edTPA discussion SheetLLC.pdf

Lyn L Countryman
edTPA Discussion Sheet

PROS: In order of priority

1. Candidates (student teachers) report how the edTPA has favorably impacted how they plan, teach, and assess their students because it helped them dig deeper into the whole aspect of teaching and really plant to meet the needs of all students. Many said the edTPA helped them deeply reflect on their performance, their strengths and weaknesses. It made them a better teacher.¹

2. In this age of accountability edTPA provides our program with National confirmation of the quality of our teacher education candidates.

3. We have had an impact on the quality of edTPA through our FIVE year pilot process so we have some OWNERSHIP in the process as it stands.

4. edTPA focuses on the requirements that quality teachers should KNOW and BE ABLE TO DO:
   a. plan lessons and make deliberate choices in these lessons to advance student learning
   b. implement these lessons so that students can be fully engaged in learning (through asking probing questions, developing positive relationships with students, and ensuring student engagement, to name a few.)
   c. authentically assess students in order to understand what student’s learned and to make choices on NEXT Steps.

5. The Iowa Department of Education piloted an edTPA-like performance assessment (NTPA) for probationary teacher evaluation FY2015. Having our candidates do the edTPA would give them an ADVANTAGE in the workplace, since most of our candidates gain teaching jobs in IOWA.

6. edTPA is aligned to the new INTASC standards that are required by the state for all teacher education programs.

7. We have spent much time, effort and money on developing Embedded Signature Assessments that address NEEDS in our program and also help students understand how to LOOK deeply into what they SHOW KNOW and BE ABLE TO DO.

8. We are about creating premier teacher educators. The highest level of certification for teachers is the NATIONAL Board Certification (NBPTS) and edTPA was scaled for teacher education candidates based on this high achievement. This is what premier would look like.
9. Right now we are at the cutting edge of teacher education assessment, much more so that the other Regent’s institutions but we cannot rest on our laurels or worse, GO BACKWARD, unless we want to ensure our DEMISE and ISU’s rise.

CONS:
1. Some feel we are “exporting our assessment to a testing conglomerate (PEARSON), BUT:
   a. We already export part of the assessment to ETS in PRAXIS I and PRAXIS II.
   b. Candidates cannot gain licensure without passing student teaching with an adequate score on the student teaching evaluation, no matter what they get on the edTPA
2. The Price
   a. This is approximately equivalent to the PRAXIS II in price
3. Our candidates may not do as well as on the standardized test – PRAXIS.
   a. What do we want our candidates to do, to KNOW or to KNOW and BE ABLE TO DO?
   b. How much do we want to WORK at our PRACTICE to ensure our TEACHER EDUCATION program:
      i. Is sequenced and individualized
      ii. FOCUSES on BEST practice for TEACHERS
      iii. Embedded and infused with current practice in the field
      iv. edTPA could help us FOCUS THIS WORK

QUESTIONS THAT I MAY HAVE ABOUT edTPA IMPLEMENTATION

Survey of Student Teaching – Spring 2015. Given to all student teachers after the majority of them received their edTPA National Scores. N= 138 or 56% of student teachers. Spring 2015 Student teaching N=246. (see attached)
Survey of Student Teachers - Spring 2015

This is a survey we have sent to student teachers asking about their student teaching experience. The majority of students completed it after they received their National Scores (April 17, 2015 - May 29, 2015.) During the spring 2015 semester all student teachers completed the edTPA, which was locally scored and for the first time all were Nationally Scored. As a consequence, students were asked questions pertaining to edTPA. The following are their responses

N= 138 or 56% of Student teachers
Representation= all centers, all disciplines, and all teaching levels (Early childhood, Elementary, Middle Level, Secondary)
Student teaching Spring 2015 N=246

Question 21 Understanding completing the edTPA was rigorous work on self-evaluating your teaching, what did you learn about yourself and your teaching through completion of your edTPA?

There was no relationship between scores and type (+/-) response.

98 (71%) POSITIVE responses
5 (4%) Both positive and negative
20 (15%) Negative responses
4 Blank and or N/A
11 Unrelated thoughts
Sample of Positive Responses under TOPICS

1. **edTPA helped reflection**

   I learned how to be even more reflective and to always think of how it could have gone better. I learned that students need that respect and engagement to be more successful in their academics.

2. **edTPA was verifying**

   Although I have areas to improve on, I also have a lot of strengths as an educator. I know I am capable of being a successful teacher in the future.

   I learned that it is possible to focus on academic language and interdisciplinary connections while maintaining a priority on strong mathematics content. This can take a lot of work, but is achievable through flexibility and preparation.

3. **edTPA helped me think about needs of students**

   I learned from completing the edTPA that it is important to think about student background and lifestyle when planning lessons, and it is also important to make sure to keep all of your students in mind (individually) when planning instruction.

   I learned more about how to align my assessment with my instruction. I have always tried to align it in the past, but this project really had me focus on the importance of alignment. I also learned how to accommodate various students throughout instruction and assessment.

4. **The video component of edTPA was most helpful**

   (The) video component was crucial...identified areas of need I wouldn't have identified without visual evidence.

5. **edTPA helped me advance my skills**
I need to be able to be more specific in my teaching, being able to articulate the goal, clearly and providing specific concrete goals which will help my students accomplish what they need to in my classroom.

There are a lot different components in teacher and the edTPA help me realize how/why they are important. It also helped me dig deeper throughout the different phases of my lessons and teaching.

I learned that it takes A LOT of work to plan a learning segment, especially with all of the accommodations I made for my special education students, struggling readers, and TAG students. However, I also learned that I'm pretty good at planning a lesson, keeping in mind all of my learners. I felt as though the diversity of my students' needs was the focus of my edTPA, and how I accommodated for all students. I learned a lot on how to do so!

Sample of Positive/Negative Response

1. The video helped the most

I liked the video aspect of the EdTPA. I thought all the writing prompts and other aspects to it was tedious and sometimes not necessary.

Sample of Negative Responses

1. edTPA was a HOOP to jump

I felt like the EdTPA was another hoop to jump through. It almost seemed tedious for the sake of being tedious rather than actually helpful for self-evaluation.

1. edTPA didn't help me

Nothing that I didn't already know.

Nothing. I have been through the process repeated times with the TWS along the way, and the edTPA was really just not useful as a tool.
There were a few responses not nationally scored due to either technical or political difficulties. (One international student had the son of the leader in class and could not nationally score for this reason. Another international student teacher had a very slow internet speed and had difficulty uploading due to this.)

Question 22: Looking back, was completing the edTPA a valuable experience? N=131

56.5 % YES, 74 responses

43.5 % NO, 56 responses