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| The edTPA is a positive influence during student teaching overall, but some aspects such as limiting the opportunity for the Cliniical Practice Supervisor to work with the student teacher on the final submission is limiting to everyone. |
| makes them look more closely at growth results of several key students |
| The only benefit to completing edTPA during student teaching is your have a real class to "teach" and video-tape. |
| To be done with it early and start to enjoy and improve their teaching |
| Students are so stressed during student teaching without this added burden. It shows such a small piece of a students total experience that it is worthless. The mentor teacher and the University supervisor are in a much better position to tell how the student is doing, how they are engaging students throughout their experience, how well they interact with the students and others with in the building. edTPA dopes not give an accurate picture of a students abilities in the classroom. It is a money maker for someone but a real downfall for our students. |
| There are few. I think the focus on specific feedback may be helpful. There are so many better ways to do what the edTPA does. |
| Ability to see yourself teaching and reflect on own practice. |
| Performance assessment |
| No benefit. |
| It sets a goal for student teachers to work for; they want to do their best because they're being evaluated on how they perform in the classroom. |
| Watching themselves on video |
| Being forced to make good, complete, detailed lesson plans. Making the videos of themselves is fabulous. |
| possibly more in-depth preparation and analysis of three to five lessons. |
| I see no benefit. It causes so much stress, and they cannot focus on the task of teaching. |
| The only benefit is if they decide to apply for their National Board Certification once they have taught for 5 years, they have already gone through a similar process with edTPA. |
| Makes them more conscious of lesson delivery and classroom presentation |
| Completing the three tasks from preparation of a lesson through instructional delivery and finally assessment allows a student teacher to build coherence and complete the learning cycle. |
| Do not see any benefits |
| There must be some criteria for getting a license. |
| This licensing process should be done at a different time. Not during their student teaching rotation. |
| I don't think it is a benefit. It takes away from the teaching readiness and experience because of all of the extra work when students should be focusing on the classroom. |
| Not sure there is a benefit |
| It is a good way for students to record lessons and to write about their teaching, but student teaching is a very busy time and I have seen edTPA bring a lot of stress to student teachers. A few have had to take a day off to get caught up epithet work or because they are rundown from the amount of work they are doing. I am not against edTPA, but it think having it done during student teaching is challenging. It would almost be better to have it done during other clinical hours. Perhaps the format will change and it will become less stressful. I know the that it has helped student teachers to meet with and talk to teachers who have completed edTPA and I know there are supports offered and clear instructiosn. |
| They know their students and learning needs. |
| Provides an awareness of requirements for video use with students. |
| There are no significant benefits. |
| The students know that they'll be evaluated by someone who's never met them. |
| The only benefit I see is that those who pass the edTPA can teach in multiple states. |
| Student teachers are required to reflect deeply on their teaching practice for these 3-5 lessons. |
| support from university supervisors and peers |
| None. Its placement in the student teaching semester is detrimental on all fronts. |
| The process of completion and reflective thinking/writing is important. I find our professional discussions and debriefing are at times at deeper and more meaningful levels; students seem to have a deeper understanding of student learning and the impact of instruction/assessment. |
| It causes them to think about connecting lessons to students' personal/cultural interests, and they must learn how to formally analyze an assessment given to students. |
| As it is a summative assessment following educator preparation, it provides an opportunity for reflection by the prospective teacher on the essentials for effective teaching. |
| The EdTPA causes student teachers to be more reflective of their student teaching experience. |
| The program can help student teaching candidates succeed by the use of edTPA terminology in their education courses, by familiarizing student teachers with specific edTPA requirements and rubrics, by discussing edTPA tasks and samples in a student teaching seminar, by encouraging peer feedback on the clarity and completeness of responses, and by providing technical support for videorecording. |
| Helps a focus on developing a learning progression of 3 - 5 lessons |
| requires students to be more reflective in their planning and instructional delivery |
| I have yet to see any benefits of completing the edTPA. You are deciding if a person will make a great teacher from strangers watching a video and looking at paperwork. Student teachers should be focusing on their classroom , students, lesson plans, etc. |
| They become aware of standards that are possible while they still have supervisor and peer support. They certainly DO learn to reflect better. They seem grateful to have learned from it but sorry it took time away from student teaching. |
| Maybe it causes students to look at each step of their teaching, and it prepares them for future evaluations. |
| little |
| High set standards for student teachers. |
| It's good to plan, examine, and reflect. |
| The experience in gaining a more secure knowledge of students, the curriculum content and resources. They are given more opportunities to self reflect and write about their teaching and learning as it effects their students learning. |
| The critical thinking about preparing, teaching and reflecting on a lesson. |
| Making the video component accessible and realistic. |
| The largest benefit is it helps them think through the planning and assessment process more than they have in the past. |
| Experience in relection and watching their performance on video |
| Perhaps it adds to the perception that all Student Teachers are being 'evaluated' with the same expectations. |
| It makes student teachers more aware of some practices for good teaching and also requires them to be videotaped and reflect. |
| It might lead student teacher to be more inquisitive of Cooperating Teacher about instructional practices. |
| The benefits are that it makes the student teachers aware of close analysis of a lesson and the various perspectives that one must consider when planning and presenting a lesson. The student teachers have real students and real lessons to teach. |
| Practice their craft |
| Leads into district evaluation and National Boards |
| Beyond Pearson profit, not much. Students were better served when colleges and universities alone measured readiness. |
| Prep for personal evaluations and accountability |
| Support is available, unlike during the first year of teaching. They also teach the same students everyday. |
| It provides teacher candidates the opportunity to self-assess themselves through the lenses of theory and performance. |
| It might make the student's time management skills improve because with the duties of student teaching and writing/teaching the EdTPA, there is not much time and a tremendous amount of work. |
| None, strongly consider doing the edTPA the semester before student teaching. |