

Taskforce Charges	Resources	
How is edTPA being implemented in CT?	<i>edTPA Workshops in CT (3 pgs.)</i>	Documents all the trainings held in CT that were open to All EPPs; some trainings included school partners and district leaders
	<i>Implementation Information (1 p.)</i>	Document reflecting monthly edTPA coordinator calls and workshop participation (to compliment the document titled <i>edTPA Workshops in CT</i>)
The financial costs associated with edTPA on IHEs and candidates	<i>Professional Licensure Costs Comparisons (1 p.)</i>	Document created by a Taskforce member comparing costs of license across several “like” professions in CT
	<i>Educator Licensure Fees Landscape Comparisons (2 pgs.)</i>	Document created by CSDE comparing cost across New England states
	<i>Establishing a Student Fee for edTPA</i>	Resource on how a variety of EPPs across the country have established a “fee” for edTPA
Resources documenting edTPA as an evidence-based or best practice	<i>Why edTPA? (2 pgs.)</i>	Snap shot of why EPPs would consider edTPA as a performance-based assessment (PBA)
	<i>Affirming the Validity and Reliability of edTPA</i>	Response to Gitomer’s AERJ article
	<i>Fullfilling Our Educative Mission: A Response to edTPA Critique (20 pgs.)</i>	Authors (SCALE) highlight how edTPA is intended to strengthen candidates’ teaching and provides suggestions for educative implementation that could improve teacher education programs.

	<p><i>Review of Research on Teacher Education: edTPA Task Dimensions and Rubric Constructs (110 pgs.)</i></p>	<p>Presents the research literature that informs the development of edTPA and its rationale as a performance-based assessment for preservice teacher candidates' readiness to teach.</p>
	<p><i>A Practical Guide to edTPA Implementation: Lessons from the Field (Book – not attached. Copy is available for review)</i></p>	<p>The chapters are written by experienced teacher educators who are leading successful edTPA programs in their own universities, who are in the field, and involved in the work. They represent diverse teacher preparation programs, each with their own strengths and challenges.</p>
<p>Research on the use of edTPA by other states for both preparation and/or licensure</p>	<p><i>State edTPA Policy Overview as of Dec 2019 (19 pgs.)</i></p>	<p>Documents the use of edTPA by state for both preparation and licensure</p>
	<p><i>Developing a Culture of Learning Around the edTPA: One University's Journey (24 pgs.)</i></p>	<p>Authors reflect on use of edTPA as being instrumental in their preparation program establishing and maintaining a focus on ambitious teaching</p>
	<p><i>Implementing edTPA Brochure (38 pgs.)</i></p>	<p>Comprehensive resource for all EPPs – suggestions from the “field” across all states for implementing edTPA</p>
	<p><i>edTPA Operational Support (5 pgs.)</i></p>	<p>Resource for EPPs that serves as starting point for learning about edTPA, understanding requirements, and preparing for the assessment process</p>

	<p><i>A Practical Guide to edTPA Implementation: Lessons from the Field (referenced above; book; copy is available)</i></p>	<p>The chapters are written by experienced teacher educators who are leading successful edTPA programs in their own universities, who are in the field, and involved in the work. They represent diverse teacher preparation programs, each with their own strengths and challenges.</p>
	<p><i>Initial Findings from edTPA Implementation in North Carolina (8 pgs.)</i></p>	<p>Key results from North Carolina’s pilot of edTPA.</p>
	<p><i>North Carolina Induction (pgs. 2)</i></p>	<p>Brief synopsis of how NC is utilizing edTPA scores to support beginning teachers during the induction years</p>
<p>Any effects edTPA has on world language instruction – Who scores edTPA?</p>	<p><i>Educative Assessment & Meaningfull Support: 2018 Adminstrative Report, p. 2 (38 pgs.)</i></p>	<p>Each edTPA folio is scored by content area experts, so WL handbooks are scored by teachers/teacher educators who are experts in the select language</p>