# Guidance for edTPA in an Alternative Arrangement: Virtual Learning Environment

The edTPA program has a "Virtual Learning Environment" option available to field test participants who prepare and provide instruction to students in virtual environments. Field test participants must determine if the online learning platform will permit video recording of synchronous instruction and collection of other artifacts, such as student work samples.

To help make this determination, please review the

- **Synchronous and Asynchronous Instruction as Evidence for edTPA** listed below
- **Evidence Requirements and Considerations for edTPA in a Virtual Learning Environment** found on pp. 2–4 in this document
- **Evidence Chart** located in the field test edTPA handbook.

**Synchronous and Asynchronous Instruction as Evidence for edTPA**

- Virtual learning environments that use **synchronous** learning allow field test participants and students to engage in instruction or learning at the same time. Synchronous learning environments may provide opportunities for participants 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 participants 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 participants 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.

![edTPA](edTPA logo)

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

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

## Task 1

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| **Requirements and Considerations** | • If the learning environment changes once participants have planned their learning segment (e.g., from face-to-face to virtual), they may change their plans and offer reflection of the changes in the instruction Task 2 and/or Assessment 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. |
| **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

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| **Requirements and Considerations** | • Ensure the appropriate permission from the parents/guardians of students and from adults who appear in the video recording.<br>• Record students in one or more lesson(s) from the learning segment.<br>• Familiarize yourself with screen recording options:<br>    ○ Platform-provided recording tool (e.g., ZOOM, TEAMs, Google Hangouts)<br>    ○ Device with camera (mobile, tablet)<br>    ○ Web-based screen recorder software<br>• Consider viewing students in a "collage" or "gallery" view.<br>• 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)<br>• If possible, participants should 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 |

| | participant must explain the school or school district's policy in their Instruction Commentary, prompt 1. |
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| |  o For learning goals that require students to perform, demonstrate, etc., (e.g., physical education) students must be seen. |
| | • Participants are encouraged to familiarize themselves and their students with the video conferencing platform and available tools (e.g., recording function and chat), so the participant and students become knowledgeable of its features. |
| | • Trim selected video files on a computer using any number of programs (e.g., iMovie, MovieMaker, Adobe, Handbrake, etc.). |
| |  o If recordings are automatically saved to cloud storage, remember to download them first before attempting to trim the files. |
| **Acceptable Evidence for Task 2 Part A: Video Clips** | • If available, participants may capture platform features such as white board or notes feature, within video(s) of instruction to demonstrate instructional strategies between the participant and students (e.g., showing visuals, providing demonstrations, modeling techniques). |
| |  o Participants may include additional views or features to demonstrate student engagement such as chat box dialogue or instant messaging. |
| **Optional Evidence that can be added to the end of Task 2 Part B: Instruction Commentary** | • **Optional** evidence that can be added to the end of Task 2 Instruction Commentary to demonstrate synchronous instruction: Screenshots of |
| |  o Chat dialogue, email communications, or instant messaging between the participant and students related to instruction |
| |  o Collaborations through writing with white board of discussions between the participant and students |
| |  o Google doc / Google slides |
| | *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

| | • 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. |
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| **Requirements and Considerations** | • Students may submit their completed assessment electronically. |
| | • Consider how the assessments will allow the participant to deliver, collect, analyze, and provide feedback through the virtual platform |

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| | (e.g., Blackboard Collaborate, Schoology, Zoom) or other virtual means (e.g., email, Dropbox). <br> • The class/group may not be the number of students as indicated in Task 1's Context for Learning; however, for Task 3, the participant will still need to analyze the learning of the class/group of students and focus learner(s) to identify trends and patterns of students' learning. Participants should explain the difference in class composition in the Assessment Commentary, Prompt 1. |
| **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 <br> • Video recording of live interaction where feedback is provided through chat dialogue, email communications, or instant messaging between the participant and students. <br>      o Individual feedback for each focus student must be provided. <br> • Screenshot or text file of written feedback is provided. <br> • Google doc / Google slide comments where feedback is provided. Note: Participants should convert this file type to the file types found in the Evidence Chart in the back of their subject-specific edTPA handbook. <br><br> ***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 commentary.* |