



Why edTPA?

With a focus on learning for all students, **edTPA engages teacher candidates in developing the knowledge, skills, and abilities to meet the needs of today's diverse learners.** edTPA is an educative assessment that supports teacher candidate learning, providing an **authentic, objective measure** of teacher candidate readiness that informs licensure, accreditation, and program completion.

edTPA is embedded in authentic practice

Embedded in a teacher preparation program, edTPA is built on core aspects of teaching—planning for instruction, engaging students in learning, assessing learning, and supporting academic language development. edTPA requires these areas to be linked together to show the **full cycle of teaching.** edTPA is designed for candidates to submit real artifacts—lesson plans, video, and student work samples—to show the authenticity of the local teaching context and the way the candidate responds to real students when teaching them in a real setting. Candidates' submissions provide evidence of how they planned and implemented a segment of instruction to **deepen student learning** of subject-specific objectives.

edTPA objectively assesses subject-specific teaching practices

edTPA evaluates a common set of teaching principles and teaching behaviors as well as pedagogical strategies that are focused on specific content learning outcomes for P-12 students. Each edTPA handbook shares a uniform design, assessing pedagogical constructs that underlie the integrated cycle of planning, instruction, and assessment. Each handbook features key subject-specific components of teaching and learning drawn from the content standards for student learning and pedagogical standards of national organizations.

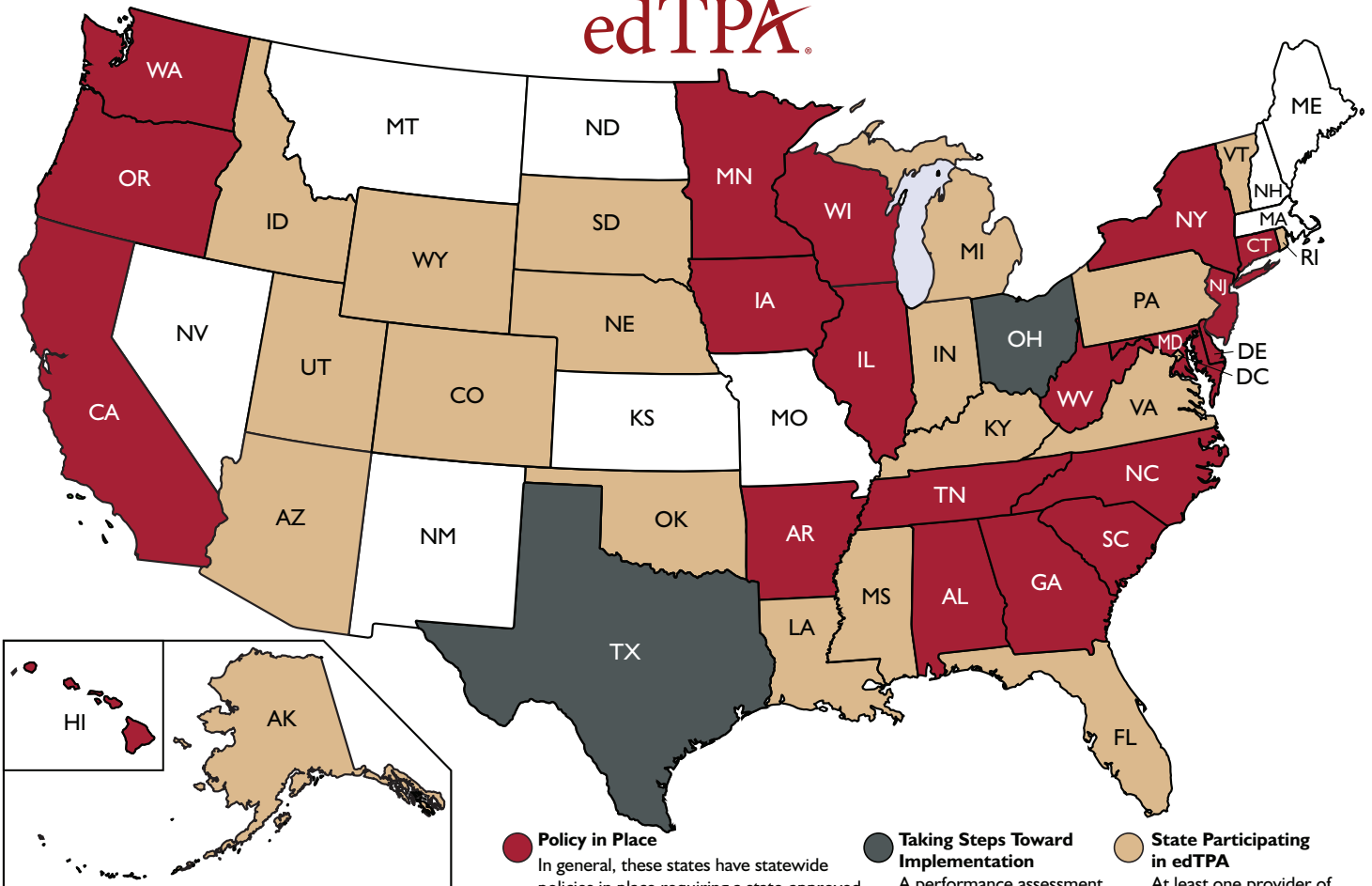
Teaching secondary sciences requires different skills than teaching literacy in the elementary grades, for example. That's why edTPA's truly content-specific approach enables candidates to demonstrate pedagogical strategies specific to deepening diverse students' content learning.

edTPA provides deep engagement and ongoing implementation support

edTPA was purposefully designed as an educative support and assessment program and offers comprehensive support for teacher candidates, teacher preparation programs, P-12 school partners, and state education agencies. Educator engagement is supported by the edTPA National Academy, a group of professionals trained to support and promote the educative value of edTPA nationwide. A vast Resource Library and Online Community at edtpa.aacte.org provide ongoing and interactive opportunities for teacher educators to leverage the powerful formative components of edTPA. Today's edTPA community has grown to approximately 11,000 members representing more than 870 programs in 41 states, accessing over 175 support resources along with tools to analyze candidate performance data at local, state, and national levels.

edTPA provides beginning teachers a solid foundation on which to build successful careers and ensures that all students have a well-prepared teacher.

edTPA®



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Policy in Place

In general, these states have statewide policies in place requiring a state-approved performance assessment as part of program completion or for state licensure and/or state program accreditation/review. In these states, edTPA also has been approved as a performance assessment for these purposes.

Taking Steps Toward Implementation

A performance assessment and/or edTPA are being considered at the state level for program completion or as a licensure requirement.

State Participating in edTPA

At least one provider of teacher preparation—either traditional or alternative—is exploring or trying out edTPA.

Western Governors University is a participating member in edTPA and offers online accredited teacher preparation programs across the U.S.

This growing network of support with more than 10,000 members is led by edTPA's partners, the Stanford Center for Assessment, Learning, and Equity and the American Association for Colleges of Teacher Education.

Learn more at <http://edtpa.aacte.org> or contact edtpa-policy@aacpe.org

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Stanford Center for Assessment, Learning & Equity