Working Together to Foster Candidate Success on the edTPA

Barbara A. Burns
Canisius College

Julie J. Henry
Canisius College

Jeffrey R. Lindauer
Canisius College

This action research study examined the effectiveness of one model for supporting candidates in their work in preparing and submitting their edTPA portfolios. Surveys of student teachers and their cooperating teachers were administered and analyzed to determine how the model impacted their experiences with the edTPA. This data can inform implementation efforts at other campuses.

In an effort to professionalize teaching, attention is shifting to more rigorous standards in teacher education. One such move is focused on the educative Teacher Performance Assessment (edTPA), a summative assessment used to evaluate student teacher quality and preparation. Successful performance on the edTPA was set to be required for all teacher candidates seeking certification in New York State beginning spring 2014. At the end of April 2014, however, the New York State Board of Regents decided to delay the high-stakes implementation, changing the requirement so that candidates needed to attempt the edTPA, but could substitute an alternative assessment if they were not successful on the edTPA. Campuses were thus preparing for a Spring 2014 high-stakes implementation, although this turned into a dry run for the new high-stakes implementation date of Fall 2015. Once fully implemented, edTPA scores will also be used as a measure of program effectiveness, and poor passing rates will result in teacher education programs being designated as ineffective by the New York State Education Department.

The Stanford Center for Assessment, Learning and Equity (SCALE), taking the stance that individuals entering the teaching profession must be prepared to meet the academic needs of all students, developed the edTPA to measure teacher candidates' readiness to teach. The edTPA is the first nationally available, educator-designed performance assessment for teachers entering

the profession (SCALE, 2013). SCALE is responsible for all design and development of edTPA; they have partnered with AACTE to support the development and implementation of edTPA and with Pearson as their operational partner to provide the infrastructure for submitting, scoring and reporting edTPA results. The edTPA is designed to improve assessment of teacher candidates and ultimately reform and distinguish teaching as a profession. It is expected that candidates who score well on edTPA will be more likely to be effective teachers. The edTPA also allows teacher preparation programs the opportunity to self-assess. Teacher education leaders such as Linda Darling-Hammond are optimistic about the development of a standardized performance assessment which includes authentic tasks to use for teacher candidate performance and teacher preparation program review, noting that "By evaluating teaching authentically, they (performance assessments) represent the complexity of teaching and offer standards that can define an expert profession" (Darling-Hammond & Hyler, 2013, p. 13).

The edTPA has been developed in twenty-seven different fields based on licensure areas. This comprehensive assessment includes artifacts demonstrating candidates' abilities to plan, instruct and assess particular learning segments of 3-5 lessons during student teaching. The three tasks (planning, instructing, and assessing) allow candidate work to be scored using a series of 15 rubrics, five rubrics per task for most versions. The World Language edTPA is unique in that it only has 13 rubrics due to the distinctness of the language demands, and the Elementary Education edTPA includes an additional Task 4, Assessing Students' Mathematics Learning, which is assessed using three additional rubrics for a total of 18. The rubrics are based on a 5 point score, $1-5$, which rates candidates' work along a continuum from *not ready to teach*, depicted by a teacher focused, whole class, fragmented or indiscriminate presentation of work, scored as a 1, to a *highly accomplished beginner teacher* with evidence of student focused, individual or flexible groups, integrated, intentional and well executed presentation of work scored as a 5. Some states use the edTPA as part of program completion without a state cut score. Other states are setting minimum scores for certification. In these states, the scores from the rubrics are tallied and a final score is compared to a cut score established by the state to determine if candidates pass or fail the edTPA.

Candidate preparation for edTPA is an integral part of teacher education programs because of the authenticity of the tasks candidates complete. Not only an assessment, edTPA is an inquiry process where candidates' practice is examined both locally and nationally. Candidate

performance on edTPA will be used in accreditation reports for institutions of higher education and for comparison among teacher preparation programs. As the edTPA is adopted by more and more states, institutions of higher education need to provide support to their candidates to help them to be successful on this assessment. Guidelines for providing acceptable support have been made available by SCALE (2012) and institutions of higher education are moving toward adhering to these guidelines as well as providing the best experiences for their candidates.

This action research study examined the effectiveness of one model for supporting candidates in their work in preparing and submitting their edTPA portfolios. This model was developed through a series of conversations with colleagues on campus and in local, state and national conferences and professional development sessions. We built our model on the strengths present at our college (small numbers of students, caring faculty and strong school partnerships) to maximize support for our student teachers in their edTPA work. Prior to the implementation of edTPA, our program had strong school partnerships and we had been working to provide opportunities for candidates to complete extended placements in one setting. The edTPA requirement provided an impetus for us to leverage these placements and partnerships as support structures for student teachers completing the edTPA.

Some institutions of higher education were more hesitant in jumping into preparations for edTPA, taking more time to debate the issues while waiting to observe how the state regulations developed. Our college took a practical approach in that we assumed that edTPA implementation was on the horizon and that we wanted to assure support for our candidates within this requirement.

In order to study our preparatory model, surveys of student teachers and their cooperating teachers were administered and analyzed to determine how the model impacted their experiences with the edTPA. In the future, this data can inform implementation efforts at other campuses.

Our Approach

Our approach to the support of edTPA had four initiatives – placements, partnerships, practice and practical support. For placements, we strategically worked to assign teacher candidates to partnership schools for their pre-student teaching experiences in the fall and implemented a model where these candidates would loop into completing their first student teaching placement with the same teacher and same students for the student teaching experience

in the spring. Partnerships were key in that college faculty could collaborate with schools using existing support structures to assure that cooperating teachers were engaged in professional conversations about the edTPA and were in regular contact with a liaison from the college who could answer their questions about edTPA. For practice, teacher candidates received extensive support in completing an entire practice edTPA during pre-student teaching and received feedback from their professor about this edTPA. Practical support came in the form of weekly seminars moderated by a full-time faculty member during the student teaching semester, a fully trained IT help desk staff to help with the technology, and a dedicated tutor in the college tutoring center who could provide individual support.

Careful attention was given to placements to maximize candidate success on the edTPA. At our college, the semester prior to student teaching includes a course called Pre Student Teaching with a practicum of at least 50 hours. For pre student teaching, candidates were mostly placed in partnership schools, either Professional Development Schools with a history of working with the college, or with individual cooperating teachers who had connections with the instructors. Some schools had 12-15 teacher candidates in the building, which led to a school-wide focus on the work of edTPA. These candidates had a peer group on-site to assist each other practically and emotionally with edTPA work. Some student teachers with unique certification areas (such as physical education which only has one or two possible placements per school) or specific geographical needs (such as candidates who lived and completed student teaching in schools one to three hours from campus) were not in such advantageous situations.

For the most part, pre student teachers then looped into a first student teaching placement in January with the same teacher. Candidates thus began student teaching already familiar with the school, the cooperating teacher, the curriculum and the individual students in the classroom. Across the college, only a small number of students did not loop, including two candidates who did not loop due to a request from the teacher candidate or from the cooperating teacher. Overall, placements were vital to working together to support the candidates in their work on the edTPA.

School partnerships were valuable in providing opportunities to offer professional development to cooperating teachers around the edTPA requirements. College faculty designed a PowerPoint presentation that emphasized the connections between edTPA and the Annual Professional Performance Review (APPR) that classroom teachers were experiencing in their own professional lives. Pre student teaching instructors from the college shared the PowerPoint

with groups of cooperating teachers or individual cooperating teachers early in the semester. The infrastructure around our school partnerships made this collaboration more natural.

Practice was provided for our candidates as we required them to complete an entire scaffolded edTPA during the semester prior to student teaching. The tasks of the edTPA are interwoven, so it is helpful to practice completing all parts of the edTPA in one placement to learn about how to weave these together during the real edTPA. This also accentuates the "educative" part of edTPA as faculty are free to have conversations with candidates about their progress. During the real edTPA, faculty are not able to provide significant support because at this point, the edTPA is a standardized assessment with specific guidelines for appropriate and inappropriate support. Pre student teaching classes were taught by faculty who were trained scorers for edTPA (four faculty members) or by faculty who sought out significant professional development around the edTPA before beginning the semester (six faculty members). Candidates were taught how to complete each task, completed each task by a particular deadline, had the opportunity for peer review of the task, received faculty feedback on the task, and practiced uploading the pieces of the task to our chosen platform in preparation for submission. The separation of the tasks was artificial, but, by the end of the semester, candidates were able to see how the entire edTPA fit together and how they might approach this better during student teaching. Faculty developed checklists for each task that broke the task down into pieces so that candidates could self-evaluate on each part of the rubric (see Appendix A for a sample). The edTPA was used by the professors as a springboard for discussions about standards-based lesson planning, differentiated instruction, data-driven instruction, and reflective practice. The edTPA became a meaningful framework for focusing on critical issues for developing effective teaching practices.

The practice edTPA was extremely helpful in assisting candidates in working out the technical details of this project. Teacher candidates worked together to figure out the procedures involved in choreographing a lesson for videotaping, editing and uploading video, scanning files, and combining pdf documents. In each section of pre student teaching, there was a horror story of deleted video and lost files. These served as cautionary tales in a low-stakes practice semester, and we had no cases of deleted video or lost files during student teaching.

Practical support was the final component of our model. We revised the existing student teaching seminar to become an edTPA support seminar for the first half of the semester. Each of

the five seminar sections had about 12 student teachers and was led by a full-time faculty member with extensive expertise around the edTPA. Student teachers met one evening a week, and each week one piece of the edTPA was due. During seminar, the instructor took time to review the components of the edTPA rubrics relevant to the next task that was to be completed. Candidates were asked to complete different exercises during the seminar meetings. One example is when candidates were asked to highlight key words in their rubrics and in some instances to come up to the SMART Board to highlight these for the class to see and discuss. Candidates collaborated in small groups to brainstorm ways to meet the requirements of each piece of the edTPA. Building on this collaboration, candidates were provided an opportunity to work in pairs or small groups to offer feedback to each other on the pieces already written. The instructor's main role during the seminar was to begin the discussion and to scaffold students to complete the portions of the task due each week. Seminars began with a relaxed atmosphere and time for pizza and discussion, helping these groups to develop a genuine sense of community. There were two student teachers who were teaching more than an hour from campus, who did not attend the seminars. The plan was to connect with these student teachers by email and Skype, which did take place, but not as consistently as desired.

The student teaching calendar, usually two 7-week placements, back-to-back, was changed to include a week between Placement 1 and Placement 2 where student teachers were not in the schools but were working on their edTPAs. This design provided student teachers time to finish writing their commentaries for edTPA and to upload their documents to our chosen platform and the Pearson portal (direct link to submission to Pearson for evaluation) with faculty and peer support. (We required submission in both places so that we could have access to the submitted edTPAs for use in local evaluation.) The student teaching calendar was planned so that the edTPA would be submitted before the second student teaching placement began. Seminar instructors planned different events for this week. Some met with their student teachers as a group; others planned one-on-one meetings or did a combination of group and individual meetings. One required seminar for all student teachers occurred during this week (attended by local and distant student teachers) where candidates were shown how to complete the final uploading, and candidates worked together to attain this milestone. The relief was palpable for both candidates and seminar instructors as the submissions were entered. Not all candidates submitted their edTPAs during this week. About a quarter of the student teachers did not feel

ready to submit but continued to refine their edTPA work during the first few weeks of their second placement.

Practical support was also offered by the Instructional Technology staff on campus, who were all trained in the technology requirements of edTPA. They met individually with candidates as needed to assist with video transferal, editing and downloading. In addition, a dedicated tutor was hired by the tutoring center for three evenings a week. She was a recent graduate who had completed the edTPA and other new certification exams and was available to meet with student teachers to discuss their progress and make action plans for completing their edTPA work using the SCALE Guidelines for Acceptable Support as a guide. Most of her meetings were assisting individual candidates in interpreting rubrics and setting goals for completing work after they had already fallen behind the seminar timelines.

Overall, our model was to be deliberate and focused in using placements and partnerships, practice and practical support to set teacher candidates up for success in meeting this new certification requirement. Our action research study examined the effectiveness of this model from the perspective of the student teachers and their cooperating teachers.

Participants and Setting

Participants were undergraduate and graduate student teachers (n = 58) from a private, religiously affiliated, comprehensive liberal arts college inWestern New York State and their cooperating teachers and college supervisors. The majority of the student teachers (74%) were placed with cooperating teachers in our partner schools. In addition, more than half (66%) of the student teachers completed the edTPA in a high needs setting, defined by New York State as a school that meets certain criteria in the areas of free/reduced lunch, diversity and teacher to student ratio. Our student teaching candidates were from a number of programs offered by our institution: Adolescence Education (n = 15), Childhood Education (n = 4), Childhood/Special Education (including Deaf Education) (n = 18), Early Childhood/Childhood Education (n = 13), and Physical Education (n = 8).

Method

Surveys for this study were designed based on outcomes from a previous study involving student teachers, cooperating teachers, and college supervisors (see Lindauer, Burns, & Henry,

2013). We adapted the surveys to be as concise as possible yet to allow us to collect the necessary information to understand the particulars about this implementation model of the edTPA for each of the groups involved.

Paper surveys were administered to 58 cooperating teachers (see Appendix B) and 58 student teachers (see Appendix C) at the end of the semester in which the edTPA was completed. The cooperating teacher survey included ten Likert scale questions with room for comments after each one. The student teacher survey consisted of Likert scale questions as well as a section where student teachers were asked to respond and offer suggestions for future years. Student teachers completed the survey at the end of a seminar class. Surveys were mailed to cooperating teachers with a return envelope. Cooperating teachers who did not respond in two weeks received a second copy of the survey. The student teacher response rate was 78% and the cooperating teacher response rate was 86%. The surveys asked the cooperating teachers and the student teachers to reflect on the experience of edTPA. Student teachers offered specific feedback about the support structures that had been provided.

Results from the survey were entered into Excel. Quantitative data were used to determine mean scores for each question. Qualitative data were analyzed using inductive analysis to create categories (Johnson, 2011). Illustrative comments for each category were selected to represent the perspective of the respondents.

Results

New York State set a cut score for the edTPA that required an average score of 2.75 across the rubrics. Since different areas had different numbers of rubrics, this translated into a cut score of 49 for Elementary Education, 35 for World Languages, and 41 for all other edTPA areas. Fifty-six of 58 student teachers from our campus prepared an edTPA during the spring of 2014 (with two student teachers deciding not to seek certification). Forty-seven candidates (84%) were successful on the first submission. Of the nine candidates who were not successful, two candidates were not successful due to technical problems in their original submission. Two of the candidates who were not successful were student teaching in locations far from campus and did not participate in the support seminar. Five candidates participated in seminar but did not meet the cutoffs. The students who were not successful on the first submission had the option of

retaking the edTPA or completing a different certification exam as NYSED had delayed the full high-stakes implementation.

Surveys completed by student teachers and cooperating teachers gave us insight into how the edTPA impacted the student teaching experience, which aspects of our model were found to be most useful by the student teachers, and suggestions for improvement.

Impact of edTPA on the Student Teaching Semester

Eighty-seven percent of the student teachers agreed or strongly agreed with the statement that the edTPA was overwhelming. Sixty-five percent of cooperating teachers reported that their student teacher seemed overwhelmed by the edTPA work. One cooperating teacher wrote, "I have never worked with a student teacher who was so clearly stressed." Another indicated, "Even though she was organized, it was always on her mind." Cooperating teachers who did not report their student teacher as overwhelmed wrote comments like the following: "My student teacher was very proactive and got right to work on her edTPA."

Participants were also asked about the amount of time that student teachers spent on the edTPA and whether this interfered with other student teaching responsibilities. About half of the cooperating teachers (51%) thought that the time spent on edTPA during student teaching was appropriate. Thirty-nine percent of the cooperating teachers expressed that their student teacher's edTPA work did interfere with other student teaching responsibilities. They noted:

- "Lesson plans suffered and weren't turned in to me in a timely fashion."
- "She needed to complete certain parts of edTPA before she could even think about teaching."
- "I believe my student teacher was so focused on her edTPA that she lost track of her teaching and her performance was thereby hindered."
- "In order to meet the requirements of edTPA, my student teacher and I had to adjust my curriculum which is difficult especially with all the requirements put on us now."

Cooperating teachers who did not think that the edTPA was problematic offered a different perspective. They wrote comments such as the following:

- "My student teacher was able to continue her responsibilities even while doing edTPA"
- "I thought this helped them focus more on the needs of the students."
- "Not a problem….only because I had an excellent student teacher."

The student teachers were more concerned about the impact on the edTPA on their performance during student teaching. A majority of student teachers, 80%, reported that the edTPA interfered with other student teaching responsibilities.

The tasks embedded in the edTPA have the potential to provide a meaningful context for enhancing the student teaching experience. The majority of participants (67% of student teachers and 53% of cooperating teachers) saw the relevance of the edTPA in contributing to the professional development of the student teachers. In the high-stakes environment, though, only 22% of student teachers and 16% of cooperating teachers indicated that edTPA actually did enhance the student teaching experience. Comments were provided by cooperating teachers who worried about the impact of the edTPA on the student teaching experience. One noted, "I feel it distracted from her experience." Another wrote, "I feel that my student teacher was very focused on and anxious about her edTPA which affected her ability to relax in the classroom." A third cooperating teacher concluded, "Hands-on experience is going to enhance student teaching, not worrying about all of the paperwork that is required!"

Role of the Cooperating Teacher in edTPA

Views on the role of the cooperating teacher in the edTPA preparation were also elicited. Seventy four percent of the cooperating teachers agreed or strongly agreed that a cooperating teacher should be an active supporter of a student teacher's edTPA work. However, only 57% indicated that they received enough information about the edTPA to support the student teachers' work on this. Cooperating teachers remained a bit confused and overwhelmed even after they received training especially as it related to the acceptable forms of support allowed. One teacher indicated, "Received enough info, but it was overwhelming and confusing." A second teacher expressed, "I felt helpless at times in knowing what type of support she needed." Another teacher wrote, "Yes. I received training, but was told to guide not help. My student teacher was so stressed that he had difficulty articulating his needs."

What Helped Student Teachers Complete the edTPA

Our model included many support systems for the student teachers. Student teachers were asked to comment on what they found most helpful. Eighty percent of student teachers reported that they made use of available resources. The most common resources named were seminar

(11), seminar instructors (11), the tutor in the tutoring center (10), fellow student teachers (7) and the handbooks (6). Ninety-eight percent of the student teachers agreed or strongly agreed with the statement that they knew where to turn for help, and 100% felt supported by faculty in their edTPA work.

Looping was found to be very helpful by participants. Eighty three percent of student teachers and cooperating teachers agreed that looping was a valuable support for the edTPA. Cooperating teachers commented on the value of this practice:

- "This time was vital for my pre student teacher to meeting the obligations of edTPA."
- "This was huge! The first week of student teaching was spent on the edTPA not having them observe and get to know us"
- "Due to her pre student teaching experience, she was able to teach classes much sooner than other student teachers-she was better prepared".

Student teachers were asked about the support that they received from their cooperating teachers, college supervisors and seminar instructors. Sixty seven percent of student teachers indicated that they felt supported by their cooperating teachers, and 87% felt supported by their college supervisors. Most student teachers (80%) found the seminar to be helpful in preparing their edTPA, and 68% of student teachers attended all or almost all of the seminar classes. Thirty percent of the student teachers attended most seminars, and a few (2%) did not attend many seminars due to distance or conflicts.

Suggestions for Future Semesters

Student teachers were asked to give two pieces of advice to future groups of teacher candidates preparing the edTPA. The most frequent suggestion was to start early and work steadily. One candidate wrote, "You will regret if you put it off." Some shared tips such as "Make a checklist and break it down because then you will be able to see the progress." Another suggested, "Do one piece at a time; it's much more overwhelming if you do it all at once." While several saw the value of breaking this project into pieces to complete individually, at the same time, they noted that it was important to keep in mind how the pieces fit together. One wrote, "Look at it as a whole rather than individual parts." They also advised future student teachers to focus on the rubrics. One urged, "Read the rubrics and refer back to them constantly!" The other advice was to relax and not stress too much and to use the resources

available including the tutoring center, peers and faculty. Technical tips included advice to videotape all lessons just in case and to back up everything.

Student teachers also offered advice for faculty. Most asked for deadlines to help them stay on track with the edTPA work, although they also wanted flexibility when these deadlines did not match the schedules of the cooperating teacher's classroom. Some requested one-on-one meeting times, and faculty were urged to "be ready for last minute questions" on the day that submissions were due to Pearson. Several asked for sample edTPA work to help them learn the nature of the tasks, including good and bad examples.

Two pieces of advice for college supervisors were to "stay firm with check-ins for tasks to make student teachers work over time" and to "have clear and concise meetings about the edTPA with the cooperating teachers." Student teachers had advice for the cooperating teachers as well. They thought it was important for the cooperating teachers to allow the student teachers to choose the central focus for the learning segment as much as possible and to let the student teachers know what they will be teaching as soon as possible. Several urged the cooperating teachers to relax some of the other requirements of student teaching during the busy parts of the edTPA work. One wrote, "Keep advising them (the cooperating teachers) how much work the edTPA is so that they don't overload student teachers with other work." Another wished that the cooperating teachers could "understand how important this is to our future." One student teacher was philosophical in her advice, writing, "Let the chaos ensue."

Student teachers were also asked to describe what is needed in teacher education programs to better prepare them for the culminating experience of edTPA. The most frequent response was instruction in academic language (10). One also suggested, "I think it would be good if our methods classes focused on teaching strategies that specifically connect to the edTPA."

Our final question asked, "What do student teachers need most during their edTPA preparation?" The most frequent responses were time (17), support (11) and sleep (8).

Conclusions and Implications

This action research project revealed that this model for edTPA support was successful in assuring that candidates knew where to turn for help, with 100% of the student teachers reported that they felt supported in their edTPA work. Candidates especially appreciated the looping of

placements, the support seminar and the dedicated tutor. The week between placements helped students with time and sleep, two of their biggest stated needs. It may be possible to build in other scheduling supports in future semesters, such as selected Friday afternoons to work on edTPA. The practice edTPA during the semester prior to student teaching allowed candidates to work out the technical details so that the videotaping and the backing up and uploading of files were non-issues during student teaching. However, even with all of these supports, almost 90% of student teachers reported feeling overwhelmed. Teacher preparation programs will need to continue to provide as much scaffolding as possible and seek ways to surround the student teachers with support.

We also learned that cooperating teachers want to know more about the edTPA and the appropriate input that is allowed. Teacher educators may need to continue to develop and provide more training materials keeping in mind that cooperating teachers may not want to spend a great deal of time learning this. As more cooperating teachers experience edTPA, they will likely come to know more and be able to communicate with each other as well.

Another area for improvement is to work to assure that student teachers and cooperating teachers see the relevance of edTPA in the development of a teacher. If participants emphasize the *educative* nature of the edTPA, then the time spent on this will be perceived more positively. Weaving edTPA language and tasks into early field experiences and classes will likely help make the edTPA become easier to manage, and perhaps the value of the tasks will be more evident.

Education is a field that is constantly changing. As teacher preparation programs adapt to the changes brought by edTPA, we are able to model for our candidates how responsible educators embrace change, support learners and try to work together to enhance the educative possibilities of each wave of reform.

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Appendix A: Faculty Checklist

Checklist for Context and Task 1	Name _____	
Criteria	Complete	Comments
PART 1		
Context statement completed		
Table of "Supports/ Accommodations/Modifications and Pertinent IEP Goals" is initialed by cooperating teacher		
1a Learning segment has a clear and appropriate central focus.		
1b Identifies essential strategy		
1b Identifies requisite skills that support essential strategy		
1b Explains reading/writing connection		
1c Explains how plans build on each other to help students make connections		
1c Explains how plans focused on **comprehending or composing text** in meaningful contexts		
2a Describes prior academic learning and prerequisite skills of students and 3a how these connect to choice of learning tasks		
2b Describes personal/ cultural/community assets (experiences, background and interests) and 3a how these connect to choice of learning tasks		
3b Describes why strategies and planned supports are appropriate for **this** whole class		
3b Describes why strategies and planned supports are appropriate for **these** students with specific learning needs		
3b Describes why plans show attention to requirements in IEPs, ELLs, struggling readers, 504 plans and/or gifted students		
3c Describes common developmental approximations or misconceptions and how these will be addressed		

Checklist for Task 1 Name _____		
Criteria	Complete	Comments
PART 2		
4a Identifies one language function essential for students to learn the literacy strategy within the central focus and 4b *one key learning task* from one lesson plan that provides opportunities to practice the language function		
4c Describes the language demands students need to understand and use key vocabulary in that *key learning task*		
4c Identifies the language demands students		

Criteria	Complete	Comments
need to understand and use syntax and/or discourse in that *key learning task.*		
4d Identifies the instructional supports that help students understand and use the language function, vocabulary, and syntax and/or discourse.		
PART 3		
Includes 3-5 well-written lesson plans and instructional materials for plans.		
Lesson plans include opportunities to link prior academic learning to new learning,		
Lesson plans include opportunities for students to integrate strategies and skills to comprehend or compose text		
Lesson plans include teacher modeling and opportunities for guided practice		

Checklist for Task 1 Name _____

Criteria	Complete	Comments
PART 4		
5a Describes how planned **formal** assessments will provide direct evidence that students can use the **literacy strategy** (not just skills) and requisite skills to comprehend or compose text		
5a Includes a rubric for the formal assessment that focuses on the essential literacy strategy and requisite skills.		
Formal assessment examines students' use of language (language function, vocabulary and either syntax or discourse) to develop understanding		
5a Describes how planned **informal** assessments will provide direct evidence that students can use the **literacy strategy** (not just skills) and requisite skills to comprehend or compose text		
5b Assessment adaptations required by IEP or 504 plans are made.		
5b Explains how the design or adaptation of planned assessments allows students with specific needs (IEPs, ELL, struggling readers, underperforming students, and/or gifted students) to demonstrate their learning		
GENERAL		
Includes at least three references in APA format referred to in text.		
Self-assessment using this table completed with comments		
Peer assessment using this table completed with comments		
All parts of this task completed on time.		

Appendix B: Cooperating Teacher Survey

Name _____   School _____
Check one: ___ Elementary School   ___ Middle School   ___ High School: _____
                                                                                                      (add subject area)

This survey is being conducted to provide information that will help Canisius College to understand the impact of the edTPA from the cooperating teachers' point of view. Information provided may be used in a research article to describe this view point. All information will be kept anonymous. Schools', districts', teachers' and student teachers' names will NOT be identified. Your comments are important to help us provide the best experience for our student teachers. Please sign here that you agree that we may use your comments to support our findings: _____.

Please circle your response to each of the following statements on a scale of 1 – 5 with 1 being strongly disagree and 5 being strongly agree. Feel free to add any comments you think will help us.

1. The amount of time my student teacher spent on edTPA during student teaching was appropriate

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

COMMENTS:

2. I see the relevance of edTPA to the student teacher's professional development

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

COMMENTS:

3. My student teacher seemed overwhelmed by the edTPA work

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

COMMENTS:

4. My student teacher's edTPA work interfered with other student teaching responsibilities

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

COMMENTS:

5. There was sufficient time in the placement for the student teacher to successfully complete the edTPA

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

COMMENTS: (OVER, PLEASE)

6. A cooperating teacher should be an active supporter of a student teacher's edTPA work

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

COMMENTS:

7. I received enough information about the edTPA to be able to support my student teacher's work on edTPA

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

COMMENTS:

8. edTPA enhanced the student teaching experience for my student teacher

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

COMMENTS:

9. edTPA enhanced the student teaching experience for me, as a cooperating teacher

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

COMMENTS:

If your student teacher remained with you from his/her pre-student teaching experience to the student teaching experience, please respond to number 10

10. The pre-student teaching to student teaching consistency was beneficial to my student teacher's completion of edTPA work

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

COMMENTS:

Please provide contact information if you'd like to participate in a focus group to help us understand a cooperating teacher's role in the edTPA.

Name _____ email _____ phone _____

THANK YOU FOR PARTICIPATING IN THIS SURVEY!!

Appendix C: Student Teacher Survey

School where edTPA was completed _____

Check one: ___ Elementary School   ___ Middle School   ___ High School: _____
<div align="right">(add subject area)</div>

This survey is being conducted to provide information that will help Canisius College to understand the impact of the edTPA from the student teachers' point of view. Information provided may be used in a research article to describe this view point. All information will be kept anonymous. Names of schools, districts, teachers, and student teachers will NOT be identified. Your comments are important to help us provide the best experience for our student teachers.

Please circle your response to each of the following statements on a scale of 1 – 5 with 1 being strongly disagree and 5 being strongly agree. Feel free to add any comments you think will help us.

1. I made use of available resources to complete my edTPA

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

LIST YOUR TOP 3 RESCOURCES USED:_____

2. I knew where to turn for help with my edTPA work

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

LIST A FEW PLACES YOU TURNED TO FOR HELP: _____

3. I devoted sufficient time to completion of my edTPA

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4. edTPA work was overwhelming

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5. edTPA work interfered with my other student teaching responsibilities

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. I felt supported by Canisius faculty in completing my edTPA

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7. I felt supported by my Canisius supervisor in completing the edTPA

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agre

8. I felt supported by my cooperating teacher in completing the edTPA

| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

9. Attending seminar class helped me to prepare a quality edTPA

| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

10. I see the relevance of edTPA to my development as a teacher

| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

11. Did you remain in the same pre-student teaching experience and first placement student teaching experience?

       YES   NO

If yes:

The pre-student teaching to student teaching consistency was beneficial to my completion of edTPA work

| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

12. List two pieces of advice for future groups of teacher candidates preparing the edTPA.

13. List two pieces of advice for faculty preparing future groups of teacher candidates for edTPA.

14. List two pieces of advice for supervisors to use to support future teacher candidates for edTPA.

15. List two pieces of advice for cooperating teachers to use to support future teacher candidates for edTPA.

16. What do teacher candidates need to learn more about to be successful at completing the edTPA?

17. What do teacher candidates need most during their edTPA preparation?

18. How many seminar classes did you attend?

None   Some   Most   All

THANK YOU FOR PARTICIPATING IN THIS SURVEY!!