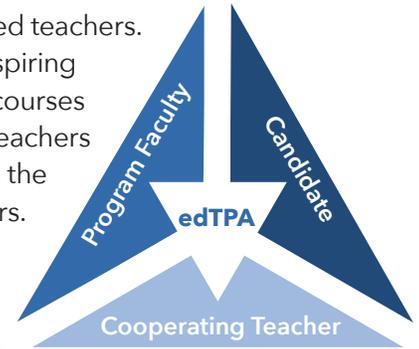# edTPA and Cooperating Teachers

NEA is committed to having all preK-12 students taught by fully trained and prepared teachers. We encourage our more than three million members to work collaboratively with aspiring teachers to engage in purposeful learning activities through preparation program courses and preK-12 clinical experiences. Cooperating teachers who work with preservice teachers required to complete a preservice performance assessment should be familiar with the program requirements as part of their preparation for working with aspiring teachers.

edTPA and other preservice, classroom-based performance assessments provide teacher-candidates with opportunities to demonstrate the knowledge and skills acquired during their preparation programs. Teacher-candidates are able to demonstrate their ability to activate subject area knowledge and to develop, implement, and reflect on their teaching practice and student learning. PreK–12 students require teaching professionals who know their content and apply it to practices promoting student learning and success. Classroom-based performance assessments provide a uniform tool allowing teacher-candidates, regardless of preparation pathway, to demonstrate they are profession ready prior to assuming full responsibility for the teaching and learning of their students.

SUPPORTING TEACHER-CANDIDATES

As an active partner in preparing teacher-candidates, cooperating teachers should be aware of the program requirements impacting the candidate's time in their classroom. Request a copy of the edTPA Handbook for the teacher-candidate's content area from the preparation program's school liaison. Also, read *Making Good Choices: A Support Guide for edTPA Candidates*, and clarify any questions with the preparation program liaison. Cooperating teachers should be prepared to assist teacher-candidates in selecting the class, lessons, students, and assessments for use in the edTPA tasks. For each content area, edTPA provides the teacher-candidate with a handbook indicating the information the candidate must provide for each task, the questions to be answered, and the length of each entry. Early in the clinical experience, the cooperating teacher should go through the requirements with the teacher-candidate to map out a plan for completing each task.

TASK 1: PLANNING FOR INSTRUCTION AND ASSESSMENT

Task 1 focuses on the teacher-candidate's planning process related to a learning segment of three to five consecutive lessons. Cooperating teachers assist the teacher-candidate in selecting a class and providing contextual information; identifying the learning segment to be planned, taught, and analyzed; collaboratively deciding on the curriculum, content standards and objectives; and reviewing the teacher-candidate's lesson plans. Plans include instructional strategies, learning tasks for diverse student needs, formal and informal assessments, and instructional materials and resources.

The teacher-candidate's Task 1 responses to questions and prompts are assessed in the following areas:

1. Planning for learning
2. Planning to support varied student learning needs
3. Using knowledge of students to inform teaching and learning
4. Identifying and supporting language demands
5. Planning assessments to monitor and support student learning

TASK 2: INSTRUCTING AND ENGAGING STUDENTS IN LEARNING

Task 2 focuses on the teacher-candidate's instructional practice. Recording the candidate's interactions with students is is a required element of this edTPA task (review "Tips for Using Video to Improve Practice" cited in the Resources section on page 4). The cooperating teacher applies his/her knowledge of students and their families when assisting the teacher-candidate in selecting the class to be recorded and obtaining parental permission. The teacher-candidate must submit two recorded clips totaling no more than 20 minutes demonstrating the candidate's interactions with students; these clips may be from different classes. The cooperating teacher assists the teacher-candidate in recording, either personally or arranging for a colleague to do so, while the teacher-candidate focuses only on teaching.

The teacher-candidate's Task 2 responses to questions and prompts are assessed in the following areas:

1. Learning environment
2. Engaging students in learning
3. Deepening student learning
4. Subject-specific pedagogy
5. Analyzing teaching effectiveness

TASK 3: ASSESSING STUDENT LEARNING

Task 3 focuses on the teacher-candidate's assessing student learning through one assessment from the learning segment. The cooperating teacher guides the teacher-candidate in defining the evaluation criteria, selecting work samples from three students for qualitative and quantitative analysis—one student must have a specific learning need—determining the feedback provided to each of these students, and identifying evidence of student understanding of targeted academic language.

The teacher-candidate's Task 3 responses to questions and prompts are assessed in the following areas:

1. Analysis of student learning
2. Providing feedback to guide further learning
3. Student use of feedback
4. Analyzing students' language use
5. Using assessment to inform instruction

TASK 4: ELEMENTARY EDUCATION MATHEMATICS ASSESSMENT

Task 4 focuses on elementary mathematics assessment. Teacher-candidates using the Elementary Education edTPA Handbook must complete the Literacy Tasks 1-3 and the Mathematics Task (Task 4). In Task 4, teacher-candidates describe a learning assessment and select a formative assessment. The learning segment should focus on a mathematics topic that the students have not yet mastered because the candidate will need to identify an area of struggle related to the formative assessment. During this task, cooperating teachers guide teacher-candidates on choosing formative assessments that allow students opportunities to show conceptual understanding, procedural fluency, and mathematical reasoning/problem solving on the assessment.

EXAMPLE: Task 2 Analyzing Teaching Effectiveness prompt: *How does the teacher-candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?* When responding to the prompt, teacher-candidates should consider the variety of learners in the class who may require different strategies and supports.

	LEVEL 3	LEVEL 4	LEVEL 5
Rubric Description	Candidate proposes changes that address students' collective learning needs related to the central focus. Candidate makes superficial connections to research and/or theory.	Candidate proposes changes that address individual and collective learning needs related to the central focus. Candidate makes connections to research and theory.	Level 4 plus: Candidate justifies changes using principles of research and/or theory.

The candidate's Task 4 responses to questions and prompts are assessed in the following areas:

1. Analysis of whole class understandings
2. Analyzing individual work samples
3. Using evidence to reflect on teaching

CONTENT AREA HANDBOOK AND RUBRICS

Each task responds to multiple questions and prompts and is scored using five-point rubrics. Cooperating teachers should review the edTPA handbook for task details and rubrics to understand the work that must be completed, especially at Levels 3-5. This provides the cooperating teacher with an understanding of the work involved. While the cooperating teacher is familiar with the required work and rubrics, it is the cooperating teacher's responsibility to assist the teacher-candidate—not make decisions, write responses, or grade the work.

TIME AND MATERIALS MANAGEMENT

Cooperating teachers play a pivotal role in guiding the teacher-candidate through the edTPA requirements from the inception of the clinical experience. Addressing commentary prompts and managing the materials related to 15–18 different rubrics, editing and commenting on recordings, and gathering evidence and artifacts requires effective time and materials management skills.

Establishing a time and materials management plan at the outset embeds this work within the clinical experience, rather than as an add-on. Completing tasks when work related to each task is being accomplished is best. The cooperating teacher should consult with the teacher-candidate about progress on each task, using the handbook evidence list and other guidance.

The cooperating teacher works with the teacher-candidate to reflect on classroom work with individual students, small groups, and whole classes. The teacher-candidate is encouraged to track what worked as anticipated, what failed to achieve desired objectives, what exceeded them, and the reasons for each. By confronting challenges and using these as learning experiences, the cooperating teacher models professional practices.

Creating a time and materials management plan avoids the problem of waiting until the end of the clinical experience to complete this work, minimizes undue stress, and provides time to revise tasks as needed.

RESOURCES

edTPA Getting Started at http://www.edtpa.com/PageView.aspx?f=GEN_GettingStarted.html which includes links to all documents.

edTPA Resource Library for Stakeholders at edTPA.aacte.org

Making Good Choices: A Support Guide for edTPA Candidates at http://www.edtpa.com/Content/Docs/edTPAMGC.pdf

Making Good Choices in Special Education at http://www.edtpa.com/Content/Docs/edTPAMGC_SE.pdf

Profession-Ready Teachers at http://www.nea.org/home/profession-ready-teachers.html

State Specific Requirements at http://www.edtpa.com/PageView.aspx?f=GEN_StateRequirements.html

Tips for Using Video to Improve Practice at https://www.teachingchannel.org/videos/videotaping-tips-for-teachers
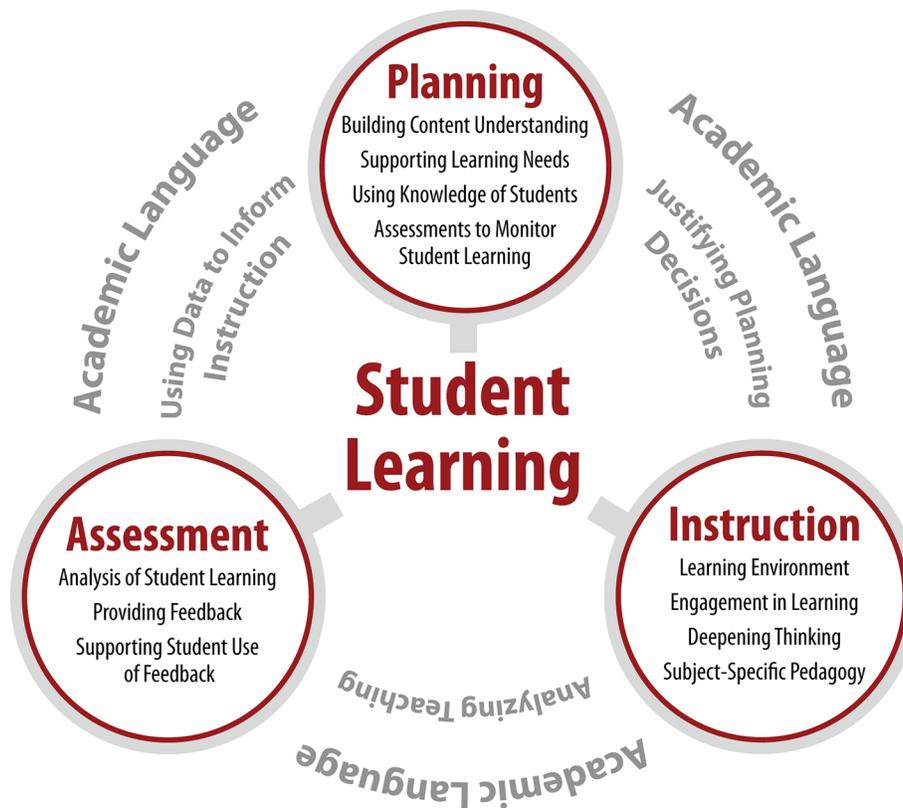
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