Educative Use of Candidate edTPA Materials
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edTPA is a summative, **subject-specific** portfolio-based assessment designed to assess a teaching candidate's readiness to teach. edTPA is completed during a preparation program within a clinical field experience and its process is intended to be "educative" for both candidates and programs. Meaning, edTPA was designed as a system of assessment that engages candidates in a cycle of teaching through intentional planning, instruction and assessment centered on student learning.

In addition, as an *assessment of, for, and as learning*, edTPA supports an authentic, curriculum embedded approach to implementation designed to be accessible to educator preparation programs, faculty, candidates, and P-12 partners. SCALE encourages programs to create formative learning experiences that provide opportunities for candidates to engage in collegial conversations and develop their teaching practice. SCALE also recommends that programs use edTPA resources and data, including candidate developed artifacts and commentaries, to examine the teaching practices of their candidates.

SCALE recommends the following practices to support the educative use of candidate materials:

- Engage faculty and P-12 partners in local evaluation to understand expectations for candidates and inform how to provide candidates with feedback.

- Use edTPA rubrics to evaluate edTPA formative experiences (e.g., embed edTPA rubrics in clinical experiences, field observations, and method courses where applicable).

- Provide opportunities for faculty feedback on candidates' early edTPA materials (using the Guidelines for Acceptable Candidate Support). Feedback can be provided within the edTPA submission platform at http://www.edtpa.com/PageView.aspx?f=GEN_FacultyResources.html or within other electronic portfolio platforms (e.g., Chalk & Wire, LiveText, TaskStream, TK20, etc. listed at http://www.edtpa.com/Contacts.aspx), or as part of ongoing conversations between faculty and candidates.

- Provide opportunities for peer dialogue and feedback on formative assignments and candidates' early edTPA materials (using the Guidelines for Acceptable Candidate Support).

- Develop a pool of campus-based portfolio samples for instructional purposes with faculty and future candidates. Acquire appropriate permissions from candidates, P-12 partners, parents/guardians so that candidate work can be used for educative purposes in coursework and clinical experience seminars.

- Archive candidates' completed edTPA materials in your campus' secure platform to inform data retreats or other faculty seminars/meetings to review candidate performance in reference to both the authentic content of the submission and quantitative score reports.

Educative use of candidate materials, including the sharing of exemplars with candidates is a best practice that requires respect for the original work of candidates and the confidentiality of the students, schools and teachers with whom they work. In addition to requiring appropriate permissions and maintaining access through secure platforms, candidates **MUST** adhere to their campus honor/ethics policies and not use the work of others as their own. Programs should be clear with candidates that their edTPA submissions must represent their own work and that there are consequences for plagiarism at the program, university and state levels.