



edTPA 101 for Cooperating Teachers

Thank you for hosting a PSU teacher candidate!

As of 2015, Oregon’s requirement for teacher licensure includes the edTPA (Teacher Performance Assessment), which replaced the Oregon Teacher Work Sample. All teacher preparation programs in Oregon now use the edTPA to evaluate a teacher candidate’s readiness to complete their program and obtain an Oregon Teaching License. The edTPA was developed by the Stanford Center for Assessment, Learning and Equity (SCALE) based on two decades of teacher performance assessment research with input from teachers, faculty and professional organizations.



GREAT TEACHERS BEGIN AT PSU!

PSU’s teacher candidates complete formative learning activities throughout the program, then develop and complete their edTPA portfolio toward the end

of their program. In the edTPA, teacher candidates demonstrate their skills and abilities in the areas outlined below.

edTPA portfolio contents

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

As has always been the case, candidates must also demonstrate their teaching skills assessed in the Field Experience by the cooperating teacher and the university supervisor. Though the edTPA is very similar to the Work Sample, it includes a video component, standardized scoring for reliability, and it allows teacher preparation programs to compare our candidate performance to candidate performance across the state and nation.

A comparison of the Work Sample and the edTPA

Work Sample	edTPA
Full unit of study (8-10 lessons)	Learning segment (3-5 lessons)
No video requirement	Video component required
Includes lesson plans and reflections	Includes lesson plans and reflections
Scored locally	Scored nationally
University specific	Nationally standardized
Formative feedback informs final work sample	Formative experiences and/or practice edTPAs prepare candidates to complete their independent edTPA
Use of research-based strategies and analysis of student learning	Use of research-based strategies and impact on student learning



What cooperating teachers can expect

We appreciate your participation in supporting teacher candidates to be successful with their edTPA. As a cooperating teacher, your role will be the same as always - offering mentoring and support for high quality teaching. Teacher candidates may need your input about the background and learning needs of students early so that they can plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instructional decisions in preparation for the written commentaries they will submit.

Your collaboration as a mentor and facilitator is critical to the overall experience and success of your teacher candidate. The edTPA will foster professional dialogue that enhances the experience for both teachers and candidates. Please know that within the final edTPA process, certain types of direct support are not acceptable because the assessment is intended to determine whether a teacher candidate individually demonstrates readiness for their teaching license. The table below outlines acceptable forms of support for candidates during the edTPA process:

Acceptable forms of candidate support	Unacceptable forms of candidate support
Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)	Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
Asking 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	Instructing candidates on which video clips to select for submission

Video recording requirement

Video recording is a requirement for the edTPA and teacher candidates must protect student privacy and confidentiality. Candidates are required to obtain signed parent permission to video regardless of existing district media releases. Students without parent permission will be situated off-camera during the edTPA video process. Each PSU candidate will use a release form developed by TSPC and teacher preparation programs across Oregon, in consultation with Oregon school district superintendents.

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.

Resources and Contact:

pdx.edu/education/edTPA

Leslee Peterson at lesleep@pdx.edu