Introducing edTPA

Office of Teacher Education
Teachers College, Columbia University

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# Introducing edTPA

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edTPA in a Nutshell

The edTPA (Teacher Performance Assessment) entails self-analysis of one’s developing teaching practice while creating a digital portfolio consisting of lesson plans, video clips, student work samples, and reflective commentaries. This new assessment is a requirement for those seeking initial teacher certification in New York. The New York State Board of Regents establishes passing scores.

Continue on for the Purpose and Context of edTPA, or return to Main Menu.
Introducing edTPA

Purpose of edTPA
The educative Teacher Performance Assessment (edTPA®) is intended to be used as a summative assessment given at the end of an educator preparation program for program completion or teacher licensure and to support state and national program accreditation. edTPA is a performance-based, subject-specific assessment submitted as a multi-media portfolio.

Context of edTPA
Faculty at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA. In 2012, many universities around the country began field testing edTPA. In 2013, Teachers College participated in the edTPA field test. In 2014, New York State implemented the edTPA as a certification requirement allowing a “Safety Net” Policy.

Continue on for information on Who Must Complete the edTPA, or return to Main Menu.
Introducing edTPA

Who Must Complete edTPA?

Anyone applying for initial teacher certification in New York State after May 1, 2014 will need to complete the edTPA portfolio along with the other exams listed (unless you already hold an initial certificate from New York). Please consult your academic program to find out the best handbook for your certification area, after visiting edTPA for New York State.

Remember, edTPA is just one of multiple certification requirements. Please click here for information about other NY State exams for prospective teachers.

Continue on for information on Registration, or return to Main Menu.
Introducing edTPA

Teacher certification in NYS requires the following exams:

- edTPA (educative Teacher Performance Assessment)
- Educating All Students Test (EAS)
- (Revised) Content Specialty Tests (CST)

More information on all of these tests, as pertinent to teacher candidates in New York, can be found here.

Continue on for information on Task 1, or return to Main Menu.
Registration, Payment, and Submission

Registration
Carefully read legally-binding Candidate Policies prior to registration. You must register on the edTPA website. There is a $300 fee that Pearson will charge for scoring the materials.

Choosing a Submission Deadline
You are free to choose when you submit your portfolio, based on the available score reporting dates set by Pearson or by the recommendation of your program.

Continue on for advice on what to do at the start of your student teaching placement, in preparation for the edTPA, or return to Main Menu.
edTPA Unpacked

edTPA in Detail

The adjacent image represents the “Five Targeted Capacities” intended to be assessed by edTPA (Planning, Instruction, Assessment, Analysis of Teaching, and Academic Language). The capacities are assessed through the candidates completion of tasks which are submitted as an electronic portfolio. Click below for details about each task and components of your portfolio.

Task 1, Task 2, Task 3, Artifacts, Commentaries, Academic Language

Return to the Main Menu.
Start of Placement

Consult with your cooperating teacher regarding the best days to record the learning segment (3-5 related lessons), and decide on an approximate week in which lessons will be recorded.

Please see your edTPA subject-specific handbook for details. After you register with Pearson, you have 18 months to complete and submit.

Tip: Select a class that would allow you to collect student work samples /assessments and consent forms. At least one of the samples must be from one of the various groups listed in your subject specific handbook e.g. students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge.

Continue on for information on edTPA in Detail, or return to Main Menu.
**Task 1: Planning for Instruction and Assessment**

A: Context for Learning Information  
   2-3 Pages using MS Word template.

B: Lesson Plans for Learning Segment  
   3-5 Lesson Plans (no more than 4 pages per lesson plan*).

C: Instructional Materials  
   No more than 5 pages of key instructional materials per lesson plan*.

D: Assessments  
   Samples of student work, summary of student learning, and assessment commentary.

E: Planning Commentary  
   Respond to prompts.

* Consult your subject-specific handbook for exact page limitations.

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* Continue on for more information on **Task 1**, or return to the **Main Menu**.
Task 1 Continued

Select one class as a **focal point** for this assessment.

Provide relevant **context information**.

Identify a **learning** segment to plan, teach, and analyze. Select a learning segment of **3–5 lessons**.

Identify a **central focus**. The central focus must be present in all lessons and should support students to develop an essential strategy for comprehending or composing text and requisite skills that directly support that strategy.

Write and submit a **lesson plan** for each lesson in the learning segment.

Continue on for more information on Task 1, or return to the **Main Menu**.
Task 1 Continued

Choose one language function. Identify a learning task where students use that language function. Identify the language that students will be expected to use to engage in the learning task and your instructional supports.

Respond to commentary prompts prior to teaching the learning segment.

Select and submit key instructional materials for all planned assessments from the learning segment.

Continue on for information on Task 2, or return to the Main Menu.
Task 2: Instructing and Engaging Children in Learning

See your edTPA subject handbook for tasks applicable to your content area.

Obtain signed consent for video recording (to be retained in your personal archives).

Review your lesson plans for the learning segment (3-5 lessons).

Record your classroom teaching early and often, particularly during the learning segment.

Trim video clip(s) [no more than 20 minutes in length] that demonstrate how you develop students’ abilities to evaluate sources, form interpretations or analyses, and build and defend arguments.

Respond to the prompts; all commentaries must align with submitted video clip(s).

Determine if additional information is needed to clarify what you and the students are doing in the video clips.

Continue on for information on Task 3, or return to the Main Menu.
Task 3: Assessing Student Learning

See your edTPA subject handbook for tasks applicable to your content area.

Determine which assessment from your learning segment you will use.

Define and submit the evaluation criteria.

Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within, and across learners in, the class.

Select three student work samples that represent patterns of learning you identified in your assessment analysis.

Document the feedback you gave to each of the three focus students.

Respond to the prompts listed in the Assessment Commentary section after analyzing student work from the selected assessment.

Include and submit the chosen assessment, including the direction/prompts provided to students. Provide evidence of students’ understanding and use of the targeted academic language function.

Continue on for information on Artifacts, or return to the Main Menu.
Artifacts

To complete the assessment, you will submit artifacts and commentaries as evidence of how you planned and implemented instruction to deepen student learning. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Artifacts represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples.

Continue on for information on Video Clips, or return to the Main Menu.
The edTPA Video Helpdesk in Macy Hall 265 has been designed for students to receive assistance with the video recording, trimming and uploading. Audio and video equipment is available for check-out.

For more detailed information about videos, click on the links below:

- Video Recording Tips
- Video Parameters by Subject Area
- Video Confidentiality and Student Privacy
- TC edTPA Video Help Desk
- TC Recording Consent Form*

*TC Consent Forms are available in Teacher Certification 20xx-xx on Canvas (available to teacher candidates enrolled at TC. Please contact ote@tc.edu if this course does not appear in your MyTC Portal, in ‘Canvas Courses’, under the ‘Courses’ tab -- we will happily enroll you in this non-graded course). Special Note: Universal Consent Forms may also be used for edTPA in lieu of the TC form.

Continue on for information on Commentaries, or return to the Main Menu.
Commentaries are your opportunity to describe your artifacts, explain the rationale behind your choice, and analyze what you have learned about your teaching practice and your students’ learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written, well-focused, and aligned with all other artifacts.

Continue on for information on Academic Language, or return to the Main Menu.
Academic Language

**Academic language:**
- “The language of schooling” used to engage students in learning.
- The oral and written language used in school that is necessary for learning content.
- Different from everyday language; some students are not exposed to this language outside of school.
- Often discipline-specific, more than mere vocabulary.
- “Language of the discipline” (vocabulary, forms/functions).
- Provides access to classroom discourse and academic success.

**edTPA seeks to:**
- Identify Language Demands.
- Support students’ academic language development.
- Provide evidence of language use.

Also see the Academic Language Handout for your handbook available in Teacher Certification 20xx-xx on Canvas.

Continue on for more information on [Academic Language](#), or return to the [Main Menu](#).
Academic Language

Academic language is the means by which students develop and express content understandings in an academic setting. Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area. There are language demands that teachers need to consider as they plan to support student learning of content. These language demands include language functions, discourse, syntax, and vocabulary. Specific Rubrics around language are found in the edTPA handbooks in the following locations:

- Task 1, Rubric 4 - Identifying and Supporting Language Demands
- Task 3, Rubric 14 - Analyzing Students’ Language Use

Also see Making Good Choices: A Support Guide for edTPA Candidates.

Continue on for more information on Language Demands, or return to the Main Menu.
**Academic Language**

**Language demands:** Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.

**Language functions:** The content and language focus of the learning task represented by the active verbs within the learning outcomes. For discipline-specific verb examples, see individual handbooks: Planning Commentary prompt 4a. Supporting Literacy Development Through Language.

**Discourse:** Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.

**Syntax:** The set of conventions for organizing symbols, words, and phrases together into structures (e.g., grammar, sentences, graphs, tables).

**Vocabulary:** Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.

*Continue on for information on Acceptable Forms of Support, or return to the [Main Menu](#).*
Acceptable Forms of Support

Formative support may be offered during academic terms prior to the completion of edTPA in a clinical experience or may extend during in the term edTPA is formally developed and submitted. Faculty, supervisors and cooperating teachers may take time to examine the language, structure and progression of the edTPA rubrics during formative experiences throughout the program.

Acceptable Support Prior to Beginning Official edTPA Drafts Includes:

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as *Making Good Choices* and *Understanding Rubric Level Progressions*
- Examining lessons or examples of effective teaching using edTPA rubrics or support documents
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Referring students to a writing center for assistance in improving their writing for course assignments
- Recommending and/or providing specific assistance to improve performance in areas in which the candidate has demonstrated a weakness, e.g., analytic writing, designing lessons, engaging students
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments
- Relating expectations in edTPA tasks and scoring rubrics to earlier assignments or experiences in the program
- 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
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar

Continue on for more information on Acceptable Forms of Support, or return to the Main Menu.
Acceptable Support During edTPA Drafting Process (including Planning):

- Providing a schedule/timeline for completion of sections of the edTPA submission
- 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
- Answering common questions in a group setting
- Candidates with a documented disability are eligible to receive relevant accommodations they have received for coursework and program assessments OR to apply to Pearson for approval of accommodations.
Video Recording Tips

- Use a camera that has a **recommended file format**. There are iPods; bluetooth microphones and receivers; and tripods available for check out from the **edTPA Video Helpdesk in Macy Hall 265**. *When using the iPods, use them as front-facing cameras in VGA quality video.*
- Do a test run to decide on the classroom location of the camera before recording your lessons.
- Check on the audio function and battery life of your equipment.
- If possible, have 2 cameras running.
- Record the 3-5 lessons in their entirety.
- When labeling each video file, use distinct and individual file names for each lesson/day.
- Select, trim and label the 10-20 minute video clip(s).

For more detailed information, please see [edTPA’s Video Recording Guidelines and Suggestions](#), or [Pearson’s Recommended Video Formats and Settings](#). Remember that you can contact the [edTPA Video Help Desk](#) for support and workshops.

*Continue on for information on [Video Uploading Parameters](#), or return to the [Main Menu](#).*
Video Uploading Parameters

- Before you record your video, obtain permission from the parents/guardians of your students and from any adults who appear in the videos.
- Refer to handbook Task 2, *What Do I Need to Do?* for video clip content and requirements.
- Upload a maximum of two video clips depending on your subject-specific handbook.
- Use one of the following file types: flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v.

Remember that you can also consult technicians in the edTPA Video Help Desk, Macy 265, if you have technical difficulties with video uploading.

Click to continue to a table which indicates the additional, specific parameters for every content area, or return to the Main Menu.
Video Uploading Parameters

(Continued) In addition to the parameters in the previous slide which apply to all content areas, the table below highlights the additional, specific parameters for each handbook.

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<thead>
<tr>
<th>Handbook</th>
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<tr>
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<tr>
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<tr>
<td>K-12 Performing Arts</td>
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<tr>
<td>Secondary Science</td>
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</tr>
<tr>
<td>Visual Arts</td>
<td>1-2</td>
<td>No more than 20 minutes total running time</td>
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Continue on for information on Video Confidentiality, or return to the Main Menu.
All P-12 students will need to provide a signed recording consent form prior to recording. Consent forms are not submitted with the edTPA portfolio but are retained in the candidate’s archives.

Pearson has provided a sample document found here which explains the legal level of confidentiality and privacy by which all submitted videos are protected. For practical purposes, Pearson also created a document about Guidelines for Video Confidentiality for Candidates which offers simple advice.

Teachers College offers a comprehensive Recording Consent Form in 11 languages available in Teacher Certification 20xx-xx on Canvas.

Continue on for information on Resources, or return to the Main Menu.
Resources

1. *Teacher Certification* 20xx-xx on the Canvas course platform is an information-rich, constantly updated, non-graded “course” available to teacher candidates enrolled at TC. Please contact ote@tc.edu if this course does not already appear in your MyTC Portal, ‘Canvas Courses’, under the ‘Courses’ tab -- we will happily enroll you.

2. edTPA FAQ.


4. Trimming and uploading videos: Teachers College edTPA Video Help Desk can be of assistance. Pearson also has a reference sheet of Recommended Video Formats and Settings.


7. The edTPA site.

Questions may be directed to the Office of Teacher Education at ote@tc.edu or 212.678.3466/4057; or to the edTPA Coordinator for Teachers College, Dr. Dwight Manning at dmanning@tc.columbia.edu or 212. 678-8252.

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