

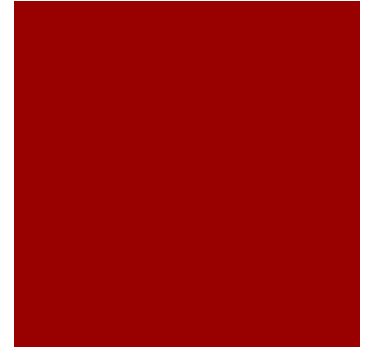


edTPA Implementation Lessons Learned

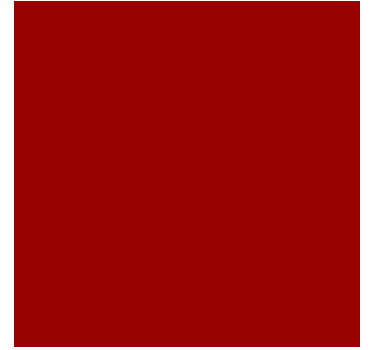
Elisa Palmer, edTPA Coordinator, Illinois State
University

Topics

- Introducing edTPA to candidates
- Supports for candidates during student teaching
- Supporting faculty
- Supporting university supervisors
- Supporting cooperating teachers

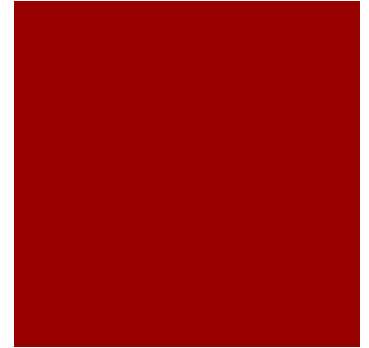


Introducing edTPA Lesson #1



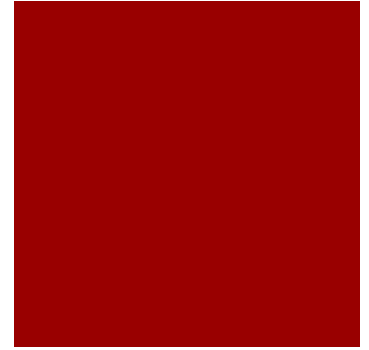
- Student teaching cannot be the first time that teacher candidates are exposed to the skills and language required to successfully complete the edTPA.

Implementation Strategy



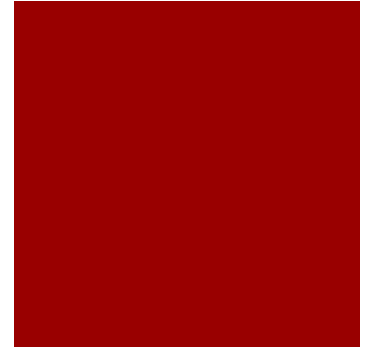
- Identify the edTPA skills and information candidates will need to know in order to be successful.
- Categorize them as “early”, “middle”, or “late”, depending on experience needed.
- Examine programs and see where these skills could be place or are already being done.

ISU Secondary Sequence Example



- TCH 212: Introduce edTPA, watch introductory video
- TCH 216: Teach 3 day segment in clinical; complete planning, instruction, and assessment write-up with edTPA based prompts.
- TCH 219: Revisit TCH 216 lesson and add academic language components.
- Major methods clinical: Do “mini” edTPA.

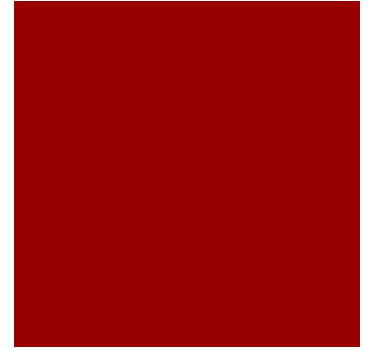
Introducing edTPA Lesson #2



- Candidates need to have a “big picture” view of edTPA before they begin planning, writing, etc.
- Candidates have to read their handbooks and “Making Good Choices”

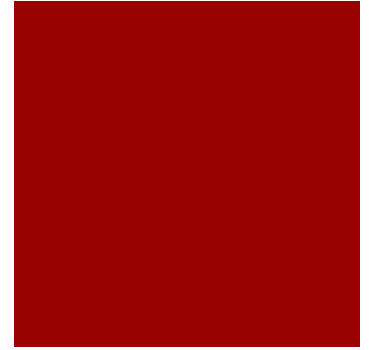
Implementation Strategy

- “My edTPA Map” assignment
- edTPA Handbook reading assignment
- edTPA “Making Good Choices” reading assignment



Student Teaching Supports

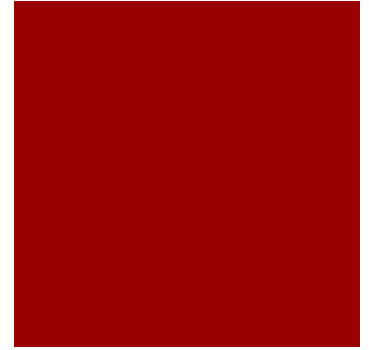
Lesson #1



- The edTPA requires a specific kind of writing that candidates need to utilize.
 - Candidates' writing was vague and lacked connections and specific examples/evidence.
 - Candidates' responses did not specifically address the prompts and/or performance expectations (rubrics).
 - Candidates did not write enough.
 - Candidates struggled with connecting choices to research
 - Candidates often write with the assumption "they'll know what I'm talking about".

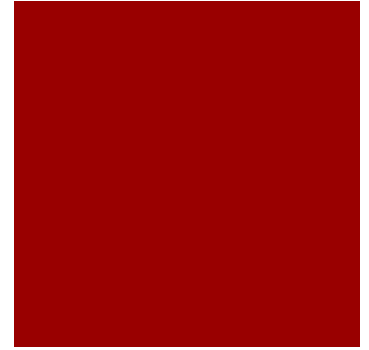
Implementation Strategy

- Writing organizers
- Peer review
- Embedding of edTPA related skills in prior coursework



Student Teaching Supports

Lesson #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.

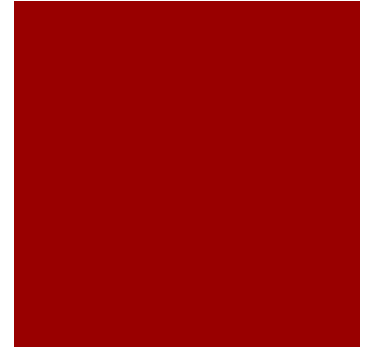
Implementation Strategy

- On campus workshops
- Addition of student teaching seminars



Student Teaching Supports

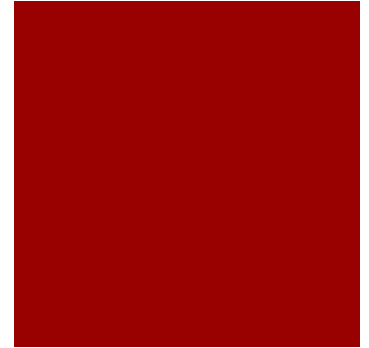
Lesson #3



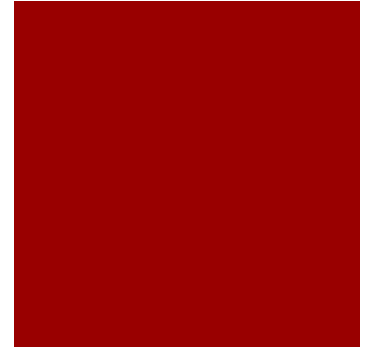
- Teacher candidates need assistance with video, upload, and submission to Pearson logistics.

Implementation

- Video guides
- Train the educational technology support staff in edTPA and its requirements
- Submission checklists and guides



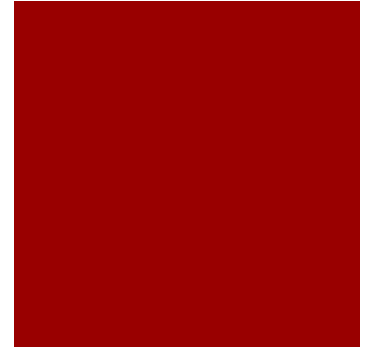
Supporting Faculty Lesson #1



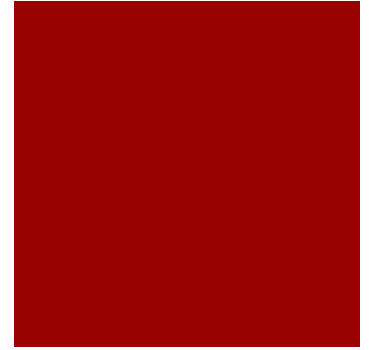
- Local evaluations are key to getting faculty involved with edTPA. They provide faculty with insights both into what the performance expectations of edTPA are and how the teacher candidates are doing.

Implementation

- Provide local evaluation training for any interested faculty/staff member
- Perform formal local evaluations each semester
- Follow up with programs to see what they are doing with their local evaluation data



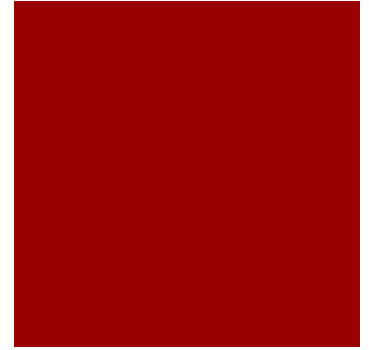
Supporting Faculty Lesson #2



- Faculty need to have access to resources and discussion regarding edTPA.

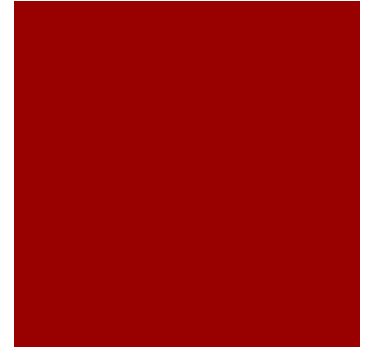
Implementation

- Monthly kaffeklatsches
- Depository of resources
- Weekly e-mails



Supporting University Supervisors Lesson #1

- University supervisors need edTPA local evaluation training.

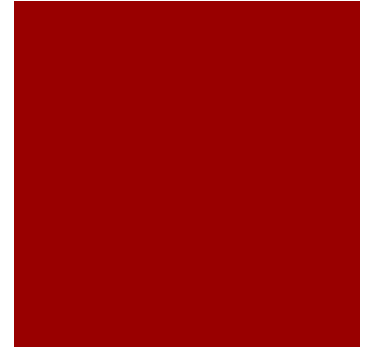


Implementation

- Provide local evaluation training to university supervisors



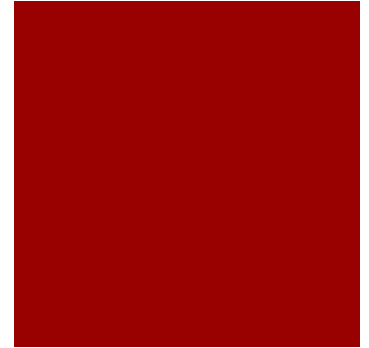
Supporting University Supervisors Lesson #2



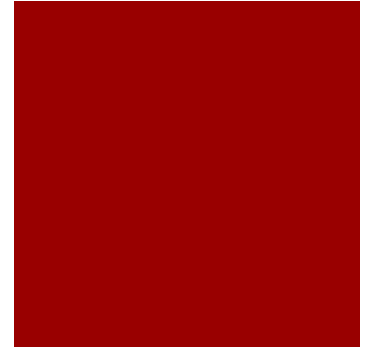
- University supervisors need support and resources in order to understand how to best assist candidates during the edTPA process.

Implementation

- Provide supervisors with “Guidelines for Appropriate Feedback” handbook from SCALE
- edTPA overview handout
- Provide supervisors with examples of appropriate feedback
- AACTE videos



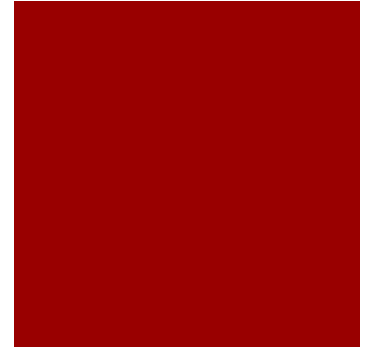
Supporting Cooperating Teachers Lesson #1



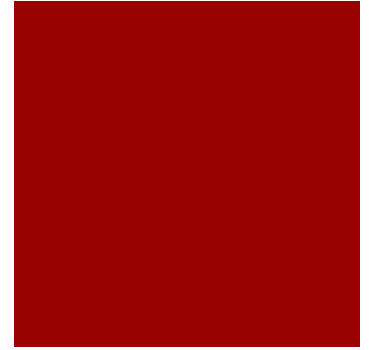
- Cooperating teachers need support and resources in order to understand how to best assist candidates during the edTPA process.

Implementation

- Provide cooperating teachers with “Guidelines for Appropriate Feedback” handbook from SCALE
- edTPA overview handout
- Provide cooperating teachers with examples of appropriate feedback
- AACTE videos



Supporting Cooperating Teachers Lesson #2



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

Implementation

- edTPA /Danielson crosswalk
- Developing an evidence-based teaching portfolio

