

edTPA Guidelines for Acceptable Candidate Support Revised August 2016

edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidate's readiness to teach. This document outlines guidelines for supporting candidates during their completion of edTPA. These guidelines apply to all edTPA support – from faculty, supervisors, cooperating teachers, peers, and other support providers (e.g., a writing center or tutor).

Consistent with research on student learning,¹ programs are encouraged to help candidates examine expectations for performance evaluated by edTPA in meaningful ways and discuss how they will demonstrate their performance in relation to those expectations. Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are expected and encouraged. 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. For example, one highly effective way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics.

Throughout an educational preparation program, candidates receive a variety of support during their coursework and fieldwork that aligns with assessed elements of edTPA. For example, methods courses often include assignments related to curriculum and lesson design, and educational psychology courses likely include assignments related to analyzing student assessment data: both courses could help support the candidate's thinking about how to design lessons and understand assessment in relationship to the expectations identified in edTPA. During field experiences, candidates are trying out what they have learned, and they receive feedback on their performance from supervisors, cooperating teachers, and other support providers. These activities and formative experiences provide opportunities for candidates to “practice the activities of edTPA” and to synthesize their learning from the program. In addition, instructors typically provide feedback to candidates relative to the teaching standards of their field and any state standards for teaching performance addressed within the coursework and assignments. Preparation for edTPA offers many collegial opportunities for candidates to share and discuss their experiences as well as to share and discuss responses to practice activities.

Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates mastery of state/program standards and should be recommended for an initial license. This document clarifies what are acceptable forms of support for candidates during the edTPA process and what are unacceptable forms of support. This support could be provided by faculty, cooperating teachers and other support providers, or by peers. This version replaces earlier versions posted at <http://edtpa.aacte.org/> and <https://www.edtpa.com/>.

¹ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from <https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf>