edTPA Implementation Recommendations

Stanford Center for Assessment, Learning, and Equity (SCALE)

Designed for the profession by the profession, edTPA was developed by more than 1000 teachers and teacher educators from 26 states, piloted and validated with more than 12,000 teaching candidates, and made available for adoption in 2013.   edTPA is aligned with the InTASC standards for teaching and the Common Core State Standards for student learning. It builds on the pioneering assessment model of the National Board for Professional Teaching Standards and assesses subject specific pedagogy in 27 licensing areas.

edTPA is purposefully designed as a support and an assessment program to be embedded in classroom practice during a student teaching or internship placement. edTPA's three major tasks -- Planning, Instruction, and Assessment -- are the pillars of effective teaching that preparation programs are responsible for supporting their candidates to develop.

edTPA is intended to be educative for candidates and programs, to support student learning in diverse contexts, and to provide essential evidence to inform licensure and program accreditation decisions. To assist preparation programs, SCALE and Evaluation Systems have provided a number of on-line and face to face protocols and resources to support effective implementation of the edTPA program.   These resources are offered to support the core principle that all candidates should have a fair and equitable opportunity to learn and perform in relationship to edTPA tasks, prompts, and rubrics.

Our research and experience demonstrate that teacher preparation programs need time to develop faculty understanding about edTPA in both universities and P-12 partner schools, to build faculty capacity to support candidates, to inform candidates about revised requirements for program completion and licensure, and to create an organizational infrastructure to ensure effective implementation of edTPA. Therefore, we provide the following guidance, which reflects the lessons of successful implementation and can be adapted as appropriate to different contexts.

As we engage further in the implementation process, these recommendations will be elaborated and revised to reflect the ongoing experiences of states, programs, and candidates.

Implementation Recommendations

- SCALE recommends that state implementation plans incorporate a period of low stakes program participation in order to establish opportunities for program faculty, candidates, and P-12 partners to become familiar with requirements and learn how to incorporate them into their work. These opportunities could include voluntary involvement in edTPA through field-testing and/or opportunities for scoring by university- and school-based faculty, as well as various approaches to statewide usage – ranging from including edTPA in program completion requirements to requiring a full year of use by programs before results are used for consequential decisions.

![edTPA logo]

- SCALE recommends that a period of low stakes program participation serve as an opportunity for learning and benchmarking aimed at more effective and equitable implementation. Programs can learn how to support candidates by implementing the assessment and receiving feedback about candidate performance, producing data to support programmatic analysis and improvement.

- SCALE recommends that implementation plans include a set of readiness activities that enable programs to understand and support edTPA appropriately for candidates. Examples of readiness activities that have been successful in edTPA implementations include

  -- establishment of an advisory board that includes IHE faculty and P-12 partners to inform policy development and implementation efforts;

  -- statewide dissemination of information resources about the assessment and how programs can support its use, provided by SCALE, AACTE, and others;

  -- frequent communication with programs, districts, P-12 partner schools, and parent/ guardian organizations regarding edTPA expectations, roles, and responsibilities (ranging from video recording permissions to IHE and school roles in scheduling and supporting the teaching documented in edTPA);

  -- consultation among state agencies, programs, and P12 partners to align timelines for completing edTPA with the timing of P12 calendars, including state and local testing for students;

  -- regional and statewide implementation conferences for programs and P-12 partners to learn about and share strategies for shaping clinical and coursework experiences to support candidates;

  -- engagement in edTPA training and scoring as a professional development activity for school- and university-based faculty;

  -- plans for acquiring and supporting the use of technology (computers, video recording devices) required for implementing the assessment;

  -- support for faculty use of edTPA data and evidence to inform program improvement.

- SCALE recommends that each state establish its desired performance standard (passing score) with professional guidance, taking into account state data, expert opinion, and the standard error of measurement. The national standard-setting committee recommended a maximum score of 42 as a benchmark for consideration. The committee noted that states may consider setting their initial performance standard lower than the recommended standard to support candidate and program learning in preparation for the assessment. As warranted, the passing score can be raised over time.

- SCALE recommends that state and institutional policies be formulated to support formative opportunities for candidates to develop the necessary knowledge and skills prior to edTPA completion. Examples might include extended clinical placements, opportunities to plan

curriculum units, and practice in evaluating student learning to inform teaching. Campuses are encouraged to collaborate with P-12 partners in developing such opportunities to learn.

- SCALE recommends that programs schedule initial submission of the edTPA at a point in the candidates' student teaching placement that ensures candidates will have had sufficient opportunities to practice, learn, and perform.

- SCALE recommends that programs plan opportunities for candidates who need additional time and support to retake edTPA, as needed, in the same or subsequent term. By edTPA policy, candidates may bank scores and retake the assessment in part or in full.

For additional resources, please go to: http://edtpa.aacte.org/