

The **American Association of Colleges for Teacher Education (AACTE)**; the **Stanford Center for Assessment, Learning, and Equity (SCALE)**; and **Pearson** invite Washington educators to become scorers for edTPA®.

edTPA Scorer Qualifications

- Expertise in the subject matter or developmental level of the teaching field (degree and professional experience)
- Teaching experience in that field (or teaching methods or supervising student teachers in that field)
- Experience mentoring or supervising beginning teachers or administering programs that prepare them

edTPA Scorer Benefits

- Promotes a deep understanding of edTPA rubrics that will enable you to better support teacher candidates
- Support informed discussions with teacher candidates and colleagues
- Support educator preparation programs curriculum mapping, multiple-measures, assessment-system design, alignment with supervisory observations/evaluation, articulation with PK–12 partners, and formative learning opportunities for candidates

edTPA Scorer Commitment

- Scorers must complete a training curriculum that includes about 19 to 24 hours of online modules and scoring of practice and qualification portfolios.
- In addition to completing the training, scorers are expected to score a minimum of 1 to 2 portfolios per week for a multi-month scoring session, subject to the number of submissions. The total number of edTPA portfolios available to each scorer will vary based on the volume of candidate submissions.
- Scorers are also carefully monitored by trained scoring supervisors during scoring activities to maintain high quality.
- Portfolios are available for scorers to score at their convenience; the average time to score a portfolio is approximately 2 to 3 hours.
- Scorers are compensated for training time and for portfolios scored.

More Information

For more information on edTPA, visit <http://edtpa.aacte.org/>.

To find out how to get involved in local evaluation or national scoring of edTPA, contact your partner university educator preparation program or visit <http://scoreedtpa.pearson.com/>.

Copyright 2015 Board of Trustees of the Leland Stanford Junior University

The edTPA trademarks are owned by The Board of Trustees of the Leland Stanford Junior University. Use of the edTPA trademarks is permitted only pursuant to the terms of a written license agreement.

030915

edTPA®

Washington Teachers Who Support Teacher Candidates

Washington is a leader in developing and implementing edTPA—a performance-based assessment that provides evidence that teachers beginning their careers are ready to teach.

SCALE

Stanford Center for Assessment, Learning, & Equity

After the Washington legislature mandated the use of a performance-based assessment of aspiring teachers, the Professional Educator Standards Board (PESB) adopted edTPA as the tool to satisfy the mandate. As of January 1, 2014, edTPA is a program completion requirement for all graduates of Washington teacher preparation programs. The process provides Washington a common measure of effectiveness by asking each teacher candidate to demonstrate teaching that supports student learning.

If you are a P–12 teacher who supervises or supports teacher candidates in their clinical experiences, you will see how edTPA creates a rigorous and meaningful experience for aspiring teachers and students. Teacher candidates will develop lesson plans and deliver instruction consistent with your school’s standards and curricula. For the first time, however, all teacher candidates will document the six priority areas outlined below:

edTPA Focuses on Areas Critical to Effective Instruction

Teaching Area	Candidate Classroom Materials (Artifacts) Reviewed
Planning	Lesson plans, instructional materials, student assignments, assessments, commentary explaining how plans meet student learning needs
Instruction	Unedited video clips, commentary analyzing student engagement in learning
Assessment	Samples of student work, feedback to focus students, summary of student learning, commentary explaining student learning and justifying next steps for teaching
Analysis of Teaching	Planning, instruction, and assessment commentaries as noted above
Academic Language	Unedited video clips and/or student work samples, planning and assessment commentaries
Student Voice	Planning, instruction, and assessment commentaries; unedited video clips and/or student work samples; student self-reflections

edTPA was developed under the leadership of the Stanford Center for Assessment, Learning, and Equity (SCALE) in partnership with the American Association of Colleges for Teacher Education (AACTE). The edTPA process draws on experience gained from the 25-year development of performance-based assessments of teaching, including the National Board for Professional Teaching Standards and the Performance Assessment for California Teachers. Since 2009, thousands of teacher educators and P–12 teachers have collaborated on edTPA to meet the need for a nationally available research- and standards-based assessment of candidate performance and more than 550 campuses in 35 states are now using the assessment.

Videorecording requirement

Videorecording may be a new requirement for teacher candidates and they are cautioned to protect privacy and confidentiality. The video clips will be submitted for scoring purposes only, unless additional permission is requested.

Teacher candidates are expected to follow their cooperating school’s policies and protocols for obtaining the necessary parental/guardian permission or to place those children without permission off-camera. Sample release forms are provided for reference at <http://www.edtpa.com/Content/Docs/SampleReleaseForm.pdf> and reflect the type of notification and permissions that must be obtained prior to videorecording. Additionally, teacher candidates should consult their preparation program for other specific information that may be required to include in the release form.

The video submitted by each teacher candidate will not contain the candidate’s name, the names of the cooperating teacher, school or district, or the last names of the students. Each teacher candidate must agree in advance that the video cannot be shared, posted publicly, or used for any other purpose without additional permission.

What you can expect

As a supervising teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates may need your input about the context and background of their students early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

Your collaboration as a mentor and facilitator will be critical to the overall experience and success of your teacher candidate. In return, edTPA will foster professional dialogue that will enhance the mutual benefits for both veteran teachers and teacher candidates. 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 readiness for an initial license. This document clarifies acceptable forms of support for candidates during the edTPA process and those that are unacceptable.

Acceptable Forms of Candidate Support Within the edTPA Process

- 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)
- Using rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process
- Asking probing questions about candidates’ draft edTPA responses or videorecordings, without providing direct edits of the candidate’s writing or providing candidates with specific answers to edTPA prompts
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support Within the edTPA Process

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