Illinois edTPA Implementation Support
Agenda

- Welcome and overview
- Presentations
  1. “Going consequential”
     - Patrick Sexton, University of Washington, pgsexton@uw.edu
  2. “Lessons learned from candidate feedback”
     - Judy Boisen, Northern Illinois University, jboisen@niu.edu
  3. “Lessons learned moving a large cohort through official scoring”
     - Elisa Palmer, Illinois State University, elpalme@ilstu.edu

- I will feed questions I receive to the speaker.
- I will follow up with answers to questions we don’t get to.
- The webinar will be recorded and archived.
Going consequential in Washington

Patrick Sexton, University of Washington
## Context of EdTPA at the University of Washington - Seattle

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<thead>
<tr>
<th>University of Washington – Seattle</th>
<th>State of Washington &amp; WACTE</th>
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<tr>
<td>2004: Performance Pedagogy Assessment (PPA) instituted</td>
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<td>2005: UW, Teachers for a New Era, adapts PACT to meet our needs, faculty participate in adapting/scoring</td>
<td>2005: WACTE explores developing an “Evidence Based System of Teacher Ed”; parallel efforts in state governance</td>
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<td>2006: “PPA+” (revised PACAT) consequential</td>
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<td>2009-2010: Smoke Test; Stuart Foundation Grant Secured</td>
<td>2010: Legislative mandate; steering committee formed</td>
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<td>2010-11: Pilot; UW provides scorer training for pilot sites and others</td>
<td>2011: Pearson becomes an official partner with SCALE and WA State</td>
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<td>2011-12: Field test</td>
<td>2011-12: All candidates must TAKE</td>
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<td>2012-2013: Field Test Continues</td>
<td>2012: PESB postpones consequentiality from 2013 to 2014 (with caveats)</td>
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<td>2013-2014: Set local passing standard for programs w/ experience at 41</td>
<td>2013-2014: edTPA consequential for program completion, passing standard set at 35</td>
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1. Ongoing efforts to make use of the data
2. Bringing on multiple programs
3. Tension - designing programs to meet the demands of the edTPA and other valued program themes (e.g. social justice, social emotional)
4. Meaning of Student Voice
5. Remediating in the context of consequentiality
6. Challenges that come with scaling-up and being among the first out of the gate
NIU Students share their insights regarding their edTPA experience.....

Judy Boisen, Northern Illinois University
Question 1

- Were there any supports that we provided that were especially helpful in preparing you for the edTPA?
  - Lesson Plan Templates
  - Rubrics with the “look-fors”
  - Mini edTPA
  - Look ahead document
Question 2

- What aspect of the edTPA did you find most challenging?
  - Interpreting prompts
  - Video taping
  - Using knowledge of my students and their cultural and community assets to inform my instruction.
  - Citing solid research
Question 3

- **What suggestions do you have regarding video taping?**
  - Video tape often
  - Make sure your expectations are clear regarding behavior.
  - Share with your students how important the tape is to your success.
  - Consider carefully who should video tape.
  - It is important to show your students engaged in a challenging lesson.
  - Remind student to act normally.
Question 4

- What suggestions would you give future students regarding the edTPA?
  - Be proactive
  - Get to know your students!
  - Start a support group in your cohort.
  - Pay attention to the Research and Theory presented in all of your teacher prep courses.
  - Answer the prompts and use your rubrics simultaneously.
  - Pay attention to feedback from your program!
Question 5

- What additional supports should the program offer students as they prepare for the edTPA?
  - Examples of former science edTPAs.
  - A checklist to keep students on track.
  - Look-fors for each prompt.
ISU EDTPA
IMPLEMENTATION

2013-2014 Academic Year
Elisa Palmer, Illinois State University
• All student teachers (26 programs) had to complete the edTPA in order to graduate

• Exceptions made for student teachers going abroad

• About 15 programs were completely new to edTPA

• Approximately 150 portfolios were sent to Pearson for official scoring

• Submission was completed using the Pearson e-portfolio system
• All student teachers have to complete edTPA with logistical accuracy in order to graduate

• Exceptions made for student teachers going abroad and those who were not allowed to video

• Approximately 500 portfolios are being sent to Pearson for official scoring

• Submission is being done through Live Text
2013-14 VIDEO STATUS

• ~ 950 student teaching placements this year

• 99% of the student teachers were allowed to video for the edTPA

• Variation in video permissions
  • Most districts allowed the ISU letter or ISBE letter to be used
  • Some districts have their own permission letter; may or may not allow for outside scoring
Implementation Challenges

- Distribution of edTPA materials and supports
- Informing shareholders
  - Programs
  - University supervisors
  - Cooperating teachers
  - District administrators
- Determining needed supports and timelines
IMPLEMENTATION
SUCCESES

- Increased comfort level of shareholders
- Concerted effort to embed edTPA-related assignments into student course work
- Successful submission of ~ 600 portfolios for scoring
- Use of portfolio score data to determine future efforts
Fall 2013 Scoring Experience

- $n = 140$
- Average portfolio score = 42.6
- Strengths: Task 1 (Planning) + Rubric 6 (Classroom environment)
- Challenges: Task 3 (Assessment)
Thanks!