

edTPA Information for Districts

The state of Tennessee is committed to ensuring that novice teachers are prepared to meet the diverse needs of Tennessee students. Performance-based assessments, such as the edTPA, are designed to engage teacher candidates in demonstrating their understanding of teaching and student learning in authentic ways. Beginning **Jan. 1, 2019**, initial licensure applicants will be required to submit qualifying scores on the appropriate edTPA assessments. The edTPA will replace the Professional Learning and Teaching (PLT) Praxis exam for most endorsement areas once it becomes a licensure requirement. Candidates enrolled in traditional educator preparation programs will be required to have qualifying edTPA scores prior to licensure. Educators entering the field through a job-embedded pathway must complete the edTPA with a qualifying score prior to renewing or advancing their license.

The edTPA is a nationally available, subject-specific performance assessment designed to assess candidates seeking initial licensure. Modeled after the **National Board for Professional Teaching Standards** assessments for experienced teachers, the edTPA provides a valid and reliable classroom-based assessment of a teacher candidate prior to licensure. Through edTPA, teacher candidates demonstrate the knowledge, skills, and abilities needed to meet the needs of Tennessee's diverse pre-K-12 learners. The edTPA is:

- a multiple measure assessment that examines lesson plans, videos of teaching, teaching artifacts (handouts slides, etc.), student work samples, narrative explanations/rationales, and reflections as evidence of candidate preparedness;
- focused on student learning and principles from research and theory; and
- designed to be educative for candidates, preparation programs, and policy makers.

In preparation for the January 2019 licensure requirement, many educator preparation providers (EPPs) have made changes to their coursework and clinical experiences to support candidates as they learn the skills necessary to become effective educators and successfully complete the edTPA. As stakeholders and collaborators in educator preparation, it is important for districts to be aware of these changes. This document provides general information about the edTPA for district administrators and teachers in support of district and EPP partnerships to assist in maintaining their teacher pipeline.

General edTPA Information

Supporting candidates as they prepare to become licensed educators is a collaborative effort that involves multiple stakeholders. The next two pages provide general information about edTPA and information that will help district staff as they partner with EPPs and engage with candidates completing the assessment.

When do candidates complete the edTPA?

Candidates typically complete the edTPA during clinical practice (e.g., student teaching, internship or job-embedded preparation experience). Candidates work with their clinical mentor, clinical supervisor, and EPP faculty to determine a schedule for completion that is appropriate for the classroom and meets the necessary deadlines.

What does edTPA require of candidates?

Candidates prepare a portfolio focused on three tasks—planning, instruction, and assessment strategies that are critical to providing effective instruction. In task 1, candidates develop 3-5 consecutive lesson plans and thoughtful commentary that describes their intended teaching. Task 2 requires unedited video recordings of the candidate’s teaching in a classroom, with an emphasis on instruction that engages and responds to the diverse needs of students. In task 3, candidates demonstrate the impact of their teaching on student learning. Candidates are required to use data to inform their instruction, and give effective feedback to students. Throughout the three tasks, candidates demonstrate their ability to develop their students’ academic language and to justify and analyze their own teaching.

What are the main contents of the edTPA portfolio?

Planning	Lesson plans, instructional materials, student assignments, assessments, commentary that justifies how plans meet student learning needs
Instruction	Unedited video clips, commentary that analyzes student engagement in learning
Assessment	Samples of student work, feedback to identified focus students, commentary that analyzes student learning and justifies next steps for teaching
Analysis of teaching	Planning, instruction, and assessment commentaries
Academic language	Unedited video clips and/student work samples, planning and assessment commentaries

How is the edTPA scored?

The edTPA handbooks typically include 15 rubrics, each of which is scored on a five-point scale. There are also two handbooks with 13 rubrics (Classical and World Languages), and one handbook with 18 rubrics (Elementary Education). A full list of handbooks and qualifying scores can be found on the [edTPA for Tennessee webpage](#).

Scorers include teacher educators from institutions participating in edTPA and qualified, experienced teachers and school administrators. All scorers are recruited and selected based on their experience with beginning teachers and their subject-matter/content expertise. Scorers are trained using materials developed by Stanford University. For more information about the assessment and its development, visit the [SCALE website](#).

edTPA Information for District Administrators and Clinical Mentors

In what ways is edTPA valuable?

For districts:

- School administrators can get a sense of any candidate's readiness to teach based on a common set of expectations and standards demonstrated in the edTPA, and utilized by each Tennessee EPP.
- New hires from Tennessee programs will begin their career with data from edTPA that can be used to explore their current strengths and professional development needs as a novice educator.
- Novice teachers will have a better understanding of teaching and learning and how to use this knowledge to support students.
- Candidates demonstrate their content knowledge and approach to teaching prior to licensure, on an assessment that aligns well with TEAM. This connection can support new teacher induction efforts by districts.

For districts and EPPs:

- EPPs and district partners can use edTPA data in discussions about supporting teacher candidates during their clinical experience to become stronger novice teachers.
- EPPs and districts can use program edTPA data to coordinate intentional transition supports for moving candidates from preparation to induction.

For EPPs:

- edTPA creates a common set of performance-based criteria for all teacher candidates across all programs.
- edTPA data can be used for continuous improvement and identifying areas of strength in various programs, as well as areas for program improvement.

For candidates and novice educators:

- The edTPA process is an opportunity for candidates to demonstrate and articulate student-focused classroom practices in a real-world setting prior to licensure. Along with other aspects of the clinical practice, the edTPA provides teacher candidates with information that can be used to strengthen their practices as licensed educators.
- The edTPA completion process helps candidates build confidence in the skills needed to impact student learning and abilities as reflective practitioners.
- edTPA provides an early experience for candidates to engage in a process similar to National Board certification that may help them feel prepared to seek National Board certification as a licensed educator.

What do district and building administrators need to know?

Placing candidates with effective clinical mentors in Tennessee schools is one significant way that school districts support the work of EPPs in building Tennessee's teacher pipeline. District and building administrators should know that:

- The videotaped lesson and student work samples are two major components in the candidates' edTPA portfolio that require parent permissions. All consent forms must be collected before a candidate records video of her/his teaching. For more information on the value of videotaped

lessons, review the [AACTE PK-12 Administrators Privacy and Classroom Video Recording](#) document.

- Districts should communicate with partner EPPs to review any existing district-based permission/consent forms to determine whether they are adequate or must be amended to meet district or school requirements.
- Confidentiality and security information is available in the next section of this document. EPPs can also provide additional information about supporting candidates in following all security requirements.

What does a clinical mentor need to know?

The primary role of the mentor remains the same—support the teacher candidate during clinical practice as they strengthen clinical skills needed to be an effective teacher. Receiving mentor feedback and engaging in professional dialogue with an experienced educator can be beneficial to teacher candidates as they complete each of the edTPA tasks. Clinical mentors should openly discuss any edTPA related expectations and questions with the teacher candidate and university clinical supervisor early in the clinical experience. Clinical mentors should know that:

- Collecting all consent forms before the video recording is very important. Clinical mentors can help facilitate the distribution and collection of these forms in advance of the teacher candidate's scheduled video recordings. For more information on the value of videotaped lessons, review the [AACTE PK-12 Cooperating Teacher Privacy and Classroom Video Recordings](#) document.
- If a student does not have permission to appear in the video, the teacher candidates must ensure that the student is not visible yet is still able to receive instruction. Clinical mentors can help determine the best ways to accommodate these needs.
- The candidate will have a timeline for portfolio completion. The candidate should work with the clinical mentor to develop a planning and teaching schedule based on the needs of the class and the various edTPA related expectations and due dates.
- Teacher candidates need to teach 3-5 consecutive lessons as a part of the assessment. It is important that they work with their clinical mentors to determine how to fit this appropriately into the class schedule and meet the dates set by their EPP for edTPA submission.

edTPA Permissions, Confidentiality, and Data Security

The security of student, school, and candidate data is a high priority for all stakeholders in education. The department supports the robust data security system that Pearson has in place to protect the confidentiality and safety of all materials submitted in portfolios. Teacher candidates are expected to follow the policies of the school and district in which they will record to obtain the necessary parent/guardian permissions. Candidates may also have additional security requirements from the EPP. The following questions and responses address key points of this system.

How does edTPA address video permissions, confidentiality, and data security?

The data collected by candidates as a part of their edTPA portfolio are submitted through secure channels and require documentation of video permissions from parents/guardians of pre-K–12 students. Candidates, EPPs, and districts should work together to ensure that all permissions and documentation are aligned to any district policies/requirements, prior to video recording.

Stanford University and Pearson have prepared [Guidelines for Video Confidentiality for Candidates](#) and [Guidelines for Video Confidentiality for Faculty](#) that clearly outline comprehensive [security and confidentiality policies](#). The following are summary statements about edTPA confidentiality and security:

- Prior to submission of video and work samples, candidates receive detailed guidelines for proper permissions and permissible actions to ensure that videos are secure and protect confidentiality.
- Teacher candidates own the content they create and submit for their edTPA portfolio. The materials created and submitted do not belong to the assessment developer or vendor.
- The video and work samples submitted by candidates will not include any identifying information of the candidate, clinical mentor, school/district, or the last names of students.
- The use of candidates' portfolio videos is restricted to the parameters of release/permissions attained prior to submission. Candidates may not post the videos in which students appear publicly (e.g., personal websites, YouTube, Facebook) without expressed written permissions given explicitly for this purpose.
- Candidates may not upload/store videos on a system that has not been designated as a secure system to support edTPA at their educator preparation program. Portfolios are stored by Pearson in secure repositories, using industry-standard security software, and areas accessible only to authorized users via unique, secure log-in credentials for limited periods of time.
- The standard retention period for edTPA submissions, including videos, is four years after which submissions are destroyed.

How is video data protected once submitted to edTPA?

Candidate assessment materials, including video recordings, enter the Pearson ePortfolio system in one of two ways:

- **Transfer from an approved, integrated edTPA platform provider system.** Candidates who have registered on the Pearson edTPA website and are working in one of the approved integrated edTPA Platform Provider systems (e.g., [Watermark](#)) authorize the transfer of their assessment materials to the Pearson ePortfolio system.
- **Uploading by the candidate directly into the Pearson ePortfolio system.** Transmission of assessment materials via this method is protected using industry-standard encryption practices.

Who has access to stored materials?

The assessment materials are stored by Pearson in secure repositories accessible only to authorized users via unique, secure log-in credentials for specific actions (e.g., scoring, validity/reliability calibrating) and for limited periods. By using industry-standard security software (encrypted protocols and encrypted and expiring tokens), the system ensures that access to view the stored assessment materials/videos is granted only to authorized users.

- **Authorized Pearson users.** This may include scorers, scorer supervisors, scorer trainers, scoring support personnel, and quality control personnel.
- **Authorized SCALE personnel.** Individuals associated with assessment development may view candidates' edTPA materials for the purposes of selection of scorer training materials and scorer training activities.

Will districts or candidates be notified if tapes are used outside of a candidate's submission for scoring?

edTPA assessment materials, without candidate, student, or other identifying information, may be used for edTPA program development and implementation, including scorer training, only if the candidate obtained proper parent/guardian permissions.

- Candidates may consent to or opt out of the use of their assessment materials to support continued program improvement activities conducted by SCALE and Pearson (e.g., future validity and reliability studies of the edTPA) at the time of submission.
- Candidate video recordings will not be shown in any public venue nor made available in a non-secure way.
- Candidate materials, including video recordings, will not be used for marketing purposes.

edTPA Resources for Districts

SCALE and Pearson have numerous resources related to edTPA. Districts are also encouraged to contact their EPP partners for more information about how their programs are implementing edTPA with teacher candidates and any additional resources they have developed.

- [edTPA.com](https://www.edtpa.com) – General edTPA information
- [edTPAforTennessee Webpage](#) – Information on Tennessee edTPA licensure requirements
- [edTPA Guidance for P-12 Administrators and Leaders](#)
- [edTPA Guidance for Teachers Who Support Teacher Candidates](#)
- [Principles for Using Classroom video in Performance Assessment of Teacher Candidates \(AACTE\)](#)
- Sample Consent Forms:
 - [MTSU \(English\)](#) | [MTSU \(Spanish\)](#)
 - [Tennessee Tech](#)