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Teacher Educators' Initial Impressions of the edTPA

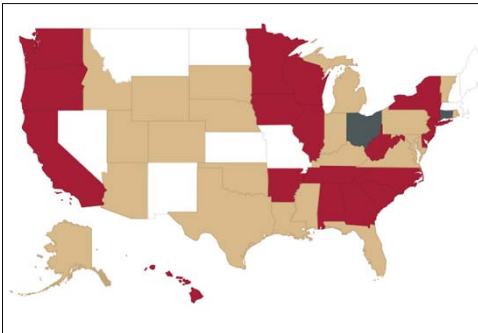
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SCEPUR Conference – March 1, 2019

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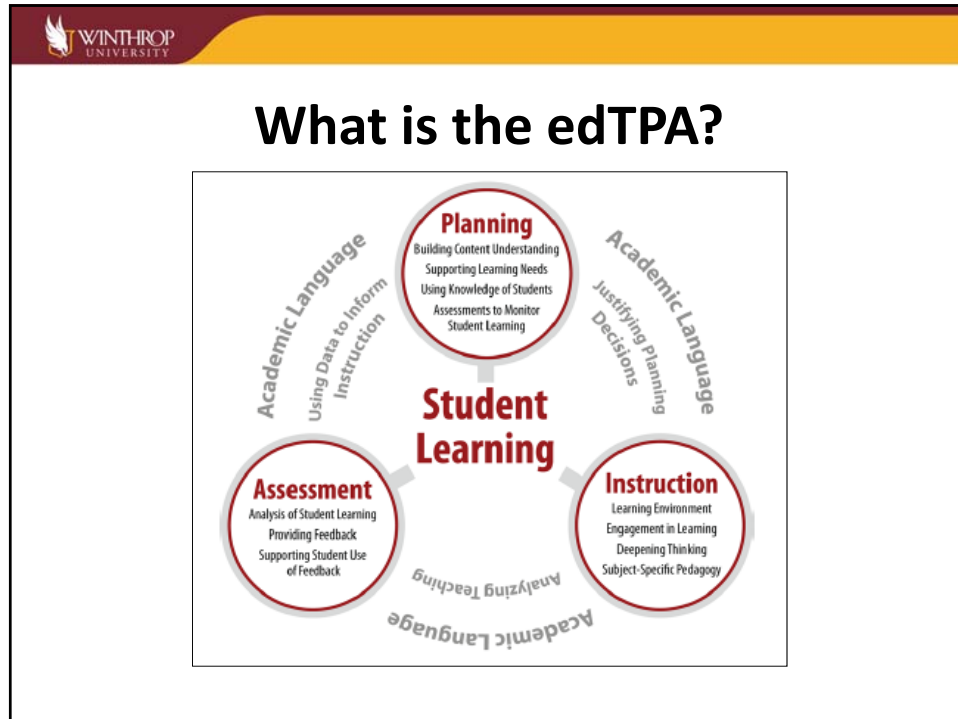
Introduction

- 41 states; 789 Educator Preparation Programs

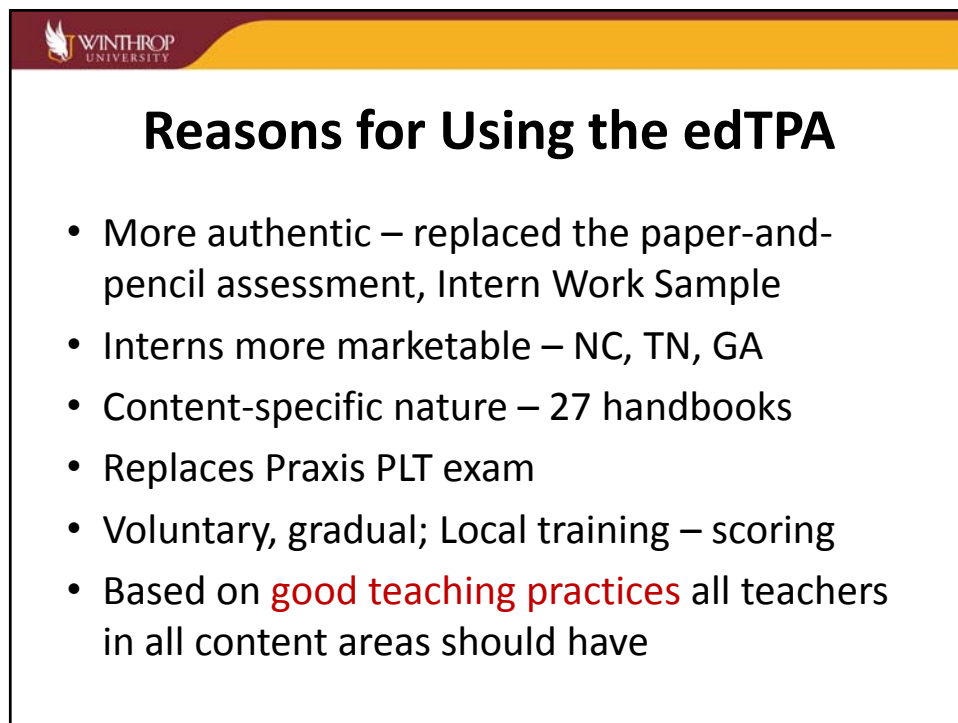


■ Policy in Place ■ Taking Steps Toward Implementation ■ State Participating in edTPA


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edTPA Teaching Practices

- Context of students – using **prior knowledge** & experience to plan lessons (learning segment)
- **Academic language** – specific to content area
- Analysis of teaching – using video; determine **teaching changes** needed
- Planning – progressions; **learning supports**
- Using assessment to inform future teaching – what are **“next steps”**?

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edTPA Research Study

- **Replication modified:** Columbia-Teachers College (*Journal of Teacher Education*, Ledwell & Oylar, 2016)
- **Purpose:** to determine initial teacher educators' impressions of using edTPA
- **Method:** focused ethnography, semi-structured interviews (artifacts: program score averages)
- **Sample:** convenience (studying ourselves) – 17 full-time teacher educators from 11 content areas (ART, DANC, ECED, ELEM, MATH, MLED [pilot], MUSC, PETE [pilot], SCNE, SPED, SOST)

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edTPA Research Questions

1. Winthrop teacher educators' initial **positive impressions** of edTPA as a tool for assessing candidates' teaching effectiveness?
2. Winthrop teacher educators' initial **negative impressions** of edTPA as a tool for assessing candidates' teaching effectiveness?
3. Additional: How did the teacher educators' initial impressions affect the scores of their respective content areas?

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edTPA Research – Findings

Positive Impressions

- All 17 teacher educators mentioned at least one edTPA component as a strong aspect of teacher effectiveness
- Overall, three positive areas:
 - Video documentation of teaching
 - Reflection and analysis of teaching
 - Academic language

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Quotes – Video

- “One of the things I think it does is it really forces our students to be critics but not just in a negative way. Because some of our [candidates] will watch a video and they will see all those things they missed and because they have to go back to that video over and over again, they notice some of the [other aspects of their teaching].”
- “They videotape and that’s always strong when they watch themselves teach and they have to reflect on it, but I just think it is an instrument that helps them reflect to improve.”

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Quotes – Reflection

- “I think it makes them more reflective about their teaching overall, perhaps on a deeper level. I do think that any reflective practice, and edTPA feels deeply reflective, should help them improve across the board in their teaching.”
- “They are more reflective because they have stronger data to talk about. I can say that has helped them be more reflective, be more intentional about their reflections, using the data to reflect on.”

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Quotes – Academic Language

- “I am convinced that the academic language focus is the biggest thing. I was convinced of that within three weeks of that first semester’s implementation. It’s like it was magic. The second week, when we were still working on [academic language], I knew [the Dean] was still working late. I actually called and asked her to come over for a little bit to see what was happening [with my candidates], and she was equally impressed. It was just wonderful.”
- “Getting to the academic language, that’s one thing that we don’t necessarily make a big stink about but it’s really valuable. It focuses their attention. It helps the [candidates] use these terms so I think that’s a favorable thing.”

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edTPA Research – Findings

Negative Impressions

- All 17 teacher educators mentioned at least one edTPA component as a weak or nonexistent aspect of edTPA
- Overall, two major negative areas mentioned the most often:
 - Lack of class management focus
 - Lack of pre-post testing component
 - Additional (frustrations with overwhelming logistics)

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Quotes – No Class Management

- “I don’t know that it really addresses the classroom environment so much. The overall environment, and teaching that part of it. Some of that comes from experience.”
- “It also misses classroom management, which includes both the organization of the [learning] tasks as well as student behavior management.”
- “One of the hardest things for them is classroom management initially, so they have to manage those 40 students... It’s like, we are asking them to do that and they are just learning.”

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Quotes – No Pre-Post Testing

- “The edTPA misses the importance of administering a pre-test and post-test; while it assumes that interns do a pre-post test, it doesn't specifically require it.”
- “I think one thing that it overlooks is the pre and post assessment idea, providing data about where your students are before and plan instruction to teach where they are and then showing growth from the pre to post. It doesn’t do that.”

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Central Finding

- **Teacher educators had more POSITIVE impressions of edTPA than negative impressions**
- An (2017): Research shows teacher educators acknowledge flaws in edTPA, but use it because there are more advantages than drawbacks
- Winthrop – voluntary implementation context affected?
- DeMoss (2017): “edTPA’s video-based teacher candidate assessment practice should probably be a feature in all preparation programs, given how influential watching and reflecting on real teaching experiences can be” (p. 37).


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Future Research

- **Previous Research:** More negative impressions than positive impressions of edTPA – due to “high stakes”? (Ressler et al., 2017)
- **Future Research:**
 - Candidates’ impressions of going through edTPA process
 - Comparing “high stakes” contexts with more formative ones
 - Longitudinal research over time – edTPA implementation
 - Comparison with PPAT (Educational Testing Service version)
 - Correlation of faculty impressions with edTPA program scores


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Questions?



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