

# Frequently Asked Questions about Clinical Placements and the edTPA in Wisconsin

## – edTPA Description and Requirement –

### What is the edTPA?

The edTPA is a pre-service teacher performance assessment. To complete the edTPA, candidates choose a learning segment of 3-5 lessons in one class, collect artifacts (lesson plans, instructional materials, teaching videos, assessments, and sample student work), write commentaries in response to prompts in the subject-specific edTPA handbook, and submit their artifacts and commentaries for professional scoring. Scorers rate candidate performance in planning, instruction, and assessment using rubrics in the edTPA handbooks. As of summer 2015, institutions in 35 states and the District of Columbia are using edTPA as part of their preparation programs for initial teacher licensure. A map of participating states can be found at <http://edtpa.aacte.org/state-policy>.

### Where did the edTPA come from?

The edTPA was developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) in partnership with the American Association of Colleges of Teacher Education (AACTE) and with input from teachers and teacher educators across the country. It is modeled after the National Board for Professional Teaching Standards' assessments of accomplished veteran teachers but is designed for candidates seeking initial licensure. SCALE is responsible for the edTPA handbooks, rubrics, and scorer training materials. They have contracted with Pearson to manage candidate registration, material dissemination, and professional scoring. More information can be found on the SCALE website at [scale.stanford.edu/teaching/edtpa](http://scale.stanford.edu/teaching/edtpa).

### What is the edTPA requirement for Wisconsin?

Beginning September 1, 2015, all candidates for initial licensure in Wisconsin must complete an edTPA and submit it to Pearson for official scoring. Educator preparation programs will use edTPA data to make program improvements as part of the continuous review process, and the state work group will use the data to recommend a state passing score. Effective September 1, 2016, all candidates must achieve the state passing score on the edTPA for initial licensure in Wisconsin. More information can be found on the Wisconsin DPI edTPA website ([tepd.dpi.wi.gov/epp/edtpa](http://tepd.dpi.wi.gov/epp/edtpa)).

## – edTPA Cost, Registration, and Submission –

### What does the edTPA cost?

The edTPA costs \$300, which includes official scoring and score reporting to the candidate and to the program designated by the candidate during registration. Additional score reports are \$50. Retakes cost \$100 for a single task (planning, instruction, or assessment) or \$300 for a full edTPA.

### How do candidates register for the edTPA?

Candidates register on the Pearson edTPA site ([www.edtpa.com](http://www.edtpa.com)).

### How do candidates submit the edTPA?

Candidates use the submission procedure prescribed by their educator preparation program. The edTPA can be submitted through the Pearson ePortfolio System or through an Integrated edTPA Platform Provider System (Chalk & Wire, Data180, Foliotek, iWebfolio, LiveText, PASS-PORT, TaskStream, or Tk20). More information can be found on the Pearson edTPA site ([www.edtpa.com](http://www.edtpa.com)).

## – Clinical Placements –

### **What should educator preparation programs consider when making a clinical placement?**

The edTPA is usually completed during the final clinical placement (student teaching) but may be completed during an earlier placement at the program's discretion. Candidates should be sufficiently prepared before attempting the edTPA. The placement should provide the opportunity to satisfy the subject-specific requirements in the edTPA handbook. In particular, the candidate will need to take sole responsibility for planning, instruction, and assessment of one class for 3-5 days and will need permission to videorecord and gather samples of student work. The educator preparation program should ensure a proper fit between the clinical placement and these requirements of the edTPA.

### **What about split placements?**

Where two 9-week placements are used, educator preparation programs should consider which placement best suits the requirements of the edTPA. Most will prefer that candidates complete the edTPA during the first placement to allow time for a retake as needed. Other options are to lengthen the first placement and shorten the second (12 weeks / 6 weeks) or to use an 18-week placement with previous clinical experience in other areas or levels.

### **What about co-teaching?**

Programs are increasingly favoring co-teaching in clinical placements. In co-teaching, the cooperating teacher and teacher candidate plan together and share teaching responsibilities so they can assure high-quality instruction while addressing individual student needs. Co-teaching can take many forms: one teaches while the other helps individuals or groups; both teach in parallel with separate groups or stations; each teaches particular lessons, units, or classes; etc. The types and advantages of co-teaching are discussed at [www.stcloudstate.edu/soe/coteaching/](http://www.stcloudstate.edu/soe/coteaching/). Regardless of the structure, the teacher candidate must take sole responsibility for planning, instruction, and assessment for the learning segment used for the edTPA.

## – Completing the edTPA –

### **Which edTPA handbook should a candidate use? What if a candidate is certifying in more than one area?**

Every candidate needs to complete just one edTPA, even if certifying in more than one area. DPI has provided a list of allowable handbooks for each certification area. The educator preparation program will choose the handbook based on program requirements and best fit to the candidate's clinical placement.

### **Which class and topic should candidates choose for their edTPA learning segment?**

Every candidate should choose a class and topic whose content aligns with the "central focus" and rubrics in the subject-specific edTPA handbook. The candidate should also try to pick a class with a variety of learners to find focus students for the edTPA. The educator preparation program and cooperating teacher can help the candidate make the most appropriate choices.

### **When should candidates complete the edTPA?**

Some programs prefer that candidates complete the edTPA at a designated time, such as week 6 of the student teaching semester, but then allow exceptions based on candidate readiness and the timing of class topics that are suited to the edTPA requirements. Others allow more flexibility in scheduling the edTPA. In every case, candidates should complete the edTPA early enough to allow 3-4 weeks for scoring with time for remediation as needed. The Pearson website ([www.edtpa.com](http://www.edtpa.com)) lists submission deadlines and score report dates; programs can use these to set their own submission deadlines for candidates.

## – Academic Language –

### **What is academic language, and what role does it play in the edTPA?**

Academic language refers to the way people talk and write in school and in particular disciplines. It includes vocabulary (words and phrases), syntax (sentence structures), and discourse (ways of making arguments and presenting evidence). Part of teaching is helping students learn to use the language of the subject area, especially if this differs from the language they use at home. The edTPA will ask candidates to describe how their planning, instruction, and assessment help students meet the language demands of a learning task related to one of their learning objectives. More information about academic language can be found in the edTPA handbooks.

## – Video-recording –

### **What should candidates record for their edTPA learning segment?**

Candidates should record the entire learning segment (3-5 classes) so they are able to select two unedited clips (up to 10 minutes each) that best demonstrate the evidence called for in the rubrics. It often helps to have the first clip focus on the teacher delivering instruction while the second focuses on students engaging in learning activities or otherwise performing with teacher feedback. Focus students should be seated where they will be visible and audible during recording, whereas students for whom permission to record has not been given should be seated where they are not visible. For instruction, the camera should zoom in enough to make visual aids legible while still keeping students in the frame. For small group work, the camera should be positioned to pick up clear video and audio of the group in focus while other groups are also working in the room.

### **How should candidates prepare to video-record their classes?**

Candidate should follow the procedures of the educator preparation program and school district to secure permission to video-record during the clinical placement. This usually includes an introductory letter to parents at the start of the semester with a video release to be signed and returned to the school. Video release forms are available on the Wisconsin DPI edTPA site ([tepd.dpi.wi.gov/epp/edtpa](http://tepd.dpi.wi.gov/epp/edtpa)). Once permissions are secured, candidates should practice video-recording before the edTPA to learn how to capture clear video and audio in a classroom and to get students used to having a camera in the room.

### **What are the restrictions on video-recordings and their use?**

Classroom videos may be viewed only by school district personnel; education faculty, teacher candidates, and DPI reviewers; and official edTPA scorers or trainers. They may not be shared or posted online without express written permission from students, parents, and school personnel. Candidates who violate this restriction may be denied a teaching license. Educator preparation programs may wish to have candidates sign a memo of understanding regarding appropriate use of videos and the consequences for misuse, including possible loss of the teaching license.

## – Supporting Candidates –

### **How can the cooperating teacher support a teacher candidate?**

In the weeks leading up to the edTPA, the cooperating teacher can help the candidate get to know the students, build confidence as a teacher, and choose a class, topic, and focus students for the edTPA. During the learning segment (3-5 class days), the cooperating teacher should give the candidate full responsibility for planning, teaching, and assessing the class. In the week or two after the learning segment, the cooperating teacher should be aware that the candidate needs time to select video clips, write commentaries, and submit the edTPA for scoring, while still keeping up with regular teaching duties. A co-teaching approach can help provide flexibility.

### **How can the educator preparation program support candidates?**

Before the start of the semester, the educator preparation program should select the appropriate edTPA handbook from the DPI-approved list to match the candidate's certification area and clinical placement. At the start of the semester, the program should provide the candidate with a timetable and guidelines for completing the edTPA, video-recording rules and releases, the relevant edTPA handbook, and the "Making Good Choices" guide from the Pearson edTPA site ([www.edtpa.com](http://www.edtpa.com)). In general, the program can help candidates succeed by teaching and using edTPA terminology in education courses; practicing edTPA-like tasks with formative feedback; familiarizing candidates with edTPA requirements and rubrics; discussing edTPA tasks and samples in seminar; encouraging peer feedback on the clarity and completeness of responses; and providing logistical and technical support for video-recording and selection and compression of video clips. Programs are not permitted to tell candidates what to write or which videos to use, to edit candidate writing, or to upload candidates' materials. Examples of appropriate and inappropriate support are spelled out in the document "Guidelines for Supporting Candidates Completing edTPA" on the Pearson edTPA site ([www.edtpa.com](http://www.edtpa.com)).

## – Scores and Retakes –

### **How is the edTPA scored?**

The edTPA includes three tasks: planning, instruction, and assessment. Each task is evaluated using 5 rubrics with scales from 1 (lowest) to 5 (highest), with 3 (proficient) as the target for a pre-service teacher. Together, these 15 rubrics result in a total edTPA score of 15 to 75.

### **What is the passing score in Wisconsin?**

Wisconsin will set a passing score in June 2016 based on data from the 2015-16 academic year, when all candidates will have edTPAs scored for program review. Effective September 1, 2016, program completers will have to achieve the passing score to be eligible for licensure. Other states' requirements can be found under the Candidates tab on the Pearson edTPA website ([www.edtpa.com](http://www.edtpa.com)). Until the passing score is set, educator preparation programs will determine whether performance on the edTPA, together with other work in the candidate's portfolio, provides sufficient evidence of meeting program standards for certification for licensure.

### **What if a candidate takes the edTPA before the passing score goes into effect but completes the program after the score goes into effect?**

Candidates must meet the requirements in effect at program completion. If a candidate takes the edTPA before September 1, 2016, but completes the program after that date, the candidate must achieve the required passing score to be eligible for licensure in Wisconsin.

## **What if a candidate doesn't pass the edTPA?**

Candidates who do not achieve the passing score may register to re-take a single task (\$100 fee) or the full edTPA (\$300 fee). Guidelines for decision-making and instructions for candidates are available on the Pearson edTPA site ([www.edtpa.com](http://www.edtpa.com)). To reduce the likelihood of a retake, candidates should take care to address every point in the commentary prompts and to provide evidence directly related to the criteria in the rubrics. Prior to September 1, 2016, programs may, at their discretion, use local evaluation for retakes to save on candidate fees; after that date, retakes must be officially scored.

### **– Using edTPA Data –**

## **How should educator preparation programs use the edTPA for program improvement?**

Pearson will provide each program with its candidates' scores and comparison data. Programs should analyze the score data for patterns and follow up with their own local evaluation of selected edTPA components to gain deeper insight into student preparation and performance. Program faculty should discuss these findings and use them as a basis for program improvements, documenting this work for DPI to review as part of the continuous review process. In particular, programs will want to engage in continuous curriculum mapping to ensure that candidates are prepared to succeed on the edTPA and that edTPA data are used to strengthen that preparation.

### **– More Information –**

## **Where can I find more information?**

The Pearson edTPA site ([www.edtpa.com](http://www.edtpa.com)) is the official source of information for candidates and faculty. The AACTE edTPA site ([edtpa.aacte.org](http://edtpa.aacte.org)) provides resources and an online community for edTPA coordinators. State information can be found on the Wisconsin DPI edTPA site ([tepd.dpi.wi.gov/epp/edtpa](http://tepd.dpi.wi.gov/epp/edtpa)). For more information, contact your institution's edTPA coordinator.