Illinois State University Spring 2013 edTPA Lessons Learned

This work is the result of the local evaluation of ISU student teachers' edTPA portfolios by ISU faculty in staff in May 2013. The student teachers were part of ISU's large-scale edTPA pilot prior to full-scale implementation of edTPA. The portfolios represent findings from the assessment of approximately 100 edTPA portfolios in 10 different handbook areas by 28 ISU faculty and staff.

1. The edTPA requires a specific kind of writing that candidates need to utilize.
   a. Candidates' writing was vague and lacked connections and specific examples/evidence.
   b. Candidates' responses did not specifically address the prompts and/or performance expectations (rubrics).
   c. Candidates did not write enough.
   d. Candidates struggled with connecting choices to research

2. The edTPA results in student teachers needing a greater level of support than previously given. Faculty must take an active role in the student teaching semester.

3. Student teaching cannot be the first time that teacher candidates are exposed to the skill and language required to successfully complete the edTPA. Identification and backwards mapping of these components are critical to candidate success.

4. Local evaluations are key to getting faculty involved with edTPA. They provide faculty with insights both into what the performance expectations of edTPA are and how the teacher candidates are doing.

5. Teacher candidates need to discus student characteristics that connect to the central focus and that they will address with their teaching.

6. Teacher candidates need to avoid describing students from a deficit point of view.

7. Teacher candidates need to understand and be able to discuss language function and other language demands.

8. Everything (instructional strategies, supports, assessments, etc.) needs to be aligned with the learning objectives.

9. Both the teacher candidate and the individual assisting with filming need to understand what needs to be seen in the video clips.

10. One or more practice video clips need to be made.

11. Permission to video needs to be requested early in the semester.

12. Candidates need to choose a formative assessment as their focus in Task 3.

13. Feedback on student work samples must go beyond correct/incorrect.

14. Analysis of student learning needs to be arranged by learning objective.

15. Chosen language function needs to be seen on video or in the Task 3 assessment.

16. University supervisors need edTPA local evaluation training.

17. Cooperating teachers need support and resources in order to understand how to best assist candidates during the edTPA process.

18. Candidates and cooperating teachers need to be shown how edTPA connects with the teacher evaluation system.

19. Candidates often write with the assumption "they'll know what I'm talking about".

20. Candidates need to have a "big picture" view of edTPA before they begin planning, writing, etc.