

Small Group Charted Responses from July edTPA Task Force Meeting

POLICY AND PROCEDURE SUBCOMMITTEE

A.) Refining edTPA Assessment, Rubrics and Handbooks

- inter-rater reliability doesn't capture scoring variances
- handbooks and rubrics
- differences across specialty area handbooks (early childhood, elementary, etc.)
- math task feels like an addendum
- central focus doesn't always reflect best practice, although the handbook states it
- length of video clips varies from subject area to subject area
- more input by stakeholders on the assessment
- documentation of questions and responses

B.) Adding to the National Conversation

- edTPA issues have arisen – what are we going to do to solve?
- campus supports that are available
- video
- dual placements – need more time
- no evidence of predictive validity
- confidentiality, especially parents (specifically parents of students with disabilities), school districts, cooperating teachers, district request for scores and videos

PROFESSIONAL DEVELOPMENT SUBCOMMITTEE

Supports for Implementation of edTPA

- undue burden on P-12 schools (competing sets of needs)
- use data from edTPA as a teaching tool – identify successes and challenges and integrate into foundational courses
- faculty on many campuses are developing workshops and professional development around this
- misperceptions exist as to how faculty and preparation programs can help their students (“acceptable forms of support”) – leading to great inconsistencies
- implementation challenge: priorities for prep programs – how they need to change in order to be responsive
- faculty must be thoughtful and intentional about outcomes and ways to create program coherence (to support the development of successful candidates)
- P-12 – more information is required to engage partnerships (lack of communication and policy implications)
- clarification on video consent process – what's required? Too much on students?
- student acceptance of the responsibility to be prepared for edTPA

PRACTICE SUBCOMMITTEE

Process for Identification of Exemplary Practices

- how do we identify these exemplars?
- strengthen relationships across P-12
- some P-12 partners want access to videos to use for professional development (to strengthen the collaborative nature of edTPA)
- confidentiality statement needs review or revision
- what are considered to be exemplary practices (P-12 and Higher Ed)? How do we identify them and share?
- direct connection to the student teaching experience – a “culminating experience”