

Teachers Who Support Teacher Candidates

Developed for educators by educators, edTPA[®] is the first nationally available, performance-based assessment for beginning teachers. This brochure offers information and guidance to P-12 teachers as they partner with preparation programs to support candidates completing edTPA[®] in their local contexts.



COLLABORATING TO PROMOTE EFFECTIVE INSTRUCTION

Teachers Who Support Teacher Candidates

edTPA® thanks cooperating teachers for the essential role they play to support and mentor teacher candidates. These teachers are helping to ensure that all beginning teachers are prepared to teach effectively. In many states this work includes edTPA®, an assessment and support system that requires candidates to demonstrate what they can and will do in the classroom to help all students learn.

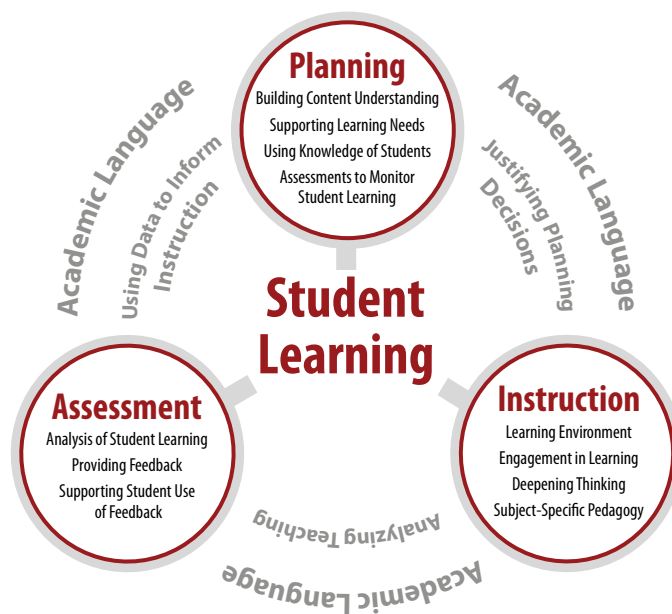
edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

P-12 teachers who supervise or support teacher candidates in their clinical experiences will see how the edTPA® process encourages feedback and self-reflection that nurtures professional growth and preparation for classroom instruction. edTPA® also supports the school in which candidates teach. Teacher candidates will develop lesson plans to engage students in learning consistent with the host school's standards and curricula.

Evidence of Effective Practice

Teacher candidates preparing for edTPA® will document their classroom work by submitting a portfolio that includes lesson plans, student assignments, assessments, unedited video clips of the candidate teaching, and commentaries on student learning and how the candidate adjusted instruction to meet student needs.

The edTPA® Teaching Cycle is Focused on Student Learning



“I love the fact that they video record and analyze what they are doing. The commentaries require them to think about their work. They are forced to teach in every sense of the word.”

– Cooperating Teacher LaSaundra Colson Wade
Science Department Chair
A. E. Beach High School, Savannah, GA

What You Can Expect

As a supervising teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates going through edTPA®, however, may need your input about the context and background of the students in your classroom early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

Video recording may be a new requirement for teacher candidates. Candidates are expected to follow the cooperating school’s policies and protocols for obtaining the necessary parental/guardian permission or to place those students without permission off-camera. Teacher candidates are instructed to submit video clips that do not include the candidate’s name, the names of the cooperating teacher, school, district or the last names of students. During the edTPA® registration and submission process, candidates acknowledge and agree that the video can only be used according to the parameters of the release forms obtained for children and/or adults who appear in the video, and that public posting or sharing of videos is prohibited unless expressed permission has been received from those individuals appearing in the video.

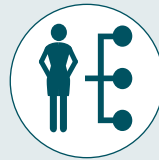
Candidate Supports within the edTPA® Process

Acceptable Supports

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:



Discuss edTPA® tasks and scoring rubrics



Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process



Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)



Ask probing questions about candidates’ draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts



Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment



Arrange technical assistance for the video portion of the assessment

Unacceptable Supports

Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:



Don’t edit a candidate’s official materials prior to submission



Don’t instruct candidates on which video clips to select for submission



Don’t offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring



Don’t upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites



“As an edTPA® scorer, I work to forward the great cause that was the reason I became a teacher—that is, student learning—and I am able to sharpen my professional skills and knowledge in the process.”

– Tracy Spesia, nationally trained edTPA® scorer
University of Saint Frances, Joliet, Illinois

Consider Becoming an edTPA® Scorer



Scoring edTPA® portfolios is an engaging way to grow as a professional educator and better support teacher candidates. The experience also provides a common ground to discuss best practices with colleagues and learn from other educators around the nation.

Half of edTPA® scorers come from the P-12 community and many are National Board Certified Teachers. Scorers are compensated for training time and for portfolios scored.

SCALE, AACTE and the Evaluations Systems Group of Pearson invite you to join our professional learning community of committed professional educators who score edTPA®.

edTPA® Scorer Qualifications



- Expertise in the subject matter or developmental level of the teaching field (degree and professional experience)
- Teaching experience in that field (or teaching methods or supervising student teachers in that field)
- Experience mentoring or supervising beginning teachers or administering programs that prepare them

Learn more at: <http://scoreedtpa.pearson.com>

For More Information

The best way to get information about edTPA® in your community, to access edTPA® materials or to learn more about the role of cooperating teachers is to contact your educator preparation program. For more information on edTPA® in general, visit <http://edtpa.aacte.org>.

About edTPA®

edTPA® was developed under the leadership of the Stanford Center for Assessment, Learning and Equity (SCALE) in partnership with the American Association of Colleges for Teacher Education. The edTPA® process draws on experience gained from the 25-year development of performance-based assessments of teaching, including the National Board for Professional Teaching Standards and the Performance Assessment for California Teachers. Thousands of teacher educators and P-12 teachers collaborated to develop edTPA® to meet the need for a nationally available research- and standards-based assessment of candidate performance. Today, 700-plus campuses in some 40 states use edTPA®.

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