edTPA Pilot

- This is a 2-year statewide pilot in Texas, though it the edTPA has been used around the country for 10 years.
- It costs $311 for the edTPA first time test fee, which will be reimbursed to candidates during the pilot.
- It takes 21 days to get the edTPA scores back, and re-takes are challenging to prepare a cohort of students to attend because they need remediation and supports to get ready to re-take the test and pass it (Alisa Palmer at IL State University has a good model). Re-takes can be easier if you clearly explain what task needs to be re-done and are strategic in reviewing where needs exist and using that to support the candidate by addressing their test deficiencies. Candidates can choose to only redo the section they did not pass. Only way students will “Fail” this round is a condition code where a submission does not occur.

The edTPA Community of Practice

- The goal of this community of practice is to provide a frank and honest space to do learning and resource building during the edTPA pilot.
- These sessions are intended to provide a collaborative space for practitioners to support each other and provide any "neutral" support possible. This CoP is designed to create a network for the practitioners.
- Lori Kroeger is serving as the facilitator. Lori is an edTPA National Academy member that has been involved with edTPA since 2012, when it was adopted in Wisconsin by state mandate.
- In Lori’s previous work, she found that it is critical to implementation’s early success for members to make a commitment to come together without "oversight” and be able to talk together "offline,” so EdTx is facilitating that in this group to provide a unique advantage that will be most beneficial.

Staffing the edTPA

- An EdTPA Coordinator is vital. EPP's should identify one if they don't have one already identified.
- Many programs do not have resources for a full-time coordinator, and find it better to use existing staff,
- It helps to educate people/bring them up to speed. For example, faculty/instructional staff (if curriculum is needed to change or tweak, they need to have the most time to figure that out); university supervisors (they observe and provide feedback to candidates in the field); cooperating/mentor teachers (they need to know what is going to be expected of candidates to shift the conversations they are having with candidates); and teacher candidates.
- Traits of a good edTPA Coordinator:
  - Able to see the big picture and develop a long-term vision for a sustainable system.
  - Organized and able to navigate the handbooks and information on edTPA and direct people to the right resources.
  - Self-motivated and able to move the mission forward. Committed to good edTPA implementation. There will be varying opinions on the test itself, but the right person will be able to help others see the value in good implementation even if they disagree on the measurement.
Strong communicator and able to message to a range of stakeholders.

- Some universities across the country have opted to give an existing faculty a 3-6 credit hour release in order to take on this responsibility and oversee the EdTPA program at their university. There are benefits to having a faculty members speak to their peer/colleagues as opposed to having a staff member approaching university faculty with a list of requirements.

**edTPA Indicators**

- The indicators that edTPA assess touches on teacher effectiveness, but it is not fully comprehensive. There are more ways that teachers can be assessed to show effectiveness than what is currently measured.

**Change Management**

- Thoughtful implementations is important. If the EPP and its candidates are not learning from what we're doing, then we may need to re-evaluate how we address the change management components in place.
- Texas has a 2-year pilot before decisions about next steps will be made, contrary to other states like a New York, who implemented very quickly, and later had to back-peddle.
- "Preparation" is important, and it occurs in student coursework prior to getting out in the field.
- "Support" is what is provided during student teaching.
- edTPA is writing intensive, so an EPP may consider structuring protected time dedicated to writing practice

**Facilitator Tips: What would Lori do differently if she did Wisconsin over again?**

- Start with educating your faculty so they can understand what they are getting into so it can be embraced and understood more fully.
- Educate the supervisors. They are important because they have a unique opportunity to provide feedback to candidates in real time
- Help students and faculty understand the academic language/vocabulary used in edTPA so they can translate what they are already doing, vs. what is being asked in the assessment more easily.

**Overview of Tasks**

- Task 1, 2 and 4 are asking for reflective prompting
- Tasks 3 and 5+ are asking for analytical writing, which can be difficult for students. Task 3 is the lowest-scoring task across the nation. We need to begin to build that into our lessons as faculty, so they can re-think their cycles of instruction to ensure we are preparing them for how to teach analytical writing. There can be structures of embedding this into a year-long student teacher cycle vs. a semester long student teacher cycle.
- Assessment task often has the lowest scores, followed by instruction.

**Different Needs for Different Stakeholders**

- P12 administrators
  - Implementation can be a huge feat. Need communication systems to explain how edTPA can be a value, have to find the right contact to act as a conduit to the staff and cooperating teacher
  - Communication with cooperating teachers.
- Have candidates sign letters confirming that will not share the videos to anyone.

- Cooperating Teachers and Supervisors
  - Guidance on selecting a class or lesson for students to teach
  - Be a source of points of discussions that can be helpful in providing tools
  - Writing days for pre-service teachers
  - Record a video to then be shared with cooperating teachers and teacher candidates to explain the work. Consider providing recording assistance (there is some level of video recording required for the edTPA test).
  - Understanding the basic central focus of the assessment (ie: teaching comprehension or composition of text is what you are being tested on, then don't have student teachers do a lesson on vocabulary, because that won't help them)
  - Formative feedback on the constructs of edTPA. Consider aligning "points of discussion" with what is included on edTPA
  - Become familiar with student prior learning . . . (ie.) allow your student teachers to see your students' IEPs
  - Give your student teachers opportunities to assess. Let them get practice creating and distributing assessments
  - Allow them to help facilitate collection of permission forms
  - Help them get acclimated to the community resources
  - Provide a scaffold of support for student teachers so they will know what to do from week to week (ie. week 1, we will do ..., week 2, we will do ..., etc.)

Curriculum Inquiry
- edTPA does not assess content or classroom management, it assesses pedagogy
- If you do a curriculum inquiry:
  - make sure you include more than what edTPA says about teacher readiness. You may want to consider including components of your university's mission and vision (ie. what does social justice look like, mindfulness of harvest season when teaching in a rural environment, etc.)
  - Review edTPA rubrics
  - Review the program of study
  - Review specific syllabi
  - Conduct an alignment of planned experiences with edTPA rubrics, then fill in the gaps
  - Provide a space for student teachers to practice different constructs and receive feedback before they begin student teaching

- Sometimes the alt cert students perform better on edTPA because they are teachers of record simultaneously while taking coursework
- We can also help EPPs/alt cert programs cross walk edTPA with district T-TESS (state/district teacher assessment)
- Common syllabi and assessment for some courses could work well to ensure there are some embedded signature assessments that allows for all the important content from edTPA to be included
- Sometimes professors/instructors can make adjustments to their lessons that will not require a curriculum overhaul. Sometimes we can address gaps with very simple solutions

Most Common Challenges w/ edTPA
- Academic language (Rubrics 1 & 14)
• Justification & research (Rubrics 3, 10 & 15)
• Feedback (Rubrics 12 & 13)
  o edTPA need to do more work with the teachers in school districts (especially Frisco, who is sitting out the 1st year of the pilot because they want all the bugs to be worked out), so it won’t be as intimidating
• Partners (esp. ISDs) are not interested in talking with EPPs to better understand edTPA
• Superintendent outreach doesn’t usually work, but sometimes building principal outreach can be effective
• There may be some value in having a full-group state-wide convening of this group

Other
• NEA’s website has been very active in developing resources for Cooperating Teachers
• Texas and Maryland are just onboarding edTPA this year, so we can build on lessons learned from other states

Follow Up for Educate Texas:
1) How is TEA distributing funds? Where is the money coming from?
2) Can TEA share the information to districts about how edTPA will be used and what districts should expect?
3) Consider working through the workshop on an online webinar.
4) What kind of resources would be helpful?