

# 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

