



edTPA FAQs

Introduction to edTPA

edTPA (educational Teacher Performance Assessment) is a national performance based assessment currently being implemented in 694 educator preparation programs in 38 states and the District of Columbia. The edTPA was developed by faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) in partnership with the American Association of Colleges of Teacher Education (AACTE) and over 1,000 teacher educators from more than 450 institutions of higher learning.

What is the foundation of edTPA?

edTPA is designed to assess a teacher candidate's readiness for the classroom. The assessment looks at the teacher candidate's work in five critical dimensions of teaching:

1. Planning Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning
4. Analysis of Teaching Effectiveness
5. Academic Language Development

What is the status of edTPA in Illinois?

As of September 1, 2015, anyone applying for teacher licensure in the state of Illinois will need to pass edTPA. Illinois State University teacher candidates to pass edTPA in order to complete their education program.

What do candidates need to do?

To complete edTPA, teacher candidates must submit a portfolio that consists of 3 tasks:

- Task 1: Planning for Instruction and Assessment
- Task 2: Instructing and Engaging Students in Learning
- Task 3: Assessing Student Learning

Within this portfolio, students are asked to submit artifacts (lesson plans, video clips, student work samples, etc.) to show evidence of their teaching and commentaries to describe the thinking behind their work. All of the artifacts and commentaries must come from the same learning segment (3-5 interconnected lessons).

Why does the edTPA include a video component?

Like National Board Certification, this performance-based assessment of the teacher candidate requires an examination of actual teaching. The video provides the teacher candidate the opportunity to examine teaching with regard to actual versus intended outcomes based on the lesson plans and learning objective(s).

In particular, the teacher candidate is to show through video evidence how he/she...

- Created a positive learning environment
- Engaged students in learning
- Deepened student learning through questioning
- Engaged students in subject-specific pedagogy

Furthermore, the teacher candidate is asked to evaluate his or her teaching based on the video evidence and reflect upon the effectiveness of his or her instruction.

How is the confidentiality of the students protected?

The video clips are submitted to a secure website with restricted access that is password protected. Candidates must agree to a statement of professional ethics regarding the privacy of students and the use of edTPA video clips. Consequences for violating the privacy of the students may result in disciplinary action up to and including a recommendation to suspend licensure.

Once edTPA scores are received, teacher candidates are instructed to destroy the video clips in their entirety. Clips that were sent to Pearson for official scoring are destroyed after a period of 2 years.

Is parent/guardian permission required for video recording?

Teacher candidates must obtain parent/guardian permission* prior to recording students in the classroom. An ISU edTPA permission form is provided to the teacher candidate, with the candidate managing the permission process in accordance with school and district policies.

**student permission is acceptable in some cases where the student is 18 or older*

What if a parent/guardian does not grant permission?

The candidate will make accommodations for students without a signed consent form to ensure that they do not appear on the video.

What types of permission forms can be used?

Acceptable permission forms need to address the fact that video recordings will be used for the purpose of fulfilling the edTPA requirements and, if permissions for acceptable viewing parties are listed, outside scoring by Pearson must also be mentioned. Districts can choose what form they use from multiple options, including the ISU permission letter, the ISBE permission letter, or a letter of the district's own making.

What is expected from the cooperating teacher?

The edTPA is the responsibility of the student teacher, not the cooperating teacher, and, as such, the expectations of the cooperating teacher are minimal. In particular, ISU requests that the cooperating teacher help facilitate the distribution and collection of video permission forms and, if he or she is willing, assist with the video recording process. All other edTPA-related activities are the responsibility of the



student teacher, with support from the University Supervisor and other ISU personnel.

What can be expected from beginning teachers who have completed edTPA?

The edTPA requires teacher candidates to create an evidence-based portfolio of their professional practice and justify or defend the decisions that they make before and during their professional practice. Because of this experience, beginning teachers are better prepared to undergo the new teacher evaluation system in Illinois, both in terms of familiarity with components of the different domains of the framework and the act of providing direct evidence of professional practice. Furthermore, because each content area has its own edTPA handbook, beginning teachers are better prepared to speak directly to best practices in their specific content areas. Finally, since the edTPA is based on the National Board Professional Teaching Standards and is modeled after that process, these new teachers are prepared to undergo the National Board Teacher Certification process earlier in their careers.

Where can I go for further information?

Further information about the edTPA can be found at www.edtpa.aacte.org. If you have questions about the edTPA in conjunction with the education programs at Illinois State University, please contact the ISU edTPA Coordinator, Elisa Palmer, at elpalme@ilstu.edu or (309) 438-1837.