



## Frequently Asked Questions about Student Teaching and the edTPA Program Faculty Edition

– edTPA description, cost, registration, and submission –

### What is the edTPA?

The edTPA is a subject-specific teacher performance assessment completed during student teaching. The assessment focuses on a learning segment of 3-5 lessons in one class. Candidates submit artifacts (lesson plans, instructional materials, teaching videos, assessments, and sample student work) and written commentaries as evidence of teaching proficiency. Trained professional scorers rate candidate performance anonymously in planning, instruction, and assessment using rubrics in the edTPA handbook for that subject area.

### Where did the edTPA come from?

The edTPA was developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) in partnership with the American Association of Colleges of Teacher Education (AACTE). It is modeled after the National Board for Professional Teaching Standards' assessments of accomplished veteran teachers and was developed with input from teacher and teacher educators across the country. While SCALE is responsible for the edTPA handbooks, rubrics, and scorer training materials, they have entered into an operational partnership with Pearson to manage candidate registration and scoring of the edTPA. More information can be found on the SCALE website at [scale.stanford.edu/teaching/edtpa](http://scale.stanford.edu/teaching/edtpa).

### What does the edTPA cost?

Effective 2015-2016 the edTPA costs \$300, which includes official scoring and score reporting to the candidate and to the program designated by the candidate during registration. Additional score reports are \$50. Retakes cost \$100 for a single task (planning, instruction, or assessment) or \$300 for a complete edTPA. Effective 2015-2016 academic year, the \$300 fee for edTPA will be incorporated into course fees for UWSP teacher candidates. A voucher number will be provided to teacher candidates to use on the Chalk & Wire website for registration and submission. Pilot students do not pay a fee for submission of the edTPA.

### How do candidates register for the edTPA?

Candidates utilize individual accounts on the Chalk & Wire Platform. This will be the site of storage, editing and submission of the edTPA to Pearson.

### How do candidates submit the edTPA?

UWSP Candidates use Chalk & Wire as a platform for registration and submission of edTPA. More information can be found on the UWSP School of Education-[edTPA webpage](#).



- edTPA choice, timing,  
and student teaching placements –

### **Which edTPA should candidates complete? What if a candidate is certifying in more than one area?**

Every candidate needs to complete one edTPA. Candidates completing multiple certifications will complete an edTPA in only one area. UWSP selects the edTPA based on the candidate's student teaching placement (class, level, and subject matter) and the list of allowable handbooks provided by DPI. Typically students will complete the handbook of their earliest (first) student teaching placement.

### **What should the educator preparation program consider when making a student teaching placement?**

Candidates must have the ability to complete the edTPA. It is therefore essential that the placement give the candidate the opportunity to satisfy the requirements in the relevant edTPA handbook. The candidate must be able to: take sole responsibility for planning, instruction, and assessment of a particular class during the edTPA learning segment; make video recordings as needed; and complete the edTPA within an acceptable timeframe.

### **What is a co-teaching model of student teaching, and how can it be used for the edTPA?**

Many educator preparation programs are shifting to a co-teaching model of student teaching, where the cooperating teacher and student teacher plan collaboratively and share teaching responsibilities. Co-teaching can take a variety of forms: one teaching while the other observes or assists students; one teaching while the other works with a small group needing extra support or challenge; both teaching as a team or in parallel at different stations; both taking turns with the teaching of particular classes, units, lessons, or activities; and so on. Co-teaching provides extensive modeling and feedback for the student teacher while boosting student learning and sustaining a high quality of instruction in the cooperating teacher's classes. Student teachers are still responsible for writing their own plans for instruction and may often teach on their own while the cooperating teacher attends to other duties. Student teachers will also need to take responsibility for planning, instructing, and assessing the class during the edTPA learning segment. More information about co-teaching can be found on the St. Cloud State University website at [www.stcloudstate.edu/soe/coteaching/](http://www.stcloudstate.edu/soe/coteaching/).

### **When should candidates complete the edTPA?**

It is unlikely that all candidates in a program can complete the edTPA at the same time because the constraints of placements (length, classes, units, etc.) vary and because candidates may be ready at different times. Candidates should know their classes well and be confident in their teaching ability before completing the edTPA, but they should also submit the edTPA early enough to allow for remediation as needed. It takes 3-4 weeks to receive scores after submission; check the Pearson edTPA site ([www.edtpa.com](http://www.edtpa.com)) for submission deadlines and score report dates, which can be used to set program deadlines. For an 18-week student teaching placement, the optimum time to complete the edTPA appears to be around weeks 8-12; for a 9-week placement, it may be around weeks 6-8 (which could require remediation/resubmission during a subsequent placement).

### **What about split placements?**



Split placements provide greater pressure on candidates to advance quickly toward the edTPA. Some educator preparation programs relieve this pressure by using 18-week placements and having candidates gain experience at other levels in pre-student teaching practicums. Some programs have considered using a 12-week placement to complete the edTPA followed by a 6-week placement at another level. Where two 9-week placements are used, programs should consider candidate readiness, the fit of placement to edTPA handbook, and the submission deadlines and score report dates on the Pearson edTPA website ([www.edtpa.com](http://www.edtpa.com)) to determine the optimum time to complete the edTPA.

### – Completing the edTPA –

#### **Which class and topic should candidates choose for their edTPA learning segment?**

Every candidate should choose a class and topic whose content aligns with the “central focus” and subject-specific rubrics in their edTPA handbook. The candidate should also try to pick a class with a variety of learners to help find focus students for the edTPA. The educator preparation program and cooperating teacher can help the candidate make the most appropriate choices.

#### **What is academic language, and what role does it play in the edTPA?**

Academic language includes the words and phrases (vocabulary), sentence structures (syntax), and argument, presentation, and paper structures (discourse) that students need to perform successfully in the subject area. For some students this language will be familiar, while for others (especially English language learners) it may not be. In the edTPA, candidates must show how their planning, instruction, and assessment support the development of academic language related to a particular objective and task in their learning segment. More information about academic language can be found in the edTPA handbooks.

#### **What should candidates record for their edTPA learning segment?**

Candidates should record the complete learning segment so they are able to select two (unedited) video clips that demonstrate the evidence called for in the rubrics. It is helpful to have one video focus more on the teacher delivering instruction while another focuses more on students engaging in learning activities with teacher guidance and feedback. Focus students should be seated where they will be visible during recording. For instruction, the camera should be zoomed in just enough to make visual aids legible while keeping some students in the frame; for student work, the camera should zoom in enough to pick up video and audio of the students in focus.

#### **How should candidates prepare to video record their classes?**

Candidate should follow the procedures of the educator preparation program to secure permission to video record during the student teaching placement. Classroom videos may be viewed only by school district personnel, education faculty, and official scorers; under no circumstances may they be shared or posted online, and candidates who violate this restriction risk losing their teaching license. Once permissions are secured, candidates should practice video recording before the edTPA to learn how to capture clear video and audio in a classroom setting and to get students acclimated to having a video camera in the room.



– Supporting Candidates –

### **How can the *cooperating teacher* support candidates?**

In the weeks leading up to the edTPA, the cooperating teacher can help the candidate get to know the students, build confidence as a teacher, and choose a class, topic, and focus students for the edTPA learning segment. During the learning segment (3-5 class days), the cooperating teacher should give the candidate full responsibility for planning, teaching, and assessing the class. In the week or two after the learning segment, the cooperating teacher should be aware that the candidate will need time to select video clips, write commentaries, and submit the edTPA for scoring, in addition to normal teaching duties.

### **How can the *educator preparation program* support candidates?**

Educator preparation programs should select the appropriate edTPA handbook from the DPI-approved list to match the candidate's certification area and student teaching placement. At the start of the semester, the program should provide the candidate with the edTPA handbook and the "Making Good Choices" guide available on the Pearson edTPA site ([www.edtpa.com](http://www.edtpa.com)). Programs can help candidates succeed by: teaching and using edTPA terminology; practicing tasks with formative feedback in courses leading up to student teaching; providing student teachers with handbooks and a timeline for completing the edTPA; helping candidates become familiar with the edTPA requirements and rubrics; discussing edTPA tasks and samples in a student teaching seminar; encouraging peer feedback on clarity and completeness of responses; and providing logistical and technical support for video recording and uploading. Programs may not tell candidates which videos to use or what to write, and under no circumstances may faculty edit or upload candidates' materials. Examples of appropriate and inappropriate support are spelled out in the document "Guidelines for Supporting Candidates Completing edTPA" available on the Pearson edTPA site ([www.edtpa.com](http://www.edtpa.com)).

### **How can the *educator preparation program* manage the video requirements of the edTPA?**

Programs should work with school districts to establish standard procedures for securing permissions at the start of the school year. Under no circumstances may videos be shared or posted online. Candidates should sign a memo of understanding regarding appropriate use of video and the possible consequences for misuse, which include potential loss of the teaching license. UWSP release form is available at the UWSP School of Education-[edTPA webpage](#).

– Scores and retakes –

### **What is the passing score for the edTPA?**

The required minimum score for all program area handbooks (with 15 Rubrics) is 38.

The cut score for World Language (with 13 Rubrics) is 32.

You will have to achieve the state passing score on the edTPA to be eligible for initial licensure.

### **What if a candidate doesn't pass the edTPA?**

Candidates who do not meet their institution's or the state's passing requirements may register to re-take a single task (\$100 fee) or the full edTPA (\$300 fee). Retake instructions for candidates and



guidelines for retake decision-making for programs are available on the Pearson edTPA site ([www.edtpa.com](http://www.edtpa.com)). Candidates should take particular care to address every point in the commentary prompts and to provide evidence directly related to the criteria in the rubrics.

– Using edTPA data –

### **How should educator preparation programs use the edTPA for program improvement?**

Pearson will provide each program with a summary report of candidate scores. Programs should analyze this data for patterns and follow up with their own local evaluation (by education faculty and preferred cooperating teachers, where possible) of selected edTPA tasks or components to gain deeper insight into student preparation and performance. Program faculty should discuss these findings and use them as a basis for program improvements, documenting this work for DPI review as part of the continuous review process. In particular, programs will want to engage in continuous curriculum mapping to ensure that candidates are well prepared for the edTPA and that the edTPA results are used to strengthen the educator preparation program.

– More information –

### **Where can I find more information?**

The Pearson edTPA site ([www.edtpa.com](http://www.edtpa.com)) is the official source of information for candidates and faculty. The AACTE edTPA site ([edtpa.aacte.org](http://edtpa.aacte.org)) provides additional resources and an online community for edTPA Coordinators. Contact your institution's edTPA Coordinator for more information or visit the UWSP website for edTPA. <http://www.uwsp.edu/education/Pages/edtpa.aspx>

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