

FAQ about edTPA Seton Hall University

Overview questions

- What is the edTPA?

The New Jersey Department of Education has identified the edTPA, a national performance assessment created by SCALE (Stanford Center for Assessment, Learning and Equity), as our state tool for assessing teacher candidate preparedness for practice and licensure. (<http://www.nj.gov/education/educators/rpr/preparation/assessment/> and <http://www.edtpa.com>)

edTPA is a subject-specific performance assessment with a focus on three core areas of effective teaching: planning, instruction and assessment.

- Is the edTPA consequential in New Jersey in 2020-21?

Yes, all candidates completing teacher preparation programs this year must have a completed edTPA, with a passing minimum score, in order to apply for their license.

- May I talk with my cooperating teacher about my edTPA?

Yes, you should speak with your cooperating teacher about options for the learning segment (3-5 lessons) that you will need to plan and teach. He or she will need to affirm the appropriateness of the overall content, however, the development of the plans and teaching is your responsibility.

- The teaching model in my classroom is co-teaching, how would this work with the edTPA?

If there are other teachers and/or support personnel in a classroom, for the 3-5 lessons associated with the edTPA, you should serve as the lead instructor. You may provide, within your plans, directives for how the support personnel will work with students throughout the lessons.

- May I talk with my supervisor about my edTPA?

Yes, you may tell your supervisor about your planned learning segment and invite him or her to complete an observation of one of those lessons. He or she may not provide you with suggestions and feedback about how to change your written plans or learning segment.

- May I talk with my peers about my edTPA?

Yes. You may ask each other probing questions about your written responses and/or videos, but you may not directly edit each other's work or provide specific answers regarding how to answer the prompts.

- What tool or format will I use to complete my edTPA?

SHU has selected to use Via for this work in 2020-2021. It is a web-based portfolio that provides you with all of the required components of the edTPA, as well as the structure and resources to upload everything to your private secure account. When your edTPA is completed in Via, there is an option to set up the transfer of everything to Pearson (edTPA evaluation company) through a single process. Information regarding Chalk and Wire is provided in the education seminar Blackboard shell (EDST 4001, 4500 and 6426).

- May I begin any portion of the edTPA during my Clinical I Practice (two-days a week)?

Yes. For elementary education majors, we encourage the completion of Task 4 (math assessment and re-engagement) during Clinical I Practice. For all education majors, we encourage a discussion with your cooperating teacher, toward the end of the Clinical I Practice, to brainstorm the learning segment you are required to teach early on in the Clinical II Practice semester. If you and your cooperating teacher agree on the focus and content of the learning segment, you may work on the pieces of Task 1 (including lesson plans) prior to the start of Clinical II Practice.

- May my clinical supervisor observe me while teaching an edTPA lesson?

Yes. Your cooperating teacher and clinical supervisor may provide you with general feedback on your lesson, especially anything linked to meeting student needs. However, they may not edit your edTPA lesson plans.

Task 1: Planning

- What does Task 1 focus on?

In Task 1 you are required to develop a learning segment of 3 to 5 lessons based on the needs, interests, and context of your students' lives, as well as the curriculum expectations of the district. If you are an elementary education major, your learning segment must focus on comprehension or composition. For all other content areas, it is important to review your edTPA Handbook to see the specific guidelines (see seminar Blackboard shell for resources like the Handbook, EDST 4001, 4500, and 6426).

- What format should I follow for the required edTPA lesson plans?

We suggest you to use the SHU lesson plan format associated with your academic program. Updates to it reflect the language and expectations of the edTPA. Each lesson plan may not exceed 4 pages.

Key points of focus within the lesson plan that will connect to the edTPA commentary are: (i) describing how you will differentiate instruction for all learners (particularly what you included in the context for learning table); (ii) identifying education theory and best practices that support your instructional decisions, and (iii) making a strong connection between the learning objective and assessment.

- May I talk to my teacher and supervisor about my written lesson plans?

You will, naturally, be talking with your cooperating teacher, on a daily basis, about the learning goals and plans for your students. When you write the narrative commentary for Task 1, your cooperating teacher may not provide you with direct comments or suggestions about how to address the prompts.

- How important is the Context for Learning associated with Task 1?

The Context for Learning is an essential building block in your edTPA evidence. It is important to thoughtfully complete the context document and to be as specific as possible in the table portion (including information about students with IEPs, 504 Plans, ELLs, and struggling learners). When writing your lesson plans, you will elaborate on how you will specifically serve the students initially identified in the context.

Task 2: Instruction

- What does Task 2 focus on?

In Task 2 you are required to teach the learning segment (3 to 5 lessons) that you planned in Task 1. The expectation is that you teach to the entire class. It is understood that you might have students working in small groups within a lesson, and that you will move around the room supporting them. You are asked to provide digital excerpts from this instruction cycle as part of your evidence for the edTPA.

- What permissions are required to video record in the classroom?
 - Your district might have its own digital release form and prefer that you use that form. If that is the case, please follow their request.
 - Seton Hall University has prepared a digital release form, based on models provided by the state and SCALE (Stanford University). A letter explaining the edTPA and the digital release form should be provided to your cooperating teacher and principal for their review. (These documents are part of the seminar Blackboard shell, EDST 4001, 4500 and 6426.)

- What information does the video release form provide to parents?

The form explains that the focus of the video is on the clinical intern, providing an example of their teaching ability. In addition, the form explains that the digital recording is not to be used for any purposes beyond the edTPA evaluation and internal instruction, within the same teacher preparation program, for the next cohort of teacher candidates. The form also notes that any reference to K-12 students within the written commentary of the edTPA is anonymous; initials or coding such as Student 1 are used. The school, district, teacher, and K-12 students are not identified at any point in the documentation.

Social media sharing of the digital recording is strictly prohibited and candidates are liable for any such unauthorized sharing.

- What do I do if my school leader and/or district requires that I blur any student faces that appear on the recording (even if parents signed the release form)?

Please notify your education seminar instructor (EDSTS 4001, 4500 and 6426) and they will put you in contact with our Teaching, Learning, Technology Center. This is not a simple process, but some guidance on how to begin is available.

- What equipment do I use to record my lessons?

We recommend that you use your SHU issued laptop. The digital recording and editing equipment is already built into the computer. We also have external microphones to lend to clinical interns. *We do not recommend using your mobile devices; there are usually memory capacity limitations.* Your SHU laptop has enough memory to allow you to record 3 to 4 full lessons. This allows you to select the strongest evidence of your instructional knowledge and skills from the range of the learning segment. We will provide you with information in the education seminar course (EDST 4001, 4500 and 6426) on video compression because even a 10-minute video is too large to upload Chalk and Wire.

- Where are the digital recordings saved and for how long?

We recommend that you save your videos on your secure, private SHU One Drive account. Once you have received your scored (passed) edTPA back from Pearson, you no longer need to save the videos; deleting them at that time would be appropriate. Do not save your videos or any of your edTPA materials on your laptop hard drive. If your laptop crashes during the semester, IT cannot guarantee that they can recover your work.

- Where should I place my laptop in the room to do the recording?

The focus of the recording is on your teaching, so the laptop should be placed on a desk, behind the students-facing you. If you move around the room to work with different groups of students, if the district permits students to be seen in the recording, based on

the release forms, you may ask your cooperating teacher, if he or she would be willing, to move the laptop to capture the range of your teaching.

- Where should the students sit whose parents did not sign the digital release form?

All students are to be included and served during your lessons. Please, politely, arrange student seating for those lessons so that those who are not authorized to be in the video are placed beyond the scope of the camera. Be aware of your messaging about where students are seated during these lessons to avoid marking or making anyone feel uncomfortable about the release form decision.

- How long are the digital excerpts required for edTPA?

You are required to provide digital evidence in response to two areas: (i) showing your ability to engage learners, and (ii) showing how you provide opportunities for your students to meaningfully apply the learning and academic language you shared. Most edTPA Handbooks require two recordings between 3-10 minutes maximum to demonstrate these points. It is important to carefully read your edTPA Handbook, Task 2, to see if there are any additional time limits. The selected digital excerpts must be consecutive with no edits between the beginning and end of a 3 to 10 minute sample.

Task 3: Assessment

- What does Task 3 focus on?

After having taught your learning segment (3-5 lessons), you will analyze a selected assessment given to the whole class. Based upon your review of trends and patterns in learning, you will select three students from the whole class for a deeper analysis of their learning.

- How does feedback to students relate to Task 3?

Using the student work samples for the three selected students, along with possible evidence from your recordings, you are asked to demonstrate the type and depth of feedback you provide to students. In addition, evidence of how your students meaningfully apply the feedback you've provided them to forward their own learning is required. Think about the difference between writing "good job" on a paper versus "great details; excites your reader."

- How does academic language relate to Task 3?

Using the student work samples for the three selected students, along with possible evidence from your videos, you are asked to demonstrate your students' use of the academic language demands (function, vocabulary, and discourse). Think about your students using the term 'graphic organizer', 'T chart,' or persuasive essay. In your

education seminar Blackboard shell (EDST 4001, 4500, and 6426), a graphic organizer supporting the requirements for academic language is provided.

- *What is the role of best practice and research related to Task 3?*

You will be asked to reflect on what you learned about student learning from your analysis of their work. As part of that reflection, you are required to describe how your instructional practice might change in the future based on specifically cited (and referenced) research and best practices. Think about describing how your use of more carefully scaffolded supports, with immediate feedback, might help improve the performance of your student with a learning disability. References might include J. Bruner, L. Vygotsky, and more.

Task 4 Math Re-Engagement (*for elementary education majors only*)

- *What does Task 4 focus on?*

After a math learning segment of 3-5 lessons has been taught (either by your teacher or you), you are asked to analyze student learning for the whole class. Based on the analysis of the whole, you select three students to teach a focused re-engagement lesson. Additional analysis of student learning, after the re-engagement lesson, requires reflection about future instructional decisions.

- *Is a digital recording required for Task 4?*

No. A digital recording is not required for the learning segment or the re-engagement lesson in math.

- *Do I need to submit student work samples?*

Yes, you are required to submit two sets of student work samples. The first set reflects the work of the three focus students on the original assessment given to the entire class. The second set reflects the work of the three focus students on the re-engagement lesson. As with any evidence provided in the edTPA, no identifiers are allowed. No school, district, teacher, or K-12 student names. Initials or coding such as Student 1 are permissible.

- *Do I need to prepare a formal SHU lesson plan for Task 4?*

No. Within the commentary for Task 4, one of the prompts provides a space for addressing the required components of the re-engagement lesson they would like to see (prompt 3).