edTPA and U
Effective Integration
of Universities and edTPA

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Lisa Barron, Austin Peay State University

Joan McQuillan, Illinois College

and guest Dean Elizabeth Tobin, Vice President of Academic Affairs, Illinois College

Universities have a lot on our plates, but core to our mission is learning. Many eyes are watching all that we are responsible not just to *do* but to *do effectively.*

Federal Funding	Board of Directors and Regents	**Schools**
State Funding	Institutional Leaders	**Districts**
Regional Accreditors	Institutional Effectiveness	**Consortia**
NCATE / CAEP	University	**State Chiefs & Offices**
SPAs	College / School / Dept	**Parents**
State Program Approval	Program	**Children**
AAC&U et al	Candidates (Attract, Retain, Grow, Complete, Succeed)	**Teachers & Leaders** Future and Alumni

How teacher candidates fare on the edTPA has implications for the many other pressing matters of concern to university stakeholders and constituents, all of whom for various reasons seek an answer to "*How do you know?*"

edTPA, at a high level, is assessment by portfolio (interpretation of that word varies widely in higher education) prepared at/near the end of the program for initial teacher preparation. By that time, university preparation of the candidate is largely in the past.

- Spans planning, instruction, and assessment and integrates analysis of effective teaching and evidence of academic language development

- Subject-specific handbooks, rubrics, and templates

- Performance-based

- Authentic work product

- Planning, choices, and analyses over multiple weeks

- Executed in a series of contiguous days near the end of program

- Uses academic prompts

- Reliant on analytical and reflective writing

- Substantiated by evidentiary documentation

- Video-captured actual delivery of assessment and instruction

- Authentic setting with actual learners

- Intended to be "educative" for candidate and institution

Learn more about the edTPA.AACTE.org … *Contact Us*

The edTPA is taken as *one* part of a multiple methods of assessment system for measuring, assuring, and continuously improving learning.

| | Year 1 | Year 2 | Year 3 | Year 4/5 | edTPA |

Practice and Accountability in Authentic Settings:

Student Teaching, Co-Teaching, PDS

With part-time then full-time placements to authentically practice effective teaching

Methods and Practice:

Pedagogy Models & Techniques, Assessment Design & Delivery, Instructional Design & Delivery, Content Knowledge for Teaching, Action Research, Academic Language, Professional Development Models, Teamwork & Collegiality, Motivating Learners & Others, Data Analytics, Adaptations, Mitigating Learning Risks, Classroom Mgmt …

With managed field placements with written reflection, analyses, and observed dispositions

Foundations:

Foundational: Philosophy, Diversity, Equity, Historical and Public Policy Contexts, Research Context and Development, Leadership …

Awareness of exposure to authentic field contexts

General:

LiveText Library

AAC&U VALUE rubrics: Written Communication, Critical Thinking, Ethical Reasoning, Inquiry and Analysis, Quantitative Literacy, Integrative Learning, Informational Literacy, Oral Communication, Lifelong Learning, Intercultural Knowledge and Competence, Problem Solving, Teamwork, Reading, Creative Thinking, Civic Engagement …
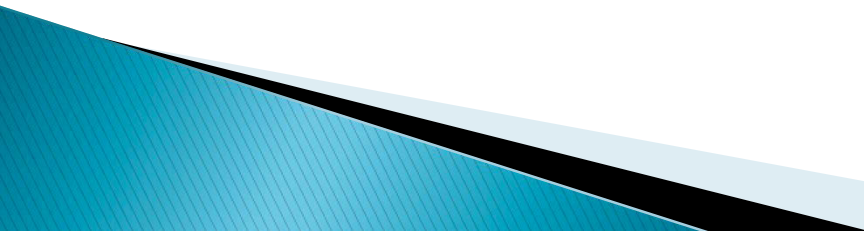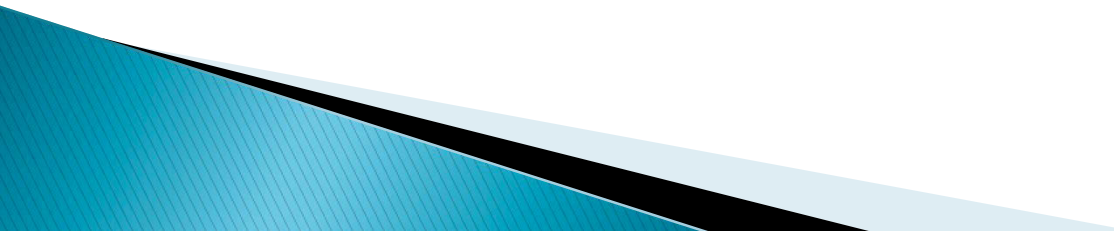
SUCCESSFUL TEACHERS WITH SUCCESSFUL LEARNERS

Direct & Indirect Data:

As candidates progress, data is collected and analyzed continuously for improvement of candidate, program and institution.
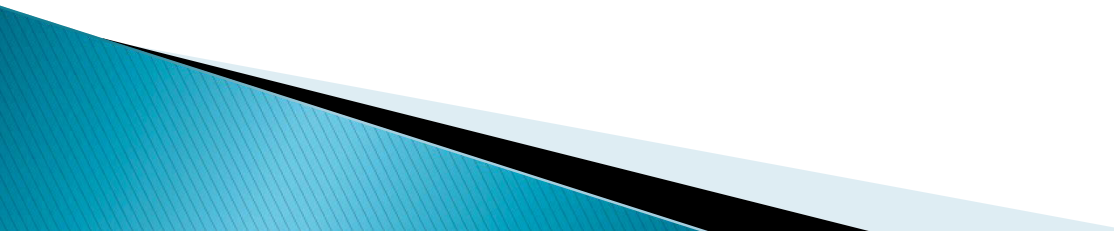
attribution: LiveText, T. McKinney

Challenges

- Overwhelming
- Time constraints
- Faculty buy-in
- Student buy-in
- Educate K-12 Partners
- Resources

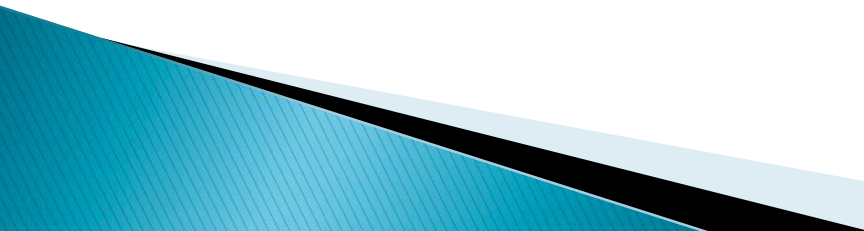# Challenges

- Writing
- Selection of lessons and clips
- Technical matters
- Emotional needs of candidates
- The right kind of support

Overwhelming

- Embed components of edTPA in coursework leading up to the submission semester
- Develop a timeline/calendar of due dates and checkpoints
- Develop cohorts, peer review groups, and on-campus workdays or "days off" to assist in the writing and preparation
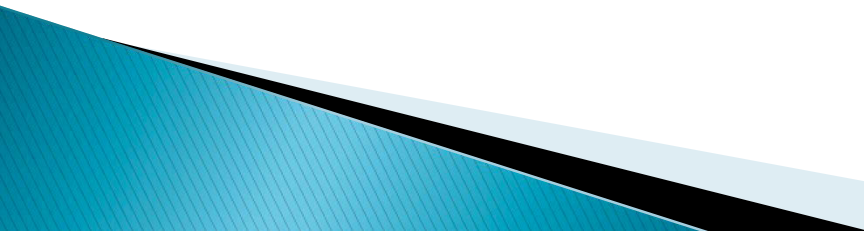
Time Constraints

- Develop a logical calendar and timeline
  - Unpack the deliverable's pieces at the start
  - Try anything unfamiliar in small way very early

- Start early – spread the work over more than one semester (if possible)

- Allow time for feedback, submission, and scoring. Build in time for unforeseen problems (e.g., health, cars, misunderstanding instructions, inexperience with technologies)
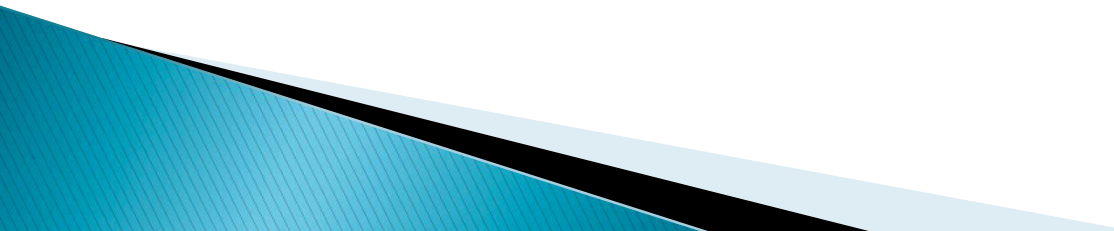
Faculty Buy-In

- Keep faculty updated and involved

- Train faculty to score (not just for "local evaluation" within LiveText but also for generally staying attuned)

- Use faculty to serve as providers of appropriate support

- Involve faculty in embedding components in their own courses
  - Unpack the deliverable pieces with faculty

- Make the data available each semester
  - Data retreats
  - Submitting through a technology partner securely retains for the candidate and university ongoing access to the underlying candidate work exact version to couple with score results
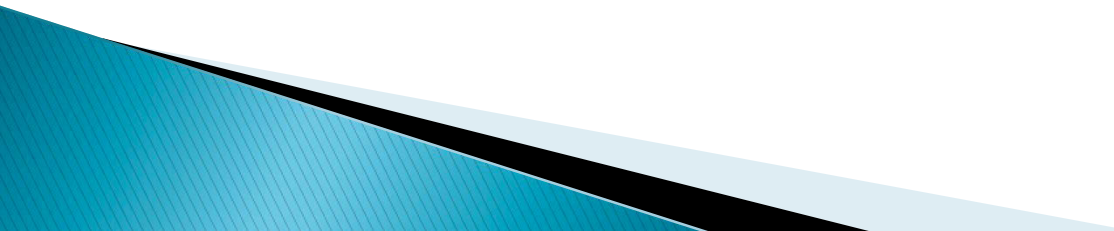
Student Buy-In

- Provide opportunities for practicing early and receiving feedback

- Invite former students to share their experiences and give tips
  - Focus on lessening angst and building confidence

- Remain positive
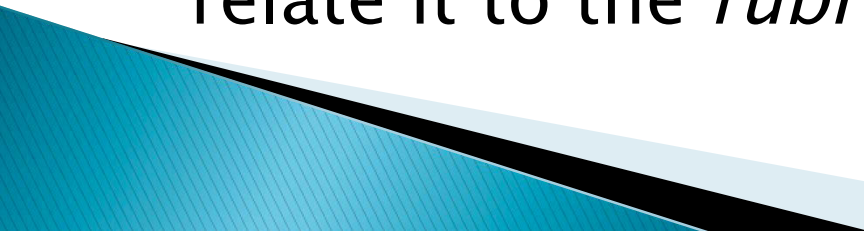
- Assure them that they will receive needed support

Resources

- Faculty/Supervisors/K-12 Partners

- Money

- Technical equipment

- Scorers

- Seminars and training session

Writing

- Provide strong and weak examples of candidate writing using past submissions with permission

- Peer review/faculty review of writing

- Give allowable feedback

Selection of Lessons and Clips

- Seminars focus on making good choices

- Consistent alignment with standards throughout all aspects

- Give examples from past submissions

- Stick to the rubric. It may be a good lesson, but does it provide opportunity to write and relate it to the *rubric*?
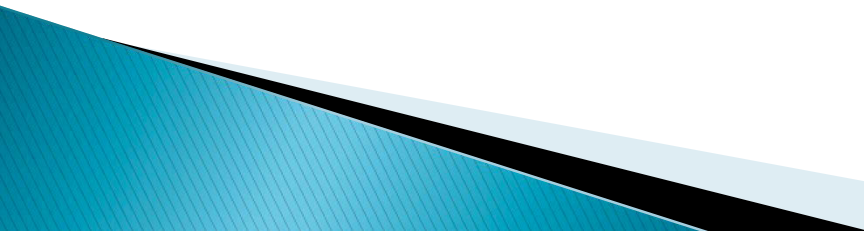
Technical Matters

▸ Read and adhere to edTPA handbook instructions

▸ Be sure each file opens, each image displays, and each video plays entirely
  ◦ A full set of properly working files is required. No partial work
  ◦ Securely store along the way as each file is finished

▸ Provide training on how to video, make clips, and upload
  ◦ Not too tiny? Any file under 3MB is probably not really a video
  ◦ Not too huge? Most are 10MB to 300MB. Quickly and easily save or compress video to 256 kbps data/bit rate with Handbrake, Any Video Converter Free, MovieMaker, or iMovie (keeps under edTPA's 500 MB limit per file and under 900 MB per edTPA)

▸ Provide on-campus workdays for assistance in clipping and uploading

▸ Provide easy system for checking-in/checking-out equipment

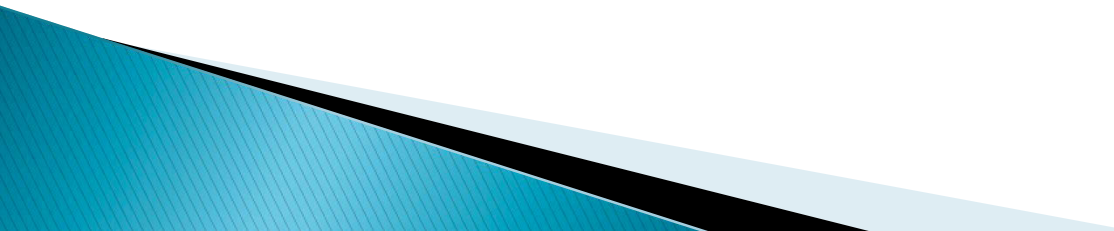▸ Leverage what candidates and school districts already have or can borrow easily

Submission Support for Candidates

- Anticipate possible emotional reactions to the electronic submission process

- Consider and plan for different types of candidate errors

- Involve IT support personnel or student IT assistants

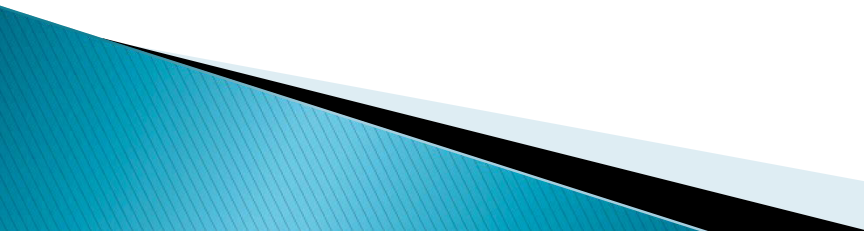- Know the type and extent of support available from your electronic platform provider

Emotional Needs of Candidates

- They need to know they are supported
  - But, avoid projecting your anxieties onto your candidates

- Frequent communication

- Effective feedback

- Support groups, seminars

- Be positive with candidates! Remind them that they can do it!

Acceptable Support

- Explain the general design – leave it to candidates to make selections
- Make referrals to research articles – leave it to candidates to explain how the materials are appropriate
- Ask probing or clarifying questions – leave it to candidates to deepen their analysis of artifacts

Student Cohorts

▸ Work groups

▸ Seminars

▸ Triads or Teams (co-ops, candidate, supervisor, classroom aides, specialists)

▸ Professional Conversations (peers, mentor, supervisor)

Questions?