



## edTPA® Provides Support by the Profession, for the Profession

### edTPA is More Than an Assessment

edTPA supports educator preparation programs by focusing on educator learning *and* program growth. This support, which edTPA continues to refine through its work with more than 600 educator programs in nearly 40 states, comes in many forms:

- edTPA partners, including the Stanford Center for Assessment, Learning and Equity and the American Association of Colleges for Teacher Education, offer customized support to states and preparation programs introducing or implementing edTPA.
- Preparation programs can use edTPA handbooks and develop embedded signature assessments in 27 subject areas across P–12 grade levels to inform formative support for candidates within curriculum, course development, embedded assessment and evaluation of clinical practice.
- Over the past two years, edTPA partners have led hundreds of webinars, workshops and other in-person learning opportunities—with more than 70 events in NY state alone. More than 1,200 faculty and clinical supervisors have received local evaluation training and more than 6,200 faculty and P–12 educators make up the national scoring pool.
- Thousands of educators and teacher candidates have downloaded dozens of web-based instructional videos, handbooks and other edTPA implementation resources. More than 2,000 have viewed a webinar on academic language. Easily accessible edTPA performance data support national and state accreditation and help programs identify their candidates' strengths as well as areas to strengthen.
- P–12 and induction support are aligned to state standards and teacher evaluation systems.

### edTPA Supports High-Leverage Teaching Practices

Preparation programs use edTPA data and materials formatively to coordinate methods and foundations coursework, strengthen clinical experiences and guide program-wide improvement to ensure that all beginning teachers are ready to teach. edTPA is useful because it reflects the core skills and knowledge that the field agrees all teacher candidates should be able to demonstrate. These are the same outcomes that educator preparation programs teach toward every day, and edTPA helps make sure they are emphasized, supported and measured. These core skills include student-centered lesson planning, assessment, instruction, and analysis of teaching to improve instruction and use of academic language.

### edTPA is Part of a Growing Professional Community

Faculty members and administrators are part of an exciting edTPA professional community. They join or lead conversations about candidate support and strengthening P–12 partnerships. For example, the new edTPA National Academy provides opportunities for educators to share experiences and support each other. Beginning in January 2015 some 70 National Academy consultants will be available to support state, regional and AACTE state affiliate events. This growing community of inquiry-oriented educators is helping edTPA fulfill its educative mission and promise and meeting the demand for more peer-to-peer interaction. In addition, nearly 400 educators attended the 2014 National edTPA Implementation Conference in Los Angeles. Last spring nearly 200 educators from 12 states attended the 2014 Mid-Atlantic Implementation Conference in Baltimore, MD, and statewide events have been held each of the past three years in WI, MN, OR, NY, TN, IA, and IL—engaging thousands of teacher educators.

## edTPA Supports the Teaching Profession

The teaching profession needs beginning teachers to be ready from day one in the classroom to meet the needs of all of today's learners. edTPA helps meet this goal by recognizing and addressing the need for a support system that provides preparation programs with resources grounded in research-based practices for high-leverage learning, data to inform learning and development and professional learning networks to guide reflection and growth.

Educator preparation programs that participate in edTPA receive clear and regular reports on how their candidates score on different sections and rubrics of the edTPA assessment. These supplement other outcome measures and can be used to guide program renewal and state and national accreditation. Here are a few examples of edTPA rubrics for which data are reported:

- **Planning:** Planning Assessments to Monitor and Support Student Learning
- **Analyzing Teaching:** Using Knowledge of Students to Inform Teaching and Learning
- **Instruction:** Deepening Student Learning
- **Assessment:** Providing Feedback to Guide Learning
- **Academic Language:** Analyzing Students' Language Use and Subject-Specific Learning

“ We now have a framework and structure. The guidelines are very clear. While not everybody comes out of the edTPA clinical experience as a shining star, they come out knowing what to expect in the classroom. And that is heads and shoulders beyond where we were before. ”

**Susan Copeland**, Principal,  
University of Memphis Campus  
School for the College of Education  
(*Principal Magazine*, September, 2014)

“ We have actively contributed to the edTPA initiative because we recognize the value of the precise feedback we can get from the assessment. This past year, we submitted almost 670 portfolios to be scored officially, and the feedback that we received was illuminating. ”

**Amee Adkins**, senior associate dean in the  
College of Education at Illinois State University  
(Guest Blog, National Board for Professional  
Teaching Standards, Oct. 29, 2014)

<http://edtpa.aacte.org/>



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