

# edTPA® Connections to CAEP

edTPA is a performance-based, subject-specific support and assessment system used by educator preparation programs (EPPs) nationwide. edTPA complements a multiple-measures assessment system as a summative capstone that allows candidates to integrate what they have learned about effective teaching practice throughout their program and to demonstrate that they can plan, teach, and assess based on knowledge of their students.

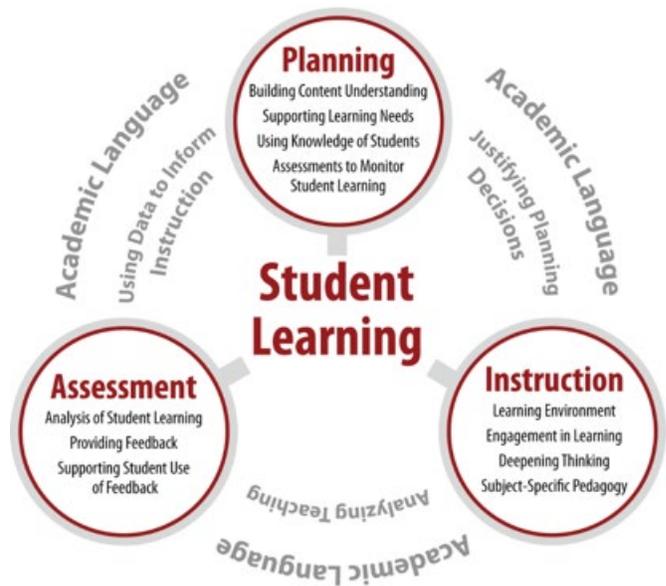
## Using edTPA to Achieve CAEP Accreditation

The Council for the Accreditation of Educator Preparation (CAEP) developed an evidence-based accreditation process that is rooted in its standards and requires common unit assessments that are valid and reliable. As of June 2016, programs pursuing CAEP accreditation are required to use multiple measures in their review. They are also required to make their own case as to how varied sources of data provide evidence of candidate performance and are used to inform program renewal. edTPA can contribute substantially to that body of evidence. This document offers connections among CAEP standards and elements and edTPA rubric constructs.

## Aligning edTPA Evidence to CAEP Standards

### CAEP Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.



For CAEP Standard 1, Interstate Teacher Support and Assessment Consortium (InTASC) Model Core Teaching Standards are used to define and support teacher effectiveness, and to develop and inform policies and programs to prepare, license, support, and evaluate teachers. These standards maintain the delineation of knowledge, dispositions, and performances as a way to probe the complexity of the teacher’s practice. Developers of edTPA used the InTASC Standards and research on effective teaching to determine and refine the constructs within edTPA rubrics and apply them in subject specific ways. The *edTPA Crosswalk: InTASC Standards* document developed by Stanford Center for Assessment, Learning and Evaluation (SCALE) includes commentary prompt excerpts and rubric language from the operational edTPA (2014) and maps their alignment with the ten InTASC Standards (2013). As the crosswalk shows, the InTASC Standards are strongly aligned with the constructs measured within the three tasks of edTPA. EPPs may find the crosswalk useful in constructing their argument for using edTPA evidence in CAEP review.

### CAEP Standard 3: Candidate Quality, Recruitment and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of CAEP Standard 4.

EPPs have a responsibility to address the quality of their candidates. This responsibility continues from purposeful recruitment to admissions selectivity, through monitoring of candidate progress and providing necessary support, to demonstrating that candidates are proficient at completion of their program and eligible for licensure.

edTPA was authored by faculty and staff at the Stanford Center for Assessment, Learning and Equity (SCALE) with input from educators around the country. It was validated in accordance with standards for licensure assessments (APA, AERA, NCME, 2014), and intended

to be used as a measure of the knowledge, skills, and abilities necessary for beginning teaching. Research on edTPA supports its use as an evaluation tool for both pedagogical and subject-specific knowledge and skills — which together with other measures of teacher competence form the basis of what teacher candidates must possess starting on day one of their professional career.

The following table shows how edTPA rubric constructs align with **CAEP Standard 1: Content and Pedagogical Knowledge** and **CAEP Standard 3: Candidate Quality, Recruitment and Selectivity**. The left column shows the edTPA rubric; the center column, a description of the construct of effective teaching measured; and the right column, the corresponding CAEP standard and elements. CAEP Standards 1 and 3 are represented in the table because they show the strongest alignment between their components and the edTPA rubrics.

Following the table are descriptions of **CAEP Standard 2: Clinical Partnerships and Practice** and **CAEP Standard 4: Program Impact**. EPPs may find that CAEP Standards 2 and 4 demonstrate alignment between some of their components and the edTPA rubrics, and therefore are not represented in the table.

edTPA Rubric	Construct Measured	CAEP Standard	
<b>R1 - Planning for Content Learning:</b>	Candidate's plans for instruction address content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.4	1.5 3.3
<b>R2 - Planning to support varied student learning needs</b>	Candidate uses knowledge of his/her students to target support for students to develop content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.4	3.3 3.6
<b>R3 - Using knowledge of students to inform teaching and learning</b>	Candidate uses knowledge of his/her students to justify instructional plans	1.1 1.2 1.4	1.5 3.3
<b>R4 - Identifying and Supporting Language Demands</b>	Candidate identifies and supports language demands associated with content learning tasks	1.1 1.2 1.3 1.4	1.5 3.3 3.5 3.6
<b>R5 - Planning Assessments to Monitor and Support Student Learning</b>	Candidate selects or designs informal and formal assessments to monitor students' progress toward developing content-specific skills, concepts, strategies, and/or processes	1.1 1.2	1.4 1.5
<b>R6 - Learning Environment</b>	Candidate demonstrates a positive learning environment that supports students' engagement in learning	1.1 1.2 1.4 1.5	3.3 3.6
<b>R7 - Engaging Students in Learning</b>	Candidate actively engages students in developing content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.3 1.4	1.5 3.3 3.5 3.6

edTPA Rubric	Construct Measured	CAEP Standard	
<b>R8 - Deepening Student Knowledge</b>	Candidate elicits student responses to promote thinking and to develop content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.3	1.4 1.5 3.5
<b>R9 - Subject-Specific Pedagogy</b>	Candidate uses subject specific pedagogical strategies and/or materials to support students' understanding of content-specific skills, concepts, strategies and/or processes	1.1 1.2 1.3	1.4 1.5 3.5
<b>R10 - Analyzing Teaching Effectiveness</b>	Candidate uses the analysis of what students know and are able to do to plan next steps in instruction	1.1 1.2 1.4	1.5 3.3 3.6
<b>R11 - Analysis of Student Learning</b>	Candidate analyzes evidence of student learning of content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.4	1.5 3.6 3.6
<b>R12 - Providing Feedback to Guide Learning</b>	Candidate provides feedback to focus students that addresses their strengths and needs	1.1 1.2 1.4	1.5 3.6 3.6
<b>R13 - Student Use of Feedback</b>	Candidate provides opportunities for students to use feedback to guide their further learning	1.1 1.2 1.4	1.5 3.6 3.6
<b>R14 - Analyzing Students' Language Use and Content Learning</b>	Candidate analyzes students' use of language to develop content understanding	1.1 1.2 1.3 1.4	1.5 3.3 3.6 3.6
<b>R15 - Using Assessment to Inform Instruction</b>	Candidate uses the analysis of what students know and are able to do to plan next steps in instruction	1.1 1.2 1.3 1.4	1.5 3.3 3.5 3.6

**CAEP Standard 2: Clinical Partnerships and Practice** focuses on effective partnerships and high-quality clinical practice are central to candidates' preparation. In doing so, it lays the groundwork for opportunities for candidates to develop, practice, and demonstrate the content and pedagogical knowledge and skills that promote learning for all students.

EPPs seeking accreditation should have strong collaborative partnerships with school districts and individual school partners, as well as other community stakeholders, in order to pursue mutually beneficial and agreed upon goals for the preparation of education professionals. Partnerships can be built and maintained through clinical experiences, as demonstrated in the following excerpt:

### **Clinical Experiences 2.3**

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences,

including technology enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in CAEP Standard 1, that are associated with a positive impact on the learning and development of all P–12 students.

When discussing edTPA's common language for "readiness to teach" with P–12 partners and other stakeholders, campuses and states using InTASC as the basis for state teaching standards and teacher evaluation will find the *edTPA Crosswalk: InTASC Standards* useful. Because edTPA is aligned to InTASC Standards, campuses and states can collaborate with P–12 partners to support candidates' experiences from preparation through entering the classroom. Further, programs may wish to use the [edTPA Professional Growth Plan](#) resource to support program exit goal setting and communication with P–12 partners about planning for induction support as evidence for this standard.

## CAEP Standard 4: Program Impact

The provider demonstrates the impact of its completers on P–12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

This standard requires evidence of program completers contributing to an expected level of student-learning growth as well as evidence that program completers can effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

SCALE is supportive of predictive validity studies that follow candidates into employment where it is possible to link teachers to classrooms, and is currently working with states that have requested these studies. Additionally, programs that have the capability to follow their candidates as they have become teachers of record have faculty working on research that focuses on predictive validity of edTPA. Finally, SCALE collaborates with researchers to develop projects that focus on the impact of edTPA implementation as an assessment and educational tool on EPPs, faculty, candidates, P–12 educators, and P–12 students' achievement.

## Candidate Performance Data

Score reports are available to EPPs that participate in official edTPA scoring. Each EPP designates an edTPA score reporting contact. The contacts and their designees may access the following types of reports through their secure score reporting website. These reports and data can also be used to support an EPP's position in using edTPA data for CAEP accreditation:

- Score Reports for candidates will be available per the [submission and reporting schedule](#).
- General Reports using *ResultsAnalyzer*<sup>®</sup>: Contacts may generate reports for all handbook areas within a defined timeframe.

- Custom Reports using *ResultsAnalyzer*: Contacts may generate handbook-specific or population-specific data for their state or program.
- Candidate Status Reports are accessible to edTPA score report contacts. These reports are updated daily and list the current status of candidates from their program as registered, submitted, and withdrawn.
- Biannual Report Access: These reports and a corresponding communication will be posted twice a year. These reports contain descriptive statistics for different populations:
  - National Report
  - State Report
  - EPP-Specific Report

## Additional Resources

Additional CAEP standards information and resources include the following:

- [CAEP Standards Introduction](#)
- [2013 CAEP Standards](#)
- [Quick Reference: Top 10 edTPA Resources](#)
- [edTPA Frequently Asked Questions](#)
- [2013 edTPA Field Test: Summary Report](#)
- [2014 edTPA Administrative Report](#)
- [2015 edTPA Administrative Report](#)

## For More Information

To learn more about edTPA<sup>®</sup> and become a member of the edTPA<sup>®</sup> community, visit [www.edTPA.AACTE.org](http://www.edTPA.AACTE.org)

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