

Guidelines For Supporting Candidates Completing edTPA

edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates' readiness for licensure.

Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are encouraged. Consistent with research on student learning (Black and Wiliam, 1998), programs are encouraged to help candidates examine the outcomes of the assessment in meaningful ways and discuss how they will demonstrate their performance in relation to those outcomes. An ideal way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics. Take time to examine the language, structure and progression of the edTPA rubrics during formative experiences throughout your program.

Candidates are learning how to teach and are being guided by more experienced teachers, often in co-teaching contexts. Educators offering support should discourage any attempts by candidates to fabricate evidence or plagiarize work. However, many, if not most, candidates will use or adapt curriculum materials developed by others. Candidates should cite the source of adapted materials, including materials received from experienced teachers.

Professional responsibilities for candidates as they develop evidence for edTPA, including protecting confidentiality, citing sources of materials, etc. are outlined in the edTPA handbook.

Strategies for Formative Support

Formative support may be offered during academic terms prior to the completion of edTPA in a clinical experience or may extend early in the term edTPA is formally developed and submitted. **Acceptable forms of formative support include:**

- Providing explanations of **terminology** and concepts covered by edTPA
- Examining the **language, structure and progression of the edTPA rubrics** during formative experiences throughout the program.
- Assigning **formative tasks** during coursework, e.g., analyzing video clips of teaching and learning, constructing a unit of instruction, assessing student work.
- Distributing edTPA **support documents** such as *Making Good Choices*
- Discussing **samples** of previously completed edTPA portfolio materials (with appropriate permissions granted).
- Using the **rubrics** for evaluating course assignments or other formative assessments in the program.
- Using rubric constructs or **rubric language to debrief observations** made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate **seminars** focusing on the skills and abilities identified in the edTPA, such as an Academic Language seminar.
- Arranging technical and logistical **support for video recording** and uploading documents into electronic platforms.

Acceptable and Unacceptable Forms of Support

The chart below provides specific types of support that are acceptable and unacceptable once candidates draft artifacts and commentaries for their **summative edTPA portfolio** that is to be formally submitted for official scoring (through Evaluation Systems of Pearson).

TYPE of SUPPORT	ACCEPTABLE	UNACCEPTABLE
Feedback	Encourage candidates to reflect on their responses and artifacts in reference to theory/research; and to reach their own conclusions about their teaching practice.	Offering alternative responses to commentary prompts Suggesting changes to be made in an edTPA draft or final version Using edTPA rubrics to provide scores for official edTPA instruction/lessons
Debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process	Discussions with candidates aimed at improving teaching competence aligned with program values and edTPA rubric constructs.	Leading comments, about the clinical observations, aimed at helping a candidate pass edTPA.
Curriculum Materials or Instructional Strategies	Discussing curriculum materials or instructional and assessment strategies in a seminar or field observation, leaving it to candidates to make selections and/or adaptations based on their own knowledge of their students' and on the content to be taught.	Making choices about curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate.
Editing	No editing of edTPA is acceptable	Any editing of edTPA commentaries or artifacts (correcting conventions, spelling, punctuation, etc.) is unacceptable.
Electronic Platforms	Supporting candidates to use electronic platforms such as TaskStream, LiveText or Chalk & Wire	Uploading artifacts or commentaries for candidates
Handbooks & Templates	Providing password-protected electronic access to edTPA handbooks and templates	Displaying or discussing edTPA handbooks, prompts, rubrics and templates in publicly accessible electronic platforms or websites.
Rubrics Explanation	Explaining rubric constructs or rubric language to provide candidates with guidance on how their performance will be evaluated formally once submitted.	Using edTPA rubrics to provide formal feedback &/or scores on drafts of edTPA tasks.

Continued – Acceptable and Unacceptable Support for Summative Portfolio

Support Documents	Sharing support documents from the Resource Library at edtpa.aacte.org or Evaluation Systems such as “Making Good Choices”, video tutorials, help line assistance, etc.	Sharing official training materials (Thinking Behind the Rubrics, candidate samples, artifacts, and benchmarks) provided by SCALE and/or Evaluation Systems.
Technical Assistance	Arranging technical resources for video recording and guidance with uploading documents into electronic platforms. Ensuring that candidates understand the video requirements (number of clips, time limits, etc) for their subject area as well as the evidence that should be visible in their videos.	Telling candidates which clips to select; reviewing video clips and offering formal feedback/scoring of the clips.

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from <https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf>