Introducing edTPA

Office of Teacher Education
Teachers College, Columbia University

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# Introducing edTPA

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The edTPA (Teacher Performance Assessment) entails reflective thinking on 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 State.

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

**Purpose of edTPA**
The edTPA is designed to assess teachers’ real-life abilities to teach in a classroom and to address the individualized needs of a diverse classroom. As such, the edTPA seeks to establish a student-centered model for teacher preparation both on the level of how teacher candidates develop as teachers and how they are assessed.

**Context of edTPA**
Faculty at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA, (Teacher Performance Assessment). In 2012, many universities around the country began field testing edTPA. In 2013, Teachers College participated in the edTPA Field Test. In 2014, edTPA became consequential for initial teacher certification in New York State. In 2015, the New York State Education Department implemented the latest edTPA “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 new exams listed (unless you already hold an initial certificate from New York). Please consult your Academic Program to find out the best handbook to use, 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.
Teacher certification in NY requires the following exams:

- edTPA (Teacher Performance Assessment)
- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST) A sample question from this test can be found here.
- 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
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 deadlines set by Pearson or by the recommendation of your Academic Program.

Continue on for additional details, in preparation for the edTPA, or return to Main Menu.
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.
Consult with your cooperating teacher regarding the best class to record the 3-5 consecutive lessons or 3-5 hours of connected instruction, and decide on an approximate week in which lessons will be taped.

(Please see your edTPA subject specific handbook for details; the handbook is available once you register with Pearson.)

Tip: Select a class that allows you to collect student work samples /assessments. At least one of the samples must be from a student with a specialized learning need listed in your subject specific handbook e.g. students with IEPs, English language learners, struggling readers, underperforming students, 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 template on Pearson website.

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.

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

Select one class 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 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.
Choose one language function. Identify a learning task in which 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 required permission for video recording.
Examine your plans for the learning segment.
Identify lessons to video record.

Provide video clips (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.

Video record your classroom teaching.
Respond to the prompts.
Determine if additional information is needed to understand 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 3 student work samples that represent patterns of learning you identified in your assessment analysis.
Document the feedback you gave to each of the 3 focus students.
Respond to the prompts listed in the Assessment Commentary section below 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.
Video Clips

The edTPA Video Helpdesk in Macy Hall 265 has been designed for students to receive assistance with the video recording portion. Audio and video equipment is available for check-out and assistance with trimming and uploading videos is also available.

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 Consent Form*

*TC Consent Forms are available in the “Teacher Certification@TC Students (2015-2016)” Moodle available to teacher candidates enrolled at TC. Please contact ote@tc.edu if this course does not already show up in your MyTC Portal, in ‘Moodle 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

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 and well-focused.

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

**Academic language:**
- The language necessary for students to be able to participate and learn the discipline.
- The oral and written language used in school that is necessary for learning content.
- Different from everyday language; some students are not exposed to academic 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.

*Continue on for more information on Academic Language, or return to the Main Menu.*
Academic language is the means by which students develop and express content understandings. 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


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 and Unacceptable Forms of Feedback](#), or return to the [Main Menu](#).
Acceptable & Unacceptable Forms of 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 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 about what lessons or examples to use within the assessment responses.
- 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).
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments.
- Using rubric constructs or rubric language to debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process.
- 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.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

Continue on for more information on Acceptable and Unacceptable Forms of Feedback, or return to the Main Menu.
Unacceptable forms of support include:

• Editing a candidate’s official materials prior to submission.
• Offering critique of candidate responses that provide specific, alternative responses, prior to submission for official scoring.
• Telling candidates which video clips to select for submission.
• Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.

Continue on for Video Recording Tips, or return to the Main Menu.
Video Recording Tips

- Use a camera that has a file format that is easily compressible. There are iPods, blue tooths, and tripods available to be checked out from **the edTPA Video Helpdesk in Macy Hall 265**. When using the iPods, use them as front-facing cameras (as with ‘selfies’) in VGA quality video.
- Do a test run to decide on the location of the camera before the real taping.
- Check on the battery life of the camera.
- If possible, have 2 cameras running.
- Video record the 3-5 lessons in their entirety and then select the 10-20 minute segment(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 [Academic Computing Services](#) and the [edTPA Video Help Desk](#) for support and workshops.

Continue on for information on [Video Uploading Parameters](#), or return to the [Main Menu](#).
Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear on the video.

Refer to Task 2, What Do I Need to Do? for video clip content and requirements.

When naming each clip file, include the number of the lesson shown in the video clip.

Upload a maximum of two video files.

Use one of the following file types: flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v.

Remember that you can also consult the assistants in the edTPA Video Help Desk in 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.
In addition to the parameters in the previous slide which apply to all content areas, the table below highlights the additional, specific parameters for every content area.

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<tr>
<th>Program</th>
<th>Minimum Number of Files</th>
<th>Response Length</th>
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<tbody>
<tr>
<td>Early Childhood</td>
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<td>No more than 15 minutes total running time</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>2</td>
<td>No more than 15 minutes total running time</td>
</tr>
<tr>
<td>English as an Additional Language (aka TESOL/ESL)</td>
<td>2</td>
<td>Running time no more than 10 minutes each</td>
</tr>
<tr>
<td>K-12 Performing Arts</td>
<td>2</td>
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<tr>
<td>K-12 Physical Education</td>
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<tr>
<td>K-12 Visual Arts</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>Secondary History/Social Studies</td>
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</tr>
<tr>
<td>Secondary Mathematics</td>
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<tr>
<td>Secondary Science</td>
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<tr>
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<tr>
<td>World Languages</td>
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<td>No more than 15 minutes total running time</td>
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Continue on for information on [Video Confidentiality](#), or return to the [Main Menu](#).
Video Confidentiality

All PK-12 students and any adults captured on your video recording will need to sign a video consent form on file prior to taping. Pearson has provided a 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.

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

1. “Teacher Certification@TC Students (2015-16)” on Moodle 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 show up in your MyTC Portal, in ‘Moodle Courses’, under the ‘Courses’ tab -- we will happily enroll you.

2. edTPA FAQ.


4. Compressing and uploading videos: Teachers College Information Technology and the edTPA Video Help Desk here at TC can be of assistance. Pearson also has a reference sheet of Recommended Video Formats and Settings.


7. The edTPA site.

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

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