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| Definite outlines of what is considered excellent, good, etc. by Pearson would be an enhancement. Also, allowing the Clinical Practice Supervisor to work more closely with the student on preparation of submission would be an enhancement. I have had the opportunity to work with excellent classroom teachers who were extremely helpful because they were dedicated to the students and the profession, however, if they were to work with one not this caring and dedicated it would affect the student's entire career path. |
| I think edTPA interferes with a student teacher's ability to learn from their mistakes and consumes so much time that they don't have time to practice pedagogical skills. In short edTPA really stresses out student teachers and chases many could-be-good-teachers out of the profession. |
| Get rid of it. It is too much stress to place on the student during an already stressful semester. |
| Frankly, we had a portfolio requirement that was more demanding than the edTPA but it was also more flexible. In addition, it's insulting for our faculty for students "fitness" for certification to be judged only by people from the outside. I like the portion of the edTPA that describes the setting, classroom, community. I appreciate the focus on feedback. (It's much too easy to fudge on specifics of feedback). Students complained about our portfolio, too, because anything that takes time when they're trying to plan lessons, etc. is stressful. The outside evaluation of edTPA makes it even more stressful. |
| In the years I have worked with students who have completed the edTPA requirement, I see no correlation between student teaching performance and the edTPA score. It is a distraction. |
| I have never had so many frustrated and worried student teachers since they have been required to do the edTPA. I constantly hear complaints from CTs and the student teachers do not have enough time after the edTPA to create the classroom atmosphere and relationships with the students, CTs, and even the Supervisors as they did in years past. They can't afford the fee so some have had to work which is not acceptable in our program. I seriously don't know why this is necessary - you have the School personnel and the University Supervisors to watch the students and decide whether they are capable. It is a waste of time and money and basically a duplication of what the Supervisors and CTs do. It just creates more anxiety for the student teachers and they cannot focus on the learning and teaching they should be focusing on during this time. It is unnecessary to stress out the student teachers more. Student teaching is stressful enough. I think it is just a money-maker for Pearson and does nothing to enhance or improve the student teaching experience. In fact, it is detrimental to it (student teaching) |
| As the pendulum swings, so do new fads in requirements, and all are forced to adhere. With other ways to measure the same outcomes (such as the Teacher Work Sample) the edTPA is a bully of an assignment that deters millennials from the profession. |
| I think it's a good thing, but it's hard for them to focus on another activity so early in their student teaching when they are just learning how to teach. |
| It has changed the whole complexion of student teaching in a negative manner. It takes too much unnecessary time away from students and their needs. Student teaching is a short time period and this takes away from their time to try new things and get to know their students. It should be used for veteran teachers in order to obtain tenure status or Master Teacher endorsement. |
| The edTPA certainly measures how good a student teacher is at writing about teaching. Writing about teaching and actually teaching are two different things. I am sure there are carpenters who build a great deck but may not be able to produce a good video and book about building a deck. The opposite is also true. This analogy also applies to teaching. |
| I think that once a supervisor learns the edTpa it is wonderful tool. It can be frustrating at first. We at Kendall have been using some version of it since fall of 2014. I believe that the teaching profession has needed a tool of this kind for many years. Every student teacher I have supervised since its implementation has been excellent. I think it takes the licensing "out of the hands" of the ED Departments and makes licensing more professional. |
| I think they should receive a provisional license good for 3 years, and by the end of that time, should have to complete edTPA |
| The concept itself lacks research data to support that it improves teaching. It takes time away from preparation, class room teaching, grading--all while it makes an already stressfull experience more stressful. |
| Please stop lining the pockets of Pearson and get rid of edTPA. |
| Requiring the three tasks to be completed during the semester that a student teacher is engaged in teaching is necessary in order to make connections and because there needs to be evidence of consistency from the beginning of the teaching cycle. A Student teacher needs to be teaching to obtain video segments of his/her teaching and they need real examples of how well students are learning via assessment. If students are encouraged to meet the first due date for submission, they will have more time to student teacher without this huge requirement lingering over them. Teachers who submitted for the March 2nd due date were much more comfortable during the remainder of their student teaching time frame. |
| Must be a better way |
| Why not ask the student teachers for their opinions? |
| Change the time at which student teachers have to complete the licensing process. |
| The pressure and time commitment that the edTPA puts on the student teachers is very detrimental to their learning all of the skills they need to be a good teacher. |
| Very stressful-deadlines, opportunity to really get to know students before having to do video-taping. Also, another cost for students when this could be done as part of working with schools during the required observation hours as part of earlier classes. Takes away time and learning experiences in their seminars that are taken along with student teaching. Is there added value for the students? How objective is the grading? What are the qualifications of the evaluators? Is there a better way to evaluate student teachers? |
| Again, I don't see it as totally negative I just wonder if adding edTPA to an already busy and exhausting time is the best answer. Teaching in general is a field with lots of multitasking, so perhaps that is the rational for having edTPA during student teaching. |
| The edTPA would be difficult to complete during a placement in which the student teacher is not there everyday. The biggest challenge was the pressure and amount of time it took to complete. It can be difficult to make it "fit" into the already structured curriculum. |
| The edTPA does not insure better teachers. By its ever present nature, it detracts from the student teaching experience. It favors the student teacher with superior writing skills not the student teacher who understands the art of teaching and who demonstrates a strong ability to connect with students. |
| This is the stick by which we are beaten. |
| I do not believe the edTPA is a quality assessment tool. The fact that it's high stakes completely diminishes the work we do in higher education. The levels of stress students are under due to this assessment are immeasurable, and impact every aspect of their performance. The edtPA is also negatively affecting teacher prep programs, and the cooperating teachers within the placement schools.It is poorly placed in a semester where students are just beginning to learn. It is not something students take with them into practice, and many have experiences physical health issues because of it. The edTPA needs to be removed...permanently. |
| The edTPA program really keeps student teachers focused on achieving their goals. |
| We have found the edTPA to be a major distraction during the student teaching experience. The stress level for all of our students in the teacher education program diminishes the student teacher experience. The students are so focused on the edTPA they often fall behind in responsibilities of teaching in the schools such as grading, parent communication, and lesson planning. They miss out on additional opportunities for teaching experience outside of the classroom, simply because they do not have time. We suspect some of our students are more ill during the student teaching experience due to lack of sleep and stress related to the edTPA. Some of our students are offered jobs in Illinois and do not know if they should say yes knowing the edTPA complications may hold them up. Will they miss a job opportunity? Many schools are offering contracts to student teachers before student teaching begins or during student teaching. The goal of the schools is to lock in future teachers to fill the need in the future. We believe the student teaching experience of quality and benefits have decreased since the edTPA arrived. Students are asking for days away from student teaching to work on the edTPA. I have been in education in the public schools (27 yrs.) and at the university (15 yrs.). I understand the intent, but this $300/student teacher requirement for licensure has has very few positives and many negatives. |
| The focus on planning, instruction and assessment is good (the three aspects of edTPA assessment), but the missing dimensions key to teaching in the 21st century (e.g., collaboration in and out of school, technology, learning ways to build on the funds of knowledge that families bring to their kids, learning ways to integrate socio-behavioral supports like PBIS to enhance academic learning) get short shrift because students are so frightened about passing the 100% consequential edTPA. This is understandable, and yet I know (from 25 years of teacher education and Ph.D and research about it) that I must also focus on those other dimensions of teaching in order to prepare students for the profession. I'm faced, on behalf of my students, with a real dilemma of how to focus my 1 - 1 conversations, emails and seminar. |
| EdTPA shouldn't be decisive for graduation. It could be just one more assessment. I don't think it is fair that all other assessments we do with our students are eclipsed by the edTPA. We do not decide any more if our students are ready for the profession or not. |
| It has been my experience that if you are willing to put in the tremendous amount of time this project requires and if you have been successful with your "educational writing" up to this point, you will be successful with this project. With that in mind, I strongly question whether this exercise is necessary to determine a worthy candidate! |
| I feel the edTPA is nothing but a money maker, has no significant relevance for a student teacher, and takes valuable time away from the real student teaching experience. Learning is done through study,guidance, hands on, and reflections. Paperwork and a video evaluated by a non certified person or persons is not valid. A student teacher being in the classroom day after day learning from professional teachers,supervisors, and students is valid and one of the most important parts of becoming a classroom teacher. |
| It's hard to keep the EdTPA process and learning authentic--to achieve the intentions/benefits for requiring it--when student teaching is so hectic. Student teachers always have to decide what not to do and reduce what's on their plates. High stakes mean the class can suffer. This said, it seems to have positive benefits on the other side of completion. |
| Student teachers in Illinois have too many challenges to overcome. Just let them teach and work with professionals that can guide them. Videos are not necessary as or other tests and projects. |
| I think there should be some component to licensure that is similar. Perhaps connecting more to the Danielson framework or changing the requirements. There is so much growth that happens during student teaching. This does not take that in account, nor does it ensure that teachers are teaching at a high level everyday. Often, candidates admit that they take a break from what they are supposed to be teaching so they can do a lesson segment that hits all the needed components. That does not assess consistent quality teaching. |
| It would be nice if other assignments for classes could be do at other times than when the edTPA has to be submitted. It's a lot of work to complete, be engaged with full takeover, and finish school work. |
| Classroom cooperating teachers may need more professional development on the process. |
| I think the process students go through while completing the project is worthy -- I just wish it weren't quite so big and time consuming. If there was a way to minimize it a bit, that would be beneficial to the students so they have more time to think about their daily teaching in the classroom. |
| My student teachers are exhausted! They felt overwhelmed during this critical semester, and attribute this to edTPA. |
| EdTPA is correct in theory, modeling after National Board Certification, however, these teachers are too young and need to focus on learning how to teach in their student teaching settings. |
| Students describe the required written feedback as lengthy and - from their perspective - very repetitive. |
| I don't believe that the edTPA can truly assess which candidates are prepared for licensure. The universities should be charged with developing systems that assure supervisors and cooperating teachers make this determination after observing/interacting with the student teacher multiple times. |
| If edTPA must happen during student teaching, make sure that it does not happen during full take over. I would prefer to see it happen before student teaching starts, but I am not sure that student teachers would have enough knowledge about the students that they would be working with for edTPA. Completing edTPA before student teaching would allow student teachers to have the experience before they actually start to teach and to focus those skills they learned on the students they currently have without the pressure of completing and passing edTPA. I think this is an issue that needs to be thoroughly investigated. As it is now being done is not good for the mental health of the student teachers. They have enough challenges without this. |
| In my mind edTPA is another hurdle students have to jump through with no benefit to overall performance. I also think is it a deterrent to those wanting the teaching profession. |
| This madness should be stopped. |
| There is value in completing the edPA, but student teaching is much too stressful of a time to add it on top of everything else. |
| Survey wouldn't take my response to districts in which I supervised. They were 205 and 202. It should be set up to accept multiple districts. |
| Over the last three semesters, many cooperating teachers have remarked to me about how stressful completing the edTPA is for their preservice teachers. They also remark about how the process tends to interrupt with the teacher candidate's attempts to get into the classroom and school-related flow. |
| I think the mini EdTPA that is done in the Internship previous the student teaching experience might be helpful, but during student teacher, the EdTPA causes much stress on the student teacher and some on the coop. It is just too much in such a short time! |
| If it necessary to continue using the edTPA, strongly consider doing the edTPA the semester before student teaching (at least as an option) like they do in other states (e.g. Wisconsin). |