



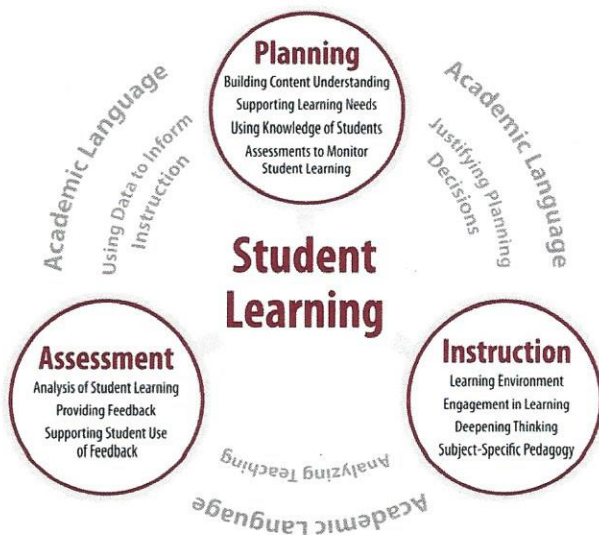
## Alabama Teachers Who Support Candidates in an Alabama Educator Preparation Program

On September 10, 2014, members of the Alabama State Board of Education adopted a resolution to endorse the concepts reflected in the report of the Alabama Commission on Educator Preparation, Licensure, and Entry into the Profession (ACEPLEP). One of the recommendations contained in the Commission's report was that Alabama explore the use of performance-based assessments of teaching practice. This initiative complements Alabama's PLAN 2020 goal of ensuring that every child is taught by a well-prepared, resourced, supported, and effective teacher.

In moving this work forward, the Alabama State Department of Education (ALSDE) selected edTPA as the tool to meet the recommendation. Therefore, all individuals completing Class B or Alternative Class A internships during fall semester 2018–2019 will be required to document having earned an acceptable score on edTPA. Additionally, to prepare for this new performance-based assessment each Alabama Educator Preparation Program will be piloting edTPA fall 2014 through spring 2018. The process provides Alabama a common measure of effectiveness by asking each teacher candidate to demonstrate teaching that supports student learning.

If you are a P–12 teacher who supervises or supports teacher candidates in their clinical experiences, you will see how edTPA creates a rigorous and meaningful experience for aspiring teachers and students. Teacher candidates will develop lesson plans and deliver instruction consistent with your school's standards and curricula.

## edTPA Focuses on Areas Critical to Effective Instruction



The three edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on student learning).

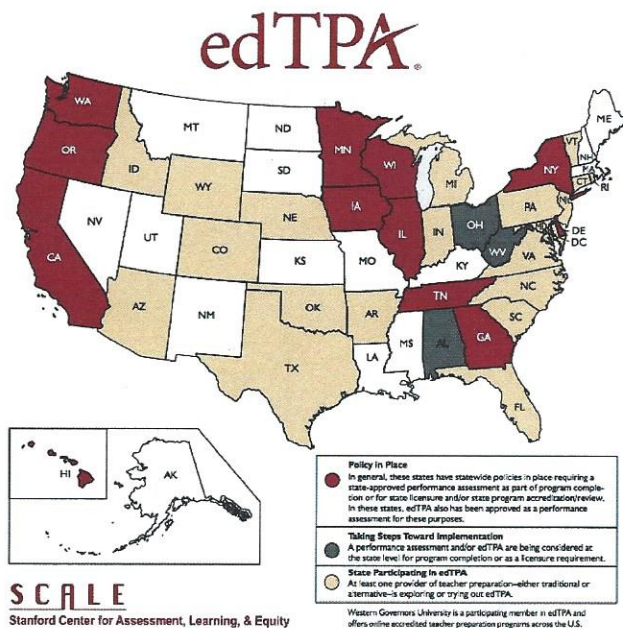
- Planning Task 1 documents the candidates' **intended** teaching,
- Instruction Task 2 documents candidates' **enacted** teaching, and
- Assessment Task 3 documents the **impact** of candidates' teaching on student learning.

The three tasks and the evidence candidates provide for each are framed by their understandings of the students and their learning. As candidates develop, document, teach, and assess their lessons, they will reflect upon the cyclical relationship among planning, instruction, and assessment, with a focus on the students' learning needs.

## By the Profession, for the Profession

Drawing upon a 25-year history of assessment development led by Raymond Pechione and Linda Darling-Hammond, edTPA is modeled after the architecture of the National Board for Professional Teaching Standards' (NBPTS) assessments of accomplished veteran teachers, the Interstate Teacher Assessment and Support Consortium's (InTASC) portfolio, and the Performance Assessment for California Teachers (PACT). These portfolio-based designs have stood the test of time and consistently reveal key features of effective teaching.

- More than 1000 educators from 29 states and the District of Columbia and more than 430 institutions of higher education participated in the design, development, piloting, and field testing of edTPA from 2009 to 2013.
- The assessments have been used operationally to assess teacher candidates since fall 2013.
- 626 educator preparation programs in 41 states now use edTPA.
- edTPA is the first subject-specific, standards-based pre-service assessment and support system to be nationally available in the United States.



In the 2014 administration year  
(January 1, 2014–December 31, 2014):

- 2,300 teachers and teacher educators served as scorer trainers, supervisors, or scorers.
- Scorer recruitment goals targeted a balance of approximately 50% teacher educators and 50% practicing classroom teachers.
- 21% of scorers are National Board Certified Teachers.

## Videorecording Requirement

Videorecording may be a new requirement for teacher candidates and they are cautioned to protect privacy and confidentiality. The video clips will be submitted for scoring purposes only, unless additional permission is requested.

Teacher candidates are expected to follow strict confidentiality and professional ethical codes related to the use of video. The ALSDE has a common parental/legal guardian release form that each Alabama Educator Preparation Program must use that reflects the type of notification and permissions that must be obtained prior to videorecording. Candidates must follow the cooperating school's policies and protocols to either place those children without permission off-camera or blur their faces in the recordings.



The video submitted by each teacher candidate will not contain the candidate's name, the names of the cooperating teacher, school or district, or the last names of the students. Each teacher candidate must agree in advance that the video cannot be shared, posted publicly, or used for any other purpose without additional permission. Once the portfolio is submitted for official scoring in a secure system, it will be viewed only by trained scorers and assessment developers and never used for any other purpose beyond scoring and scoring training developed by SCALE.

## What You Can Expect as a Supervising Teacher

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As a supervising teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates will need your input about the context and background of their students (including IEP details) early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

Your collaboration as a mentor and facilitator will be critical to the overall experience and success of your teacher candidate. In return, edTPA will foster professional dialogue that will enhance the mutual benefits for both veteran teachers and teacher candidates. Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates readiness for an initial license. This document clarifies acceptable forms of support for candidates during the edTPA process and those that are unacceptable.

## What Can I Do to Support My Teacher Candidate?

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- Review edTPA tasks and scoring rubrics and guide discussions with your teacher candidate about them
- Review and discuss support documents such as *Making Good Choices* about what lessons or examples to use within the assessment responses
- Engage and mentor candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Use rubric constructs or rubric language to evaluate and debrief your observations of their teaching
- Ask probing questions about candidates' draft edTPA responses or video recordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts
- Assist your teacher candidate with videotaping their instruction

## What Can't I Do to Support My Teacher Candidate?

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- Edit a candidate's official materials prior to submission
- Offer critiques of your teacher candidate's responses that provides specific, alternative responses, prior to submission for official scoring
- Instruct your teacher candidate on which video clips to select for submission
- Upload candidate edTPA responses (written responses or videotape entries) on public access social media websites

## For More Information about edTPA Processes

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- Contact the Educator Preparation Program in which the candidate is enrolled
- Visit [edtpa.com](http://edtpa.com) and/or [aacte.org](http://aacte.org)

The **Stanford Center for Assessment, Learning, and Equity (SCALE)**; **Pearson**; and the **American Association of Colleges for Teacher Education (AACTE)** invite Alabama educators to become scorers for edTPA®.

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#### **edTPA Scorer Qualifications**

- Expertise in the subject matter and developmental level of the teaching field (degree and professional experience)
- Teaching experience in that field (or teaching methods or supervising student teachers in that field)
- Experience mentoring or supervising beginning teachers or administering programs that prepare them

#### **edTPA Scorer Benefits**

- Promotes a deep understanding of edTPA rubrics that will enable preparation programs to better support teacher candidates
- Support informed discussions with teacher candidates and colleagues
- Support educator preparation programs curriculum mapping, multiple-measures assessment-system design, alignment with supervisory observations/evaluation, articulation with P–12 partners, and formative learning opportunities for candidates

#### **edTPA Scorer Commitment**

- Scorers must complete a training curriculum that includes about 19 to 24 hours of online modules and scoring of practice and qualification portfolios.
- In addition to completing the training, Alabama scorers from the P–12 community are expected to score a minimum of 8 edTPA portfolios within a month, depending on the number of submissions. University faculty can expect to score 1 to 2 portfolios per week, depending on the number of submissions. The total number of edTPA portfolios available to each scorer will vary based on the volume of candidate submissions.
- Scorers are also carefully monitored by trained scoring supervisors during scoring activities to maintain high quality.
- Portfolios are available for scorers to score at their convenience; the average time to score a portfolio is approximately 2 to 3 hours.
- Scorers are compensated for training time and for portfolios scored.

#### **More Information**

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For more information on edTPA, visit <http://edtpa.aacte.org/>.

To find out how to get involved in local evaluation or national scoring of edTPA, contact your partner university educator preparation program.