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| It seems like it was very stressful for the student teacher. She spent a lot of hours working on work for edTPA when she could be focusimg more on her student teaching. |
| Added stress and work outside of preparing for teaching everyday |
| Time; my student waited until the last day to get it submitted. |
| I feel the student teachers are who they are. Sometime the more rules that are put on them when they are trying to learn their passion creates negativity in this field. I think that if the student teachers are just following the rules of the school district and following what the college puts on them, it is enough to keep them on track throughout their experience. |
| It seems very costly for a student. I suppose in some cases it could cause undue stress for a student teacher causing her or him to not enjoy the student teaching experience. |
| The student teachers are trying to learn how to teach in a regular classroom setting. Adding the EdTpa puts so much more pressure on the student. Student Teaching isn't easy, and the added paperwork required for EdTpa is extreme. |
| Student teachers need more practical experience in classrooms. |
| To complete this project during student teaching is time-intensive and demanding. It is hard enough for a new teacher to teach a full load, attend university classes, and manage life. This major project should either be scaled down or revised to take place during a different point in time so that student teachers can focus more on teaching rather than this outside requirement. Additionally, it seems a student teacher is only assessed on a few lessons when just about anyone can come up with a decent 3-days of teaching. The real test is prolonged success (weeks, months) with students. |
| It is costly to college students who already do not have a lot. It is very comprehensive and time consuming which can, at times, take away from their classroom placement and priorities. |
| Because it's still a fairly new thing, there is a lot of stress and depending on the university, there may or may not be enough support. Student teacher has to focus so much on the filming and on the lesson and it isn't until after that student teacher gets to implement different lessons and start to really get to know the kids. edTPA requires so much that the student teacher rushes home to get work done, spends prep time working on edTPA as opposed to attending meetings. The focus remains on the effectiveness of teaching but there is much to teaching than that. An example of student/teacher relationships and rapport. |
| Time, pressure, and focus on completing it in a timely manner takes away from the overall experience. |
| It requires too much focus, when student teacher should be focusing on teaching and focusing on their practice. |
| I felt that it was unfair that the video was limited to such a short clip. If a lesson is 45 minutes there is so much missed opportunity for the kids to show teachable moments, great discussions and their "aha" moments when then get something. I also felt there were some areas that were being evaluated that were difficult for a first year teacher to score high on when the reason they are there is to learn the skills that it takes to be a distinguished teacher. It is very discouraging when you score low on something that it takes a veteran teachers to improve on. |
| This process is so labor intensive for an already steep learning curve that the process is truly daunting for most. It is fairly unrealistic for everyday classroom experience. |
| My student teacher seemed to be unsure about how to submit and the format she needed to use. I think it made her a little stressed out. More clarity would have been good for her. |
| The drawbacks would be that the edTPA is an immense amount of stress and work involved on top of the requirements with student teaching. |
| I felt that my student teacher was really focused on getting that done along with the requirements and finding things that would fit the requirements. |
| Ridiclous amount of work |
| My student teacher was very cocerned with her own work and it took away from her planning of lessons for student teaching. |
| too much time and effort are required for something that seems repetitive |
| It would be great if students were able to get a more immediate response on their videotaped lesson. |
| I do not see any |
| It is a needless distraction from the act of being a teacher in the classroom. It distracts from the importance of the student teaching experience and serves only to add stress to an already stressful activity. Student teachers have enough to do prepping and teaching lessons to students. They do NOT need the added burden of this in their already over-tested lives. |
| If a student teacher does not know technology well, it becomes the burden of the co-operating teacher. |
| The amount of time that it takes to complete the edTPA licensure requirements takes aways from the overall student teaching experience because it cuts into time student teachers need to be practicing the "behind the scenes" roles and responsibilities of educators. Additionally, the lessons must be formatted to fit a narrow set of standards and does not allow for flexibility or teachable moments. It is not measuring what is has set out to measure and is honestly just a cumbersome exercise in film editing and writing. |
| Too much weight being put on the outcome of the edTPA and not enough emphasis on the feedback of the cooperating teacher, who is actually seeing the student teacher in person. Student teachers could put together a completely contrived or made up edTPA documents with no oversight from the classroom teacher. |
| This test is expensive and time consuming. Because of the edTPA, my classes were completely disrupted for over two weeks. It caused my student teacher and my students unnecessary anxiety. |
| The edTPA asks so much of student teachers they spend their time and energy focusing on completing it and planning three days of lessons. Then, they don't have time to plan the rest of their student teaching time. Additionally, it doesn't seem to be an authentic assessment for all classroom situations. |
| It takes away time from teaching the entire class, as the student teacher is then focused on a subgroup. |
| It really has no realistic application to what teachers do. The EDTPA was all encompassing. Instead of colaborating with me, build lesson plans together, observe other classroom, ect..my student teacher was forced to spend hours upon hours to complete her edTPA. I get that we are trying to better prepare our teachers...but in my opinion this was counter productive. |
| Amount of hours required to prepare for teaching in addition to completing edTPA was extremely overwhelming. |
| It's too impersonal and does not purely capturing the type of teachers people are or even become. |
| It seems like its more of busy work that may just be a stressor. |
| stressful for the student teachers |
| I do not have evidence to answer this question. |
| The student teacher does not create a lesson that they teach to the students. |
| The student teacher was stressed. Her focus should have been on her lesson plans and preparation of teaching. Instead she was constantly stressed because right during her full teaching responsibility she had to focus and work very hard on her edTPA. |
| The deadline stipulation prevented the student teacher from time to properly build rapport/trust with students for an authentic teaching sample. It also detracted the student teacher's planning and instruction. |
| Cost to student teacher, graded by a textbook company, is not a real test of teacher effectiveness |
| It's too much work for student teachers who are just learning how to teach. |
| It is very time consuming. |
| The amount of time needed to prepare all of the requirements is prohibitive. The student teaching experience already contains more learning and preparation than a student teacher can reasonably partake in for only one semester. Adding more requirements to the student teaching experience without impacting it negatively is completely unreasonable. |
| It is only the exceptional student teacher who can do both well. There is only so much focus and time any individual can give to student teaching - that time and focus should not be compromised by requiring student teachers to complete edTPA. |
| I think that the edTPA puts a lot of pressure on the student teachers, it is costly, and it takes away from the student teacher experience. From my experience, student teaching prepared me for teaching a thousand times better than the classes I took and the portfolio I made. Bottom line, to prepare a student teacher to become a licensed teacher, it's not worth the time or money. |
| It almost makes everything a stage show. The kids know there is a camera recording them and they act differently because of it. |
| Sometimes, the paperwork required seems overwhelming for students. |
| more time is spent on the edTPA lesson and taping and less on classroom instruction. They are so worried about how to make the edTPA fit with what I require in the classroom that it causes stress and reduced preparedness for the other lessons. |
| Useless work |
| Time requirements seemed to be too much for my student teacher. |
| It puts a lot of unneeded stress on students that are already stressed out about being in the classroom for essentially the first time. |
| Evaluation and reflection is an overall process one day may be evaluated, but the stress and requirements make the student teachers rather on edge. They are unable to partake in after school events and do not work above and beyond with students they are too busy working on the paper work. |
| Student teacher I had was unprepared and did not improve. Took and incomplete as he did not improve. |
| I think the importance of the Edtpa needs to be stressed to the student teachers more and I think results should be shared with the cooperating teacher. |
| At times, student teachers are stressed about their EDTPA and this additional stress impacts them within the classroom. Also, it was actually additional work for me as the cooperating teacher. |
| So much time with little benefit |
| The edTPA requires a lot of extra time. I would prefer to see the student teachers using that time to work on being a teacher and not jumping through hoops. |
| This has become the biggest focus of student teaching. |
| Puts too much focus on completion of the actual edTPA, and gives little flexibility to a lesson set. It's very unlike real life, where you can modify and make adjustments as needed to help students better understand a concept. |
| It was stressful in itself, not to mention all of the other duties and planning the student teacher already had to complete. |
| Requiring them to complete this during their student teaching is a lot to ask of them. |
| It is not the most valuable measure of performance. |
| Maybe, a lot of time for little gain |
| It stresses the student teachers out during a hands on experience that they should be focused on. The edTPA is not real world and they should only have to focus on student teaching. Learning about things that they will really encounter in their career. Paperwork is part of teaching but they have plenty of block experience and lesson plan writing in other classes. |
| Very time consuming for something you won't necessarily do on a day to day basis as a teacher |
| This is a useless barrier bought and paid for against the best interests of student teachers and the students with which they work. It is a needless hoop to jump through for first time practitioners. It draws away from their devleopment as a professional and wastes their time. |
| Student teaching is very rigorous. Planning lessons, grading, and collaborating with the cooperating teacher takes up a great deal of time. Having to complete the edTPA (a requirement I find to be very repetitive and time-consuming) is putting an unnecessary stress on student teachers. |
| It was nice to get immediate feedback on your teaching. |
| The requirements are quite extensive and do not trust the cooperating teachers to assess skills in live setting and behind the scenes. |
| It's very stressful and time consuming. While my ST did not appear to be affected by the rigors of the edTPA, there were times her preparedness and content did suffer from a "lack of time." |
| It stressed out my student teacher and consumed her, all teaching was geared towards the edTPA licensure |
| i feel i may be too much to ask. not well explained to student teachers. needs some examples for them to see. |
| The student teacher spends too much time concentrating/worrying about edTPA when more focus needs to be placed on the student teaching itself. |
| It takes time and energy away from lesson planning, grading student work, and participating in extra curricular activities. |
| Lack of involvement by Cooperation Teacher |
| Drawbacks are time spent working on edTPA instead of learning how to actually teach. |
| Student teachers can be too focused on video taping the perfect lesson instead of using imperfections as a learning opportunity. |
| I feel the work could be more meaningful, at times the lesson plan formats are not aligned to specific styles of schools, therefore not practical for a personalized learning format that is taking off in many schools today. |
| It's stressful for students |
| Having the student teachers do this right at the beginning of their teaching time is ridiculous. It was extremely time consuming and took up valuable time that the student teachers need to begin preparing their own lessons and learning about the students more. My student teacher was so consumed with getting the EdTPA finished that it was too overwhelming for her to begin taking over the class until that was completed. We started her with the easiest and least about of prep classes to begin teaching so she wouldn't have to plan for harder more time consuming subjects while also having to do the EdTPA. It should be done toward the end of the student teaching time when they are handing back classes and their "load" is getting lighter. It also gives them a chance to really have time to plan what would be the best unit for them to do the EdTPA requirements with more topic chioices rather than just the one subject they are taking over first in student teaching. |
| It is way too overwhelming for someone to have to do edTPA WHILE learning to become a teacher. (burnout during student teaching) This process might deter some from wanting to become teachers. |
| Student teacher was focused on making a video, writing entries and paying money to Pearson, rather than focusing on teaching my students. |
| time - requires too much time |
| adds stress to student teacher experience. Lessons may not authentic, but just for the EdTPA requirements |
| Too much stress. Students teachers should be able to focus their time and attention on the children. |
| The edTPA took a great deal of time for the student teachers. It took away from the day to day student teacher activities, instruction, and connection to the teachers. The teachers were exhausted between preparing for instruction, attending seminars, and completing the edTPA. Both teachers took days off to complete the edTPA. During the time of completion, the focus of the edTPA was to complete it, so they could graduate not to further their pedagogy. |
| The drawback is the timing of edTPA during student teaching. |
| The student teacher spends so much time worrying about editing videos and less time planning lessons. |
| it's additional work, unfortunately many students are still taking classes along with student teaching. |
| Lengthy lesson plans- not enough time teaching students. |
| It is very time consuming and stressful for the student teacher and it takes away energy and time they could be spending on getting to know their students and writing lesson plans they will actually use. |
| Too many lengthy items to submit that aren't realistic. |
| My student teacher was VERY stressed out about the process, and she seemed a little unclear about what she needed to do. I believe this uncertainty added to her stress level. |
| Students put everything else on the back burner to get the edTPA done. Often stating I'll wait to take anything on because I need to focus on this. Creates tunnel vision. |
| There is much uncertainty and stress around the process and it is seen by student teachers as busy work and not so much a tool to help them with their practice. |
| Time line requirements, too much paperwork |
| Adds more work and responsibility to your already full work load. |
| Now that edTPA is required, it seems that the majority of the student teaching experience is spent focusing on its design and implementation. Student teachers are now not afforded the time and opportunity to really become authentically engaged. Additionally, once edTPA is over student teachers tend to become innocuous due to fatigue. Student teaching should be about the experience, not fulfilling yet another requirement. |
| Many students do not have the recording technology necessary to adequately capture what is happening in the classroom. Additionally, having a cooperating teacher who has not completed the edTPA can not possibly speak to the best supports for that student teacher. |
| It's a HUGE time commitment. There were not clear guidelines of when it should be completed. Some student teachers thing of edTPA as a task completely separate from what they are doing daily in their classroom. |
| The student teacher misses valuable teaching days, is constantly under pressure from day 1 about the process, has less time after school to connect with the kids/parents/community, and requires the student teacher to focus their time and effort on paperwork as opposed to children. |
| way too much time taken away from the classroom experience |
| There is a lot of pressure, and student teachers have so much on their plate already. |
| I noticed my student teacher was very stressed and distracted from other important duties /experiences of student teaching. |
| A lot of time. Did this detract from teaching the students? |
| My student teacher was very anxious about the edTPA. |
| no opinion |
| It takes a lot of Focus away from them growing in our classroom. It is high stakes so they focus on those lessons first and then have so many parts to complete. They are focused on the classroom to an extent but until their EdTPA is complete, I feel like then student teaching can begin. |
| In an era when the rewards of teaching are diminishing (i.e. weak retirement structure, poor pay and increasing testing pressure) it's counterintuitive that undergraduates now have an additional hoop to jump through. |
| It is a stress-inducing requirement that appears to unrelated to the student teacher's actual classroom performance. |
| It is a lot of work that takes the focus away from the needs of the classroom due to the immense paperwork necessary. |
| Too many hoops to jump through. |
| Too much focus on completing requirements; not enough time for collaboration, discussion, working on university assignments for student teaching |
| If the preservice teacher completes the edTPA prior to last portion of student teaching (Take over) it works. The preservice teacher can learn a lot about the students they are teaching and learn to use the process to make instructional decisions based on good data. If a preservice teacher does not complete the edTPA early in her/his senior practicum it becomes a stressor. |
| I do not believe that it helps. I think too much time is used trying to videotape and complete all the work necessary for it. It was a lot of added pressure for a student teacher that already has enough pressure to begin with. The video tapped lessons take away from actual teaching because the video is the major concern for the student teacher and the grade they must get for the edTPA assignment. |
| It takes away from the student teacher's ability to focus on student teaching and learn as much as s/he can from the experience. |
| Students are stressed and spend less time involved with after school activities. The score requirement is very low as well. |
| Since I don't know much about it, I can only say a weakness is that my student teacher took a day off of teaching to work on it. Also, she arrived late the mornings after her evening seminars. |
| The edTPA requires a lot of extra work and time, which adds a lot to the student teacher's already full work load during their student teaching semester. |
| edTPA is a tremendous amount of work. It takes the focus away from the student teaching experience and puts it on the licensure process. |
| Student teachers are trying to learn how to do this job of teaching while at the same time documenting how well they are doing it. It seems like it is getting the cart before the horse. Without a LOT of support, it is too overwhelming a job to do. If it takes so much support to basically tell students what the evaluators are looking for, who is really benefitting? The cooperating teachers and university supervisors can easily determine if a student teacher can apply for licensure - |
| They are pulled in 3 different directions:Student teaching, edTPA, and coursework. It is a lot on their plates. I have found that they don't have as much time to create center materials and other hands-on materials. |
| Takes too much time, so that the student teacher does not have time to focus on other important things in the classroom and makes them more stressed out. |
| With both student teachers in our building, they were so worried (terrified) of passing the edTPA that they could not discuss anything else or focus on anything else. That is all I heard until it was over. If this is that overwhelming, edTPA should be required to be completed before student teaching. Student teaching should be about gaining the experiences that they will need for real life teaching. |
| Time-consuming for the student teacher as well as taking the curricular class time to implement it. The restrictions on the actual video taping are too cumbersome. |
| I really think that EdTPA is a bit of busy work for the student teacher. It's not smart to do it during student teaching, as they are learning to perfect their profession and usually it's the first time getting in the classroom by themselves. |
| Instead of focusing solely on my students, the student teacher was concerned about edTPA requirements. This led to an inauthentic experience (especially for those few lessons with the edTPA). |
| lots to do in a short amount of time. I would recommend them not having to start the edTPA immediately, when they are still building relationships with students. |
| It is a lot to do while also completing additional student teaching requirements |
| The timing is terrible. Students are given too much coursework to complete in addition to work in my classroom, PARCC testing and takeover. |
| Extra busy work when student teacher should be learning how things are done at the school they are in not the way edTPA wants them done. |
| See above |
| It takes attention away from from the teaching experience. They become focused on checking boxes and are less willing to take risks and be innovative. |
| Overwhelming for students to complete while in student teaching. |
| The edTPA is time consuming and should be required at the beginning of the placement. |
| It's expensive. It's lengthy. It's full of educational jargon that doesn't translate easily to the classroom. |
| It is way too long. It should not take 3 weeks of time just typing all the reflections |
| time consuming |
| Student teachers seem overwhelmed and more focused on the edTPA material than the tasks at hand in their classroom, their students' needs, and creating their learning environment. |
| I feel it is a large burden placed on the student teacher during a stressful enough time. |
| Additional work during a stressful time where they are concentrating on fulfilling their responsibilities. |
| These student teachers are basically working full time. They are expected to prepare lessons, keep up with grading and entering data about students, and develop relationships by getting involved in activities with the students outside of class. The added stress of the edTPA is unnecessary and takes away time for them to spend learning about themselves and developing their style of teaching. |
| Many student teachers in WL cannot properly implement teaching for proficiency because of the limitations in the classroom. The assessment grade is not understood--I know of multiple student teachers in other schools who did an excellent job and received poor scores. It doesn't include input from the cooperating teacher who knows them best. It takes away from the planning and involvement the student teacher needs to be putting in the classroom. It does require them to be more reflective but to the point that it takes away from the classroom. It is too much for them to complete while they are student teaching. |
| Student Teachers focus so much on 3 days that other days suffer by comparison. Teachers can pull off and write anything for 3 days, but that is not really an accurate representation of their entire student teaching experience. I have had 2 student teachers whose performance decreased after edTPA because they were "done" once edTPA was submitted. |
| Seems to be the students priority instead of grading etc. |
| Student teachers have more imporatant things to worry about besides some arbitrary assignement that offers them nothing. |
| I know it took quite a bit of time. I'm not sure if the results are worth the effort. |
| It makes them do a ton of extra work and not focus on classroom instruction |
| It significantly impacts the amount of time a student teacher has to spend on paperwork and things in addition to the many responsibilities and learning opportunties for a person learning to be a teacher. |
| A bit too much "extra" work for the student teacher. |
| It's overbearing and requires way too much of candidates who are supposed to be experiencing a full takeover course and responsibility load of a full time teacher. |
| time management, focus on EdTPA with classroom management/ learning how to be a teacher is difficult, but the added time for TPA seemed very stressful. |
| Focus is on procedures, not on what is in the best interest of students. |
| Places undue pressure and added paperwork while already burdened with a full load of teaching. |
| time involved on the part of the student teacher, my inability to help or give advice to my student teacher concerning edTPA (this was my first experience with it), it required so much of my student teacher's time that she wasn't able to become as involved in certain classroom aspects, edTPA seems to assess a student's ability to write lessons instead of actually observing them in action, student teachers are stressed with completing and passing the edTPA when they should be focused on becoming a good teacher |
| Instead of being able to focus on learning how to teach, student teachers focus on the edTPA deliverables. Instead of focusing on lesson planning they are focused on being able to provide the lesson plan in a verbose format and justifying every little part of one lesson. A challenge is getting permission slips from parents at an Urban school (even with incentives this is very difficult). This does not prove that the student teacher will be a good teacher and it dissuades them from teaching. Instead of focusing on getting to know students, learning how to adapt teaching, how to reteach, how to write assessments, too much time is spent on edTPA. It is extremely time intensive and therefore negatively impacts what student teachers should be getting out of student teaching. Since collaborating teachers are not familiar with it, there is not much support from the collaborative teacher. Focus is on one lesson instead of multiple lessons. The feedback is received much later, versus the immediate feedback received from the collaborating teacher. |
| Some drawbacks were first, the student teacher missed days which disrupted the students' routine quite a bit. Another drawback was it took the student-teacher's focus off the classroom and onto her edTPA. I believe the priority should be the classroom. I believe actually teaching is far more valuable than meeting a class requirement. |
| The drawbacks for requiring the edTPA for licensure during student teaching is that it adds up more work to the student teacher. As it is, the student teachers need to create and type lesson plans. They also have to be resourceful in order to meet their students' needs (leveled text, graphic organizers, homework, etc). Student teachers also have to grade students work. I feel that working on the edTPA adds up work and stress to the student teacher. Finally, students teachers have to pay to get their edTPA graded and some student teachers struggle to pay for it. |
| It is very time consuming and stressful for some student teachers. |
| The edTPA was a great deterrent to the student teaching experience. I say this in regard to my student-teacher and the others in our building. The edTPA was an overwhelmingly stressful experience for the student-teachers, and without a doubt, interfered with their classroom duties. |