



## The edTPA and the University Supervisor

### 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. This assessment is completed during student teaching with the cooperating teacher and the university supervisor 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](http://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 candidate has sole responsibility for submission of the edTPA; however, there are numerous ways supervising teachers and university faculty can provide support in this important assessment. First of all, your valuable mentoring, input, and feedback regarding 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 candidate provides so you can learn about the scope of this assignment.
- **Early in the student teaching placement,** work with your candidate to select one lesson segment of three to five lesson for one of his or her classes that meets the requirements of the central focus of their edTPA. Help the candidate 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. The candidate 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.
- 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, encourage your student teacher 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.