Appendix G: EdTPA Information

edTPA

edTPA Guidelines for Acceptable Candidate Support
Revised September 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/.

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[1] Black, P., & Wiliam, 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

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https://www.edtpa.com/Content/Docs/GuidelinesForSupportingCandidates.pdf

edTPA

Acceptable Forms of Support for Candidates within the edTPA Process

Acceptable Support Prior to Beginning Official edTPA Drafts Includes:
- 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* and *Understanding Rubric Level Progressions*
- Examining lessons or examples of effective teaching using edTPA rubrics or support documents
- 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)
- Referring students to a writing center for assistance in improving their writing for course assignments
- Recommending and/or providing specific assistance to improve performance in areas in which the candidate has demonstrated a weakness, e.g., analytic writing, designing lessons, engaging students
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments[2]
- Relating expectations in edTPA tasks and scoring rubrics to earlier assignments or experiences in the program
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar

Acceptable Support During edTPA Drafting Process (including Planning) Includes:
- Providing a schedule/timeline for completion of sections of the edTPA submission
- Co-planning a learning segment with a cooperating teacher or a peer, as long as each candidate provides his/her own justification for planning decisions and analyses of the teaching and student learning in the commentaries
- Answering common questions in a group setting
- Candidates with a documented disability are eligible to receive relevant accommodations they have received for coursework and program assessments OR to apply to Pearson for approval of accommodations.
  - ➤ Not all accommodations are relevant, e.g., additional time (since the candidate can adjust the submission date) or accommodations related to the knowledge and skills being

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[2] Note: If candidates, peers, or instructors use rubrics in formative exercises or assignments, they must be aware that such local scoring cannot be assumed to be comparable to the scoring conducted by trained evaluators who have met calibrated scoring standards.

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https://www.edtpa.com/Content/Docs/GuidelinesForSupportingCandidates.pdf

Appendix H: Video Consent Information and Forms

SMU Responsibility for EdTPA videos
Because of parental concerns over privacy and safety, as well as legal requirements, candidates and their Teacher Education programs have significant responsibilities in creating the videos and limiting their use to appropriate purposes.

1. **Programs must work with candidates and districts to assure that the necessary parental consent has been sought and received, and that students whose parents have not given consent must not appear in the edTPA video.**
   a. *Programs must explicitly explain to candidates the importance of obtaining parental consent for the video clips.*
   b. *Programs must collect and save the candidate affidavits of responsibility.*
   c. *Programs must communicate to candidates the process for assuring that parental consent has been sought and obtained. (This process will vary by districts.)*
   d. *Programs must communicate to candidates the process for handling students who do not have parental consent during their videotaping.*
   e. *Programs must confirm that consent forms are being retained, either by the district or by the program.*
2. *Programs that wish to use candidate video clips for purposes of program analysis and evaluation must observe the following guidelines:*
   a. *Explicit, written candidate permission must be obtained.*
   b. *Video clips collected by programs must be centrally maintained on a secure site and not further distributed, either internally or externally.*
   c. *edTPA video clips collected by institutions must be used by program faculty solely for purposes of analyzing program effectiveness. Any other use requires separate explicit consent of candidates and parents.*
   d. *Video clips collected for purposes of program improvement must be retained and destroyed in accordance with the institution's retention schedule.*

I have read the above guidelines and agree to follow them.

Name (printed)_____

Position_____

Institution_____

Signature_____

Date_____

Guidelines for Intern Use of EdTPA Videos

A video clip is included in the Teacher Performance Assessment (edTPA) because it adds richness and valuable context to the evaluation of your teaching. However, because videos will almost always include identifiable images of students, their use as part of the edTPA carries some significant ethical and legal responsibilities. For reasons of privacy and safety, many parents are concerned about their children appearing in videos and photos, especially any that might be used outside the classroom. For both legal and ethical reasons, *those concerns must be respected at all times.* Doing so requires the following of you:

1. **Parents and guardians must be asked to consent to having their children appear on the video.** Depending on the district, there may be different ways of satisfying this responsibility: some districts may already have parental consent that would apply to the edTPA video; in other cases, you must seek specific permission for students to appear on the edTPA videos. Your university supervisor can tell you how it will be done for your classroom. *If you have not been informed about this by the beginning of your student teaching, your responsibility is to ask your supervisor how this requirement will be handled.*

2. ***Before creating the video, you must be sure you know the names of any students whose parents did not grant permission and must avoid including those students on the video by positioning the camera so that it does not capture their images. Also, any student work you submit as part of the assessment must not contain student last names.*** Important note: Non-consenting students must *not* be excluded from the learning activity.

3. **Once created, video clips must be submitted as part of your edTPA evidence but must not be shared or distributed beyond that.** Video clips are created solely to be used as part of your edTPA submission. No part of that video (whether or not included with your submission) should be used for any other personal or professional purposes. In particular, *it must not be posted online, sent to friends and family, or included in your job portfolio.* Anyone suspected of misusing video clips (s) will be reported to the college/university. This violation falls under the FERPA laws and are subject to an investigation. Other possible civil and criminal investigations and/or penalties can apply. (Remember: Once you have shared the video electronically with anyone, you have effectively lost control of it.)

4. **Once you have received confirmation that you have successfully completed the edTPA, video clips must be destroyed**. This includes not only the segments submitted, but any video material created as part of your effort to prepare for and complete the edTPA.

5. **Your preparation program may seek your explicit, written consent to share the video with them for purposes of program improvement, since consent for this**

activity will be included in the form signed by parents or guardians. You may choose to do so, but this is the sole exception to rule #3 above.

I have read the above guidelines and agree to follow them.

Name (printed)_____

Signature_____Date_____

Saint Martin's
U N I V E R S I T Y

Teacher Performance Assessment (edTPA)

Student Consent Form

Dear Parent/Guardian:

As a teacher intern in your child's classroom, I will be evaluated using the Education Teacher Performance Assessment (edTPA), an instrument that is currently being developed for use in Washington and other states. The primary purpose of this assessment is to develop a valid and reliable assessment that can measure the performance of future teachers and lead to improvement of the programs that prepare them.

Although the purpose of the assessment is to evaluate my teaching, the project will include short video recordings of lessons taught in your child's class, as well as samples of student work. In the course of taping, with your permission, your child may appear on the video recordings. If you choose not to give your permission, then your child will still participate in the classroom instruction as usual. S/He will just be seated out of camera range. Also, I will submit anonymous samples of student work as evidence of teaching practice, and that work may include some of your child's work.

The video recordings will be used solely for purposes of evaluating my instruction and for improving teacher preparation programs. The only people who see them will be teachers at the school, scorers trained by Pearson Testing, and university faculty and supervisors. The recordings will not appear on the Internet or in other public settings. Any samples of student work that I collect for this assessment will not contain the student's last name.

Sincerely,

_____

(Teacher Intern Signature)

Saint Martin's UNIVERSITY

PERMISSION SLIP

Student Name: _____

School/Teacher: _____

Your Address: _____

I am the parent/legal guardian of the child named above. I have received and read the project description given upon regarding the Teacher Performance Assessment (edTPA), and agree to the following:

(Please check the appropriate box below.)

☐ I DO give permission to you to include my child's image on video recordings as he or she participates in a class conducted at_____ by

_____   _____

                (Name of School)   **(Teacher's Name)**

and/or to reproduce materials that my child may produce as part of classroom activities. No last names of any child will appear on any materials submitted by the teacher.

☐ I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____ Date:
_____

_____

I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted.

☐ I DO give permission to you to include my image on video recordings as I participate in this class and/or to reproduce materials that I may produce as part of classroom activities.

☐ I DO NOT give permission to video record me or to reproduce materials that I may produce as part of classroom activities.

Signature of Student:_____
Date_____

Student Date of Birth: _____/_____/____

         Appendix I: EdTPA Policy and Remediation Procedure

PESB (Professional Education Standards Board) has established the passing score threshold to **40 (2.67/rubric)** as the passing score for the edTPA for rubrics 1-15.

Each University was given the responsibility to decide on the passing score for Student Voice rubrics 16-18. The College of Education and Counseling has set a minimum passing score of **8 (2.67)** on these three rubrics. Student voice R16-18 will become consequential Fall 2019 and will be scored by Pearson.

Students failing to make the total pass score on R1-15 once, may resubmit as much as the whole Edtpa assessment once. It is strongly recommended you arrange for some remediation prior to your second submission of the Edtpa. If you fail to pass the Edtpa with the total score of 40 the second time, you will be asked to not resubmit the Edtpa assessment unless you complete a personalized remediation process. That remediation process is/can be similar to that required for failing your internship (see Intervention information)

Students scoring below an 8 on Student Voice rubrics 16-18 must meet with one of the Directors of Field Experience and identify the problem areas for remediation. Students will then redo the section(s), resubmit the section(s) to the Field Director and have it rescored by a CEC faculty member chosen by a Field Director. Allow up to three weeks for the section(s) to be scored (see and follow detailed protocol for Student Voice Remediation in seminar documents). Students may retake the student voice parts once; one retake, without any specific requirements attached. If a student fails the student voice R 16-18 twice, and they choose to do a second retake, before they do the second retake, they are required to remediate by enrolling in a 30 hour practicum (ED 408/MED 508) where they specifically practice collecting, analyzing and interpreting student voice data for a learning segment. They may then resubmit their new student voice artifacts by the end of the semester of the practicum.

Students receiving more than one Condition Code in one task need to redo that task. See seminar documents for Condition Code descriptions and Retake and Resubmission policies.

Students scoring below a 40 (2.67) on their edTPA (Rubrics 1-15) will need to remediate, meeting the guidelines set by SCALE and Pearson. Students can redo one task for a cost of $100, redo two tasks for $200, all three tasks for a cost of $300. These redo costs are the students' responsibility.

For students who do not pass ed TPA, the following may occur:

- A committee reviews the student's edTPA.
  Committee members: Directors of Field Experience, CEC faculty with expertise in the content area, University Supervisor, and Teacher Intern.

- The initial meeting will review the intern's edTPA results and identify the problem areas. A decision will be made about what task(s) need to be redone. A timeline for completion will be set with due dates.

If the redo requires the intern to plan, teach, and assess new lessons, the university supervisor will attempt to arrange for the intern to return to the school if at all possible. S/he will act as liaison between the mentor teacher and the university. It is recommended that the intern return to the classroom for 1-2 weeks allowing time to plan instruction and teach the 3-5 connected lessons. If the intern is unable to return to their original classroom, SMU will not place them again.

New PESB/OSPI Guidelines for passing scores of edTPA inclusive of Student Voice rubrics

In the July Board meeting, the Board approved a new edTPA passing score of 47 (41 for World Languages and Classical languages). The new edTPA passing score will take in effect beginning Fall 2019 (submissions after 8/15/2019). Please note that the Board decided NOT to adopt a ramp up plan for the new passing scores inclusive of SV rubrics.

Timeline of edTPA passing score transition

Timeline	During the 2017-2019 edTPA Program Years	Beginning with the 2019-2020 edTPA Program Year (Fall 2019)
Submission dates	Submissions between September 28, 2017 ~ August 15, 2019	Submissions after August 15, 2019, which marks the final 2018-2019 program year submission deadline.
Score report dates	Score reports between October 19, 2017 ~September 5, 2019	First score report date* of the 2019-2020 program year (following the final 2018-2019 program year reporting date of September 5, 2019)
edTPA Passing Score	40 (35 for World/Classical Languages)	47 inclusive of SV (41 for World/Classical Languages)

*Note the exact date is TBD at this time.
Consequentiality of Low Incident Areas
The Board also decided to make four of low incident areas consequential beginning September 2019. The most up-to-date portfolio submission data show that these areas now have the satisfactory data to be consequential. Thus, they will have the same PESB-set passing score of 47 as other consequential areas beginning Fall 2019. Those four areas include:
- Agricultural Education
- Family and Consumer Science
- Health Education
- Visual Arts

There are four remaining low-incident areas in which we have not collected sufficient data to support their passing scores. Those areas include:

- Business Education
- English as an Additional Language
- Library Specialist
- Technology and Engineering Education

The remaining low incident edTPAs will not have a PESB-set passing score. However, programs need to take into consideration candidate performance of these areas when

recommending for certifications. PESB will wait until more data are available for the rest of low incident subjects before holding candidates in those areas to the passing standard.