Evidence Requirements and Considerations in a Virtual Learning Environment for edTPA in Texas

The edTPA program has a Virtual Learning Environment (VLE) option available to teacher candidates who prepare and provide instruction to students in virtual environments. The teacher candidate must consult with their program faculty/instructor and EC–12 partners to determine if the VLE is an appropriate and viable option for both candidates and EC–12 students. In addition, teacher candidates, in partnership with their programs, must determine if the VLE will allow candidates to capture acceptable forms of authentic practice and relevant evidence to be scored according to the edTPA rubrics. Finally, teacher candidates must determine if the learning management system and online video conferencing platform (e.g., Zoom, Google Meet, Teams) will permit video recording of synchronous instruction and the collection of other artifacts, such as student work samples.

Note: Candidates teaching in a VLE may encounter situations that prohibit the ability to capture edTPA Task 2 materials that meet the technical specifications for artifacts as outlined within the edTPA Submission Requirements. In this case, candidates should review how to Request an Alternative to Video Evidence and work with their educator preparation program to determine if the VLE will allow the candidate to capture alternative evidence to be scored according to the edTPA rubrics.

To help candidates determine if they can capture the required evidence in a VLE, please review the following resources:

- **Synchronous and Asynchronous Instruction as Evidence for edTPA** listed below
- **Evidence Requirements and Considerations for edTPA in a Virtual Learning Environment** (including subject-specific guidance) found beginning on p. 2 in this document
- **Artifacts and Specifications Table** (i.e., Evidence Charts) located in the teacher candidate's subject-specific edTPA handbook

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Synchronous and Asynchronous Instruction as Evidence for edTPA

- Virtual learning environments that use **synchronous** learning allow candidates and students to engage in instruction or learning at the same time. Synchronous learning environments may provide opportunities for candidates to record instruction, interactions with students, and assessment of student learning to use as evidence when preparing and submitting edTPA that meet the handbook and submission requirements for Task 2 Instruction and Task 3 Assessment.

- Other virtual learning environments use **asynchronous** instruction and communication for which candidates and students are not interacting at the same time and can work outside the constraints of time and place. Asynchronous learning environments do not allow candidates to capture evidence that meets the handbook or submission requirements for Task 2 Instruction. Tools supporting asynchronous learning such as email, forums, and online chat may be utilized to collect student work samples and feedback to students as evidence for Task 3 Assessment.

Evidence Requirements and Considerations for edTPA in a Virtual Learning Environment

The following tables include requirements and considerations for submission that allow for flexibility in technical format but still require candidates to submit authentic forms of evidence that meet all of the edTPA handbook and submission requirements.

Task 1	
Requirements and Considerations	- If the learning environment changes (e.g., from face-to-face to virtual) after candidates completed Task 1, they may offer reflection of the changes in the Task 2 and/or Task 3 Commentaries. **Note:** Tasks 2 and 3 artifacts and commentaries must align with the learning segment central focus identified in Task 1's artifacts and Planning Commentary. - Within Task 1, the teacher candidate may plan a learning segment that includes both synchronous and asynchronous learning tasks, planned supports, and/or assessments. All lessons, whether synchronous or asynchronous, must have the same central focus and a progression of student learning objectives that build on one another to support student learning. Candidates need to consider whether the planned instruction, support, and assessments meet the expectations for the rubrics in Task 1. **Note:** Candidates might consider planning at least two (2) synchronous lessons in the learning segment to provide options for Task 2 video evidence (and Task 3 for some fields, for example, physical education and early childhood education).
Acceptable Evidence for Task 1, Parts A–E	For Task 1, all materials can be provided through the acceptable file types even if delivered/prepared for a virtual learning environment.

Task 2	
Requirements and Considerations	- If the learning environment changes (e.g., from face-to-face to virtual) after candidates completed Task 1, they may offer reflection of the changes in Task 2. **Note:** Task 2 artifacts and commentaries must align with the learning segment central focus identified in Task 1's artifacts and Planning Commentary. - Ensure the candidate's face will appear in the video at some point, at least once, for identification purposes. - Secure the appropriate permission from the parents/guardians of students and from adults who appear in the video recording. - Record students in one or more lesson(s) from the learning segment.

edTPA

Task 2

Requirements and Considerations *(continued)*	• Candidates are encouraged to familiarize themselves with screen recording options: o Platform-provided recording tool (e.g., Zoom, Google Meet, Teams) o Device with camera (mobile, tablet) o Web-based screen recorder software • Consider viewing students in a "collage" or "gallery" view. If a collage or gallery view is not available, candidates should explore options within the platform to "pin" student videos, so they are able to be seen. • Anticipate that some students may be unable to participate due to the lack of technology. Be sure to include more students than the necessary minimum number of students (typically 4 students, dependent on handbook requirements). • Candidates must provide opportunities for students to be seen and heard in the video(s*)*. **Note:** Some schools or school districts may have established a policy that will not allow students' faces to be shown/recorded in the virtual learning environment. In most cases, emojis, avatars, thumbnails, etc., will be considered as acceptable forms of evidence for the Task 2 video(s), but the teacher candidate must explain the school's or school district's policy in their Instruction Commentary, prompt 1. o For learning goals that require students to perform, demonstrate, etc., (e.g., physical education), students must be seen. o If student voices cannot be heard, the candidate must submit additional evidence showing student engagement in the lessons (e.g., chat file, IM). Please note that the additional evidence must align with the video evidence submitted for Task 2. • Candidates are encouraged to familiarize themselves and their students with the video conferencing platform and available tools (e.g., recording function and chat), so the candidate and students become knowledgeable of its features. • Within Task 2, **all video evidence** must come from lessons with **synchronous instruction** and meet expectations for the rubrics in Task 2.

Task 2	
Acceptable Evidence for Task 2, Part A: Video Clips	• Candidates may capture platform features such as white board or notes feature, within video(s) of instruction, to demonstrate instructional strategies between the candidate and students (e.g., showing visuals, providing demonstrations, modeling techniques).

Optional Evidence that can be added to the end of Task 2, Part B: Instruction Commentary	• Optional evidence that occurred within the video(s) of instruction can be added to the end of the Task 2 Instruction Commentary to demonstrate synchronous instruction through screenshots or downloaded files of:
	   o Chat dialogue or instant messaging between the candidate and students
	   o Collaborations through writing with white board of discussions between the candidate and students
	   o Google doc/Google slides
	   o Please note that the optional evidence added to the end of the Task 2 Instruction Commentary must align with the video evidence submitted for Task 2.
	
	Note: *If providing additional evidence, please add pages to the Task 2 Instruction Commentary file. There is no page limit for additional evidence (e.g., transcripts or screen captures) when added to the Task 2 Instruction Commentary for this purpose.*

Task 3	
Requirements and Considerations	• If the learning environment changes (e.g., from face-to-face to virtual) after candidates completed Task 1 or 2, they may offer reflection of the changes in the Task 3. **Note:** Task 3 artifacts and commentaries must align with the learning segment central focus identified in Tasks 1 and 2. • Number of students included in the learning segment must meet the minimum number indicated in the subject-specific edTPA handbook, typically 4 students, dependent on handbook requirements. • Students may submit their completed assessment electronically. • Consider how the assessments will allow the candidate to deliver, collect, analyze, and provide feedback through the virtual platform (e.g., Blackboard Collaborate, Schoology, screen capture, Zoom) or other virtual means (e.g., email, Dropbox). • Within Task 3, evidence can come from either synchronous or asynchronous assessments, feedback, and evidence of academic language use.

Task 3	
Acceptable Evidence for Task 3, Parts A, C, and D	• For Task 3, Parts A, C, and D, all materials can be provided through acceptable file types even if delivered/prepared for a virtual learning environment.
Acceptable Evidence for Task 3, Part B: Evidence of Feedback	• Video/audio recording of verbal feedback • Video recording of live interaction where feedback is provided through chat dialogue, email communications, or instant messaging between the candidate and students. o Individual feedback for each focus student must be provided. • Screenshot or text file of written feedback is provided. • Google doc/Google slide comments where feedback is provided. **Note:** Candidates should convert this file type to the file types found in the Evidence Chart in the back of their subject-specific edTPA handbook. *Note: If needed, additional pages can be added to the Task 3 Assessment Commentary for optional evidence. There is no page limit for additional evidence (e.g., transcripts or screen captures) when added to the Task 3 Assessment Commentary.*

Task 4 (Only for Elementary Education Handbook)	
Acceptable Evidence for Task 4, Parts A–G	• For Task 4, all materials can be provided through acceptable file types even if delivered/prepared for a virtual learning environment. • Within Task 4 (Elementary Education only), learning segment evidence can come from either synchronous or asynchronous lessons, but re-engagement evidence must come from a synchronous lesson.

Subject-Specific Considerations for Completing edTPA in a Virtual Learning Environment

Considerations for Fields that Include Teaching Young Children	
Early Childhood	• Given the nature of online platforms, teacher candidates should take special consideration to ensure that their planning, teaching, and assessment provides active, multi-modal learning AND language and literacy instruction in an interdisciplinary context. • When providing instruction in a VLE, the teacher candidate may engage families/caregivers to (a) assist with maintaining camera angles and audio to ensure children may be seen and heard; (b) provide any required materials children need to engage in the learning experience(s); and (c) assist with the technical features (e.g., chat box). • Feedback on the common assessment for children who are pre-readers must be developmentally appropriate and should be provided through an audio or a video recording.
Elementary Education and EC–12 Handbooks	• When providing synchronous instruction, the teacher candidate should consider engaging families/caregivers in the learning environment to (a) assist with maintaining camera angles and audio to ensure children may be seen and heard; (b) provide any required materials children need to engage in the lesson(s); and (c) assist with the technical features (e.g., chat box).

Considerations for Subject-Specific Fields	
Agriculture and Science Education	• The teacher candidate should consider what students have access to in terms of supplies and materials when planning the learning segment for the VLE (e.g., consider using publicly available data sets). • The teacher candidate should consider topics that lend themselves to inquiry but do not require access to laboratory and other equipment and supplies. o Some topics (e.g., agricultural mechanics placements and floral design) may not lend themselves to a VLE as students may not have access to supplies and materials.

Considerations for Subject-Specific Fields	

Performing Arts Education	• The teacher candidate should consider topics and performances that can be taught and assessed in a VLE where students are not required to perform with each other (e.g., keeping in harmony and in time in a group music performance, immediately reacting to another student's performance in theater, coordinated movements in dance).
	    o Topics related to written products should be considered (e.g., responding to music/theater/dance, writing music or plays, understanding artistic genres, music theory) and may be used in a VLE. Performances to be critiqued or that illustrate a specific genre, etc., can be provided by links or streamed via an online platform.
	    o Topics related to the creation of performing arts that require group performances (e.g., band, orchestra, choral groups, plays and scenes other than monologues, group dance performance) are NOT appropriate in a VLE.
	 • Instruction for individual performances must include some component of synchronous interaction with students, documented by a recording(s) of the performance.
	    o Individual performances may be captured by students using their cell phone or laptop camera to demonstrate the performance (e.g., dance movements, finger positions on instruments).

Physical Education	• If possible, the teacher candidate should select a device (e.g., laptop or tablet) with a large enough screen to allow for the best possible monitoring of all students as they practice the psychomotor skill(s). Consider viewing all students in a "collage" or "gallery" view.
	 • Anticipate that some students may be unable to participate due to the lack of technology, equipment, or space. Be sure to invite a sufficient number of students so that at least 4 are able to be seen participating in psychomotor activities.
	 • **PRACTICE**
	    o Recording and teaching in this environment and using the platform to become knowledgeable with its features.
	    o Downloading video and editing student work samples into clips. Practice this **BEFORE** recording the lesson to be submitted for the edTPA portfolio.
	 • Prep the students ahead of time for the VLE:
	    o Determine if the students have the appropriate equipment, space to participate, and an available partner if one would be needed.
	    o If a student wants to participate, but is missing equipment, appropriate space, or a partner (if required), consider whether modifications can be made for that student that would allow them to participate.

Considerations for Subject-Specific Fields

Physical Education *(continued)*	o The teacher candidate should familiarize the students with prompts and cues that will be used to:
	   ▪ Demonstrate understanding of feedback or instruction (e.g., thumbs up)
	   ▪ Indicate that they have a question
	   ▪ Indicate when the students need to watch the teacher candidate provide a demonstration (e.g., Stop. Watch me.)
	
	Task 2
	• The PE handbook allows the option for the teacher candidate to submit either 1 or 2 video clips.
	  o All Task 2 clips **must show synchronous instruction** (interaction among the teacher candidate and students).
	  o Given the requirements of the videos for Task 2, remember to keep the students as active as possible during the instruction.
	  o Review the handbook directions and rubrics to ensure that the directions and evidence for Task 2, Rubrics 6–9 have been met.
	• Consider whether the Task 2 video clip(s) are to be used as a source of focus student work samples for Task 3.
	  o In order to use the information from the Task 2 clip(s) for student work samples in Task 3, the activity must provide direct evidence for the assessment and analysis of student learning in at least the psychomotor domain.
	• When recording the instruction, consider using a platform (e.g., Zoom), that supports the "tile" or "collage" or "gallery" view so that all participants can be visible at the same time. This type of view will allow the candidate to observe all students to determine if any could benefit from corrective feedback and provide evidence that the candidate is actively monitoring the class.
	  o The candidate may switch the view to themselves when providing demonstrations, which will allow the scorer to see the teacher candidate's actual demonstration. Once the demonstration is complete, the teacher candidate should switch the view back to the full class.
	  o Individual feedback can be provided in the gallery view or in an individual tile view/breakout room, based on the platform the candidate is using.
	  o One way the affective domain can be demonstrated is by students working together. Having students work together might be shown in the gallery view (having students watch each other) or in a "group breakout room".
	• Consider stating the student's first name and be sure the student is paying attention by providing a response (e.g., thumbs up) before providing feedback. If the teacher candidate wants to provide a demonstration for

Considerations for Subject-Specific Fields	
Physical Education *(continued)*	the student, it's important that the student is paying attention to their screen in order to see the demonstration. • If a student is participating in the recording but is missing equipment or the candidate notices something that puts the student in danger, consider a solution that would allow them to participate (e.g., providing a modification for that student or alerting them to a hazard and explaining how to avoid it). **Task 3** • Remember to analyze the learning of skills in the psychomotor and at least one other domain (cognitive or affective) for the students in class, making sure to collect work samples from at least 4 students. • Student video work samples o The teacher candidate may use work samples from the Task 2 video or additional video work samples. For the purpose of VLE Task 3 student video clips, it is understood that the student may be presented in isolation. o Be sure to meet all other handbook requirements for the video clips in Task 3. • If an assessment originally described in Task 1 needed to be adjusted, the candidate should explain the adjustment and the reason in the Assessment Commentary. The modified or new assessment needs to be aligned with the central focus of the learning segment.
Special Education	• Candidates should consider what they know about their focus student and identify any changes in strategies to support the student in a VLE. For plans that included materials for support, consider how those might be duplicated in the home or on the screen or, with district approval, mailed to students. Describe any adaptations to the original strategies in an attachment to the Instruction Commentary. • For learning goals that were to take place in community settings, consider how to simulate those settings such as performing related tasks in the VLE (e.g., rehearsals, role plays). • To collect baseline data, the teacher candidate may work with the family/caregiver and/or cooperating teacher to obtain the data (e.g., relevant interactions with or observations of the focus student or relevant academic work samples). • In a VLE, the teacher candidate may not be able to collect daily assessment records 'each day,' but the candidate could consider collecting the focus student's work samples when the student is able to produce work. Note: Lessons may take place over multiple days. • When providing synchronous instruction, the teacher candidate should consider engaging families/caregivers in the learning environment. Examples include: (a) instructing families/caregivers as they work with

Considerations for Subject-Specific Fields	
Special Education *(continued)*	their child as a paraprofessional or similar support; (b) assisting with behavior management strategies; (c) assisting with maintaining camera angles and audio to ensure the focus student may be seen and heard; (d) providing any required materials the student needs to engage in the learning experience(s); and (e) assisting with the technical features (e.g., chat box). • In the Instruction commentary, candidates should reflect on any changes made to instruction in a VLE and comment on what they would do differently in a face-to-face classroom setting.

Visual Arts Education	• The teacher candidate should consider topics related to responding to visual art (e.g., critique, artist statements) that lend themselves to written products.
	• For production of arts in a VLE, the teacher candidate must consider the availability of materials.
	    o For example, the teacher candidate may consider art pieces such as pencil sketches if students have access to pencils and paper for such artwork in order to engage in the VLE.
	• Instruction for technique in art production must include some component of synchronous interaction with students, documented by a recording(s) of the student producing the art.
	    o Individual art production may be captured by students using their cell phone or laptop camera to demonstrate the application of the technique.