

**4.28.2015**

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**Presented at IACTE regarding how to review score profiles**

Will be distributed through IACTE’s constant contact. Andrea suggested a webinar for the online community to reprise the presentation. Perhaps using Zoom with live participants to provide authentic discussion, questions, engagement. Elisa, I volunteered you. ;)

**IL-TPAC programming better support the larger IL-TPAC needs**

Had some things happen this semester that would not have happened were it not for the Programming support group. Northeastern had a meeting. South/Western group has several deep dives into the rubrics sessions, led by Joan McQuillan. Central has surveyed their institutions. North region had Snakenborg to talk about special ed. They will be able to regroup over the summer for future events.

Do we want a committee to post to the website? Looking for volunteers who might manage and update content. Please contact Amee Adkins ([adadkin@ilstu.edu](mailto:adadkin@ilstu.edu)).

Newer states: regional meetings and using the National Academy, especially for local evaluation training. More mature states, like WI, more on looking at data, using results analyzer, considering candidate performance.

**Tracy, Amee, and Jon S. created a response to rebut the piece featured in TCR last month.**

Original and their response are attached.

**Questions about rules for out-of-state candidates seeking IL license.**

Communication from ISBE: July 1, 2015 date is the date given for out-of-state applicants needing the TPA, and Sept. 1, 2015 is the date for in-state-candidates completing an Illinois ed prep program need to have passed the edTPA. Kellee Sullivan told us that for the in-state program completers it is actually about the date that the students completed student teaching. If a student did student teaching in Spring 15 they did not need the TPA for licensure.

**Hearing from candidates at the Chicago-Area Directors of Student Teaching (CADST) meeting**

**Panel Discussion:**

The panelists introduced themselves and were asked to share their thoughts and perspectives on strengths and weaknesses of edTPA from their recent Student Teaching experience.

The very gracious panelists who generously shared their time with us were:

* Katie Knopf – Performing Arts from North Central College
* Lexi Raines – Secondary Education English from Judson University
* Catherine Street – Early Childhood Education /Special Education from Judson University
* Caitlin Weres – Secondary Education Visual Arts from The School of the Art Institute of Chicago
* Ann Marie Wojciechowski – Secondary Education English from Concordia University

Thoughts shared:

* Appreciated how well their professors prepared them with setting up the format, sharing documents, etc., ahead of time. Backwards planning was effective and made things more efficient during the hectic time of student teaching.
* When student teachers worked with their students for at least the semester prior to Student Teaching it made a tremendous difference for the student teacher and for the students. Both had a better idea what to expect and everyone felt more well-prepared.
* There was agreement that an area of weakness for everyone was understanding the language used in edTPA.
* Being able to talk to former student teachers who had gone through the edTPA process was very helpful. It also helped to be in seminars that are content-specific since the requirements are different for the various content areas.
* It is difficult to understand the specifics to be incorporated; using the same language, target, being authentic.
* Being themselves during Student Teaching was a concern. They felt a struggle between being in tune with their students and feeling like they were “putting on a show”. If the student teacher had worked with the students previously this was not as difficult a situation. Their history together helped the students understand what the student teacher was doing; she was more well-received because they knew her. They had a shared respect for one another.
* The organizational aspect of edTPA is difficult. If students had more experience with edTPA ahead of time in their coursework then they would be able to think more long-term while planning lessons. The concern of not being authentic while edTPA was going on was repeated frequently during the panel discussion.
* Concern was mentioned about changing direction in a lesson because they knew they were being videotaped and worried about how that would affect everything.
* If professors and supervisors went through the edTPA process they would be able to better prepare the student teachers for edTPA.
* Each content area needs to have a professor who is a reviewer to help prepare them.
* They appreciated professors who realized the fine line of what they can and cannot say but were able to give some thoughtful guidance within the restraints.
* One university has an edTPA course during their seminar. They return to the university on Mondays after Student Teaching and are guided through step-by-step in terms of what is due and keeping them on task.
* They need to practice edTPA during their field experiences.
* One student used three days of constant writing between first placement and second placement to pull it all together.
* Professors need to utilize specific language for the content area to help student teachers be prepared.
* Cooperating Teachers need to be given the basics of edTPA so that they can give support and guidance as to what will work and what will not work in their classroom.
* Students must meet and work with their cooperating teachers before Student Teaching begins.
* Permission slips need to be taken care of right away. Need to think of incentives to assure getting the form back immediately. Some schools might already be able to blanket this requirement in with their various forms. Principal can sign off that this requirement has been taken care of based on the numerous forms they send home at the beginning of the school year.
* For the videotaping there should be no logos identifying the school.
* It is very helpful if the Cooperating Teacher assists with the videotaping.
* Should prepare a preparatory portfolio ahead of time so that they can envision the process and plan for it better.
* edTPA counted for their Seminar grade.
* One student estimated that she put in approximately 60-80 hours of work into the preparation of her portfolio. The number of hours put into the preparation of the edTPA portfolio will be reflected in the score ~ 60 hours put in will likely result in a score of 60.

More advice:

* Look at rubrics and handbooks as early as possible.
* Make it manageable through early and good planning.
* Start as early as possible, learn from it and add to it. Can’t do this if you’re waiting until the last minute.
* Be as specific as possible with what the central focus is. This will help with the commentary.
* Space out the different tasks. Write reflections at the end of every day regarding how it went. This will help organize your thoughts and be authentic.
* Don’t be afraid of edTPA.
* i-Pads were easy to use.

Support:

* during Seminar class professor should meet with each student weekly for 10 minutes
* pair student teachers with content area professors and students who already went through edTPA.
* Need to know where to start: what should I be working on ~ 4 nights working on Commentary.
* Organize, outline, brief description of what each section is, streamline Making Good Choices.

Academic Language:

* For Seminar, spend the 1st ½ hour talking about Student Teaching then the rest of the time should focus on edTPA and academic language.
* Academic language needs to be introduced right in the beginning of coursework and used throughout. Explicitly explain the terms with our student teacher candidates. Students were concerned about what exactly was meant by ***syntax***, ***discourse***, etc. Give examples of what they are looking for with these terms.

Stress Level:

* Timing and incorporating edTPA into courses prior to and during Student Teaching Seminar.
* Need everything to be structured before they begin Student Teaching.
* The newness of all of this, the interpretation coupled with Student Teaching is overwhelming.
* Should teach lessons to students before beginning edTPA to get acclimated to working with the students and they with the student teacher.
* Student teachers need to spend a significant amount of time outside of student teaching working on edTPA.
* The assessment is trying to show how involved you are with your students.

Task III:

* Application of the research ~ review your education psychology texts
* Professors should highlight the educational theorists, their theories, and how they might be using this information when writing the assessment.
* Need to have Task III mindset going as early as Task I.
* Relate everything back to your central focus just like the lesson reference in Task I.
* Student teachers need to match the same language that they are using with the language in the descriptions. Specific language is needed.

Permission Slips:

* Use incentives
* Student teachers could keep them for two years as professional data keeping

University Supervisors

* Asking how are you? Do you need anything? Their caring was appreciated.

A hearty, sincere applause was given to the panelists. All of the CADST members were so appreciative of the information the students shared with us.

**Updates**

SCALE

Minor handbook changes roll-out, May 10 – ish, June, and low incidence handbooks including Special Ed, will be July. Much discussion has taken place with stakeholders regarding the Special Education handbook.

AACTE to forward survey to edTPA coordinators to forward on to Visual Arts faculty regarding possible changes to align handbook with 2014 standards. Please keep an eye out and encourage your Visual Arts faculty to respond.

Evaluation Systems

Question/plea: post submission windows asap, as institutions develop calendars a semester in advance. Earlier knowledge of scoring windows would be helpful.

Next steps for us for May/June:

1. Gather stories, insights, from submission and scoring experiences.
2. Think about the evidence of impact of edTPA in candidate’s articulation of their practice in mock interviews.