



**edTPA**

**A performance assessment for  
teacher candidates**

- \* Why **edTPA** for WI?
- \* Where does **edTPA** come from?
- \* What does **edTPA** look like?
- \* What does **edTPA** mean for your schools & classrooms?

# \* Overview

\* WI Educator Preparation Program Approval & Licensure

\* Modified in 2012 to incorporate a **C**ontinuous **R**eview **P**rocess

→ Clinical Programming/Institutional Assessment System/Institutional Evaluation of Outcomes

\* Recommendation by CRP Workgroup to adopt the Teacher Performance Assessment (**edTPA**) as a required element of the assessment system used in the CRP and for initial educator licensure.

**CRP**

Date: March 10, 2014

To: Wisconsin School District Administrators and Principals  
Wisconsin School Partners

From: Tony Evers, PhD, State Superintendent

Re: edTPA Pre-service Teacher Performance Assessment

In 2011, I convened the Continuous Review Process work group to develop a program approval process for our educator preparation programs that would occur annually and be based on candidate performance outcomes. To better measure readiness to teach and pedagogical skills, the work group recommended the adoption of a national pre-service teacher performance assessment called edTPA.

In November 2012, **I approved the use of edTPA as a required element during student teaching and for Wisconsin licensure.** We are scaling up for the **mandatory implementation of the edTPA, which will occur September 2015.** I ask for your continued commitment to provide quality student teaching placements as we prepare our future teachers, to learn about the edTPA, and to partner with our educator



# Scaling Up

- \* **edTPA** was created by Stanford University with input from teachers and teacher educators
- \* Supports candidate learning and preparation program growth and renewal
- \* A measure of **readiness to teach**
- \* Based on NBPT Standards
- \* Informs program completion and **licensure decisions**
- \* Supported by AACTE



**edTPA**



**SCALE**

Stanford Center for Assessment, Learning, & Equity

- \* Grounded in demonstrating practices and focuses on student learning
- \* Aligned with **InTASC**
- \* Aligned with the **Framework for Teaching**
- \* Prepares candidates for expectations of **Educator Effectiveness**
- \* Complementary to the **PDP** process

\* **edTPA**

## Here are the quick facts about edTPA. The edTPA:

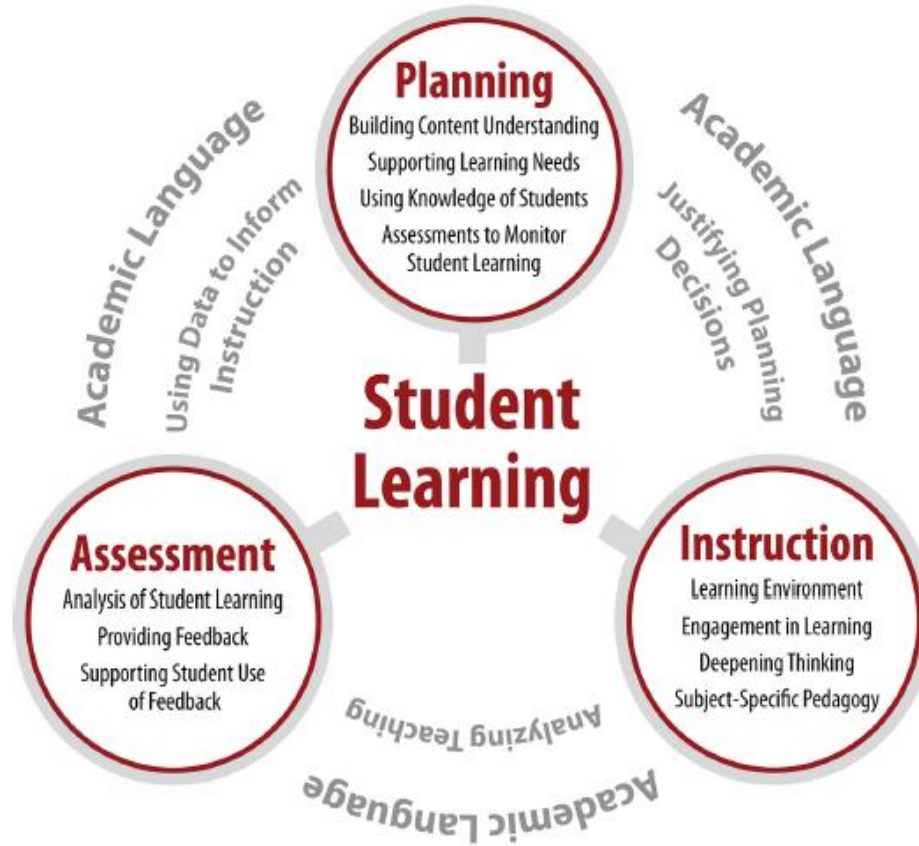
- is a performance assessment grounded in practices that focus on student learning
- is completed during student teaching and requires the candidate to submit a portfolio of artifacts related to teaching a series of connected lessons
- includes lesson plans, assessments, student work samples, analysis of student learning, reflective commentaries, and video clips of candidate's teaching
- is based on the National Board for Professional Teaching Standards, at the pre-service level
- aligns with the Wisconsin educator effectiveness system
- is already in use for some candidates as the educator preparation programs scale –up

The Wisconsin Department of Public Instruction is committed to ensuring all classrooms in Wisconsin have effective educators now and in the future. A part of that commitment is to make certain that all initial license applicants have completed a high performing educator preparation program and are ready to teach before they receive a license.



# Scaling Up

# Architecture of the edTPA



edTPA



## \* **Task 1: Planning for Instruction & Assessment**

\* **Artifacts include:** Context for Learning,  
Lesson Plans, Instructional Materials,  
Assessments, Commentary

- \* Planning for Learning
- \* Planning to Support Varied Student Learning Needs
- \* Using Knowledge of Students to Inform Teaching & Learning
- \* Identifying & Supporting Language Demands
- \* Planning Assessments to Monitor & Support Student Learning



**edTPA**

\* **Task #2: Instructing & Engaging Students in Learning**

\* **Artifacts include:** Video clip(s), Commentary

- \* Learning Environment
- \* Engaging Students in Learning
- \* Deepening Student Learning
- \* Subject-Specific Pedagogy
- \* Analyzing Teaching Effectiveness

\* **edTPA**

## \* **Task # 3: Assessing Student Learning**

\* **Artifacts include:** Student Work Samples,  
Evidence of Feedback, Evaluation Criteria  
Commentary

- \* Analysis of Student Learning
- \* Providing Feedback to Guide Further Learning
- \* Student Use of Feedback
- \* Analyzing Students' Language Use and Literacy
- \* Using Assessment to Inform Instruction



\* **Mechanics:**

\* Stanford University is author and owner of **edTPA**

\* Ongoing development

\* Support resources to participants

\* Design and development of scoring training

\* Evaluation Systems, a Group of Pearson, is the operational partner that provides the technical platform to collect, score and deliver results to candidates and programs



**edTPA**

- \* Completed during the first quarter student teaching placement
- \* Cost to candidate is **\$300**
- \* Scoring is external, by trained scorers
- \* Tasks are scored separately
- \* Resubmission is allowed

\* **edTPA**

# Timeline

- \* **Spring 2014** Variety of 'pilot' initiatives from EPPs
- \* **Fall 2014**
  - Local evaluation
  - Usage credits for official scoring
- \* **Spring 2015**
- \* **2015-16:** All candidates must submit
  - Program assessment/CRP
  - WI standard setting
- \* **2016-17:** Passing score required for certification



**edTPA**

**Here is how you can help.** Partner with educator [preparation programs in your area](#) to:

- [learn about the edTPA](#) and its requirements
- provide a student teaching environment that will allow [student teachers to complete the edTPA portfolio](#) including the edTPA video component
- know that student teachers will be using a parent permission form to inform parents about the edTPA assessment and to ensure their child can be included in the video clip of the student teacher's instruction
- know that the edTPA will not create any additional work for cooperating teachers or school administrators and it is not meant to be intrusive or burdensome

Cooperating teachers who have already worked with candidates to complete the edTPA portfolio have reported that **the process does not interrupt continued classroom instruction or require additional work on their part.** They have indicated that it has benefited their own professional growth. In general, it has been well received by the educators familiar with and participating in the edTPA.



# Scaling Up

\* A Principal... shares on  
the edTPA





edTPA™

<http://edtpa.aacte.org/>



WISCONSIN DEPARTMENT OF  
PUBLIC INSTRUCTION



University of Wisconsin  
**Stevens Point**