

April 2014 UITE Faculty Meeting

Vote – Expected Learning Outcomes

Fall Retreat August 21, 2014. Location TBD

Admissions

Teacher Education at the University of Utah – Updates from the Dean

Planning for our CAEP Visit - 2016

Career Line Faculty at the University of Utah

New Board Rule Proposals – Utah State School Board

Technology Integration

Terrell Bell Updates

2015 Student Research Fair

Bon Voyage to the UITE Newsletter!

Welcome to the 21st Century!

FERPA

ADD Comp.

Juggling district and U schedules and class meetings.

Question: What is edTPA?

edTPA is a preservice assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

Question: Who created edTPA?

Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA, formerly the Teacher Performance Assessment. They received substantive advice and feedback from teachers and teacher educators and drew from experience gained from over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards portfolio, and the Performance Assessment for California Teachers). The design and review team was comprised of more than 100 university faculty, national subject-matter organization representatives (e.g., NCTM, NCTE, NSTA, etc.), and K-12 teachers.

Question: What is edTPA designed to achieve?

edTPA is a performance assessment to help determine if new teachers are ready to enter the profession with the skills necessary to help all of their students learn. It is intended to be used for teacher licensure and to support state and national program accreditation, and to support program renewal.

edTPA doesn't ask candidates to do anything that most aren't already doing in their preparation programs, but it does ask for greater support for and demonstration of these skills that research and educators find are essential to student learning.

By focusing on the act of teaching, edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge. This is the first time teacher preparation programs have access to a multiple-measure assessment system aligned to state and national standards to guide the development of curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and improve student achievement.