An Overview of edTPA at WCU

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General information
The edTPA portfolio is a nationally based assessment of teaching performance that is completed by teacher candidates to demonstrate their ability to enact the teaching cycle of planning, instruction, and assessment.

This portfolio assessment system was developed by Stanford University, utilizing research based best practices in teacher evaluation for teacher licensure requirements. Many states across the country have adopted the edTPA portfolio for assessing novice teachers.

Teacher candidates (interns and student teachers) complete the edTPA during their internship semester.

To complete the edTPA, candidates are asked to synthesize their knowledge from coursework utilizing content, pedagogy, research, and theory of teaching and learning to provide artifacts of planning, instruction, and assessment practices within a learning segment. The learning segment consists of 3-5 lessons and the artifacts include lesson plans, video recording(s) of instruction, and student work samples as well as candidate commentaries.

The edTPA has three components:
- Task 1: Planning for Instruction and Assessment
- Task 2: Instructing and Engaging Students in Learning
- Task 3: Assessing Student Learning

The edTPA is subject specific. Each content area has its own handbook. Teacher candidates will be given access to these handbooks during their program through BlackBoard.

WCU Implementation
At WCU, edTPA will be implemented by students in Intern 2 or Student Teaching, whichever is applicable for their program. The electronic evidences EE3 and EE5 will be replaced by edTPA, and the cooperating teachers no longer need to score these in TaskStream.

Guidelines on Assistance to Candidates Completing the edTPA
The edTPA plays an important role in providing evidence towards recommendation for licensure as part of the program of study at WCU. Therefore, it is imperative that all stakeholders (e.g. university supervisors, faculty members, cooperating teachers, and
peers) offer appropriate supports to teacher candidates while they construct their edTPA portfolio. Consult the other resources such as the Making Good Choices document for more information.

Candidates are learning how to teach and are being guided by more experienced teachers. Professional conversations about teaching and learning are not only appropriate, but desirable. The edTPA can and should allow candidates to draw upon these conversations as they create their own understandings of teaching and learning and apply them in the teaching decisions that they make. However, educators providing support should avoid telling candidates what to say in the edTPA. Support providers should ensure that the teaching decisions and thinking reflected in the edTPA are the candidate’s own integration of their own experience, research and theory, and not insights by other educators about the type of teaching and learning reflected in the learning segment.

**Lesson Plan and Video Requirements**
Each teacher candidate will build their edTPA based on a learning segment of 3-5 lessons. While teaching the learning segment, the teacher candidate will videotape lessons to be utilized as evidence of classroom climate and student learning. The requirements differ for different content areas, and the handbook for each area should be consulted for the exact requirements.

**edTPA Video Permissions**
One of the key artifacts of the edTPA is a video of a single class. Candidates need to obtain permission from the students who will appear in the videotape. Permission letters will be provided on the edTPA website.

This video will be seen by the candidates, their university supervisors, their cooperating teachers, and up to two faculty or school personnel who are trained to score the edTPA. The video will be uploaded to a password protected website that sits behind a firewall. In addition, candidates will select work samples from several students to analyze. Candidates will remove student names from all work samples, but the examples will be part of the edTPA artifacts.