Leveraging the *Educative* in edTPA for Teacher Preparation Research

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educative
Professional Preparation

Selected Expectations: Students Will Demonstrate…

- Reflective Practice
- Need for Development
- Self Critique and Seek Out and Accept Critique from Others
- Independent Responsibility
- Committed to All Students
- Intellectual, Physical, and Emotional Capacities

Program Components

- Graduate Level Initial Preparation
- Admissions Process: Interview
- Local Clinical Experiences with Partner Schools
- Reflective Inquiry Project
edTPA Implementation

- SCALE Guidance & NYSED Policy

- What We Have Done
  - Purchased iPad kits to provide technology supports to students
  - Held meetings with methods faculty
  - Introduced students to the handbooks via methods and/or field experience courses
  - Provided students access to Making Good Choices and the commentary templates
  - Adjusted the format of the first half of the student teaching seminar
  - Met with cooperating teachers and administrators in each liaison school
  - Held an optional ‘boot camp’ for students

- What We Have Not Done
  - Curricular revision
  - Contract with a third-party platform
  - Interpret the handbooks for students
  - Provide extensive feedback on work directly related to the final submission
  - Tell students that they must complete the edTPA for the purpose of the program or tell students when/where they must complete the edTPA
Research Group

Overarching Research Question

• In its implementation context, what are we learning regarding the edTPA, as related to teaching and learning, as well as teacher education?

Data Collection

• Survey of Experience and Preparation Practices
• Interview
• Video Excerpts
• Written Artifacts
Interview Protocol

• How did you select the class you chose to submit for your edTPA?
• How did you select the video excerpt you submitted in the edTPA?
• How did you prepare for this lesson?
• What did you try to accomplish in the lesson you took the excerpt from?
• How did you initially feel about the lesson (immediately after you finished teaching)? Has your perception changed since you’ve had a chance to watch the video?
• Is there anything you’d change in this lesson if you had it to do over again?
• How well do you think the edTPA process reflects your readiness to teach?
• If you had the opportunity to talk to the graders of this submission, what would you like to tell/ask them?
• What about the people who designed the edTPA process? What would you like to tell/ask them?
• What did you learn from the entire process of videotaping, watching and reflecting on the video?
• What did you learn from creating the written components related to the 3-5 lessons?
Findings: Purpose

- Seemed to be testing how well can you sort through this handbook.
- It seems like what we’re being prepared for [is] writing SLOs, the APPR.
- Having to videotape, to perform in front of an audience…APPR.
- You have to have some way of monitoring people.
- Something like the edTPA is necessary. If we want teaching to be a real profession that is serious, it should be something that is difficult.
Findings: *Design/Process*

- Incredibly **tedious task** that takes up a whole lot of time.
- A lot of **repetition and overlap in the commentary**.
- **Busy work**...that was redundant and repetitive.
- **Intense writing**.
- I know I’m good at **research-based writing**. I have experience writing about research, writing about data.
- I was **grateful for being in theatre** and not being scared to be **video recorded**, which helped me immensely. And, I’m used to **using microphones on stage**.
- I was bogged down by a big piece of writing while I wanted to focus on teaching. I really **wanted to focus on the classroom**, engaging with my students, talking with my cooperating teacher. There were certain points that it took away from that.
- **My second goal**, which was hard to make sure it was second to [student learning], was to make sure I accomplished what I needed to for the edTPA. Doing it during student teaching actually took away from student teaching.
Findings: *Stress*

- Extremely stressful.
- It was a stressor.
- Felt a crazy amount of anxious.
- In a high pressure situation like this, you’re not going to risk.
Findings: Selection

- One section was very heavy with IEPs and 504s, so I didn’t choose that class.

- Really misbehaving students, I figured it would be a terrible thing to watch.

- I tried to do it in first placement, but there was no three-day unit. It didn’t align enough with the edTPA. [The class I selected was the] only class that I had with at least five students in.

- More students…more chance to get permission slips back.

- The students I had most rapport, the ones who were most vocal. And, there was a mixture of students.

- Only one I thought would be able to handle [inquiry process], so it was chosen by default. Seniors, more intellectually mature, better behaved.
Findings: **Representative**

- **Ten minutes is not sufficient**, especially with kindergarten. The expectations for all components of what they’d like to see in ten-minute videos not realistic. They’re kindergartners. We do a lot of movement. **It’s much better for [the students], but I didn’t think it was appropriate for the video** and I had to think about what would be the most appropriate for the edTPA. Reflects my ability to work with technology and align a bunch of questions, my ability to interpret their very wordy questions.
  - I picked a segment that hit all the points they wanted. **I would feel better if someone watched at least 40 minutes.**
  - **If you were not a very good teacher, you could change the context.** And, there is **no guarantee that you are not getting help**. Writing is not really reflective of a teacher’s success. I didn’t think that 15-minute time period is reflective of how lesson went.
  - **It is only a moment in time.**
  - **In terms of students learning the materials, it was the worst teaching I had done in my student teaching.** I couldn’t really take time to reteach because I had to finish the edTPA learning segment and submit it.
Findings: Learning

- The idea of **reflective practice is a good thing**. [The commentaries] made sure you **account for diverse learning styles**. Planning was thorough.
- Most valuable part of the edTPA... **noticing your own habits**... **noticing what students are doing**... much clearer. Trying to think about why you chose to do certain things and the **theory behind it**, that was valuable.
- Always **good to watch yourself**, because you pick up on things. Important to force someone to reflect on their teaching.
- I was more able to see that **[the students] were using strategies and building on things**. [From the video] I learned I could **expand my comments to acknowledge students more**. [From commentaries] I learned how to **express myself better**. I learned from writing that I could do that.
- Thoughtfulness, ability to plan, ability to reflect are important. I learn a lot about myself by watching myself. Also helps to watch students. Video taping was very helpful.
- It was kind of nice to look back. **It allows you to see things that you didn’t in the moment**. But, then you maybe analyze it a bit too much.
Implications

- Teaching and PreK-12 Schools
- Teacher Education
- State Policy
- SCALE