



**List of Changes from 2012-13 Field Test Handbooks
to 2013-14 Operational Handbooks**

Throughout four years of edTPA development, SCALE has systematically gathered input from teachers and teacher educators to inform handbook prompts, rubrics and directions. In our validating field test year 2012-13, we received feedback from benchmarkers, scorers and subject specific design team leaders to inform changes for Operational handbooks. Rubric constructs are held constant in all fields.

The changes described here are intended both to increase clarity and comprehensibility for candidates, faculty and scorers, and to increase alignment between directions, prompts and rubrics; and all changes are minor –with the exception of Special education. Special education teacher educators working with candidates, design team members and SCALE staff made a decision to restructure the edTPA learning segment around one learner, rather than two, as required in 2012-13. This decision required additional revisions to directions, prompts and rubrics to better address a learning segment with one learner.

This document lists changes to the national and Washington 2012-13 edTPA Field Test Handbooks that will appear in the 2013-14 Operational Handbooks. The document contains three charts: The first chart lists generic, minor changes that were applied to all of the national and WA handbooks. The second chart lists any subject-specific changes applied to 2013-14 Operational handbooks (national and WA). The third chart lists generic changes that were only applied to Washington 2013-14 handbooks.

Generic Changes (National and WA)

Handbook Section	Location of Change	Change Applied to All 2013-14 Operational Handbooks (National and WA)
Planning Task	“What Do I Need to Think About?” section	Every handbook includes a bullet that asks candidates to consider how their plans are supported by research and theory about how students learn
	“What Do I Need to Do?” section	Added a bullet that describes the maximum length (4 pages/lesson) of lesson plans
	“What Do I Need to Do?” section	Expanded the bullet that pertains to writing lessons plans to describe what must be done if instruction will be for a group
	Planning Commentary prompt 3	Revised third sentence of prompt 3 to better align with corresponding scoring rubric

Instruction Task	“What Do I Need to Do?” section	Added a third option (i.e., an additional video clip) for providing evidence of language use
	Instruction Commentary prompt 5	Reduced number of sub-prompts from three to two (i.e., 5a and 5b), and made slight edits to both prompts
Assessment Task	“What Do I Need to Do?” section	Added a bullet that describes what must be done if students in a video/audio clip cannot be clearly heard
	“What Do I Need to Do?” section	Added a bullet that states that if feedback is given to focus students in a video/audio clip, and other students are present, identifying information must be given for the focus students.
	“What Do I Need to Do?” section	Changed the maximum number of pages allowed for the assessment from 2 to 5.
	“What Do I Need to Do?” section	Added a bullet that describes a third option (an additional video clip) for submitting evidence of language use
	“What Do I Need to Write?” section	Changed the maximum number of pages allowed for the Assessment Commentary from 8 to 10. (Note: WA handbooks have a different page length limit as specified in the chart below.)
	Assessment Commentary prompt 3	Expanded prompt to ask for evidence as well as an explanation
Professional Responsibilities	“Protect Confidentiality” section	Added text that pertains to publicly accessible platforms or websites (e.g., YouTube, Facebook)
Context for Learning Information	Chart describing students with special learning needs	Divided chart into two sections: “Students with IEP/504 plans” and “Students with other needs”
Evidence Chart	Tasks 1, 2, and 3 in the chart	Identified which parts of each task require use of a template

Subject-Specific Changes (National and WA)

Subject Area of Handbook	Type of Change
Elementary Literacy and Elementary Education	Task 2: Prompt 4b Slight modification to improve alignment with rubric 9
Elementary Education Task 4: Assessing Students' Mathematics Learning	<p>“What Do I Need to Do?” Added a bullet about submitting a copy of the blank assessment Clarified that the work samples are from the three focus students</p> <p>Mathematics Assessment Commentary: Prompt 1d Revised the prompt to include directions to use examples from the summary chart</p> <p>Prompt 4 Clarified that the evidence to be cited is from the three focus students Revised to better align with the corresponding rubric Edited to focus on the change in students' mathematical understanding or misconception</p> <p>Rubric 16 Deleted descriptors pertaining to patterns (level 3) and use of summary (level 4)</p> <p>Rubric 17 Edited level descriptors (Levels 3 and 4)</p> <p>Rubric 18 Edited the level descriptors (Levels 1-5)</p>
Middle Childhood Science	<p>Task 2: Prompt 2b Added new prompt to address safety in the learning environment</p> <p>Task 2: Prompt 3a, 4a-b Edited prompts to better align with the corresponding rubrics</p> <p>Rubric 6: Level 1 Added additional descriptor to to address safety hazards</p> <p>Rubric 15: Level 5 Changed bullets to reflect science content only</p>

<p>Secondary Science</p>	<p>Task 2: Prompt 2b Added new prompt to address safety in the learning environment</p> <p>Task 2: Prompt 3a, 4a-b Edited prompts to better align with the corresponding rubrics</p> <p>Rubric 6: Level 1 Added additional descriptor to to address safety hazards</p> <p>Rubric 15: Level 5 Changed bullets to reflect science content only</p>
<p>Secondary History/Social Studies</p>	<p>“Overview of the Assessment” section Added text that expands upon the type of opportunities that should be provided for learners in the lesson plans</p> <p>Task 1: Prompt 5a Edited prompt to better align with the corresponding rubric</p> <p>Task 2: “What Do I Need to Do?” section Edited the description of the content of both video clips to better align with the corresponding rubrics</p> <p>Task 2: Prompts 3a and 4b Edited the prompts to better align with the corresponding rubrics</p> <p>Task 3: Prompt 1d Edited the prompt for clarity.</p>
<p>Middle Childhood History/Social Studies</p>	<p>“Overview of the Assessment” section Added text that expands upon the type of opportunities that should be provided for learners in the lesson plans</p> <p>Task 1: Prompt 5a Edited prompt to better align with the corresponding rubric</p> <p>Task 2: “What Do I Need to Do?” section Edited the description of the content of both video clips to better align with the corresponding rubrics</p> <p>Task 2: Prompts 3a and 4a-b Edited the prompts to better align with the corresponding rubrics</p> <p>Task 3: Prompt 1d Edited the prompt for clarity.</p>

Special Education	<p>Major Changes for the Learning Segment: Changed from two focus learners to one.</p> <p>Defined second learning target as “supporting” for an academic primary learning target and “secondary” for a primary learning target that is not academic.</p> <p>Added communication and vocational skills to list of curricular areas</p> <p>Please see the Special Education Handbook for all additional changes to directions, prompts and rubrics stemming from these major changes to the Learning Segment requirements.</p>
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Generic Changes (Washington Only)

Handbook Section	Location of Change	Change Applied to All 2013-14 WA Operational Handbooks
Planning Task	“What Do I Need to Write?” section	Changed the maximum number of pages allowed for the Planning Commentary from 9 to 11
Instruction Task	“What Do I Need to Write?” section	Changed the maximum number of pages allowed for the Instruction Commentary from 6 to 7
Assessment Task	“What Do I Need to Write?” section	Changed the maximum number of pages allowed for the Assessment Commentary from 10 to 12