



Graduate School of Education

Cooperating Teachers and the edTPA

YOUR STUDENT TEACHER AND THE edTPA

Beginning May, 2014, New York State will require candidates for initial teaching certificates to complete a new performance assessment known as the edTPA, Educational Teacher Performance Assessment. Schools and cooperating teachers are important partners with the university in helping our students succeed in this comprehensive task; therefore, we want to help you understand this new responsibility.

What is the edTPA?

- The edTPA is a performance-based assessment that was developed by a group of researchers from Stanford University and is used in over 25 states. The assessment is used to evaluate each candidate's ability to effectively teach subject matter to all students. New York is one of the first states to use the assessment for teacher certification.
- Student teachers will be assessed on a variety of artifacts including written reflection of lessons planned and taught, assessments of student work, samples of students' work, and video clips from the classroom.
- Each student teacher will submit the edTPA to Pearson (the testing provider for the edTPA) for evaluation. All documents and videos submitted to Pearson are secure and student teachers are aware of the issues of confidentiality for students and schools. The edTPA may also be viewed by college faculty and students for educational purposes.
- You can find more information about the edTPA along with a letter from Commissioner King at www.nystce.nesinc.com/NY_annTPA.

What will Student Teachers Demonstrate Through the edTPA?

Student teachers will be expected to demonstrate competency in the following four areas:

1. **Planning.** The student teacher will provide evidence that demonstrates an ability to use knowledge of student backgrounds and the academic content to plan effective student-centered lessons that are based on state and national standards.
2. **Instruction.** The student teacher will provide evidence that demonstrates the ability to actively engage students in learning the academic content.
3. **Assessment.** The student teacher will provide evidence that demonstrates the ability to analyze student learning with the intent to provide specific feedback, appropriately plan the next steps in instruction, and make necessary adaptations to teaching practices.
4. **Academic Language.** The student teacher will provide evidence that demonstrates and ability to analyze the language demands of academic content and provide appropriate lesson progressions based on students' language development.

What is Your Role?

The student teacher has sole responsibility for submission of the edTPA, however, there are numerous ways cooperating teachers and university faculty can provide support in this important assessment. First of all, your valuable mentoring, input, and feedback regarding his or her teaching in your classroom is vital to this process. In addition,

- **Become familiar with the edTPA tasks.** Understand the central focus of the lessons the student teacher must teach and the scope of the requirements of the assessment. Read over the material your student teacher provides so you can learn about the scope of this assignment.
- **Early in the student teaching placement,** work with your student teacher to select one lesson segment of three to five lessons for one of your classes that meets the requirements of the central focus of their edTPA. Help the student teacher learn about contextual information such as demographics, students who are English Language Learners, and students with IEPs, 504 plans as well as their specific needs. He or she is required to plan lessons that are modified to accommodate all student needs. The assessment also requires a focus on selected students of varying abilities to demonstrate the ability to plan, instruct, and assess students of differing abilities and needs.
- **Help your candidate obtain consent for edTPA video recording.** There is a consent form for parents to sign and return. Please be supportive and encourage the parents/guardians of your students to return the signed form.
- **Be available to video record at least three full lessons.** The candidate will bring the camera and necessary materials and will understand how to use the equipment. Every candidate needs to submit video of 15-20 minutes in length as part of the edTPA. It is best if multiple lessons are recorded so there is some choice for submitting the best segments. The camera should be focused on the candidate and the class. If any students do not have video consent, they must not appear in any video clips. They may participate in the lesson but should be out of the camera frame.
- While all the work submitted as part of the edTPA needs must be the sole work of the candidate, it is important that you **provide feedback and suggestions and ask critical questions** as the teaching candidate reflects and writes about his or her lessons. Strong formative support is allowed: asking open-ended questions, discussing curriculum and instructional choices, using the edTPA rubrics to provide feedback on teaching. What is not allowed is making curriculum materials or instructional strategies decisions for the edTPA lessons, editing drafts of the narrative or video clips, using the rubrics to give formal feedback on the edTPA draft or final version, or suggesting changes be made to either drafts or final versions.

If at all possible, arrange for your candidate to teach his or her edTPA lessons **as soon as possible**. This will give him or her ample time to analyze and edit the video before submitting it. It will also allow for a second recording if necessary.

If you have any further questions concerning the edTPA, please contact your candidate's university supervisor. We will be glad to assist as needed. Or call 607-777-2722.
