA rubrics, how to integrate edTPA in a campus multiple measures assessment system, and strategies to support candidates as they build their edTPA portfolio. Campuses can integrate edTPA with program curriculum across four stages of support from introductory to full implementation.

Service and User-Friendly Technology

Faculty using edTPA are part of an extensive community linked by the edTPA website, where a wide range of online resources, including candidate support materials, research, news, policies, and program information, can be easily accessed. Faculty also interact with colleagues from across the country through an online forum, which promotes resource development and information sharing. Integrated portfolio platform providers save time for both candidates and faculty. Candidates build portfolios in familiar platforms used by campuses or directly on the edTPA platform. Teacher education faculty members have real-time access to portfolio components and teaching artifacts their candidates are preparing to submit for scoring. Candidates maintain ownership of their own materials.

Common Expectations and Reciprocity

edTPA provides a common set of expectations for licensure that can be used across programs and states. More than half the states in the US are participating as members of the Teacher Performance Assessment Consortium (TPAC).

http://edtpa.aacte.org