

## The Teaching Performance Assessment (edTPA)

**A. Introduction.** The edTPA is a new and authentic assessment of prospective teachers developed by Stanford University in collaboration with the Teacher Performance Assessment Consortium. The Consortium currently consists of 25 states and over 160 institutions of higher education that have worked together to develop this assessment and pilot it across the country.

edTPA is the culmination of many years of work by members of the teaching profession who have designed and refined assessments that capture the act of teaching. These efforts began with the National Board Certification portfolio for recognizing accomplished teaching in the early 1990s, the INTASC assessments of beginning teachers implemented in Connecticut and elsewhere, and the Oregon Teacher Work Sampling System and the Performance Assessment for California Teachers, designed for pre-service teachers.

edTPA was launched as a result of the growing determination by educators to create a nationally available assessment for new entrants to teaching – designed by teachers and teacher educators to reflect the real work of teaching, to support the learning of candidates, and to give useful feedback to programs that prepare teachers.

edTPA, is a pre-service assessment process designed by educators. As with teaching, edTPA is not easy. It requires teacher candidates to demonstrate the skills necessary to meet the daily challenges of classroom teaching: planning around student learning standards, adapting plans for students based on their specific needs, implementing and assessing instruction, developing academic language, evaluating student learning, and reflecting on how to improve student outcomes by continuing to refine teaching plans and strategies. By focusing on the act of teaching, edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge.

**B. Assignment.** To complete the edTPA, teacher candidates will submit artifacts and commentaries as evidence of how they planned and implemented instruction to deepen student learning in their certification area. Artifacts include lesson plans, copies of instructional and assessment materials, video clips of teaching, and student work samples. The commentaries describe the artifacts, explain the rationale behind their use, and analyze and reflect on what candidates learned about their teaching practices and students' learning. In each commentary, the edTPA provides prompts to provide evidence of what is known and understood about students and their learning. Note that although writing proficiency will not be scored directly, commentaries must be clearly written and well focused.

**C. Assessment.** The evidence submitted will be judged on five dimensions of teaching: Planning, Instruction, Assessment, Analyzing Teaching and Academic Language. Evidence for the planning, instruction, assessment, and analyzing teaching dimensions will come from the corresponding tasks. Evidence for the academic language dimension will come from the planning and either the instruction or assessment tasks. The descriptors in the five rubrics levels address a wide range of performance representing the knowledge and skills of a novice not ready to teach (Level 1) to advanced practices of a highly accomplished beginner (Level 5).

### **D. Submissions.**

**Planning Instruction and Assessment.** Submit context for learning information (rationale, main ideas, goals, and alignment with relevant common core standards); lesson plans, instructional material (activity sheets/powerpoint, media, etc), and assessment tools; and planning commentary.

**Instructing and Engaging Students in Learning.** Submit two (2) video clips that do not exceed 10 minutes each and instructional commentary.

**Assessing Student Learning.** Submit assessments, three (3) student work samples, evidence of in-depth teacher feedback for two "focus" students, and assessment commentary which includes future strategies based on the assessments.

**Analyzing Teaching.** Response to questions about teaching practice and two or three revisions to the original lesson plan. Cite evidence in the video clip and in the student work samples and analyze the effectiveness of teacher language supports.

**E. Professional Responsibilities.** You are responsible to protect confidentiality, acquire permission, cite sources, align instruction with state and national standards, and collaborate with others while developing your own teaching practices.

## TPA Implementation Curriculum Plan

	Task Description	Courses
<b>TPA Task 1: Planning Instruction and Assessment</b>		
<b>Part A: Context for Learning Information</b>	About the school where you are teaching. About the class featured in this assessment. About the students in the class featured in this assessment.	
<b>Part B: Lesson Plans for Learning Segment</b>	<ol style="list-style-type: none"> <li>1. Lesson Plans, including:               <ul style="list-style-type: none"> <li>• State Standards targeted in each lesson, learning objectives associated with the content standards.</li> <li>• Informal and formal assessment tools/procedures used to monitor student learning including types of assessment and what is assessed.</li> <li>• Instructional Strategies and Learning Tasks used to support student learning, including what you and the students will be doing.</li> <li>• Resources and Materials</li> </ul> </li> <li>2. Key instructional materials and all assessment tools/procedures used during the learning segment (EG. task cards, peer assessments, class handouts, PowerPoint slides)</li> </ol>	
<b>Part C: Planning Commentary</b>	<ol style="list-style-type: none"> <li>1. Content Focus Summary: Summarize the central focus for the competencies and knowledge you will teach in this learning segment.</li> <li>2. Knowledge of Students to Inform Teaching: what do you know about your students' prior learning and experience with respect to the central focus of the learning segment?</li> <li>3. Supporting Student Learning: explain how your plans support your students' learning related to the central focus of the learning segment. Cite research and theory to support your explanations.</li> <li>4. Supporting Student Understanding and Use of Academic Language: explain how your plans support your students' academic language development.</li> <li>5. Monitoring Student Learning: explain how the assessments were selected and/or designed to provide evidence of student progress toward the learning objectives. Describe any modifications or accommodations to the assessments that allow students with specific needs to demonstrate their learning.</li> </ol>	

	Task Description	Courses
<b>TPA Task 2: Instructing and Engaging Students in Learning</b>		
<b>Part A: Video Clips</b>	<p>Video Record teaching : Select 1 clip (15 minutes in length) that shows interactions that demonstrate how you engage students in developing their competencies and knowledge. Select one clip (5 minutes) that demonstrates class management.</p>	
<b>Part B: Written Instruction Commentary</b>	<ol style="list-style-type: none"> <li>1. Identify the number of the lesson(s) from which the video clips were taken.</li> <li>2. Engaging students in learning</li> <li>3. Deepening Student Learning During Instruction</li> <li>4. Evidence of Academic Language</li> </ol>	

Task Description	Course
<p><b>TPA Task 3: Assessing Student Learning</b></p> <p><b>Part A. Student Work Samples</b></p>	
<p>Select 3 student work samples or documented performances (audio, video, PDF samples of graphics. Etc.) representing what students in the class understood or could do from the lesson and what a number of students were still struggling to understand or do. At least one student must have identified learning needs.</p> <p><b>Part B: Evidence of Feedback</b></p> <p>From the 3 student work samples already selected, identify 2 focus students: one with identified learning needs and one other. If you feedback is not shown on the student work samples or in the video clips document and submit evidence of the feedback you provided to the 2 focus students, either as individuals or as part of a larger group.</p>	
<p><b>Part C: Assessment Commentary</b></p>	<p>1. Analyzing Student Learning:</p> <ul style="list-style-type: none"> <li>• Identify the specific standards/objectives measured by the assessment.</li> <li>• Summarize student performance relative to the evaluation criteria.</li> <li>• Describe the individual learning strengths and challenges for the 2 focus students you chose, make conclusions and cite specific evidence to support your conclusions.</li> </ul> <p>2. Feedback to Guide Further Learning</p> <ul style="list-style-type: none"> <li>• How did feedback provided to each focus student address the individual's learning needs and objectives?</li> <li>• What opportunities were provided for students to apply the feedback?</li> </ul> <p>3. Using Assessment to Inform Instruction</p> <ul style="list-style-type: none"> <li>• Based on your analysis of student performance in the assessment, describe next steps for instruction for the whole class and individualized steps for the 2 focus students.</li> <li>• Explain how these next steps follow from your analysis of the student performances.</li> </ul>

TPA Task 4: Analyzing Teaching	
Analyzing Teaching Commentary	
	<ol style="list-style-type: none"><li data-bbox="274 447 313 1938">1. What would you do differently?</li><li data-bbox="313 447 345 1938">2. Why would these changes make a difference? Cite evidence from your experience teaching this learning segment to support your explanation.</li></ol>