

# edTPA Development

Developed by  
the Profession  
for the  
Profession



# Building a Profession From the Grass Roots: edTPA by the Numbers

- States = **29**                      Campuses = **430**
- Teacher Candidates = **12,000+**
- Scorers (IHE and K-12) = **800+**
- Subject Specific design/review team members  
(incl. subject matter project representatives) = **120+**
- Content Validation reviewers = **100+**
- Benchmarkers & Scoring Trainers = **150+**
- Bias Review Members = **10**
- **edTPA Online Community Members = 4000+**

# edTPA Development

---

- **Stanford University** faculty and staff : 25 years in the development of performance-based assessments of teaching (**National Board for Professional Teaching Standards, InTASC portfolio, and Performance Assessment for California Teachers**)
- Reflects substantive advice from teachers and teacher educators—**built by the profession for the profession**
- Input from design and review team members comprised of university faculty, national subject matter organization representatives, and K-12 teachers

# Shifting the definition of effective teaching

---

## From

- Successfully delivering the curriculum
  - “We got through the material.”

## To

- Having a positive impact on student learning
  - “How have I affected student learning?”

# Shifting the business of teacher preparation

---

## From

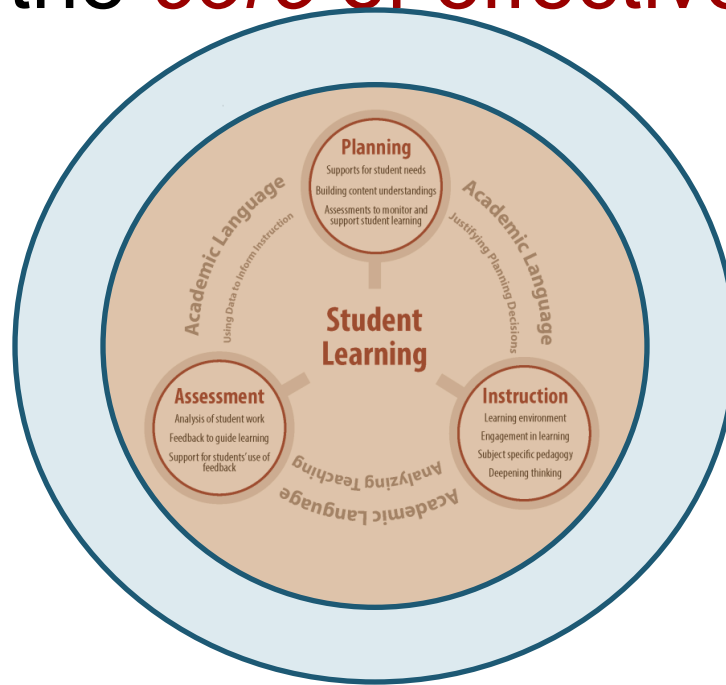
- License as entitlement for completing a curriculum
  - “But I’ve always *wanted* to be a teacher.”

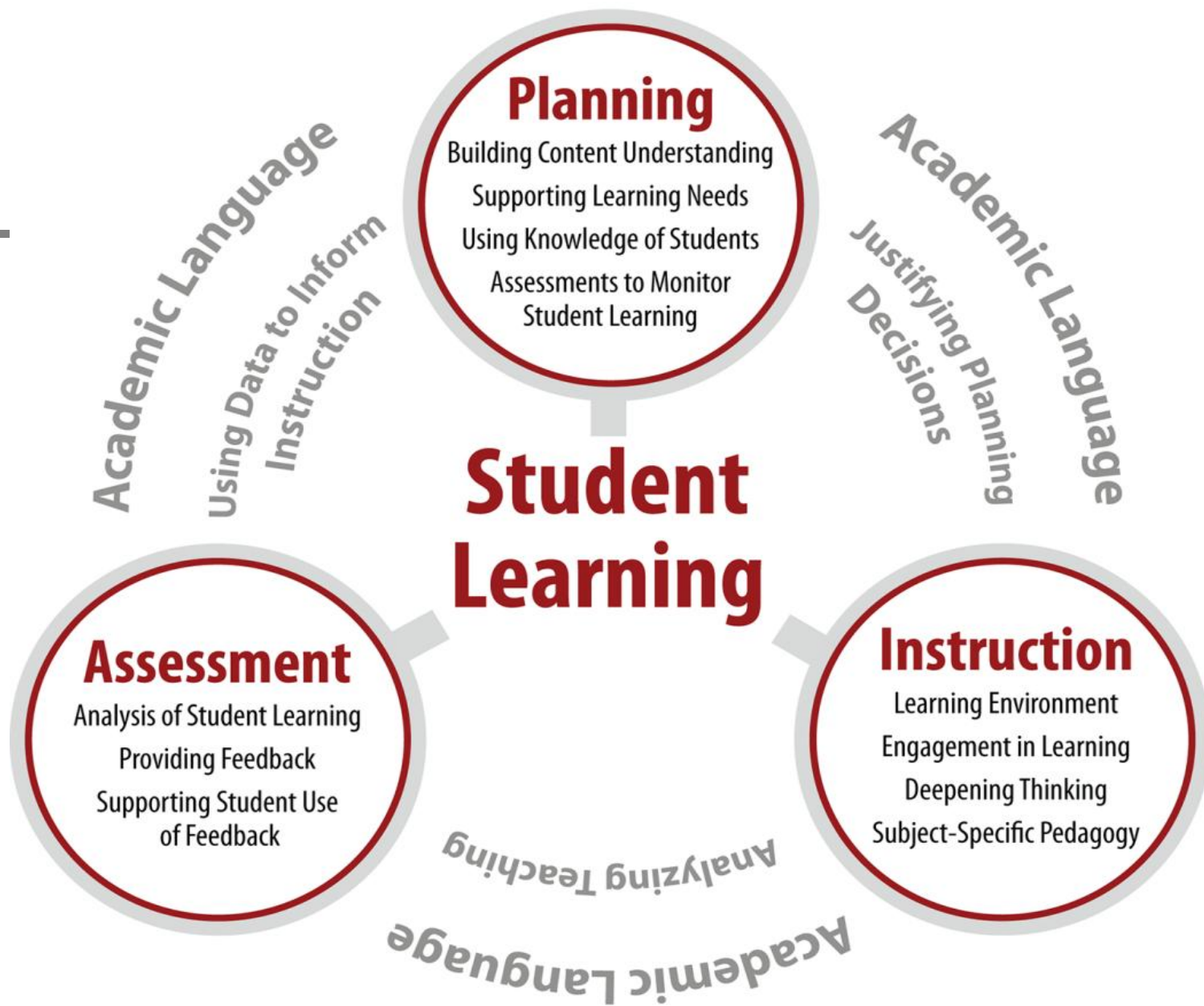
## To

- An obligation to demonstrate the proficiency the curriculum intends
  - “See, I *can* teach.”

# Developing a professional performance standard

- Intends to define and assess candidates' ability to demonstrate proficiency with respect to the *core of effective beginning teaching*





# edTPA: Records of practice

- ▶ Featuring a **learning segment**, 3-5 lessons/hours
- ▶ Broken down into 3 **tasks**
  1. Planning Instruction & Assessment
  2. Instructing & Engaging Students in Learning
  3. Assessing Student Learning
    - *Attention to academic language and analyzing teaching throughout*
- ▶ Documented with **evidence**
  - ▶ Candidate commentaries
  - ▶ Instructional artifacts, including student work
  - ▶ 1-2 unedited video clips of teacher-student interaction



# Educative Promise

---

*A summative assessment that:*

- Provides actionable evidence of teaching quality – **readiness to teach**
- Supports teacher preparation **program renewal**
- Informs programs & policy makers about qualities of teaching associated with **student learning**
- Provides feedback to candidates to support ongoing **professional learning**

# edTPA as Part of a Multiple Measures Assessment System

## Embedded Signature Assessments (campus designed examples)

**Child  
Case  
Studies**

**Analyses of  
Student  
Learning**

**Analyses of  
Curriculum/  
Teaching**

**Observation/Supervisory  
Evaluation & Feedback**

## edTPA as Capstone Assessment

### Integration of:

- ☐ **Planning**
- ☐ **Instruction**
- ☐ **Assessment**
- ☐ **Analysis of Teaching**
- ☐ **Academic Language**

# Aligning within the career continuum

Anchored in National Board's Core propositions

Crosswalks include

- edTPA
- Danielson framework
- IL Professional Teaching Standards (InTASC)
- Common Core

Courtesy of Illinois State University's  
National Board Resource Center

<http://tinyurl.com/kuqfx7m>

Teacher Effectiveness Impacts Student Learning <i>National Board's Core Propositions Aligned to Illinois Standards and Professional Learning</i>					
National Board's <a href="#">Five Core Propositions of Accomplished Teaching</a>	#1 Teachers are committed to students and their learning.	#2 Teachers know the subjects they teach and how to teach those subjects to students.	#3 Teachers are responsible for managing and monitoring students learning.	#4 Teachers think systematically about their practice and learn from experience.	#5 Teachers are members of learning communities.
Charlotte Danielson- <a href="#">Framework for Teaching</a> <a href="#">Danielson Detailed Alignment</a>	▲	▲	▲	▲	▲
National Board Professional Teaching Standards (NBPTS) • <a href="#">National Board Certification</a> (Master Teacher) • <a href="#">All Take One</a> • <a href="#">Renewal</a> of NBPTS <a href="#">National Board Certification Detailed Alignment</a>	▲	▲	▲	▲	▲
Standards for Professional Learning (Learning Forward) <a href="#">Standards for Professional Learning Detailed Alignment</a>	▲	▲	▲	▲	▲
Illinois Professional Teaching Standards <a href="#">Illinois Professional Teaching Standards Detailed Alignment</a>	▲	▲	▲	▲	▲
Common Core Standards Illinois <a href="#">Common Core Standards Illinois Common Core Detailed Alignment</a>	▲	▲	▲	▲	▲
Teacher Preparation Assessment (TPA) <a href="#">Teacher Preparation Assessment Detailed Alignment</a>	▲	▲	▲	▲	▲

[Print complete document](#)  
19 pages

National Board Resource Center at Illinois State University Copyright © 2012 National Board for Professional Teaching Standards. All rights reserved.