This course supports the Teacher Performance Assessment (TPA), which is related to the demonstration teaching experience. The course covers 7 competencies and represents 1 competency unit.

**Introduction**

**Overview**
The Teacher Performance Assessment (TPA) is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content knowledge, planning, instructional, and reflective skills in this professional assessment.

**Getting Started**
The Teacher Performance Assessment (TPA) serves as the final, culminating project in your degree program. It is a formal, scholarly piece of work based on standards from the state in which you are licensing and is created and delivered as part of your demonstration teaching field experiences. The TPA contains very specific elements. Therefore, it is important that you have a thorough overview of all the components as described in your state's requirements prior to starting to work on any of them.

**Your Teacher Performance Assessment**
Based on the state in which you are licensing, you will complete one of the TPAs listed below:


- Teacher Work Sample-all remaining states

Directions for each of these assessments can be found by clicking the tab on the left side of this course corresponding to the TPA you will complete.

Begin thinking about the timing of your TPA and plan to share the requirements with your host teacher during the first two weeks you are in the classroom.

For information about your demonstration teaching field experiences, be sure to read the Field Experiences Handbook and participate in the Teacher Performance Assessment (TPA) Support Site in the link below.

- [Teacher Performance Assessment (TPA) Support Site](#)
- [Teachers College Field Experiences Home Page](#)
Competencies

This course provides guidance to help you demonstrate the following seven competencies:

- **Competency 657.1.1: Contextual Factors**
  The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.

- **Competency 657.1.2: Learning Environments**
  The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.

- **Competency 657.1.3: Planning for Instruction and Assessment**
  The graduate plans comprehensive learning segments of instruction and assessment that align with standards and the needs of students.

- **Competency 657.1.4: Instructing and Engaging Students**
  The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.

- **Competency 657.1.5: Developing Academic Language**
  The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.

- **Competency 657.1.6: Assessing Student Learning**
  The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

- **Competency 657.1.7: Reflection**
  The graduate evaluates teaching experiences, including the planning and implementing of curriculum and instruction through ongoing reflection.

Teaching Dispositions Statement
Please review the [WGU Statement of Teaching Dispositions](#).

Cohort Facilitator Assistance:

As you prepare to demonstrate competency for your TPA, remember cohort facilitators (CFs) stand ready to help you reach your educational goals. As subject matter experts, CFs enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. CFs are excited to hear from you and eager to work with you.

Successful students report that working with a CF is the key to their success. CFs are able to share tips on approaches, tools, and skills that can help you apply the content you are studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things do not work out on your first try, CFs act as a support system to help you.
prepare for another attempt. You should expect to work with CFs for the duration of your coursework, and you are encouraged to contact them as soon as you begin. CFs are fully committed to your success.

Demonstration Teaching Support:

While in your demonstration teaching you also have the support of Teacher Success. Please feel free to email them with any placement or host teacher concerns or questions at teachersuccess@wgu.edu.

Teacher Performance Assessment Information

Please refer to the information below for all state-specific requirement details.

edTPA

The Teacher Performance Assessment (edTPA) demonstrates performance in content coursework and clinical experience at the exit level for teachers. This assessment is required for program completion and for certification by the states of Alabama, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Illinois, Iowa, Maryland, Minnesota, New Jersey, New York, North Carolina, Ohio, Oregon, South Carolina, Tennessee, Texas, Washington, West Virginia, Wisconsin, Wyoming.

The edTPA is completed during demonstration teaching prior to exiting your preparation program and consists of three to four tasks (depending on the state) that are completed based on three to five lesson learning segments taught in the demonstration teaching classroom.

Getting Started with your edTPA

The edTPA contains very specific elements. Therefore, it is important that you thoroughly review of all of the components prior to planning your edTPA learning segment and starting on your tasks. Refer to the various resources from SCALE/Pearson contained in the course of study. Also, the topics and pacing section will assist you in proper planning. You have the opportunity to qualify for a voucher by submitting your work for tasks 1 and 3 for the edTPA for review and obtaining a successful review prior to submitting to Pearson for official grading. Discuss your submission and voucher options with your program mentor and cohort facilitator.

edTPA Handbook

You will be enrolled in edTPA in your assessment resources. There you will have access to your edTPA Handbook. The Handbook may be updated from year to year from SCALE/Pearson so please make sure to rely on the current one in your assessment resources. The Handbook is critical to your success with the edTPA. Please access and review your handbook regularly. It provides an overview of each task as well as the rubrics for each task.
Support Link

WGU provides an edTPA support site, which contains resources and materials to support you in your edTPA completion:

- WGU edTPA site

Required Artifacts

You must complete your learning segments consisting of three to five lessons while you are in the classroom for demonstration teaching. You are required to video record several lessons and gather examples of student work and assessment data. You must gather the required artifacts while you are in the classroom during your demonstration teaching assignment.

Support

You will have extensive support for completion of the edTPA while you are in demonstration teaching. You can also email Teacher Success with any questions or concerns at teachersuccess@wgu.edu.

Preparing for edTPA

Find the edTPA Handbook that aligns to your program focus in your assessment resources. The Handbook is critical to your success with the edTPA. Please access and review your handbook regularly, as it provides an overview of each task, as well as the rubrics for each edTPA task.

- Review FAQ: How to introduce your host teacher to edTPA requirements
- Review the edTPA Parental Consent Form on the edTPA support site. Schedule a time to discuss distribution of the form with your host teacher.

It is critical to review the requirements of the edTPA in order to ensure that you are able to collect all of the necessary data, teaching experiences, and student work samples. Use the recommended timeline.

- Recommended timeline for completing the edTPA

EdTPA Task 1 (Planning Task)

In Planning Task 1, you will describe your plans for your three to five lesson learning segments and explain how your instruction is appropriate for the students and the content you are teaching. As you develop your plans, you need to think about the following:

- What do your students know, what can they do, and what are they learning to do?
- What do you want your students to learn?
- What are the important understandings and core concepts you want students to develop within the learning segment?
- How will you use your knowledge of your students’ assets to inform your plans?
• What instructional strategies, learning tasks, and assessments will you design to support student learning and language use?
• How will your learning segment support students to develop and use language that deepens content understanding?
• How is the teaching you propose supported by research and theory about how students learn?

Read

Please carefully review all Planning Task 1 information in your edTPA Handbook and in the "Making Good Choices" edTPA Support Guide (found as a link in Chapter 1 of your edTPA Handbook). Please come to the call ready to discuss the following:

• By this week, you should have engaged in an initial conversation with your host teacher related to the timing and content of your edTPA learning segment. Please be prepared to discuss how that conversation went and what your plan is for content and timing.
• What is your plan for a central focus? What are examples of assessments you will use in your lesson plans that align with your learning objectives?

edTPA Task 2 (Instruction Task)

In Instruction Task 2, you will demonstrate how you support and engage students in your learning content area. Before you begin your instruction, you need to think about the following:

• What kind of learning environment do you want to develop in order to establish respect and rapport, and to support students' engagement in learning?
• What kinds of learning tasks actively engage students in the central focus of the learning segment?
• How will you elicit and build on student responses in ways that develop and deepen content understanding?
• In what ways will you connect new content to your students' prior academic learning and personal, cultural, or community assets during your instruction?
• How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?
• Carefully review all Instruction Task 2 information in your edTPA Handbook and in the "Making Good Choices" edTPA Support Guide.
• Review your edTPA Evidence Chart so you are prepared to discuss the specific requirements of your video (e.g., allowable length of video, number of videos allowed, etc.)

edTPA Task 3 (Assessment Task)

In Assessment Task 3 you will analyze both student learning and student use of language. Before you begin the analysis, you need to think about the following:

• How will you gather evidence and make sense of what students have learned?
• How will you provide meaningful feedback to your students?
• How will you use evidence of what students know and are able to do to plan next steps in instruction?
• How will you identify evidence of and explain students’ use of language that demonstrates the development of content understanding?

For elementary combined students only: If you are an elementary education student from Alabama, California, Georgia, New Jersey, New York, or Oregon, you need to complete the Elementary Combined edTPA, which is made up of four tasks.

For Washington students only: You need to address three additional student voice rubrics along with your other rubrics in tasks 1, 2 and 3.

Teacher Work Sample-all remaining states

Overview

The Teacher Work Sample (TWS) assessment is a final culmination of the wide variety of skills learned during your time in the Teachers College at WGU. It is a performance-based narrative that provides written evidence to document your ability to increase student learning. In this final professional assessment, you will showcase your competency in planning, implementing, instructing, assessing and reflecting on a two-week unit of study.

Getting Started

The Teacher Work Sample contains very specific elements and must be taught in your demonstration teaching (DT) classroom. Therefore, it is important that you have a thorough overview of all of the components of the tasks prior to teaching the two-week unit. When you have a good understanding of the tasks, you will approach your host teacher early on in DT to determine the subject, topic, and timing for teaching your unit.

Your Teacher Work Sample

The TWS assessment has been specifically developed to coordinate with your demonstration teaching (DT) experience. It is composed of a two-week unit that you create and teach during DT and five TWS tasks in your assessment resources. The tasks guide you to the specific activities required for the TWS unit. All five tasks must relate to the same two-week unit. It is specifically designed to give you the opportunity to present and focus your teaching knowledge, skills, and abilities acquired during the teacher preparation program.

The five tasks do not need to be completed and passed before you teach the unit, but they do need to be completed before DT is over. The tasks must be submitted and passed in order, one at a time, before the next task is submitted. All submissions for this entire Teacher Work Sample should be based on your DT classroom.

Support Link, Videos, and Exemplars
WGU provides a TWS support site, which contains resources and materials to support you in your TWS completion:

View examples of Teacher Work Sample tasks in the Model Capstone Archive. You may be prompted to sign in using your WGU portal username and password. Once you are in the site click "Model Capstone Archive." Next click "Undergraduate" and "Teacher Work Sample" to view the model capstones.

Below are links to short task help videos which detail each of the TWS task instructions.

- Task 1
- Task 2
- Task 3
- Task 4
- Task 5

Support

You will have the support of your DT cohort seminar facilitator while you are in DT and the Teacher Success team after DT. You can email Teacher Success at teachersuccess@wgu.edu.

TWS Task 1 (Contextual Factors)

In Task 1, you will consider the contextual factors of your community, district, school, and classroom.

TWS Task 2 (Planning and Assessment)

In Task 2, you will establish the standards, learning goals, and objectives which will guide your two-week unit. You will also describe how you will assess your unit and submit blank copies of your pre-assessment and summative assessment.

TWS Task 3 (Sample Lesson Plans)

In Task 3, you will submit and describe aspects of three of the lesson plans from your unit.

TWS Task 4 (Teaching Strategies and Techniques)

In Task 4, you will describe specific teaching strategies and techniques you used in the areas of student engagement, positive environment, reflection, and academic language.

TWS Task 5 (Data Graphic and Analysis)

In Task 5, you will create and analyze a graphic representation of student performance on the pre-assessment and summative assessment for each learning goal in your unit.