edTPA MYTHS and FACTS

Myth: Pearson hires part-time employees who are unqualified and don't score reliably. External scorers don't know our candidates and can't/shouldn't judge their teaching. Pearson scores edTPA.

Fact: Although Pearson manages edTPA scoring activities, all scoring training is designed by the Stanford Center for Assessment, Learning and Equity (SCALE) and all scoring is conducted by educators. edTPA scorers include teacher educators, clinical supervisors of student teachers, K-12 teachers, administrators and National Board Certified Teachers. All scorers are selected because of their verified experience both with beginning teachers and teaching the subject-matter area in which they will score.

The criteria for selecting and training scorers are rigorous and include:
- Expertise in the subject matter or developmental level of the teaching field (degree and/or professional experience).
- Teaching experience in the field (or experience teaching methods courses or supervising student teachers in that field).
- Experience mentoring or supervising beginning teachers or administering programs that prepare them.

Overall, approximately 50 percent of scorers hired are faculty/supervisors and 50 per cent are teacher leaders.

All scorers complete an extensive 20-plus hour training curriculum that includes multiple checks to ensure that they score consistently. In addition, all scorers complete an anti-bias module that highlights potential sources of bias that might influence scoring accuracy. These include charac28 0 T-, Tw 0,004 Tc -0.0haro5eastructional
ting or context, curriculum
chfork effects (undue
addition, SCALE has trained
urces of scoring bias when
re justifications for the
ring of qualification
rtfolios. Finally, while
re previously scored validity
thout bias.

Myth : Pearson owns and is in control of the assessment design.

Fact : Stanford University is the exclusive author and owner of edTPA. All assessment and assessment materials were created with extensive input from teachers and teacher educators from across the country over a four-year development process. The Stanford

[...] and delivers score reports to teacher candidates and preparation [...] chitecture was developed and many handbooks were drafted rir [...] son.

[...] oks and rubrics are poorly constructed and unclear.

[...] multi-year development process involved teachers and teacher [...] ssment's design, review, piloting, and field tests. edTPA design and [...] –12 teachers, and [...] onal subject-matter organizations, such as the Specialized [...] ons (SPA) associated with the Council for Accreditation of Educator [...] Throughout the process of pilot, field-testing and first year of [...] ge and structure of prompts and rubrics have been vetted by [...] , candidates, and faculty, who have provided input to revise any [...] s being confusing. In addition, working closely with scorers and [...] LE reviews scoring data, to identify, revise and clarify confusing [...] directions, prompts and rubrics. Finally, the questions posed in the edtpa.aacte.org

_____ by edTPA users from across the country inform revisions to handbooks and rubrics. Based on all sources of feedback, "refreshed" versions of edTPA handbooks for 2014-15 will be issued this summer, featuring changes that improve clarity.

Myth : Candidates are not allowed to retake the assessment.

Fact : Candidates can retake the entire edTPA or one edTPA task to meet their institution or state requirement and to demonstrate they can plan, teach and assess the learning for their students. More information about retake guidelines and what candg

Myth : Faculty cannot assist candidates to prepare for edTPA.

Fact : The actual policy is just the opposite; faculty are encouraged and expected to provide formative support to candidates. Of course, the program coursework and feedback during fieldwork are the most important supports for developing candidate competencies in planning, instructing, and assessing learning. In addition, faculty working in educator preparation programs are expected to support candidates as they prepare for edTPA. Faculty can provide students with support documents (like Making Good Choices), handbooks, samples of previously completed edTPA materials,

Higher education faculty and administrators who use edTPA find that it helps translate awareness of culturally relevant pedagogy into classroom practice. See this article for more information.

A cornerstone of effective teaching within edTPA is attention to instructional context and what students bring to their learning