|  |
| --- |
| So much is required at the very end, it would be better to have students contribute to this throughout their experiences. Also, limiting the work of the supervisor with the candidate is difficult for everyone and puts too much on the classroom teacher.  |
| expensive; time consuming |
| It is very difficult for student teachers to "practice" classroom skills when they have the extensive requirements hanging over their head. It takes time away from the development of important teaching skills --- planning lessons, analyzing formative assessments, finding creative resources, collaborating with other teachers. Also, the video-tape requirement --- ridiculous. How can you show instructional skills that meet the requirements of the rubric in two 10 minute clips that are consecutive.  |
| The timing is unfortunate. Students will grow professionally with cooperating teachers and clinical supervisors help over time. Starting with edTPA stresses them a lot without giving them a chance to apply what they know theoretically and see some kind of results. |
| Everything about iedTPA is a drawback and a weakness. A score on the edTPA should not be the thing that determines readiness and competence for teaching. |
| Students in K-12 programs only see the same students for 8 weeks at a time. That's barely enough time to really get to know the students. Especially for teachers who are not with the same students except an hour a day, it's especially difficult.  |
| Focus is on completing the edTPA rather than on effective teaching practices. |
| Student teachers have to pit so much time and energy into the rdTPA right at the beginning of student teaching that it takes away from their abiliy to get more involved in the school and extra-curricular volunteering which we encourage our students to do. The CTs feel that the students are too focused on edTPA to be able to give student teaching 100%. It has created some tough choices for the student teachers and kept and keeps them from focusing on all the students, not just their "main child" or the group they are taping.  |
| It consumes too much time that could be spent working on lessons, making connections with families, getting to know students better |
| drop in enrollment in education majors, high stress, low engagement in areas not addressed by edTPA, too great an emphasis on testing and less emphasis on professional judgments of clinical faculty and school faculty, lower attendance because of time to write the lengthy edTPA narratives, less time to collaborate with school colleagues, much less enthusiasm from student teachers and teacher candidates working toward student teaching |
| The "real" action to be observed happens in "real" time with the "real" cooperating teacher and clinicals supervisor - not an unknown who views video clips and uses a rubric. Very depersonalized for a teacher preparaton program where it is crucial to have good interpersonal and communication skills. edTPA sends the wrong message about preparing quality teachers and just what "quality" really is.  |
| It takes to weigh on their minds as they begin their student teaching. They have so much to absorb during their student teaching time that it tends to preoccupy them as they work on learning how to function in the classroom. |
| Too much time, student teachers hardly have time to get to know their students, the curriculum and the school. |
| It is too time consuming to complete edTPA during student teaching and is a negative to the student teaching experience. |
| For those students who did not get a great high school education, the writing is a challenge. Often those students are so much better with their students in the classroom than their writing skills would indicate. When teaching the younger grades, I worry that excellent candidates who want to stay and work to make their neighborhoods better, might not be able to if their writing on the edTpa is not up to par. In my opinion, that is a shame. For teachers of third grade and up, I believe that those skills should be evaluated as strictly as possible, but for pre-k - 2 it takes a special person and sometimes that person's skills might be low. |
| diminishes amount of time devoted to the student teaching experience |
| As I said, it causes a great deal of stress, and they cannot focus on what they should be focusing on. |
| Takes away valuable time and energy |
| edTPA is busy work. It shows a small, manufactured sample of teaching, requires a type of language with edTPA specific vocabulary in the reflections, is extremely time intensive, and is expensive. A student teacher goes through years of clinical hours, is observed by professors along the way, and works closely with a cooperating teacher and a supervising faculty member during student teaching. A student does not even make it to student teaching if he/she is not prepared to teach in the field. I find it offensive that the State of Illinois does not trust the professional opinion of multiple educators, and instead, insists on charging student teachers hundreds of dollars to jump through the hoop of edTPA to obtain a teaching license. I am also not even convinced the people who grade the edTPA are skilled and experienced educators themselves. |
| Takes away from preparation for student teaching requirements. Adds another level of stress. |
| The writing does require considerable time, student teachers need to be aware of this and plan accordingly. |
| Students develop tunnel vision. Do not focus on student teaching until EdTPA is completed |
| The student teachers are obsessed with the process, to the point that they fell inadequate as teachers. Almost every one has said something to the effect that they are relieved when they have completed and submitted edTPA so now they can "focus on teaching."  |
|  It's a drawback, because during their student teaching rotation the student teachers spend the first five weeks focusing on their ad TPA.  |
| Same as #18 |
| Preparation time for edTPA takes away time that might be used getting to know students and their needs, preparing lessons to meet needs, volunteering at the schools.  |
| It cuts into the the time that should be spent teaching because students are worried about completing the work and having good videos. Student teachers seem to really be able to focus on classroom teaching once edTPA is completed.  |
| Requirements are so strict and time consuming. These take away from focusing on the students and curriculum. |
| The focus can become about edTPA and not the students. |
| The edTPA raises student teacher anxiety and detracts from the overall experience. |
| The students know that they'll be evaluated by someone who's never met them, and the amount of workload has increased by so much. |
| The intensity is brutal for student teachers. Passing the edTPA is all they can focus on. They are expected to "know" their selected class basically the very first day they spend with them, whereas the cooperating teacher has the benefit of developing a relationship with their students as the semester unfolds. The edTPA does not address the very heart of education - the development and culture of caring for the students. Where is the joy??? It's all about the test!!! We cannot afford to lose valuable educators with this edTPA assessment. So much of teaching is developmental and the potential of an emerging educator is difficult to truly assess. |
| Student teaching becomes about completing the edTPA rather than learning to become an effective teacher. When student teachers stop reflecting about what they are doing in the classroom day to day and focus instead on passing an assessment which requires only 3-5 lessons, their possibilities for improvement in the classroom are significantly diminished. |
| missed opportunities for teaching other important topics during student teaching seminar  |
| It changes what we're able to teach and learn through seminar; it takes too much time,; it's inauthentic to what students are doing; it takes away from their actual teaching and learning; it hinders their ability to gain the most from the student teaching experience; it affects their relationships with colleagues, students, and school community. |
| Students are absolutely overwhelmed in completing the edTPA as well as the other university requirements for graduation. Student teaching is focused on completion of edTPA, and often other important aspects of the clinical experience are missed. |
| It adds extra work for them. |
| The process is quite lengthy and requires a great deal of time on the part of the student teacher often during a period of extensive school involvement and the extensive search for professional employment opportunities. |
| Prior to the EdTPA our k-12 Physical Education student teachers were required to student teach for 8 weeks at an elementary school and an additional 8 weeks in a secondary school. Now our student teachers complete one 12 week experience. All of them were done in a high school setting. They are missing out on the elementary experience.  |
| It can be somewhat time consuming for some students. |
| Causes tremendous unnecessary stress, there are not enough hours in the day to given their full attention to the student teaching responsibilities and the edTPA. Suggest it be done during the last field experience prior to student teaching. Mentor teachers are not trained to help them.  |
| Creates need for a very narrow focus on one "target learner" (SpEd Handbook) or one small group (ECE Handbook). That, along with the high stakes nature of the assessment (100% consequential for licensure - entering the field and gaining employment necessary for life and paying back school loans) impinges on student teachers. It bounds their focus to a concentration on the edTPA lessons and writing tasks. Therefore, it narrows their capacities to learn to study all students' assets and challenges, the varied subject matter content and pedagogy key to teaching, and implementation of research-based practices and analysis of what to change. So much focus needs to be on the edTPA 3 - 5 lessons, and overall collaboration with mentor, other staff and faculty and administration is diminished. The stress of learning teaching during the precious 3 - 4 months of student teaching is enough, but with edTPA we add all that I've mentioned AND the writing demands of producing 30+ pages of analyses to complete the portfolio tasks. These conditions help diminish student teachers' opportunities for diverse learning.  |
| Poor timing. Better assessment for veteran teachers.  |
| Nervousness, anxiety, focusing too much on one didactic unit and not as much on the others. We spend a lot of time in our methods classes talking about the dynamics of the edTPA, which is pretty similar to the assessment for National Board.  |
| misconceptions of the school administrators and teachers (lack of knowledge about edTPA, privacy concerns) |
| The student teacher is pulled in too many directions. It breaks my heart to hear a student teacher say, upon completion of edTPA, "Thank goodness, now I can really focus on my student teaching." Let us all remember why that student teacher is in that classroom! |
| The weaknesses are many. Some of them I have already stated above. A supervisor needs to be available to watch lessons, instruct, and guide student teachers. The supervisor, cooperating teacher, and college instructors are the ones that should decide if a student teacher receives certification. An outside observer that has not been in the classroom to observe what is really going on cannot make a judgement about a student teacher. The supervisor and cooperating teacher sees all by being in the classroom and seeing the interaction that the student teacher has with the students, parents, and colleagues. |
| They focus on it instead of getting to know their students better and devising creative lessons. It's an investment in the future. |
| It's too stressful and time-consuming. It is also expensive for student teachers who have limited funds. |
| Too much to worry about. Their time could be better off spent in classroom preparation. |
| It is high stakes, which is very stressful for candidates. They often have to take days off to complete everything for edTPA.  |
| There is already so many assignments the students have to do for their classes that are due the same time as they have to submit the edTPA.  |
| The scheduling within the schools districts for example;tt district testing, balanced calendar schedule. |
| The mass amount of work it requires. I think it's a little too much and therefore starts to detract from the student teaching experience.  |
| Student teachers need to direct their attention to their number one priority, teaching. |
| They already have a full time job student teaching. This adds more time and work to the process that assesses their readiness to teach. Before edTPA, the decision for licensure was made by the cooperating teacher and the supervisor. I thought this process was more personal and worked very well. |
| Completing EdTPA during student teaching is a burden that takes away from planning and executing lessons, and service to the school in extra-curricular activity. |
| High stakes/anxiety producing during the start of the Student Teaching experience - when collaborating with Coop, developing relationships with students & intense focus on instruction & assessment should be the priorities! |
| Time! Student teachers are pulled in many directions- university responsibilities, extracurricular involvement, job search, lesson planning. This is another hoop to jump through that creates added stress without great gain. |
| Added stress that 'might' lead student teacher to have less time to get more involved. |
| Overwhelming time pressures do not allow the students to do their best at the placement! Strong student teachers are very emotional about how much time edTPA requires. I have had very capable students who have never had a panic attack go to the ER, students cry, and tell me that they are disappointed that they did not do their best work at the placement while they were consumed by edTPA. |
| Time and redundancy of evaluation.  |
| time, stress |
| Cost, stress, loss of focus on authentic student teaching issues. It is very problematic that outside ealuators with little real knowledge or context are making judgements on the quality of candidates. |
| It is a lot of work and stress added to their final semester that could be downsized. |
| Student teachers are physically and emotionally drained and very stressed! They put less energy into the rest of their student teaching responsibilities. |
| Places undue stress on the process of student teaching and diminishes some of the benefits of student teaching by drawing attention to edTPA instead of the experience and learning from the teaching opportunities. |
| It's very stressful and tends to focus the teacher candidate's attention on a project as opposed to real-time honing of pedagogical skills. |
| It is very time consuming, and it is scored by someone who does not the situation of the student teacher in his/her placement! |
| Several: added pressure, less focus on knowing the school & community, takes away valuable preparation time, etc. |