



EDTPA - TRANSFERRING YOUR PORTFOLIO FOR SCORING

Deadlines

- Tuesday, March 4th – edTPA must be submitted to Pearson for scoring.
 - Submit to Pearson
 - Email permission slips to Dr. Kerschen
- Optional Writing Day: Sunday, March 2nd from 3:00 – 6:00

Video Clips

- **Make sure the audio is easy to understand**
 - Provide transcripts if necessary
 - Focus on the clip emphasis listed in the handbook.

- **Please email me your permission slips!**

Video Resources from the CUNE website. Also see resources on C&W

- Chalk and Wire includes several suggested resources for assisting with video editing and compressing.
 - Chalk and Wire Video Recording and Editing Resources
<http://userguide.chalkandwire.com/m/14415//220725-how-do-i-edit-a-video-before-uploading-it-to-chalk-wire> (At the bottom of the webpage, there are links for users using Macs and users using Windows.)
 - Chalk and Wire also describes the type and size of files required for uploading your video clips.
 - If your video is too large, Chalk and Wire provides information on a free resource to compress your video file:
<http://userguide.chalkandwire.com/m/14415//211303-why-can-t-i-upload-my-video-to-chalk-wire>
 - Chalk and Wire Recommendations for uploading files directly from a mobile device: <http://userguide.chalkandwire.com/d/qjwyvq>

Video Clips

- If your video file is too large to upload to C&W, and the resource they provided did not work, try the following for compressing your video:
 - <https://handbrake.fr/downloads.php>
 - There are some video guides online that can walk you through this process.
 - See the links on our website: <https://wp.cune.edu/educationdepartment/edtpa/task-2-instruction-video-suggestions/>
- Google, “handbrake edTPA”
- I also have some handouts that could help
- Make sure you make an extra copy of your video just in case.

- If you use this resource, review your compressed video for quality.

Video Support – Compressing your video files

- Handbrake is another video compression resource used by institutions with the edTPA: [Handbrake-Video-Editing](#)

How to prepare your video using Handbrake



Education IT has begun recommending a video compression/conversion tool called "Handbrake" that is available for both Windows and Macintosh computers. Handbrake can trim, compress and convert your video into an industry standard MP4 file which will work with edTPA, Blackboard, and other systems. Below are instructions for using Handbrake.

- 1. If you need to trim your video:** Determine the precise times where you want to start and end your trimmed video clip by watching in your preferred video player. Write down the begin and end times. If you just need to convert/compress your video *without* trimming, then continue with the steps below.
- 2. Open Handbrake**
 - a. Available for both PC and Mac through a free download from: <https://handbrake.fr/downloads.php>

Mac users: Please see this PDF document if your Mac complains about running Handbrake: <http://edit.education.purdue.edu/ts/Allow-Handbrake-Mac.pdf>

Task 3: Reminders

- Evaluation Criteria
- Review my emails with prompt suggestions.

Task 3: Reminders

- Review your handbook **and the suggestions in the email I sent last Friday.**
- Typically, you are focusing on one single assessment from your 3 days related to the central focus
- Whole class analysis
- Focus student analysis
- Feedback
- Consider an assessment that gives you rich evidence. It's okay if there is mixed performance.

Task 3: Reminders

1. Analyzing Student Learning

- a. Identify the specific learning objectives measured by the assessment you chose for analysis.
- b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.
- c. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning **for the whole class** and differences for groups or individual learners relative to
 - the essential literacy strategy
 - related skills

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

- d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. Choose one of the following:
 - Written directly on work samples or in separate documents that were provided to the focus students
 - In audio files
 - In video clips from Instruction Task 2 (provide a time-stamp reference) or in separate video clips

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.
- b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.
- c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

Task 3: Reminders –Evidence of Feedback

- ▢ [Instructions & Support Resources](#)
 - ▢ [Task 1: Planning for Instruction and Assessment](#)
 - ▢ [Task 1: Part A: Context for Learning Information](#)
 - ▢ [Task 1: Part B: Lesson Plans for Learning Segment](#)
 - ▢ [Task 1: Part C: Instructional Materials](#)
 - ▢ [Task 1: Part D: Assessments](#)
 - ▢ [Task 1: Part E: Planning Commentary](#)
 - ▢ [Task 2: Instructing and Engaging Students in Learning](#)
 - ▢ [Task 2: Part A: Video Clip\(s\)](#)
 - ▢ [Task 2: Part B: Instruction Commentary](#)
 - ▢ [Task 3: Assessing Student Learning](#)
 - ▢ [Task 3: Part A: Student Work Samples](#)
 - ▢ [Task 3: Part B: Evidence of Feedback](#)
 - ▢ [Task 3: Part C: Assessment Commentary](#)
 - ▢ [Task 3: Part D: Evaluation Criteria](#)

Task 3: Reminders

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the video clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students' language use **from ONE, TWO, OR ALL THREE of the following sources:**

1. Use video clips from Instruction Task 2 and provide time-stamp references for evidence of language use.
2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and cite language use (this can be footage of one or more students' language use). Submit the clip in Assessment Task 3, Part B.
3. Use the student work samples analyzed in Assessment Task 3 and cite language use.

- a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the
 - selected language function,
 - vocabulary or key phrases, AND
 - discourse or syntaxto develop content understandings.

4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:
 - For the whole class
 - For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

- b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

Task 3: Reminders – Feedback / Secondary Handbooks

or audio work sample must be no more than 3 minutes in total running time.

- **Select 3 student work samples** that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your **focus students** for this task. **At least one of the focus students must have an identified learning need** (for example, an English learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge).

focus student(s) (e.g., position, physical description) whose work is portrayed.

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. Choose one of the following:

- Written directly on work samples or in separate documents that were provided to the focus students
- In audio files
- In video clips from Instruction Task 2 (provide a time-stamp reference) or in separate video clips

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

- **Document the feedback** you gave to each of the **3 focus students** on the work sample itself, as an audio clip, or as a video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
- If you submit a student work sample or feedback as a video or audio clip and additional students are present, clearly identify which students are your focus students in the relevant prompts (1d and 2a) of the Assessment Commentary (**in no more than 2 sentences**).

Submitting your edTPA Procedures

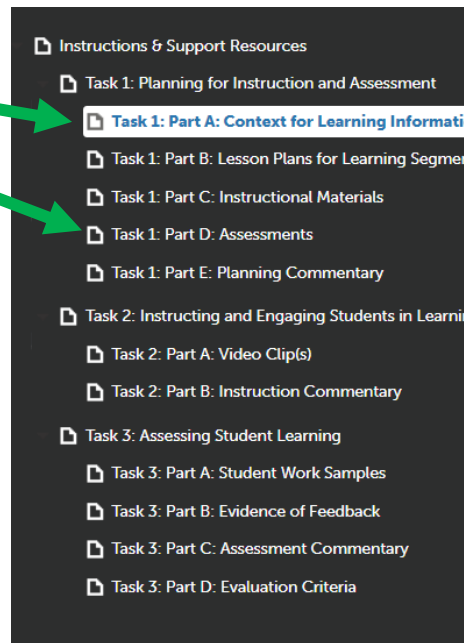
- See the Chalk & Wire “edTPA User Guide” on the website

[C&W edTPA_User_Guide](#) (This document has information and steps related to transferring your edTPA from Chalk and Wire to Pearson for scoring.)

Submitting your edTPA Procedures

- When you have uploaded all the necessary files and documents to C&W, the icons (under each Task title line) in your table should all turn green.

GREEN



Submitting your edTPA Procedures

- Click on any section from the Tasks.
- Click on the “Transfer To Pearson” button
- You only have to do this once, not for each section!
 - *The submit button will not be an option for you.*
- You must make sure you entered your Authorization Key before submitting your edTPA. This is what was sent to you when you registered on the Pearson website during our writing day.



Submitting your edTPA Procedures

- Once the submission process starts, it can take anywhere from a few hours to 48 hours for your transfer to be completed.
- You will receive an email from Pearson when your transfer process is complete (Check your junk folder) (you can always log in and check as well)
- Once you receive this email, you need to log on to Pearson to complete the process.

Submitting your edTPA Procedures

- Once you log on to Pearson, you will be asked to double check your files one last time prior to submitting for scoring.
- WHEN REVIEWING YOUR FILES, IF YOU NOTICE A MISTAKE OR NEED TO CHANGE SOMETHING, PLEASE GO BACK TO CHALK AND WIRE, UPLOAD THE CORRECT FILE, AND START THE TRANSFER PROCESS OVER AGAIN

My Secondary Science Transfer & Submission Status:

Use this page to check your portfolio's status through the process of transferring and submitting.

Remember : Allow adequate time before your planned submission date to transfer, review and submit your portfolio in the Pearson ePortfolio system at edTPA.com.

Welcome Gina.

Refresh



1. Register



2. Authorization Key



3. Transfer



4. Review & Submit

Your Authorization Key:

4. Review & Submit

Your next step is to review and submit your portfolio in the Pearson ePortfolio system.

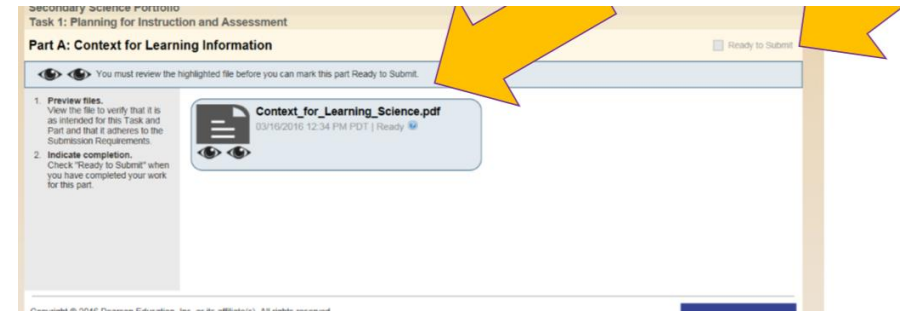
Review all transferred files in their entirety to make sure they appear as you intend. When you have finished reviewing each Part, mark it "Ready to Submit." When every Part is ready, submit your portfolio for scoring.

[Review and Submit your portfolio](#)

Need to correct one or more files? Make the correction in your platform provider's system and then repeat the transfer process. You may be prompted to re-enter your authorization key, so make note of that now.

Submitting your edTPA Procedures

- Double check each file on Pearson, watch your video clips again, etc.



1. Read task instructions. Show and read instructions for each task.
 2. View your work. Complete all parts for each task by reviewing your files.
 3. Submit your portfolio. When you have indicated that each part is "ready to submit," submit your portfolio for scoring.
- When should I submit?

Portfolio Summary 1 of 3 Tasks Ready to Submit

Task 1: Planning for Instruction and Assessment Show Instructions 5 of 5 Parts Ready to Submit

PARTS	STATUS	FILES
View Part A: Context for Learning Information	Ready to Submit	Context_for_Learning_Science.pdf
View Part B: Lesson Plans for Learning Segment	Ready to Submit	Lesson_Plans_1-4.pdf
View Part C: Instructional Materials	Ready to Submit	LP_Materials_Science.pdf
View Part D: Assessments	Ready to Submit	LP_Assessments_Science.pdf
View Part E: Planning Commentary	Ready to Submit	Task1_Planning_Commentary.pdf

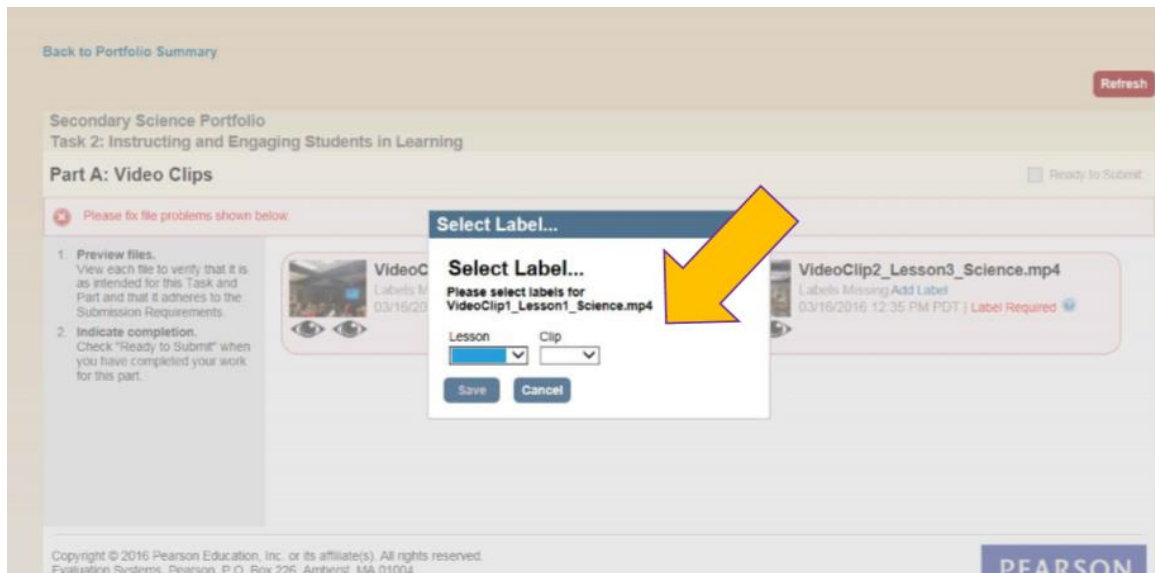
Task 2: Instructing and Engaging Students in Learning Show Instructions 0 of 2 Parts Ready to Submit

PARTS	STATUS	FILES
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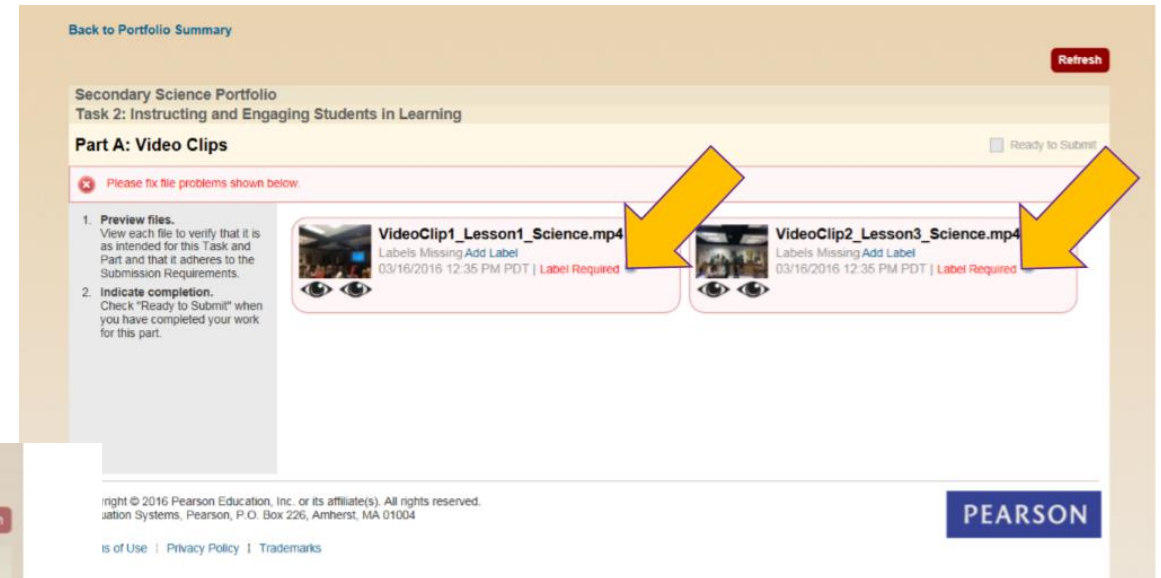


Submitting your edTPA Procedures

- Some files (videos etc) will require you to label them in Pearson.



This screenshot shows the Pearson edTPA submission interface for 'Part A: Video Clips'. A dialog box titled 'Select Label...' is open, prompting the user to select labels for the video file 'VideoClip1_Lesson1_Science.mp4'. The dialog box includes two dropdown menus labeled 'Lesson' and 'Clip', and 'Save' and 'Cancel' buttons. A yellow arrow points to the dialog box. The background interface shows instructions for previewing files and indicating completion, along with a 'Ready to Submit' checkbox.



This screenshot shows the Pearson edTPA submission interface for 'Part A: Video Clips'. Two video files are listed: 'VideoClip1_Lesson1_Science.mp4' and 'VideoClip2_Lesson3_Science.mp4'. Both files have a 'Label Required' warning and a 'Labels Missing Add Label' prompt. Yellow arrows point to these warnings. The interface includes instructions for previewing files and indicating completion, along with a 'Ready to Submit' checkbox. The Pearson logo and copyright information are visible at the bottom.

Submitting your edTPA Procedures

- Some files (assessment items etc) will require you to label them in Pearson.

Back to Portfolio Summary Refresh

Secondary Science Portfolio
Task 3: Assessing Student Learning

Part A: Student Work Samples Ready to Submit

✖ Please fix file problems shown below.

- 1. Preview files.**
View each file to verify that it is as intended for this Task and Part and that it adheres to the Submission Requirements.
- 2. Indicate completion.**
Check "Ready to Submit" when you have completed your work for this part.

Student2_WorkSample_Science.p
Labels Missing [Add Label](#)
03/16/2016 12:35 PM PDT | Label Required

Student3_WorkSample_Science.pdf
Labels Missing [Add Label](#)
03/16/2016 12:36 PM PDT | Label Required

Student1_WorkSample_Science.pdf
Labels Missing [Add Label](#)
03/16/2016 12:36 PM PDT | Label Required

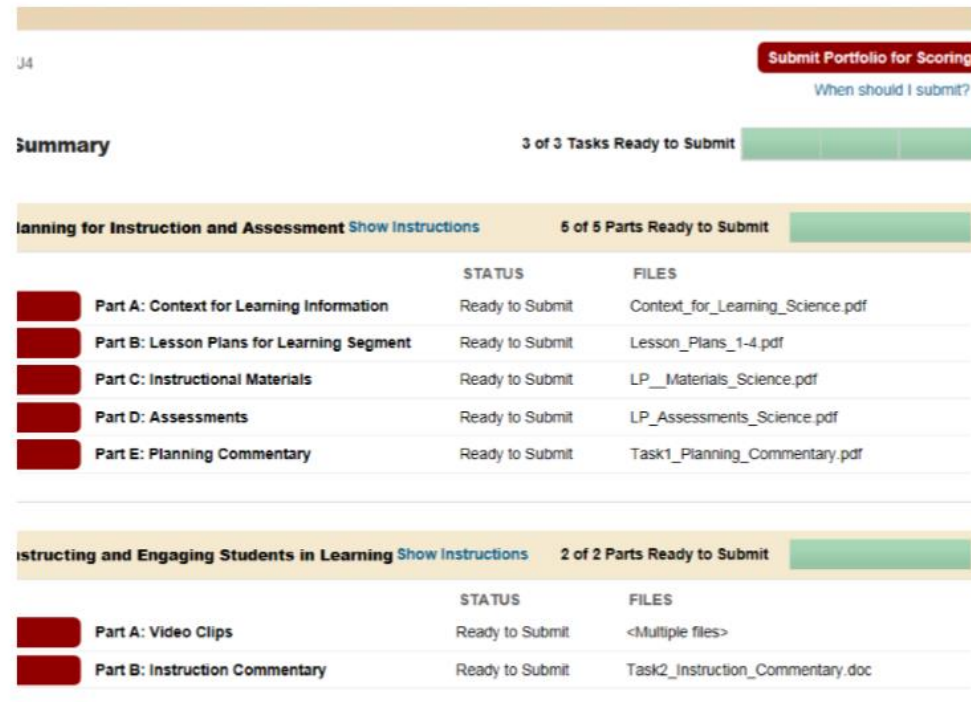
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PEARSON

Submitting your edTPA Procedures

Submit Portfolio for Scoring



Submit Portfolio for Scoring
When should I submit?

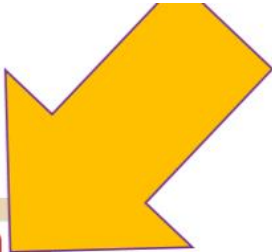
Summary 3 of 3 Tasks Ready to Submit

Planning for Instruction and Assessment [Show Instructions](#) 5 of 5 Parts Ready to Submit

	STATUS	FILES
Part A: Context for Learning Information	Ready to Submit	Context_for_Learning_Science.pdf
Part B: Lesson Plans for Learning Segment	Ready to Submit	Lesson_Plans_1-4.pdf
Part C: Instructional Materials	Ready to Submit	LP__Materials_Science.pdf
Part D: Assessments	Ready to Submit	LP_Assessments_Science.pdf
Part E: Planning Commentary	Ready to Submit	Task1_Planning_Commentary.pdf

Instructional and Engaging Students in Learning [Show Instructions](#) 2 of 2 Parts Ready to Submit

	STATUS	FILES
Part A: Video Clips	Ready to Submit	<Multiple files>
Part B: Instruction Commentary	Ready to Submit	Task2_Instruction_Commentary.doc



Submitting your edTPA Procedures

Submission Agreement Read, Check, Continue

Submission Agreement

In order to submit your edTPA assessment to Pearson for scoring, you must confirm the following.

As the candidate, I confirm that:

- I have reviewed and agree to the "Rules of Assessment Participation."
- I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment.
- The video clip(s) submitted show me teaching the students/class profiled in the assessment submitted.
- The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment.
- I am sole author of the commentaries and other written responses to prompts and other requests for information in this assessment.
- I have appropriately cited all materials in the assessment whose sources are from published text, the Internet, or other educators.
- I have obtained permission from the parents/guardians of my students and from adults that appear on the video, and can produce such permissions if requested.
- I have reviewed and agree to the edTPA "Guidelines for Video Confidentiality for Candidates" including the prohibition regarding sharing or posting the edTPA assessment materials, including video to the internet (e.g., YouTube, Facebook) or other non-secure or publicly accessible locations.
- I have reviewed and agree to the edTPA "Submission Requirements" and confirm that all of my submitted materials meet these requirements for a scoring portfolio that can be reviewed by a scorer and have scores assigned to all materials.

I acknowledge that I have read and understand the instructions above.

Continue

1 (Arrow pointing to introductory text)

2 (Arrow pointing to list of terms)

3 (Arrow pointing to acknowledgment checkbox)

Submit Portfolio for Scoring

When should I submit?

Ready to Submit

Task 3: Assessing Student Learning Show Instructions 4 of 4 Parts Ready to Submit

Submitting your edTPA Procedures

Secondary Science



The Portfolio you are trying to access has been Submitted for Scoring.

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When will I receive my scores?

To Receive Your edTPA Score Profile On:	Submit Your Portfolio by 11:59 p.m. Pacific Time on:
October 24, 2024	October 3, 2024
November 14, 2024	October 24, 2024
November 27, 2024	November 7, 2024
December 12, 2024	November 21, 2024
December 27, 2024	December 5, 2024
February 13, 2025	January 23, 2025
March 6, 2025	February 13, 2025
March 27, 2025	March 6, 2025
April 10, 2025	March 20, 2025
April 24, 2025	April 3, 2025
May 8, 2025	April 17, 2025
May 22, 2025	May 1, 2025
June 26, 2025	June 5, 2025
August 28, 2025	August 7, 2025

- What do I do when I receive my scores?

Deadlines

- **Tuesday, March 4th – edTPA Submission Due (You may submit your portfolio before this deadline)**
 - Submit to Pearson (after transferring from C&W)
 - Email permission slips to Dr. Kerschen
 - Your edTPA must be submitted to Pearson for scoring in order to continue to Student Teaching II
 - Optional Writing Day: Sunday, March 2nd from 3:00 – 6:00