May 26, 2015

MEMORANDUM

TO: County and City Superintendents of Education

FROM: Thomas R. Bice

State Superintendent of Education

RE: edTPA: A Partnership Between P-12 Schools and Educator Preparation Programs

On September 10, 2014, members of the Alabama State Board of Education adopted a resolution to endorse the concepts reflected in the reports of the Alabama Commission on Educator Preparation, Licensure, and Entry into the Profession (ACEPLEP). One of the recommendations contained in the Commission report was that we explore the use of performance-based assessments of teaching practice. I am excited about moving forward with this initiative that complements our PLAN 2020 goal of ensuring that every child is taught by a well-prepared, resource, supported, and effective teacher. My goal is to implement a statewide performance assessment as a criterion for earning an initial Professional Educator Certificate by the fall semester of the 2018-2019 school year. That means that all teacher candidates completing Class B and Alternative A state-approved programs fall semester 2018-2019 and thereafter will be required to document having earned an acceptable score on the statewide performance assessment. Additionally, as standards rise for our Educator Preparation Providers (EPPs), a performance assessment will also be required for alternative routes leading to initial certification such as the Alternative Baccalaureate Certificate program beginning fall semester 2018-2019.

The EPPs were notified on October 6, 2014, that funds would be available to assist in integrating edTPA, a performance assessment developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) that is supported by the American Association of Colleges for Teacher Education (AACTE) that is based on the National Board for Professional Teaching Standards (NBPTS) portfolio into their existing curricular and assessment frameworks. Performance assessments like edTPA provide opportunities for candidates to demonstrate knowledge and skills acquired during their coursework and clinical experiences. The edTPA challenges teacher education candidates to integrate their content knowledge into professional practice that promotes student learning and success. The edTPA will provide a uniform assessment that allows candidates, regardless of preparation pathway, to demonstrate that they are indeed ready for the profession before assuming full responsibility for teaching your students.
The implementation of edTPA will require a deeper partnership between P-12 schools and EPPs. The edTPA is a multiple measure system that includes two primary components:

1) Teaching-related performance tasks embedded in clinical practice that focus on planning, instruction, assessment, academic language, and analysis of teaching.
2) A three- to five-day documented learning segment. As in the past, you will be asked to host teacher candidates for their internship/student teaching and strengthen clinical experience partnerships with your local EPP; however, these roles may change slightly with this additional certification requirement:

- As a P-12 partner, local education agencies will be asked to allow student interns to videotape in your classrooms. The Alabama State Department of Education has developed a uniform consent form to be used by each EPP and teacher candidates.
- Teacher candidates will need input into the context and background, including Individualized Education Plans, of their students early in the clinical experience process so that they can learn to plan instruction based on specific student strengths and needs.
- The cooperating teacher will have a critical role in assisting the teacher candidate reflect on his or her instruction and lessons.

In return, edTPA will foster professional dialogue that will enhance the mutual benefits for veteran teachers, teacher candidates, EPPs, and, most importantly, Alabama’s school children. I am excited about Alabama’s commitment to the continual improvement of instructional practice of our educators. I ask you to join me in this initiative through communicating this information to all P-12 stakeholders. Please refer to the Teachers Who Support Teacher Candidates document attached. If you would like to obtain additional information about edTPA, please access the following Web site: http://edtpa.aacte.org. You may also contact my staff member in Educator Assessment, Dr. Jendia S. Grissett, at jgrissett@alsde.edu. I look forward to providing additional information to you at our next meeting.

TRB/JSG/JC

Attachments

cc: Deans of Education
    Mr. Larry Craven
    Mrs. Sherrill W. Parris
    Dr. Jayne A. Meyer
    Mrs. Sarah P. Justiss
    Dr. Jendia S. Grissett
    Dr. Anna T. Kozlowski
    Dr. Lemanski C. Walker
The American Association of Colleges for Teacher Education (AACTE); the Stanford Center for Assessment, Learning, and Equity (SCALE); and Pearson invite educators to become scorers for edTPA®.

edTPA Scorer Qualifications
- Expertise in the subject matter or developmental level of the teaching field (degree and professional experience)
- Teaching experience in that field (or teaching methods or supervising student teachers in that field)
- Experience mentoring or supervising beginning teachers or administering programs that prepare them

edTPA Scorer Benefits
- Promotes a deep understanding of edTPA rubrics that will enable you to better support teacher candidates
- Support informed discussions with teacher candidates and colleagues
- Support educator preparation programs curriculum mapping, multiple measures, assessment-system design, alignment with supervisory observations/evaluation, articulation with P-12 partners, and formative learning opportunities for candidates

edTPA Scorer Commitment
- Scors must complete a training curriculum that includes about 19 to 24 hours of online modules and scoring of practice and qualification portfolios.
- In addition to completing the training, scorers are expected to score a minimum of 1 to 2 portfolios per week for a multi-month scoring session, subject to the number of submissions. The total number of edTPA portfolios available to each scorer will vary based on the volume of candidate submissions.
- Scors are also carefully monitored by trained scoring supervisors during scoring activities to maintain high quality.
- Portfolios are available for scorers to score at their convenience; the average time to score a portfolio is approximately 2 to 3 hours.
- Scorers are compensated for training time and for portfolios scored.

More Information
For more information on edTPA, visit http://edtpa.aacte.org/.
To find out how to get involved in local evaluation or to score edTPA, contact your partner university educator preparation program or visit http://scoreedtpa.pearson.com/.

edTPA is a performance-based assessment that provides evidence that teachers beginning their careers are ready to teach.

Teachers Who Support Teacher Candidates

This document may be accessed using the following link:
There is a nationwide effort to ensure that beginning teachers are truly prepared to teach effectively. In many states, this initiative includes the adoption of edTPA, which requires candidates to demonstrate the knowledge and skills required to help all students learn in real classrooms. edTPA is not simply about theory as it requires teacher candidates to demonstrate what they can and will do on the job, translating into practice what research has shown to improve learning. edTPA is intended to be used as a summative assessment at the end of an educator preparation program and to support state and national program accreditation by providing evidence for program completion or teacher licensure decisions.

If you are a P–12 teacher who supervises or supports teacher candidates in their clinical experiences, you will see how edTPA creates a rigorous and meaningful experience for aspiring teachers and students. Teacher candidates will develop lesson plans and deliver instruction consistent with your school's standards and curricula. For the first time, however, all teacher candidates will document the five priority areas outlined below:

**edTPA Focuses on Areas Critical to Effective Instruction**

<table>
<thead>
<tr>
<th>Teaching Area</th>
<th>Candidate Classroom Materials (Artifacts) Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Lesson plans, instructional materials, student assignments, assessments, commentary justifying how plans meet student learning needs</td>
</tr>
<tr>
<td>Instruction</td>
<td>Unedited video clips, commentary analyzing student engagement in learning</td>
</tr>
<tr>
<td>Assessment</td>
<td>Samples of student work, feedback to focus students, commentary analyzing student learning and justifying next steps for teaching</td>
</tr>
<tr>
<td>Analysis of Teaching</td>
<td>Planning, Instruction, and Assessment commentaries as noted above</td>
</tr>
<tr>
<td>Academic Language</td>
<td>Unedited video clips and/or student work samples, Planning and Assessment commentaries</td>
</tr>
</tbody>
</table>

edTPA was developed under the leadership of the Stanford Center for Assessment, Learning, and Equity (SCALE) in partnership with the American Association of Colleges for Teacher Education (AACTE). The edTPA process draws on experience gained from the 25-year development of performance-based assessments of teaching, including the National Board for Professional Teaching Standards and the Performance Assessment for California Teachers. Since 2009, thousands of teacher educators and P–12 teachers have collaborated on edTPA to meet the need for a nationally available research- and standards-based assessment of candidate performance and more than 641 campuses in 35 states are now using the assessment.

**Video recording requirement**

Video recording may be a new requirement for teacher candidates and they are cautioned to protect privacy and confidentiality. The video clips will be submitted for scoring purposes only, unless additional permission is requested. Teacher candidates are expected to follow their cooperating school's policies and protocols for obtaining the necessary parental/guardian permission, or to place those students without permission off-camera. Sample release forms are provided for reference at [https://www.edtpa.com/Content/Docs/SampleReleasesForm.pdf](https://www.edtpa.com/Content/Docs/SampleReleasesForm.pdf) and reflect the type of notification and permissions that must be obtained prior to video recording. Additionally, teacher candidates should consult their preparation program for other specific information that may be required to include in the release form.

What you can expect:

As a supervising teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates may need your input about the context and background of their students early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

Your collaboration as a mentor and facilitator will be critical to the overall experience and success of your teacher candidates. In return, edTPA will foster professional dialogue that will enhance the mutual benefits for both veteran teachers and teacher candidates. Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates readiness for an initial license. This document clarifies acceptable forms of support for candidates during the edTPA process and those that are unacceptable.

**Acceptable Forms of Candidate Support within the edTPA Process**

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as Making Good Choices about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Using rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process
- 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
- Arranging technical assistance for the video portion of the assessment

**Unacceptable Forms of Candidate Support within the edTPA Process**

- Editing a candidate's official materials prior to submission
- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Instructing candidates on which video clips to select for submission
- Uploading candidate's edTPA responses (written responses or videoclip entries) on public access social media websites

This document may be accessed using the following link: [https://secure.aacte.org/ourp/d/res_get.php?fid=16198ref=edtpa](https://secure.aacte.org/ourp/d/res_get.php?fid=16198ref=edtpa)

**SCALE**

Stanford Center for Assessment, Learning, & Equity
To: Parents & Guardians

Topic: Student Release Form – edTPA Teacher Certification Assessment

From: ________________________________ Educator Preparation Program Candidate

______________________________ Institution

______________________________ Cooperating Teacher ____________________ (School)

______________________________ Building Principal, ____________________ (School)

Date: ________________________________

I am a candidate in an initial teacher preparation program that is implementing edTPA (Teacher Performance Assessment), a national performance assessment for prospective teachers. Successful completion of this assessment is a requirement for teacher certification in Alabama, beginning September 1, 2018.

This project includes submission of short video recording of my teaching abilities in your child’s class. Although the video recordings involve both me and various students, the primary focus is upon my instruction not on the students within the class. In the course of taping, your child may appear on the video recordings. The videotaped lesson will be used for me to reflect on my teaching practice as part of the edTPA and will be loaded in a secure, password-protected electronic course management system. Also, I may submit samples of student work as evidence of my teaching practice, and that work may include some of your child’s work. No student’s names will appear on any materials that are submitted.

Faculty, cooperating teachers, and/or teacher candidates associated with the program at ____________________ (Institution) and faculty associated with edTPA may see my video and student work samples. These materials will be viewed under secure, password-protected conditions, never posted on publicly accessible websites, and will never reveal identities of children, schools, or districts.

This form continues on the next page and will be used to document your permission for your child’s participation in these activities.

For more information about the edTPA, see http://edtpa.aacte.org/about-edtpa.
### Student Permission Slip
edTPA Teacher Certification Assessments Tasks

Please Complete and Return to your Child's Teacher on or before [date]

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student’s Date of Birth:</th>
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<th>School:</th>
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<th>City/State/Zip Code:</th>
<th>Teacher:</th>
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I am the parent/legal guardian of the child named above. I have received and read the letter regarding a teacher assessment being conducted by [Institution], and agree to the following: (Please initial beside either I DO or I DO NOT box below.) Your child will not be penalized if you choose: I DO NOT give permission.

- [ ] I DO give permission to include my child’s image on video recordings as he or she participates in class conducted at my child’s school by the aforementioned institution and/or to reproduce materials that my child may have completed as part of the classroom activities. No student’s name will appear on any materials submitted by the student teacher.
- [ ] I DO NOT give permission to video record my child or reproduce materials that my child may have completed as part of classroom activities.

<table>
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<tr>
<th>Parent/Guardian Signature:</th>
<th>Date:</th>
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</table>

### Students More Than 18 Years of Age Permission Slip
edTPA Teacher Certification Assessments Tasks

Please Complete and Return to your Teacher on or before [date]

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student’s Date of Birth:</th>
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- [ ] I DO give permission to include my child’s image on video recordings as he or she participates in class conducted at my school by the aforementioned institution and/or to reproduce materials that my child may have completed as part of the classroom activities. No student’s name will appear on any materials submitted by the student teacher.
- [ ] I DO NOT give permission to video record my child or reproduce materials that my child may have completed as part of classroom activities.

<table>
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For more information about the edTPA, see http://edtpa.aacte.org/about-edtpa.
edTPA Candidate Forms

<table>
<thead>
<tr>
<th>Candidate's Name and ID number:</th>
<th>Date of Birth:</th>
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</thead>
<tbody>
<tr>
<td>Street Address:</td>
<td>School(s) for Student Teaching/Internship:</td>
</tr>
<tr>
<td>City/State/Zip Code:</td>
<td>Cooperating Teacher:</td>
</tr>
<tr>
<td>EPP Name:</td>
<td>EPP University Supervisor:</td>
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</tbody>
</table>

The following includes four forms that must be completed by all candidates who are completing the edTPA (Teacher Performance Assessment) as part of their student teaching/intern experience. Please review each form carefully, retain a copy for your records, and return the original forms with all signature to your institutional designee.
Candidate’s Name and ID number: | Date of Birth:  
--- | ---
Candidate’s Name and ID number: | Date of Birth:  
--- | ---
Street Address: | School(s) for Student Teaching/Internship:  
--- | ---
City/State/Zip Code: | Cooperating Teacher:  
--- | ---
EPP Name: | EPP University Supervisor:  
--- | ---

### Form 1: Student Teacher/Intern Confidentiality and Non-Disclosure Agreement

It is the policy of the State of Alabama of Education and its school districts to protect the privacy and confidentiality of student educational data and employee personnel data consistent with the requirements of state and federal laws. In the course of your work as a student teacher or intern in the State of Alabama, you may have access to private or confidential information (oral, written or computer generated not otherwise available to the public at large) about employees, students, and families. All student information shall be treated as protected and private. No student data, family data, employee data or school business data, public or private, shall be included in student teacher portfolios or otherwise disclosed or released except as approved by the authorized district personnel and as provided by district’s policies and procedures.

**THEREFORE I AGREE** that:

- My right to enter any student and employee data or make use of confidential information is restricted to my need to know the data or information to perform the responsibilities of my work within the district and to meet the expectations of my preparation program.
- If given access to any computer data systems, I will keep my computer access password(s) confidential. If another method of accessing a computer system is used, I will restrict its use to myself.
- I will not discuss confidential information except with people that have a need to know the information and who are properly authorized to have access to the information.
- I will not discuss confidential information in any public areas, hallways, gathering spaces, or other spaces that may compromise the privacy of the data. I will hold all confidential information of which I have knowledge in the truest confidence as required by law.
- I will not disclose names, images, or other private information of students or district employees without written authorization or permission.
- I agree to utilize confidential district related responsibilities and/or for meeting my educator preparation program requirements.
- Unauthorized disclosure, copying, and/or misuse of confidential information is a serious breach of district, state, and federal policy, and could result in disciplinary action up to and including termination of my student teaching or intern assignment. Further, this agreement mandates compliance extending beyond employment, contract, or association with any P-12 school where student teaching was completed as required by law.

**I HAVE READ THIS CONFIDENTIALITY AND NON-DISCLOSURE AGREEMENT AND AGREE TO THE TERMS STATED ABOVE.**

Candidate Signature: ___________________________ Date: ___________________________
<table>
<thead>
<tr>
<th>Candidate’s Name and ID number:</th>
<th>Date of Birth:</th>
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<tbody>
<tr>
<td>Candidate’s Name and ID number:</td>
<td>Date of Birth:</td>
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<td>City/State/Zip Code:</td>
<td>Cooperating Teacher:</td>
</tr>
<tr>
<td>EPP Name:</td>
<td>EPP University Supervisor:</td>
</tr>
</tbody>
</table>

**Form 2: edTPA Statement of Acknowledgement**

I AGREE that:
- I have primary responsibility for teaching the students during the learning segment profiles in this assessment;
- I have not previously taught this learning segment to the students;
- The video clip(s) submitted show me teaching the students profiled to the evidence submitted;
- Each student shown in the video has submitted his/her permission form prior to being videotaped;
- The students’ work is included in the documentation and is that of my students, completed during the learning segment documented in this assessment;
- I am the sole author of the commentaries and other written responses and other requests for information in this assessment;
- Appropriate citations have been made for all materials in the assessment whose sources are from published text, Internet, or other educators;
- My students’ work is confidential and will not be shared with anyone other than those directly connected to my student teaching experience (e.g., cooperating teacher, university supervisor, and other appropriate program faculty);
- I understand that failure to comply with this statement of acknowledgement can result in my removal from student teaching/inter experience and can result in receiving an unsatisfactory grade for the course.

I HAVE READ THIS edTPA STATEMENT OF AGREEMENT AND AGREE TO THE TERMS STATED ABOVE.

Candidate Signature: ___________________________ Date: ___________________________
<table>
<thead>
<tr>
<th>Candidate’s Name and ID number:</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s Name and ID number:</td>
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<td>Street Address:</td>
<td>School(s) for Student Teaching/Internship:</td>
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<td>City/State/Zip Code:</td>
<td>Cooperating Teacher:</td>
</tr>
<tr>
<td>EPP Name:</td>
<td>EPP University Supervisor:</td>
</tr>
</tbody>
</table>

**Form 3: Guidelines for Candidate Use of edTPA Videos**

A video clip is included in the edTPA portfolio, because it adds richness and valuable context to the evaluation of your teaching. However, because videos tend to include identifiable images of students, their use as part of the edTPA carries some significant ethical and legal responsibilities. For reasons of privacy, safety, many parents are concerned about their children appearing on videos and in photos, especially any that might be used outside the classroom. For both legal and ethical reasons, those concerns must be respected at all times. You are required to do the following:

- **Parents and guardians must be asked to consent to having their children appear on video.** Depending on the district, there may be consents in place that would satisfy this responsibility. In other districts, you must seek specific permission for students to appear on the edTPA videos. Your institution can provide you a consent form for your use. *If you have not been informed about this requirement at the beginning of your student teaching, it is your responsibility to ask your supervisor how this requirement will be handled.*

- **Before creating the video, you must be certain you know the names of any students whose parents did not grant permission, and you must avoid including those students on the video by positioning the camera so that it does not capture their images.**

- **Students’ last names must be omitted.** The students’ last names must be removed from student work and any reflective statements that may be included in your portfolio.

- **Video clips that are submitted as part of your edTPA must not be shared beyond its intended purpose.** No part of any video taken in the classroom whether submitted as part of edTPA or not, may be used for other personal or professional purposes. In particular, the video cannot be posted on-line, sent to friends and family, or included in your job portfolio. Anyone suspected of misusing the video clips will be reported to your institution. This violations falls under the Family Educational Rights and Privacy Act (FERPA) laws and are subject to an investigation. Other possible civil and criminal investigations and/or penalties can apply. Once you have shared the video electronically with anyone, you have effectively lost control of it.

- **Once you have received confirmation that you have successfully completed edTPA, video clips must be destroyed.** This includes not only the segments submitted, but any video material created as part of your effort to prepare for and complete edTPA.

**I HAVE READ THIS GUIDELINES FOR CANDIDATE USE OF edTPA VIDEOS AND AGREE TO THE TERMS STATED ABOVE.**

Candidate Signature: ___________________________ Date: _____________________
Form 4: Waiver-Use of edTPA Portfolio for Program Improvement

I AGREE that:
- My edTPA portfolio may be used for program evaluation purposes;
- My name will be removed from my portfolio; and
- Specifically, my edTPA portfolio may be used by my program for the following purposes:
  - Instruction within and across programs;
  - Program improvements;
  - Training; and
  - Preparing candidates

I have read and understand the materials to be submitted as part of the edTPA assessment. I agree to the following: (Please initial beside either I DO or I DO NOT box below.) I will not be penalized if I choose: I DO NOT give permission.

<table>
<thead>
<tr>
<th>I DO give permission the aforementioned institution to include my image on video recordings, and/or reproduce materials that I have submitted as part of my edTPA assignments, in training sessions with faculty, cooperating teachers, and with faculty associated with edTPA.</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Candidate signature: Date: