



edTPA[®] National Academy

A Community of Educators
Dedicated to Supporting
Teacher Preparation

The edTPA National Academy provides support to educator preparation programs implementing edTPA—the first nationally available, educator-designed **support and assessment** system for teachers entering the profession. The National Academy is a collaborative community of educators who possess a deep understanding of edTPA and practical experience supporting implementation across the nation. Members are endorsed by Stanford Center for Assessment, Learning and Equity and are included in an online database available to programs wishing to find support.

edTPA[®]

Personalized Support at Every Stage

edTPA National Academy members respond to the individual needs of preparation programs. Support is **personalized** for programs at every stage of edTPA implementation and can be provided **in-person or virtually**. Examples of support topics that National Academy members address include the following:

- Introductory session: edTPA 101
- Handbook and rubric deep dive
- Academic language
- Local evaluation and understanding rubric level progressions
- edTPA implementation and support for the change process
- Curriculum inquiry
- edTPA data in action
- Formative experiences for candidates
- P-12 partner engagement and support

To begin collaborating with the edTPA National Academy or to become a member, visit edtpa.aacte.org and select “Seek Support.”

SCALE

Stanford Center for Assessment, Learning & Equity

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“In program implementation of edTPA, a National Academy member brings a layer of support and expertise that grounds implementation in **professional learning, teacher inquiry, and continuous improvement**. National Academy members challenge our faculty and implementation team to look beyond individual candidates’ performance to examine the systematic and deliberate ways that we develop the skills of our candidates to **teach all students**. Using programmatic data to better understand our strengths and areas in need of development as a teacher preparation program, we are reminded that in order to prepare candidates to be thoughtful change agents in their schools, we have to be just as intentional about examining our own programmatic choices.”

LaChan V. Hannon, M.Ed.
Certification Officer and edTPA Coordinator,
The College of New Jersey

“The edTPA National Academy facilitators have done a fantastic job of engaging our faculty in **critical conversations and hands-on learning** with edTPA, in both conceptual and practical terms. As we initiate our edTPA pilot and plan for broader-scale implementation, we are so pleased to have the opportunity to participate in the professional development workshops that they provide.”

Erika Mein, Ph.D.
Associate Dean of Undergraduate Studies and Educator Preparation,
The University of Texas at El Paso