

UCSB Teacher Education Program

Embedding edTPA in
Coursework and Fieldwork



Program Context

- 75-90 candidates
- 1 year M.Ed. and teaching credential
- Residency model (singular pathway)
- 4 Credentials offered
 - ◆ Extensive Support Needs, Mild-Moderate Support Needs, Elementary, Secondary
- LEA Partnerships: 4 districts, 2 charter schools, 1 county, TK-22
- edTPA Handbooks: Elementary Mathematics with Literacy Task 4, Education Specialist, Secondary Subjects (ELA, HSS, Math, Sci, WL)
- Completion in fall (Task 4) and winter quarters

Culture of Continuous Improvement

- PACT - locally scored, locally calibrated, shared understandings
- Transition from PACT involved calibrating on edTPA
- Faculty retreats (Instructors, Supervisors, Partners)
 - ◆ Quantitative - completer surveys, fieldwork evaluations
 - ◆ Qualitative - inquiry into candidate work
- Supervisor meetings - problem of practice, examination of work
- All faculty involved in supporting candidates - tight integration between coursework and fieldwork

Program Pass Rates

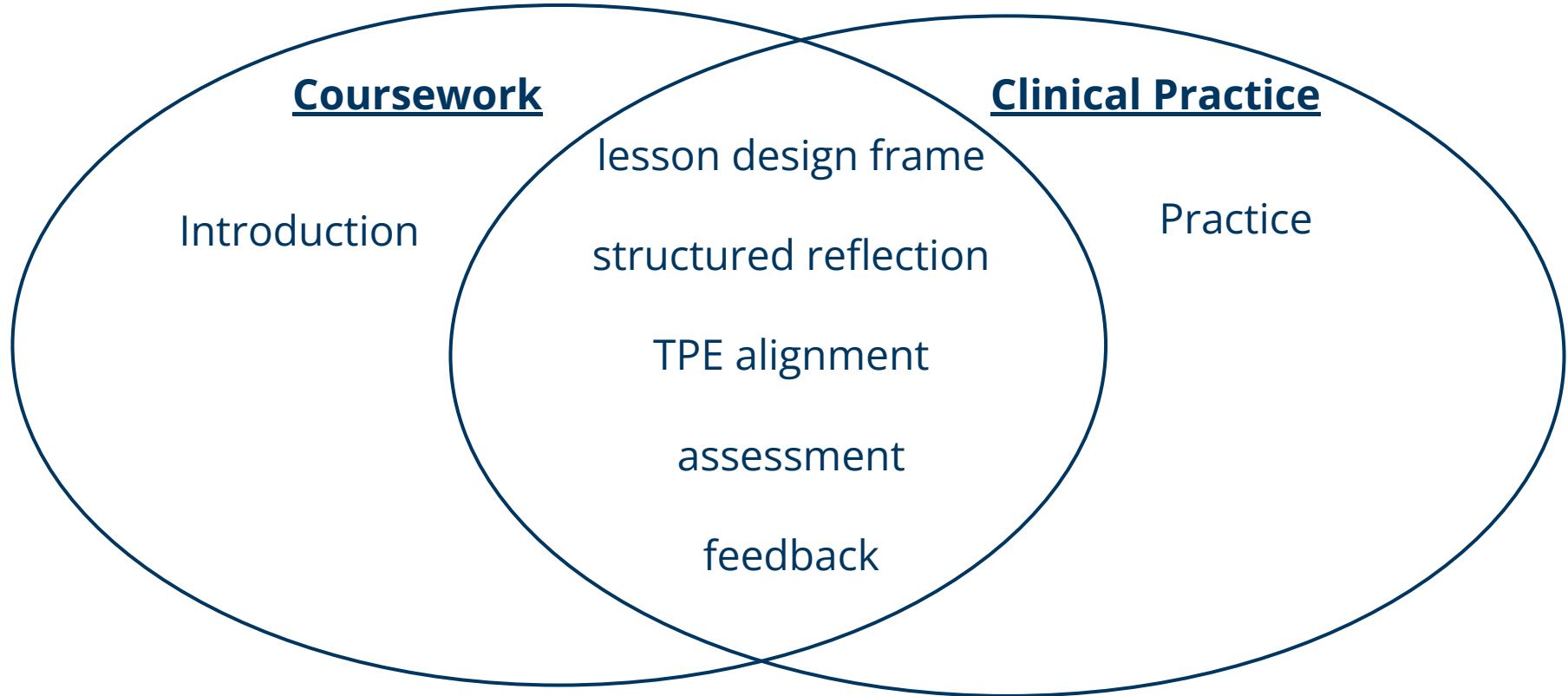
2023-24: 94% first time pass rate

2 students with error codes (translation, unscorable planning task)

3 math and 1 WL secondary passing standard

2022-23: 95% first time pass rate

Embedded Formative Opportunities



Coursework

- Exceptional Learners (Rubrics 2, 3, 5, 11, 15)
 - ◆ UDL
 - ◆ Accommodations for exceptional learners (Context)
- ELD/SDAIE (Rubrics 4, 14)
 - ◆ Functions and forms (syntax and vocabulary), discourse
 - ◆ Receptive and productive language demands
 - ◆ Supports for language demands
- Content methods (Rubrics 1, 5, 7, 8, 9)
- ELA Methods (Rubrics 16-18)
 - ◆ Literacy strategy and related skills
 - ◆ Assessment, analysis of student learning, and planning for re-engagement
- Supervision groups specific to fieldwork contexts (Rubrics 6-10)
- Instructional Design (Rubrics 1, 5, 11-15, 16-18)

Task 1 - Planning

- Context for learning embedded in ELA methods, exceptional learners, and ELD/SDAIE course assignments
- Comprehension Literacy Segment
 - ◆ Planning commentary prompts and rubrics 1 and 3
 - ◆ Planning template from Literacy Task 4
- Unit and lesson planning for solo teaching with feedback from instructors, supervisors, and cooperating teachers - focus on progression and alignment
- Education specialists - Systematic Instruction Plan - use of data to plan instruction

Task 2 - Instruction

- Observation with feedback on rubrics 7 (engagement) and 8 (deepening student learning)
- Video observation
- Practice video recording in Inquiry course
- Reflection on teaching effectiveness in observation debriefs
- Interactive Fieldwork Journals

Interactive Fieldwork Journal

INSTRUCTIONS FOR USE

All entries are to be added to this document (below where it says **Weekly Entries**).

Each Week:

1. Choose an activity you taught during the week to reflect on. Select from prompt(s) below to guide your reflection.

Inst. prompt 1
Rubric 6

What evidence did you collect to show connections between objective and assessment? If and how did your objectives change? Why?

Which interactions with or between students were you happy to see? Why? Or, which worries you? Why?

What challenges came up during this activity? How did you address them? Adjustments you will make to improve future student learning?

Describe how you supported students to engage and succeed. Describe how you supported those who struggled or needed support.

What questions come up for you about learning and teaching from your students' engagement in this activity?

Inst. prompt 2
Rubric 7

Planning prompts 1 & 5,
Rubrics 1 & 5

Inst. prompt 4
Rubric 10

Task 3 - Assessment

- Practice creating and using evaluative criteria
- Student work analysis with feedback
 - ◆ Data collected during formative solo teaching experiences
- Mini edTPA - prompts and rubrics 5, 11, 15
- M.Ed. Inquiry course - focus on analysis - using data to make analysis explicit

Instructional Design Course

Fall quarter

- Universally designed instruction for all learners (aligned with Exceptional Learners and ELD/SDAIE courses)
- Focus on assessment through backward design
- Formative experiences responding to select edTPA prompts and receiving rubric-aligned feedback

Instructional Design Course

Winter quarter

- Structured analysis of samples
- Guided peer review with a focus on finding evidence for rubrics
- Collaborative workshop time
- Questioning candidates about their materials
- Pacing and chunking of tasks
- Handbooks, URLP, MGC and other supporting documents
- Technical support
- Elementary edTPA week
- edTPA “camp”

Secondary Passing Standard

- For candidates not on a progress plan
- Identify areas candidate did not demonstrate readiness to teach and what evidence needs to be provided
- Candidate, instructors, and supervisors provide evidence that the candidate is ready to teach in those areas.

Supplemental Support for Candidates

- Proactive support for candidates who need additional practice
- Early notification of no-pass
- Immediate meeting with TPA Coordinator to identify areas with low scores or error codes, create plan to remediate
- Wrap-around support involving program coordinator, instructors, supervisors, cooperating teachers, candidate, credential analyst

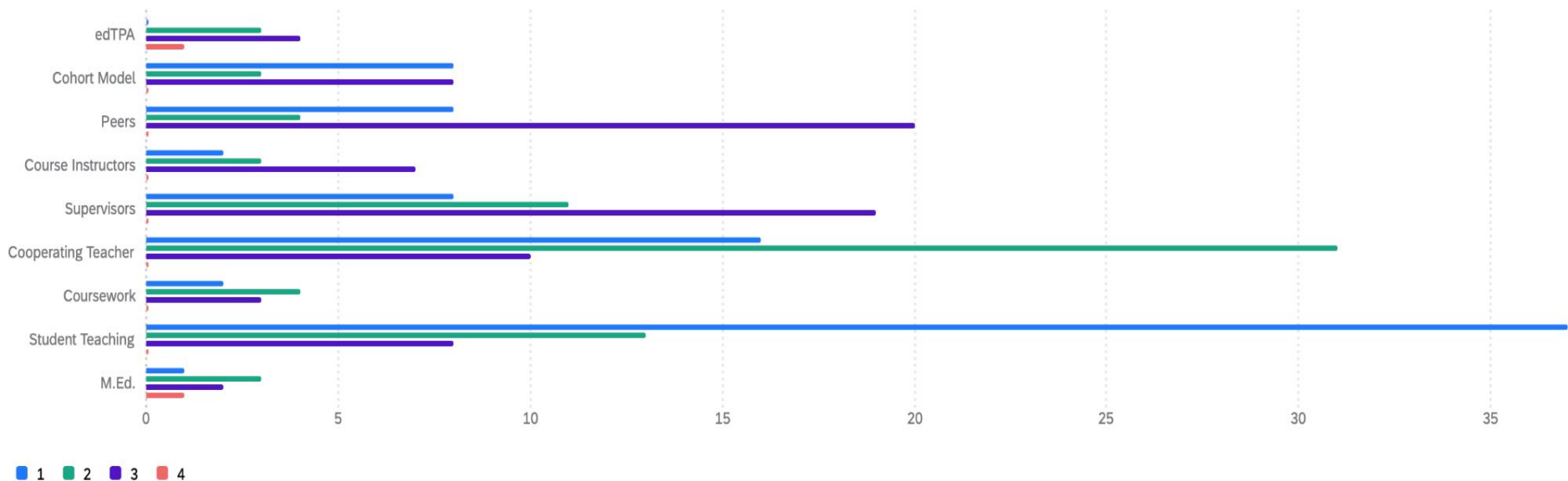
What Candidates Say

- 1) “Helpful scaffolding throughout course that had us practicing/analyzing important parts of edtpa without too much busywork.”
- 2) “I appreciate the amount of workshop time we've been provided, as well as the space to intermittently let off steam after long days of teaching.”
- 3) “I loved how we were able to do the mini edTPA in the fall, it helped me when writing my Assessment commentary.”
 - The prompts feel repetitive
 - It's a ton of work and feels like you have to game the system
 - Hard to show just the right things in the videos

edTPA Impact on Professional Growth

[↑ Back to top](#)

Which of the following areas impacted your professional growth the most? Please rank your top 3 with 1 being most important. 72 ⓘ



Challenges

- Placements (reasonable to implement in a wide range of classroom settings
 - ◆ Education specialists
 - ◆ Curriculum and pacing
 - ◆ Alternative schools
- Does not center radical, asset-based and culturally-sustaining pedagogies
- Writing
- Submission and reporting dates

Changes, Policies, Supports

“I'm less worried about duplicative efforts vs. having to complete a TPA that doesn't fit in the context that the TC is completing fieldwork. So I think flexibility for ESC candidates. The ESC credentials allow future teachers to teach in a multitude of placements k-22. There are many different contexts in which a special education is completing their clinical practice (we want to allow for this) as there are a lot of possible future jobs/placements a special education teacher could have (resource room, special day class, transition program, co-teaching, literacy instruction) with a lot of different instructional formats (1 on1, small group, whole class, co-teaching....) The more requirements from TPA on # of students (small group of 3 for calTPA), types of students (EML, communication need...), types of instructional format, the more difficult it is to utilize the range of placements that exist. This is very limiting. As it is now the resource room is an ideal placement for candidates to complete edTPA, but the co-taught high school classroom is not. I would love to see the edTPA focus on the High Leverage Practices as the backbone as those cut across settings.”

Changes, Policies, Supports

“I wish that what the candidates had to do mimicked what inservice teachers do. Or that the product had some sort of relationship to a real world, practicing teacher product. Not only do I want the assessment to be valid and reliable, I also want it to have a greater sense of authenticity. Unfortunately, I do not know what that would look like. It is not an article in a practitioner journal, though that is the right direction. It is not a PD workshop or conference presentation, though that is also the right direction. These are the forms that the profession has developed for teachers to share their practice.”

“Return to some local evaluation. Though I hated the time it took to score PACTs, it was a great way to look at candidate work and unite our program around a trajectory for candidate learning.”

Changes, Policies, Supports

“Teachers are judged by their students everyday. In many ways they are best positioned to evaluate teachers. They know if the teaching is working for them. As a result, students are the ones who really build the teacher's reputation. They are informed consumers of teaching.”

“TPA is meant to certify. That should make it easier. Can this teacher do the minimum required to be given the responsibility of a classroom? It should be like the behind-the-wheel portion of getting a driver's license. Can you back-up? Do you remember to look both ways? Use the turn signal?”

“Involve practicing teachers more.”