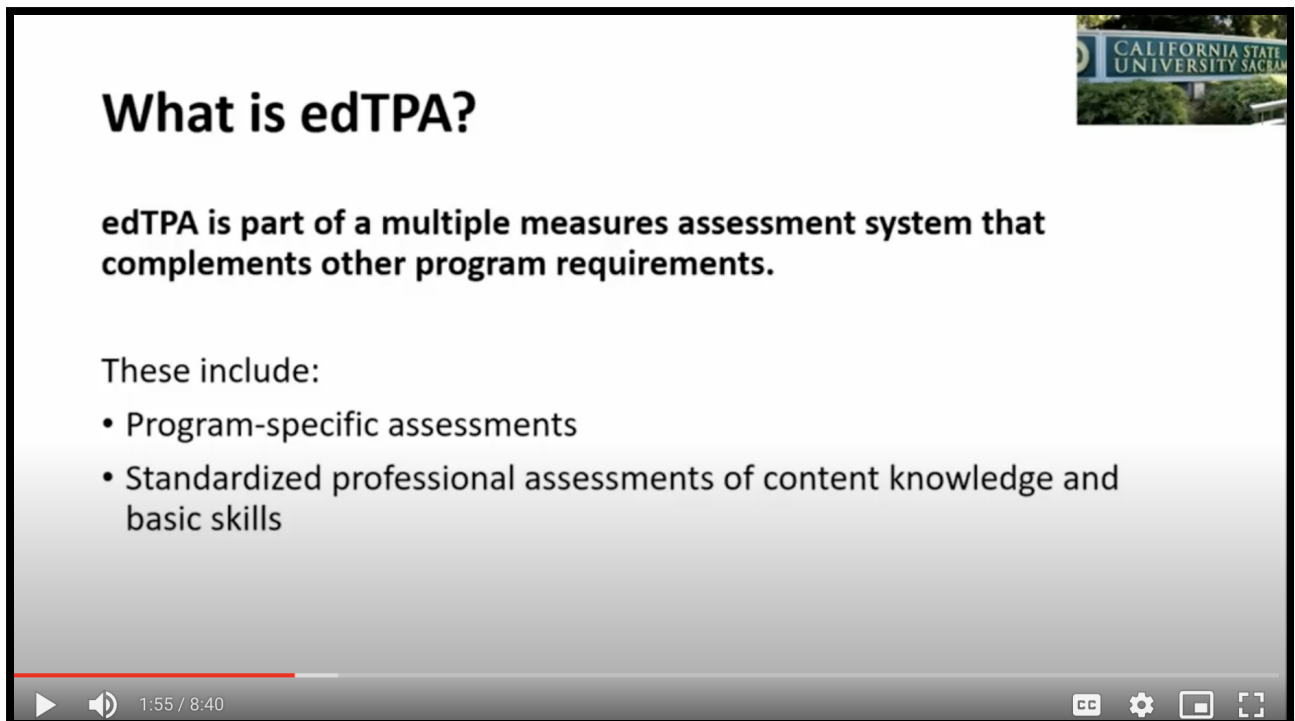


# edTPA

- Use this [link](#) to go to our edTPA folder
- Watch this 8 minute [video](#) on What is edTPA?



**What is edTPA?**

**edTPA is part of a multiple measures assessment system that complements other program requirements.**

These include:

- Program-specific assessments
- Standardized professional assessments of content knowledge and basic skills

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## Why edTPA?

As of July 2008, California statute (Chap. 517, Stats. 2006) requires all candidates for a preliminary Multiple and Single Subject Teaching Credential to pass an assessment of their teaching performance with K-12 public school students as part of the requirements for earning a teaching credential. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and ability with relation to California's Teaching Performance Expectations (TPEs), including demonstrating his/her ability to appropriately instruct all K-12 students in the Student Academic Content Standards. The Sacramento State University has selected to use the edTPA to meet the TPA requirement.

# What is edTPA?

**edTPA is a subject-specific performance assessment of beginning teaching**

- Available in 27 different teaching fields
- Developed by faculty and staff at the Stanford Center for Assessment, Learning and Equity (SCALE)
- Developed by subject-specific design teams and input from hundreds of teacher educators and P-12 teachers

**edTPA has an educative purpose that:**

- Provides actionable evidence of beginning teaching quality
- Provides feedback to teaching candidates to support ongoing professional learning •

Informs programs and states that candidates are ready to teach

**edTPA is part of a multiple measures assessment system that complements other program requirements.**

These include:

- Program-specific assessments
- Standardized professional assessments of content knowledge and basic skills •

Faculty observations and evaluations of coursework and fieldwork

## edTPA Design

edTPA is designed to represent a cycle of effective teaching, **with student learning at the center**. All handbooks share a common architecture of three tasks.

**Task 1 :** Planning - Building content, understanding, supporting learning needs, using knowledge of students, assessments to monitor student learning.

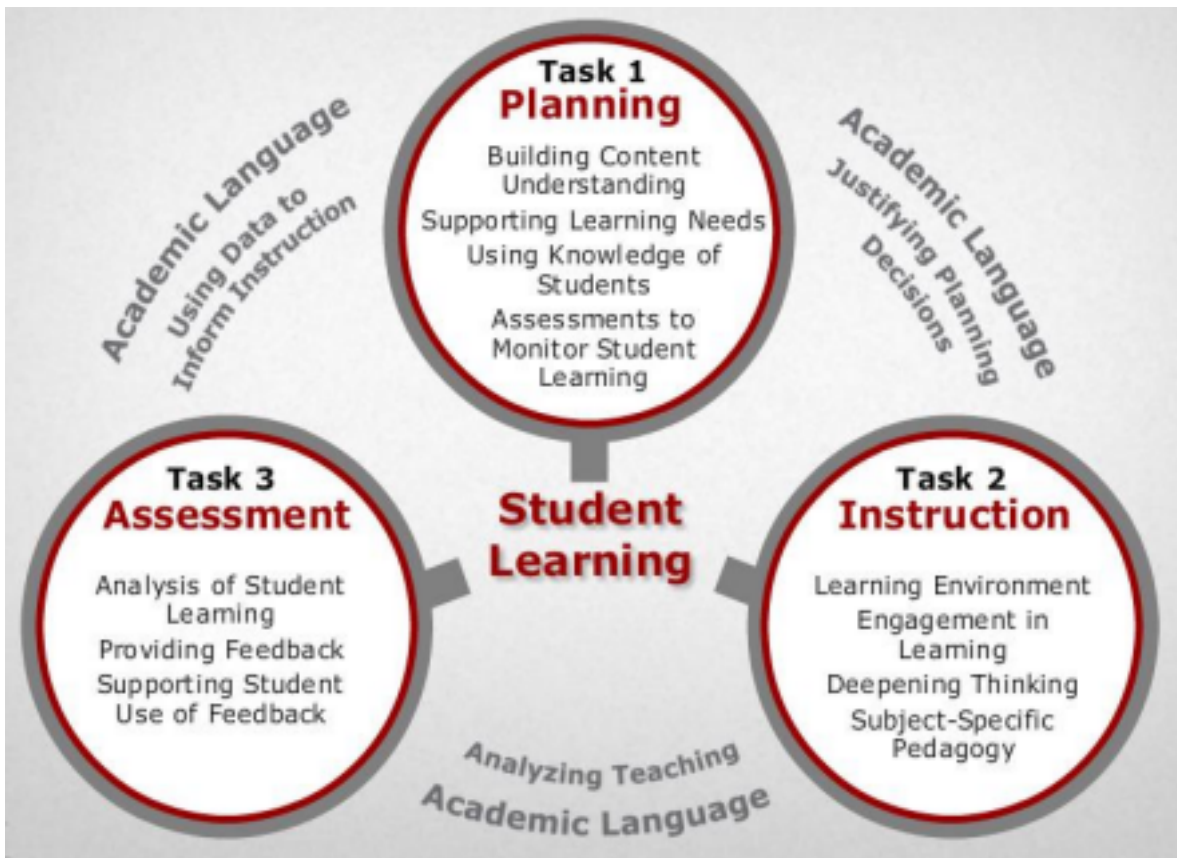
**Task 2:** Instruction - Learning Environment, engagement in learning, deepening thinking, subject-specific pedagogy.

**Task 3:** Assessment - Analysis of student learning, providing feedback, supporting student use of feedback.

Supporting the link between Task 1 and Task 2: Academic Language, Justifying Planning, Decisions

Supporting the link between Task 2 and Task 3: Academic Language, analyzing teaching

Supporting the link between Task 3 and Task 1: Academic Language, using data to inform instruction



Candidates are required to submit the same types of materials (sources of evidence) for all subject areas. These include both **artifacts** and **commentaries**.

## Tasks

### 1: Planning

- Source of evidence
- Artifacts: context for learning; 3-5 lesson plans; instructional materials, assessments
- Planning Commentary

### 2: Instruction

- Artifacts: Unedited video recording(s)
- Instruction Commentary

### 3: Assessment

- Artifacts: Student work samples - for 3 focus students; Evidence of Feedback; Evaluation Criteria
- Assessment Commentary

### 4: Literacy (for the MS program only)

- Artifacts: Literacy Context for Learning, Literacy Learning Segment Overview, Literacy Formative Assessment, Evaluation Criteria, Student Literacy Work Samples, Examples of Student Work from Additional Learning Opportunity Lesson
- Literacy Assessment Commentary

**Acceptable Support Prior to Beginning Official edTPA Drafts Includes:**

- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Recommending and/or providing specific assistance to improve performance in areas in which the candidate has demonstrated a weakness, e.g., designing lessons, engaging students
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process

**Acceptable Support During edTPA Drafting Process (including Planning) Includes:**

- Co-planning a learning segment with a cooperating teacher or a peer, as long as each candidate provides his/her own justification for planning decisions and analyses of the teaching and student learning in the commentaries
- Asking probing questions about candidates' draft edTPA responses or video recordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts. Examples of acceptable probing questions are:
  - Have you compared your responses to the prompts to be sure that every part of the prompt has been addressed?
  - Have you provided sufficient context information so that scorers will understand how you have matched specific strategies and actions to your students?
  - (If candidate asks for advice in justifying decisions through research or theory) What have you learned in your coursework or reading about research or theories that make you think that these strategies would be successful?
- In contexts where a candidate is unable to access the IEP, the cooperating teacher may provide relevant information about IEP goals, modifications, and accommodations in the IEP. This is subject to approval by the principal or official designee.

**Unacceptable Support During edTPA Drafting Process (including Planning) Includes:**

- Editing a candidate's edTPA drafts prior to submission
- Offering critique of candidate edTPA drafts prior to submission for official scoring that provides specific, alternative responses
- Telling candidates which video clips or work samples to select for submission • Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites or uploading them to the scoring platform for the candidate.
- Making choices of curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate
- Providing an analysis of the candidate's students or artifacts or offering alternative

responses to commentary prompts

- Suggesting specific changes to be made in a draft edTPA rather than asking questions aimed at helping candidates reflect on a draft and reach their own conclusions about needed changes
- Providing intensive coaching for candidates perceived to be weak that is aimed at helping them pass the EdTPA rather than at improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission