



## edTPA and PPAT Key Features and Comparisons

	<b>edTPA</b>	<b>PPAT</b>
<b>Developed by the Profession for the Profession</b>	<ul style="list-style-type: none"> <li>Developed with more than 1,000 educators and teacher educators from 29 states and 400 institutions led by education researchers at the Stanford Center for Assessment, Learning, and Equity (SCALE), in collaboration with the American Association of Colleges for Teacher Education (AACTE)</li> <li>Extensive, multi-year development process of pilots and field tests, with over 30,000 candidates participating since 2009</li> <li>Developed as a Licensure and National and State Accreditation System for the assessment of teaching</li> </ul>	<ul style="list-style-type: none"> <li>Developed by ETS in consultation with 26 practitioners from 17 states</li> <li>Initial pilot included fewer than 300 candidates from 7 states (Jan 2014–Jan 2015) with another pilot beginning Fall 2014</li> <li>Developed as a Licensure Assessment System</li> </ul>
<b>A Support and Assessment System</b>	<ul style="list-style-type: none"> <li>edTPA National Academy consultants who provided direct professional development services to educators to build the capacity around teaching and learning</li> <li>SCALE and AACTE implementation experts who provide ongoing, customized policy and program support to states and educator preparation programs using edTPA</li> <li>Established multi-state infrastructure to support states including monthly phone calls/webinars with advisory groups, faculty, and/or edTPA coordinators</li> </ul>	<ul style="list-style-type: none"> <li>No additional support offered beyond technical support features</li> </ul>
<b>Resources Available</b>	<ul style="list-style-type: none"> <li>Free access to the edTPA online community where more than 6,000 members have access to an extensive edTPA Resource Library</li> <li>Resource Library includes research documents, videos, faculty and candidate resources, and other materials to fully support implementation of edTPA</li> <li>edTPA National Academy consultants who are trained to provide professional development and implementation support</li> <li>National, Regional, and State Implementation Support Conferences</li> </ul>	<ul style="list-style-type: none"> <li>No additional resources cited publicly</li> </ul>
<b>Assessing Content-Specific Pedagogy</b>	<ul style="list-style-type: none"> <li>Subject-specific assessments of content pedagogy require candidates to demonstrate pedagogical strategies</li> <li>Provides evidence of effective subject-specific teaching with diverse learners</li> <li>Developed in more than 27 individual subject areas customized to state certification requirements aligned with adopting state licensure areas</li> </ul>	<ul style="list-style-type: none"> <li>Available as one assessment for all subjects and grade levels</li> <li>Identical prompts and rubrics applied across all content areas—no provisions to examine content-specific pedagogy</li> </ul>



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<b>Architecture</b>	<p>As a capstone, summative assessment, edTPA consists of 3 Interconnected Tasks embedded in clinical practice:</p> <ul style="list-style-type: none"> <li>• <b>Task 1:</b> Planning for Instruction and Assessment</li> <li>• <b>Task 2:</b> Instructing and Engaging Students in Learning</li> <li>• <b>Task 3:</b> Assessing Student Learning</li> </ul> <p>*The Elementary Education handbook includes a Task 4, entitled Assessing Students' Mathematics Learning.</p> <p>*Washington version handbooks require candidates to address Student Voice, a state-specific cross-cutting construct embedded in all 3 tasks.</p>	<p>PPAT consists of 4 Independently Administered Tasks:</p> <ul style="list-style-type: none"> <li>• <b>Task 1:</b> Knowledge of Students and the Learning Environment</li> <li>• <b>Task 2:</b> Assessment and Data Collection to Measure and Inform Student Learning</li> <li>• <b>Task 3:</b> Designing Instruction for Student Learning</li> <li>• <b>Task 4:</b> Implementing and Analyzing Instruction to Promote Student Learning</li> </ul>
<b>Integrated Learning Segment of Teaching</b>	<ul style="list-style-type: none"> <li>• Candidates plan, instruct, and assess students through an integrated and contextualized continuous learning segment of 3–5 days.</li> <li>• Candidates prepare authentic artifacts of practice in a clinical teaching experience assessing planning, instruction, and assessment.</li> <li>• Commentaries provide evidence of candidates' analyses of student learning to provide feedback and inform next steps for teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks are independently administered across the program—not necessarily embedded in clinical practice.</li> <li>• Completion of tasks does not require the candidate to demonstrate a cohesive cycle of teaching.</li> <li>• The artifacts from the tasks may be from various unrelated lessons.</li> </ul>
<b>Educative Purpose</b>	<ul style="list-style-type: none"> <li>• edTPA is a system of assessment that allows candidates to learn and for programs to improve by providing a growing number of resources as educative tools for program improvement and renewal (more than 50 resources available as of December 2014).</li> </ul>	<ul style="list-style-type: none"> <li>• None described</li> </ul>
<b>Formative Aspects</b>	<ul style="list-style-type: none"> <li>• Campus and/or SCALE developed a system of formative assessment to address national and state teaching standards. Embedded Signature Assignments (ESA) and edTPA's analytic rubrics aligned to InTASC standards can be used to provide formative learning experiences that emphasize program specific goals, mission, and values.</li> <li>• Subject-specific, analytic rubrics use clear and specific criteria to evaluate 15 key aspects of candidate performance and can be used formatively to support candidate improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Task 1, which is locally scored, focuses on planning and has components that are completed with faculty to focus on beginning practices of teaching.</li> <li>• Generic rubrics include multiple criteria judged holistically to support the formative improvement of candidates.</li> </ul>



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<b>Scoring</b>	<ul style="list-style-type: none"> <li>All tasks are scored initially by one certified scorer to achieve an integrated, aggregate score across all components of the edTPA portfolio.</li> <li>Portfolios at or near the passing standard are double scored and in some cases are triple scored.</li> <li>Additional random samples are double scored.</li> <li><b>All</b> scorers are back-read to evaluate scorer consistency.</li> </ul>	<ul style="list-style-type: none"> <li>Each task separately scored by an independent rater using the identical rubrics regardless of content specificity.</li> <li>Task 1 is scored locally by supervising instructor.</li> <li>Tasks 2, 3, and 4 are double scored in the external scoring process.</li> <li>Task 4's score is weighted more heavily than Task 2 and 3.</li> </ul>
<b>Scorers</b>	<ul style="list-style-type: none"> <li>Scorer pool is comprised of approximately 50% P-12 educators and 50% university faculty which include:               <ul style="list-style-type: none"> <li>University faculty and administrators</li> <li>Field supervisors</li> <li>Cooperating teachers</li> <li>Induction mentors/coaches</li> <li>National Board Certified Teachers</li> <li>Subject-matter professional organization members</li> <li>Retired P-12 teachers and principals (current in their content area)</li> </ul> </li> <li>Each scorer completes over 20+ hours of scoring training comprised of independent, online training modules; practice scoring; and online/live training.</li> <li>Scorers must demonstrate high levels of reliability to be certified as approved scorers.</li> </ul>	<ul style="list-style-type: none"> <li>Qualified raters include:               <ul style="list-style-type: none"> <li>Teachers who hold a current or valid teaching certificate with three years of successful teaching</li> <li>Current faculty members or faculty members who retired within the last 4 years and prepared beginning teachers</li> </ul> </li> <li>No official data on training and certifying scorers is cited.</li> </ul>
<b>Reliability and Validity</b>	<ul style="list-style-type: none"> <li>Developed within a technical framework of psychometric practice and principles guided by The Standards for Educational and Psychological Testing (AERA, APA, &amp; NCME, 1999)</li> <li>Field tested over two years and operational since the fall of 2013 (Twelve thousand teacher candidates from 250 educator preparation programs participated in the field test.) <a href="#">Click here to view the 2013 edTPA Field Test: Summary Report.</a></li> <li>Rigorously reviewed by a national Technical Advisory Committee (TAC) and individual state TACs</li> <li>On-going research consortium of users to inform practice</li> </ul>	<ul style="list-style-type: none"> <li>No official data cited</li> </ul>



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<b>Standards Alignment</b>	<ul style="list-style-type: none"> <li>Points of alignment with INTASC, Marzano and Danielson Frameworks, CCSS, NGSS, and CAEP/SPA standards</li> </ul>	<ul style="list-style-type: none"> <li>Points of alignment with InTASC standards, CCSS, and CAEP/SPA standards</li> </ul>
<b>Operational Information</b>	<ul style="list-style-type: none"> <li>edTPA is recognized as the first standards-based assessment to become nationally available.</li> <li>Thirty thousand portfolios have been submitted and scored since early 2009.</li> <li>edTPA is approved as a performance assessment as a part of program completion or for state licensing and/or state program accreditation/review in 10 states.</li> <li>Over 30 states have campuses that are participating in edTPA and exploring state adoptions.</li> </ul>	<ul style="list-style-type: none"> <li>As of November 2014, PPAT is allowed as a performance assessment option in one state.</li> <li>The PPAT is not fully operational at this time.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>An induction system is being developed that builds on candidate performance assessed by the edTPA rubrics and aligns with state and district evaluation systems (Danielson, Marzano, etc.) that are locally developed.</li> </ul>	<ul style="list-style-type: none"> <li>Candidates use PPAT scores to identify one area of growth and an appropriate action plan for professional development.</li> </ul>
<b>Cost of Assessment</b>	<ul style="list-style-type: none"> <li>\$300 and \$100/task for retakes</li> <li>Includes support and implementation resources customized for states</li> </ul>	<ul style="list-style-type: none"> <li>\$275 and \$85/task for retakes</li> </ul>
<b>Reporting</b>	<ul style="list-style-type: none"> <li>Most fields have 26 scoring/reporting windows throughout the year.</li> <li>Candidates' scores are reported within three weeks from the submission deadline in most fields and four weeks for low-incidence areas.</li> </ul>	<ul style="list-style-type: none"> <li>Scores are reported two weeks after each task is submitted for Tasks 2, 3, and 4.</li> <li>Task 1 is locally scored.</li> <li>Reporting windows are not cited.</li> </ul>
<b>Tools for Analyzing Results</b>	<p><i>ResultsAnalyzer™</i></p> <ul style="list-style-type: none"> <li>Web-based, interactive reporting tool that allows teacher preparation institutions and state agencies that allows for advanced searching, data comparison, and chart and table creation.</li> </ul>	<p>Data Manager</p> <ul style="list-style-type: none"> <li>Web-based tool for score reporting and analysis that allows for advanced searching, data comparison, and chart and table creation.</li> </ul>
<b>Electronic Platforms</b>	<ul style="list-style-type: none"> <li>Educator Preparation Programs (EPPs) may choose an integrated edTPA Platform Provider to help candidates build their edTPA portfolio assessment or use the Pearson ePortfolio system.</li> <li>As of November 2014, there are 10 integrated platform providers available and new providers are added annually.</li> </ul>	<ul style="list-style-type: none"> <li>No agreements with third party vendors. All candidate work must be submitted directly to ETS platform for scoring.</li> </ul>