

edTPA: Continuing the Dialogue: Part III
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DAY: Thursday 3/26/2015
TIME: 3:00 PM - 3:50 PM
Convention Center/Meeting Room 202/Second Level
Handout

This presentation examines strategies and methods to prepare university students to take the edTPA (Stanford), shares student responses and encourages a dialogue where facilitators of the edTPA are supported.

Graduate student interns take Theory and Practice in Teacher Education 591 at The University of Tennessee as a course to support them during the semester of the edTPA. The edTPA timeline utilized in this class is included in this handout. It is shared as a means to demonstrate the role of supporting and facilitating the edTPA to our students.

During the yearlong internship, students receive feedback on their teaching from supervisors trained in using the Tennessee Educator Acceleration Model (TEAM). The TEAM model of examining planning, instruction and assessment directly support and relate to the edTPA model. Alignment of these two models allows the interns to better comprehend the concept of taking theory learned in the university classroom and putting it into practice in the school. A lesson plan template that aligns the edTPA and TEAM is included in this handout.

In addition, we like to think of ourselves as the “invisible thread” that binds theory and practice together. When students know why they are doing the edTPA, we feel it increases their curiosity and appreciation of their efforts. Facilitators of the edTPA play an instrumental role in assisting the candidates to weave together their prior knowledge with the edTPA commentaries and lesson plans. Discussion and questioning are encouraged in order to understand the connection of preparatory coursework and field experience with the edTPA commentary tasks (Making Good Choices, 2014). This is the invisible thread connection that we as facilitators can provide. Students develop and write the edTPA and we assist with posing and answering questions. As educators who completed four years of preparing students for the edTPA we wish to share our ideas and the responses of our students as well as your reflections. Thank you.

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