Evaluation of the Connecticut State edTPA Voluntary Pilot: Findings and Recommendations

Nitya Venkateswaran

Jay Feldman

Alexander Bentz

RTI International
2150 Shattuck Ave, Suite 800
Berkeley, CA 94707

Contact
Nitya Venkateswaran
nvenkateswaran@rti.org
510-665-8249

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Executive Summary

In 2012, at the request of the Governor, the Connecticut State Department of Education formed the Educator Preparation Advisory Council (EPAC), charged with advising the state board of education on the development of a system to oversee the quality of educator preparation programs. EPAC established a framework for reforming teacher preparation in Connecticut and established six principles that guide these efforts. One principle relates to the standards to assess candidates towards the end of their completion of their educator preparation program. According to this principle, "candidates will demonstrate competencies aligned with national and state standards by successfully completing rigorous performance-based assessments as part of clinical experiences."

After reviewing various performance-based assessments, the assessment development subcommittee of EPAC recommended a pilot of the edTPA performance-based assessment in order to consider the feasibility of statewide implementation to assess candidate competencies and towards the end of their completion of their educator preparation program. Seven educator preparation programs (EPPs) participated in this pilot and administered the edTPA to teacher candidates participating in student teaching in spring 2016.

Programs may encounter challenges during the implementation of any new assessment or evaluation system, and therefore the purpose of this evaluation is to generate findings that will allow the smooth, thoughtful implementation of the edTPA if scaled state-wide.

The findings from this report derive from interviews with 42 stakeholders (deans, staff, faculty, teacher candidates and P-12 partners) and responses from a faculty survey ($n = 24$) and teacher candidate survey ($n = 81$). This evaluation is conducted by RTI International under contract to the Connecticut State Department of Education (CSDE).

Key findings

Below we highlight the major findings in the report. Detailed findings can be found within the report, organized by evaluation question.

Perceptions about the assessment and pilot participant selection and rollout

- Educator Preparation Program (EPP) faculty and administrators who participated in the pilot report believing that the edTPA measures effective teaching. However, approximately 15 stakeholders reported concerns about the time required for candidates to complete the assessment and financial costs of statewide implementation. Stakeholders recommend that the state consider the financial burden and provide monetary supports for teacher candidates.

- Faculty and EPPs participating in the pilot volunteered to participate. Therefore, findings about experiences and perspectives may reflect faculty who may be open to edTPA. Further, when placing teacher candidates EPPs may have selected specific schools and districts that were generally amenable to videotaping. These factors should be considered when interpreting findings.

- Three EPPs started preparing for the pilot before the other four EPPs, which has some implications for the amount of supports EPPs were able to provide candidates.

Experiences of stakeholders participating in the assessment

- Candidates considered the writing of the edTPA commentaries to be the most time-consuming task of the edTPA. Ten of the 86 candidates who provided feedback in the evaluation expressed difficulty managing their student teaching placements or full-time teaching responsibilities while completing the edTPA.

- Cooperating teachers indicated that supporting candidates with edTPA did not incur any additional time or responsibilities that were outside of the cooperating teacher role; however, some were unclear about what was expected of them and expressed desire for greater clarity about the edTPA and their role in the assessment.

Supports for stakeholders and perspectives on feeling prepared

- EPPs provided teacher candidates with varied supports to prepare for edTPA, but candidates across EPPs indicated that the student teaching seminar/ongoing meetings and conversations with their colleagues were their main supports. Some teacher candidates in certain EPPs had multiple supports over the fall 2015 and spring 2016 semesters, while others had fewer sources of support in the spring 2016 semester only, due to the timing of the EPP's engagement in the pilot. Although not all candidates received these supports, candidates consider many of these supports necessary for their preparation if the edTPA is scaled across the EPP.

- Candidates across EPPs varied in their perceptions of preparedness. Candidates feelings of preparedness may be related to the number of supports provided as well as faculty and staff prior knowledge of edTPA.

- Candidates reported feeling challenged with the technological requirements of edTPA, such as selecting and editing video clips and formatting, compressing, and uploading videos to the online platform.

- Candidates, especially those who did not feel prepared, strongly emphasized the need for preparation for edTPA to begin earlier in their coursework. Candidates also requested to be able to see samples of an edTPA portfolio to facilitate understanding of the expectations of edTPA.

- Faculty from four EPPs indicated that they felt prepared to support candidates with completion of edTPA. Faculty from two EPPs who did not feel prepared indicated they needed more time to understand edTPA in order to adequately support candidates. Faculty's perceptions of preparedness may have shaped candidates' feelings of preparedness.

- edTPA coordinators across EPPs reported being grateful for the monthly meetings hosted by the Connecticut State Department of Education because they were able to talk about ongoing issues that arose and get suggestions from their colleagues.

- Cooperating teachers (certified teachers who are mentoring a teacher candidate in the area in which the candidate is earning his/her certification) reported feeling unsure about the purpose of local evaluation training, indicating the training was too in-depth for the level of support they felt was appropriate to provide candidates.

Whether edTPA implementation may require cultural changes in EPPs and changes in individual beliefs

- Survey results suggest faculty did not consider there to be significant differences between the edTPA and the definition of high-quality teaching, content, language, and assignments used in EPP programs, but teacher candidates indicated significant differences between edTPA requirements and program curricula exist.

- Both faculty and candidates indicated that the main areas of disparity between program structure, including coursework and field experiences, and the edTPA, include the edTPA lesson plan format and edTPA emphasis on academic language. Furthermore, many candidates have not practiced videotaping for reflections. Faculty suggest that EPPs may modify courses and final portfolios if edTPA is adopted.

- EPPs may consider changing the number of weeks of candidates' student teaching placements in order to accommodate successful completion of edTPA.

Benefits from participating in the pilot

- Both faculty and teacher candidates agreed that videotaping to reflect on teaching was the main benefit teacher candidates experienced by participating in the pilot.

- Teacher candidates from three EPPs were more likely to disagree or strongly disagree with statements regarding benefits from participating in the edTPA than were candidates from the other four EPPs. Candidates' feelings about benefits in those two EPPs may have been shaped by these candidates' feelings of preparedness.

- Beyond gaining edTPA implementation experience, faculty identified greater awareness of their EPP programs as a precursor to making decisions about curriculum or course revisions as being a benefit of participating in the pilot. Faculty also indicated that they may emphasize certain areas of their teaching practice because of what they learned from the edTPA.

Unanticipated challenges

- EPPs reported challenges with the technical aspects of edTPA, such as problems with servers and managing the logistics of the equipment.

Supports for scaling

- EPP stakeholders suggest that EPP-wide implementation may take two to three years. Stakeholders across EPPs suggest that time is needed to learn about the edTPA and also to embed the assessment in their curriculum.

- Stakeholders also discussed various supports, both financial and knowledge based, to support implementation.

Recommendations

- Recognize that communication processes and timing of communication with P-12 partners may be critical to the success of the edTPA, or any assessment. The Connecticut State Department of Education may want to come up with plans for how and when the new assessment should be communicated to P-12 partners, including providing multiple sources of communication.

- Investigate support and preparation models from states that have already implemented edTPA, or any other selected performance-based assessment is recommended. In regard to the edTPA, Connecticut EPPs may be able to learn how EPPs in other states have managed the time burden placed on teacher candidates to complete the edTPA.

- Consider the financial costs to teacher candidates if the edTPA, or any other performance assessment, is added to candidates' fees.

- Provide ample time for faculty to learn about the performance assessment and embed the performance assessment in their coursework and seminars. Such preparation will ensure that candidates fully understand the language of the edTPA and feel prepared to complete the specific edTPA tasks.

- Create opportunities to share best practices across EPPs that have implemented edTPA in Connecticut to further support the preparation of faculty and other EPPs if edTPA is adopted.

- Consider providing multiple avenues of support to faculty and teacher candidates to prepare and learn about the edTPA, or any other performance assessment. For faculty, this may include formal trainings, faculty learning committees, and conferences. For candidates, this may include embedded coursework and assignments, support for videotaping and formatting, and additional work sessions that may support candidates' time management if the edTPA is adopted.

- Engage candidates in the process of identifying places of alignment and misalignment between the edTPA, or any other performance assessment, and EPP coursework and preparation. This may ensure that EPP faculty and administrators have a broad understanding of which program areas they may need to modify in order to prepare their candidates.

- Build awareness of and capacity for processes and structures to support the technological aspects of edTPA by sharing practices across EPPs. EPPs should consider including their IT departments in discussions about how to support candidates with these processes in the future.

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Introduction

This report describes the implementation of the edTPA in seven educator preparation programs (EPPs) in Connecticut that volunteered to pilot the edTPA assessment, a subject-specific portfolio-based assessment developed by Stanford Center for Assessment, Learning, and Equity (SCALE), in partnership with American Association of Colleges for Teacher Education (AACTE) and Pearson Evaluation Systems. In this report, we provide recommendations to the Connecticut State Department of Education (CSDE) that address the feasibility state-wide implementation of the edTPA, if adopted. The seven EPPs that participated in the pilot are four public, state universities: Central Connecticut State University (Central or CCSU), Eastern Connecticut State University (Eastern or ECSU), Southern Connecticut State University (Southern or SCSU) and Western Connecticut State University (Western or WCSU); two private universities: University of St. Joseph (USJ) and Quinnipiac University (QU); and one alternative route to certification, Teach for America–Connecticut (TFA).

Methods

Findings in this report are derived from interviews and surveys administered to stakeholders who participated in the pilot. Stakeholders include EPP administrators, faculty, and staff, teacher candidates, cooperating teachers, and P-12 administrators Data sources and stakeholders were selected to answer these evaluation questions:

1. To what extent do stakeholders perceive that implementation of edTPA will improve educator preparation in Connecticut?

2. How did administration roll out the pilot of edTPA in their respective EPPs? How did the rollout differ, if at all, across all stakeholders (e.g., faculty—nontenure and tenure, students—undergraduates and graduates, cooperating teachers, superintendents)?

3. What different roles did stakeholders play in administering and/or completing the assessment? What processes did various stakeholders use? To what extent did these processes align with one another? What shifts or changes in existing roles and routines did these processes require?

4. To what extent did EPPs provide opportunities or structures that supported individual stakeholders in understanding and implementing the edTPA? To what extent did stakeholders recognize these activities as supporting their use and understanding of edTPA?

5. To what extent might implementation of edTPA require cultural shifts (i.e., changes in norms, existing structures, and practices) in each EPP? How aligned is the policy to the existing cultures in the EPPs?

6. To what extent did pilot implementation of edTPA require shifts in individuals' values, beliefs, and understanding related to educator preparation and effectiveness?

7. To what extent are stakeholders embracing the implementation of edTPA to improve their practice (i.e., teaching and mentoring)?

8. What challenges, if any, were difficult for the EPP, including administration, faculty, and staff, to anticipate and address during the pilot? What supports would the EPP need in order to address those challenges in the future?

9. How do the implementation processes differ across EPPs? What are EPPs learning from the pilot of edTPA that can inform potential scalability of the performance assessment?

Interviews and focus groups

The evaluation team conducted interviews and focus groups from February 2016 to June 2016. Stakeholders identified for these interviews included the deans of the traditional EPPs; those EPP administrators, staff, or faculty who served in the role of edTPA coordinator; faculty; teacher candidates; cooperating teachers; and school/district leaders who had some knowledge of or experience with the edTPA. A total of 42 stakeholders were interviewed as part of this process (Table 1).

Table 1. Total number of people interviewed, by position or role

	Deans	Administrators or EPP staff (all edTPA coordinators)	Faculty (including edTPA coordinators)	Teacher candidates	Cooperating teachers	School or district leaders
Interviews	6	3	10	4	5	3
Focus groups	0	1	4	6	0	0
Total	6	4	14	10	5	3

Interview protocols were designed to address the following concepts, although protocols were modified according to the role of the interviewee(s):

- Background and purpose of the pilot

- Rollout of the pilot

- Implementation role

- Supports for implementation

- Alignment with current EPP practices

- Benefits to participation

- Scalability

Survey

To get a broader understanding of faculty and teacher candidate experiences with and per-
spectives on the pilot, RTI International developed an online survey to address the concepts
highlighted above.

The survey was administered to all faculty and teacher candidates who participated in the
pilot. The survey was administered between the last weeks of April 2016 and the second
week of June 2016. The faculty survey was sent to a total of 43 faculty, and RTI received a
total of 24 responses. See Table 2 for the overall faculty response rate combining interview
and survey responses.

Table 2. Summary of faculty response rates, by educator preparation program

Educator Prepara-tion Program	Faculty participating in pilot	Total interviewed	Total survey responses	Total non-duplicate survey responses	Total faculty participation	Percent faculty participation
Central	14	2	8	6	8	57.14%
Eastern	3	2	3	2	4	100.00%
Quinnipiac	8	1	4	4	5	62.50%
Southern	10	5	5	3	8	80.00%
TFA	3	1	3	2	3	100.00%
USJ	1	1	0	0	1	100.00%
Western	3	2	1	1	3	100.00%
Total	43	14	24	18	32	74.42%

The teacher candidate survey was sent to a total number of 143 teacher candidates, and RTI
received a total of 81 responses. See Table 3 for overall teacher candidate response rates
combining interview and survey responses.

Table 3. Summary of teacher candidate response rates, by educator preparation program

Educator Preparation Program	Teacher candidates participating in the pilot	Total interviewed	Total survey responses	Total non-duplicate survey responses	Total teacher candidate participation	Percent candidate participation
Central	25	2	15	14	16	64.00%
Eastern	50	0	21	21	21	42.00%
Quinnipiac	8	0	5	5	5	62.50%
Southern	24	1	16	15	16	66.67%
TFA	12	4	7	6	10	83.33%
USJ	7	1	5	4	5	71.43%
Western	17	2	12	11	13	76.47%
Total	143	10	81	76	86	60.14%

Documentation

The RTI evaluation team collected documents that provided background information on the pilot and the edTPA assessment, as well as various documents that EPPs used during implementation. For example, we collected meeting agendas from faculty meetings where faculty discussed implementation of edTPA, syllabi from student teaching seminars documenting how programs prepared candidates to learn about assessment, and documents used to support candidates with various aspects of completing the assessment.

Structure of the report

Formative findings are presented thematically after the corresponding evaluation question based on the analysis of the interview, focus group, and survey data. At the end of the report, we present our recommendations to the Connecticut State Department of Education (CSDE).

Findings

Evaluation question: To what extent do stakeholders (e.g., faculty, students, cooperating teachers, superintendents) perceive that implementation of edTPA will improve educator preparation in Connecticut?

In this section, we explain stakeholder views on the edTPA assessment to suggest whether stakeholders may support the policy impetus for measuring the effectiveness of institutions that prepare teachers in Connecticut by using edTPA.

Participating stakeholders seemed to agree that the edTPA measures effective teaching

Stakeholders participating in the pilot seemed to agree that the edTPA measures effective teaching practices and aligns with current best practices or their own philosophy of good teaching.[1] Interview responses and responses to an unprompted open-ended survey from 25 faculty, deans, and assistant deans indicate that these stakeholders consider the edTPA to measure effective teaching practices. For example, one faculty member explained, "It [edTPA] wasn't a shift in my philosophy of teaching, at all." Further, two school leaders mentioned that teacher candidates may benefit from particular aspects of the edTPA, such the videotaping component, as beneficial for teacher reflection on practice.

Nine stakeholders reported that the edTPA is an assessment that can be used to measure effective teaching in the state. Four EPP stakeholders reported, in interviews or open-ended survey questions, feeling that current content-area assessments used for educator certification, such as Praxis II, is outdated and that they believe the state needs a better measure of teachers' pedagogical skills, such as the edTPA. One faculty member commented, "edTPA is a better measure of content area knowledge and application than our current Praxis II. Therefore, I'm wondering if this could replace it?" Five deans/assistant deans and one faculty member also reported needing valid and reliable measures to evaluate EPPs and

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[1] Alignment of edTPA with the EPPs' current content and coursework will be discussed later in the section on what changes EPPs may need to make in order to support scaling of the edTPA in their EPP.

considered edTPA one of the better assessments for this purpose. They also mention the ability to use the data from edTPA for program improvement purposes.

Stakeholders suggested that state should consider a few tradeoffs if edTPA is adopted statewide

Although these stakeholders recognize the edTPA as a valid and reliable assessment of effective teaching practices, some suggest a few tradeoffs if the edTPA is adopted statewide. These tradeoffs may not be particular to edTPA and may surface during implementation of other performance-based assessments as well. Even stakeholders who indicated that edTPA measures effective teaching suggest considering the increased financial and time costs to candidates to completing the assessment. These stakeholders cautioned that these costs of edTPA may outweigh the benefits.

Fifteen faculty and EPP administrators interviewed or surveyed suggest decision makers consider the burden edTPA may place on their teacher candidates when making a decision about edTPA. EPPs participating in this pilot were not required to grapple with questions of costs to teacher candidates during the pilot because SCALE provided vouchers for teacher candidates piloting the assessment. If the assessment is mandated, stakeholders note that teacher candidates will have to pay $300 to take the additional assessment and possibly more if they do not pass on the first try. One faculty member explained, "The pilot was not too disruptive to the student-teaching experience, but our candidates cannot afford this expensive assessment on top of all the other fees tacked on for program completion and certification." One stakeholder elaborated on the impact of the cost and particular burden on first-generation students or those who work while attending school. Further, this faculty member explained that adding the edTPA to the existing tuition may not be feasible because other fees totaling almost $2000 are already included. Ninety-six percent ($n = 24$) of faculty responding to the survey indicated that the state should consider monetary supports for candidates if the assessment is scaled statewide (Figure 1).

Figure 1. Number and percentage of faculty who consider state should provide monetary support if edTPA is scaled statewide (N=24)

State Department should consider providing monetary supports

(1)
4%

(23)
96%

■ Should consider ■ Should not consider
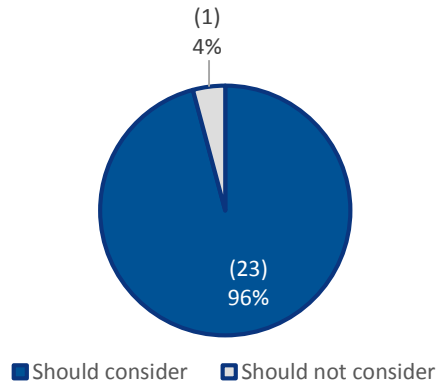
Beyond financial costs, five stakeholders are concerned about the time burden placed on teacher candidates and raise questions related to whether the stress and time that teacher candidates take to complete the exam are beneficial in comparison to the time a candidate has to spend on student teaching. However, one administrator who had previous experience in New York mentioned that he/she heard that in New York, "it's [edTPA implementation] not a big deal anymore because it's [edTPA] part of curriculum." Therefore, implementation of any performance-based assessment may pose similar challenges in the first few years of implementation, but then may subside over time as programs and policies align to support meaningful engagement in such an assessment.

Some teacher candidates also concur with this perception. One candidate explained in an open-ended survey response, "In my opinion the edTPA should not be done during student teaching, as that in itself is a full time job." One candidate also explained concerns that he/she was not able to be evaluated or coached by his/her supervisor on the lesson provided for edTPA and therefore missed out on a learning opportunity. Further elaborations on the time-consuming aspects of the edTPA will be presented later in the report where the stakeholder roles during the pilot are discussed. In that section, we explain teacher candidates' experiences with completing the assessment. Time management challenges and feelings of stress may also relate to teacher candidates' preparation, support, and time given to complete the assessment, which will be explained a later section in which we explain the supports to candidates.

Despite overall perceptions that the edTPA measures effective teaching, two of the faculty indicated that they did not view the effectiveness or quality of the assessment favorably. One faculty member mentioned that he/she thought that the edTPA measured whether or not a

candidate was a good writer, not necessarily whether one was a good teacher. Another faculty member also suggested that the amount of writing required by the edTPA may lead to candidates' lack of clarity. This faculty member explained, "I want my students to be very clear in their thinking—I don't want there to be a lot of extra fluff and talking around in a circle about what they're doing—I have a feeling that edTPA encourages talking around in circles." However, this faculty member also suggested that perhaps they still did not understand edTPA enough to understand the benefits of the assessment.

Some pilot participants indicated that other faculty or colleagues who did not participate in the pilot may not be on board with the assessment for various reasons. One dean indicated that faculty considered an external evaluation of teachers as "discrediting" the work that faculty have already done to prepare teachers. Two other EPP deans or faculty members suggested that the affiliation with Pearson may provide some misconceptions about the assessment that may hinder perceptions about the assessment.

Evaluation question: How did administration roll out the pilot of edTPA in their respective EPPs? How did the rollout differ, if at all, across all stakeholders (e.g., faculty—nontenure and tenure, students—undergraduates and graduates, cooperating teachers, superintendents)?

In this section, we explain why EPPs decided to participate in the pilot, the processes for selecting and informing the program areas, faculty, teacher candidates and P-12 partners that would participate in the pilot and when EPPs started preparations. How and when participants came to participate in the pilot may have implications for their support of the assessment, feelings of preparedness and perception of benefit. First, some programs were able to prepare for the edTPA pilot before other EPPs by virtue of the timing of engagement with the pilot. Additionally, most faculty members who participated self-selected, or volunteered to participate in the pilot, but many students were not given the option to volunteer; that is, they were required to participate. As EPPs, as well as some faculty members, volunteered to pilot the edTPA, findings regarding pilot experiences and perspectives on the assessment may reflect the perspectives of those who are more open to edTPA than other EPPs and faculty in Connecticut. Furthermore, EPPs selected specific schools and districts that may have been amenable to videotaping when placing teacher candidates, and findings related to P-12 partners' experiences and perspectives should be interpreted with this characteristic in mind.

EPPs opted in to pilot for various reasons

EPPs had various reasons to opt into this pilot. Two EPPs that are participating in the pilot expressed that their programs will adopt the edTPA even without state policies because the edTPA will be used as a valid and reliable assessment for their accreditation purposes. Further, because the state is close to New York, which requires edTPA for licensure, two participating EPPs had internal motivation to explore edTPA in order to attract and retain candidates who want to teach in New York. As shown in Figure 2, 22 candidates plan to use their results on the edTPA to apply for certification in a state that requires edTPA for teacher licensure candidates. A majority of those candidates are from Quinnipiac and Western. The other EPPs mainly considered participation in the pilot as a learning opportunity if the edTPA goes statewide.

Figure 2. Percentage of candidates saying yes to" Do you plan to use your results on the edTPA to apply for certification in a state that requires edTPA for certification", by educator preparation program
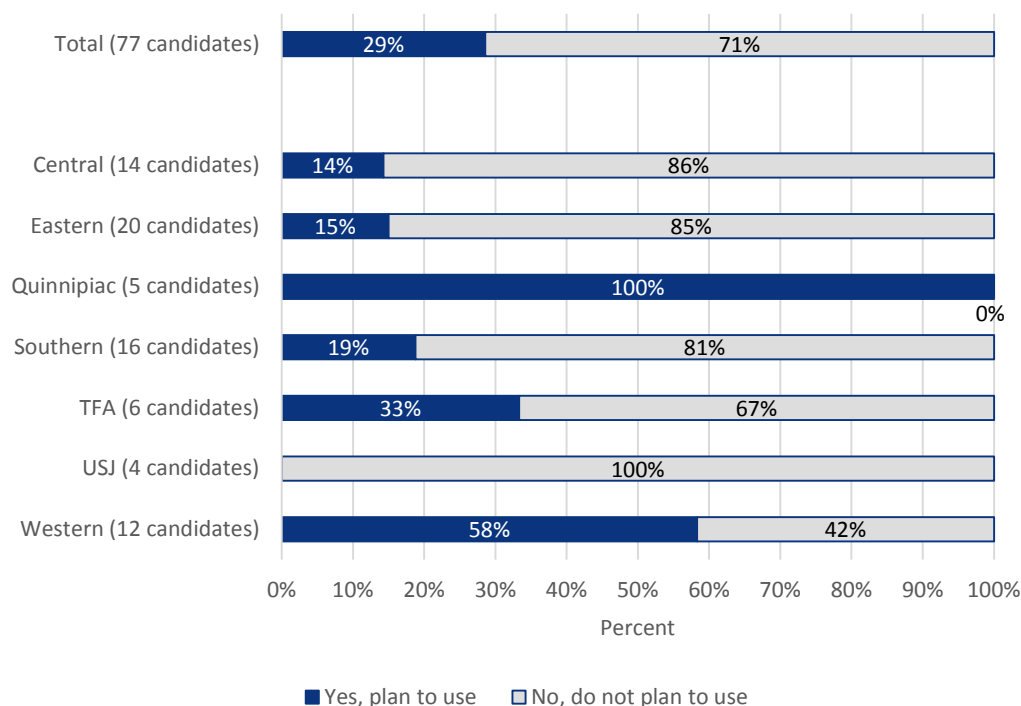
EPPs started preparations for the pilot at varying times

Rollout timelines of the edTPA pilot differed across the seven participating EPPs. Two EPPs informed faculty in spring/summer 2015 of the voluntary edTPA pilot began preparations at that time. Two other EPPs decided to participate in the pilot in spring 2015, as well, and identification of faculty participants and/or preparations at those EPPs started in fall 2015. The final three EPPs decided to participate only in fall 2015. Therefore, the amount of time EPPs had to prepare for the pilot varied. One EPP, Western, had time to prepare for a pre-pilot in fall 2015, and took information gleaned from that smaller pilot and applied them to the official pilot. The time at which EPPs started the pilot preparations including the identification of participating faculty members, candidates, and P-12 partners, may have had implications for overall feelings of preparedness among faculty and teacher candidates. This consideration is explored in the next findings section.

Faculty volunteered to participate in the edTPA

Most EPPs opened up participation in the pilot to faculty on a volunteer basis. Full-time faculty in the six traditional (non- alternate route to certification) EPPs volunteered to participate. Faculty indicated that their chair or dean extended an open call to volunteers or personally asked them to participate in the pilot. Adjuncts or other instructors participated

because they supervised candidates in the pilot. See Figure 3 for explanation of how faculty or instructors were selected to participate in the pilot.

Figure 3. Responses from faculty or instructors about how they were selected for the pilot

How were faculty or instructors recruited to take part in edTPA pilot?

- ■ I responded to an open invitation from my Dean or program chair to participate
- ■ My Dean or program chair personally asked me to participate
- ■ I am participating in the pilot because the teacher candidates I supervise are taking the edTPA assessment
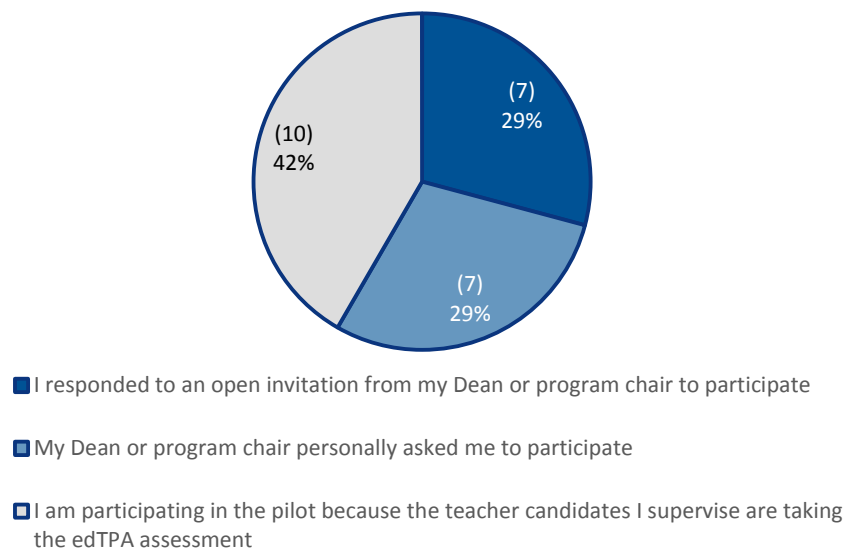
A few of the deans/administrators suggested they used specific criteria for selecting programs to include in the pilot therefore guiding which program faculty were invited to participate. One dean explained that he/she wanted full-time faculty to participate, and another suggested that they wanted to select programs that were similar across the universities in order to compare experiences later on. Another criteria used by a couple of EPPs was a desire to pilot both the elementary and secondary assessments.

Whether or not faculty members volunteered or were required to participate has a few implications about their perceptions of the pilot and the assessment. As explained previously, most faculty who participated in the pilot agreed that edTPA measures effective teaching but have more technical reservations about the implementation of edTPA. Some of these faculty expressed prior knowledge of edTPA. One faculty member, who did not have this prior knowledge, expressed that perhaps he/she was asked because the dean may have known that this faculty member would be "willing to do something like this [pilot the edTPA]." Faculty who participated in the pilot may be more supportive of the edTPA; therefore, experiences and perceptions about the edTPA expressed in this report may differ from those of faculty and staff who did not volunteer.

Some teacher candidates were required to participate

In contrast to faculty, teacher candidates in three EPPs and/or program areas were required to participate. Two EPPs had all teacher candidates in particular programs participate, while the other five had either a combination of required and volunteer participation, or only volunteer participation. EPPs indicated they informed or invited candidates to participate in the pilot in the fall of 2015 or early 2016. All EPPs had meetings or orientations at which they informed candidates of the pilot. For example, Eastern informed candidates of the pilot during a meeting in December. Three EPPs suggested that they framed participation as nonconsequential to candidates' grades. For example, faculty at Eastern indicated that they told their candidates that they were required only to complete the edTPA and that their scores would not be used for any other purpose.

Some faculty suggested that teacher candidates who were required to participate expressed discontent about the additional workload they had to complete in contrast to their classmates not piloting the edTPA. In interviews and open-ended survey responses, candidates confirmed faculty's assessment of these perceptions. However, even when candidates were asked to volunteer, at least three candidates suggested in interviews or open-ended survey responses that they did not have an accurate portrayal of the work required by edTPA and regretted agreeing to participate. One candidate explained, "I think that candidates should be informed of the requirements before they are asked to accept. Although we were free to back out of the program at any time, I thought that it was unfair that we were asked to participate in a program that we did not know the requirements for previously."

P-12 partners' selection processes may have been critical to the implementation of edTPA

EPP administration indicated that they informed school and district leaders about candidate participation through emails, meetings and presentations and/or phone calls or in-person conversations. Two EPP administrators from the state universities indicated that, when they selected schools or districts in which to place candidates in the pilot, they selected schools or districts that might have been more amenable to the videotaping requirements of the pilot and those with whom they had good relationships. One faculty member mentioned that they considered these placements carefully because maintaining favorable partnerships with their local school districts is critical to their teacher candidates' preparation experiences. Another EPP administrator explained specifically that he/she were concerned that they would get pushback from districts about the videotaping aspect of the edTPA. This administrator explained, "We wanted to carefully manage how we made those requests to district partners." Three school/district leaders interviewed in this evaluation confirmed their support of the videotaping aspect of the edTPA as an important source of teacher reflection.

One EPP mentioned some confusion about whether the CSDE or the EPP was responsible for communicating with the schools/ districts about the edTPA. Therefore, communication was delayed, and schools or districts did not respond to subsequent communication from the EPP, resulting in some challenges later with districts not being on board with the videotaping portion of the edTPA. This EPP faced pushback from two specific schools and districts, and subsequent communication was not successful in remedying the problems. Although some programs may videotape their teacher candidates mainly for classroom learning purposes, uploading the video and sending it out requires permission, and not all districts or schools may be amenable to this process. However, because EPPs selected schools and districts that may have been more likely to agree to allowing videotaping, these challenges were mostly avoided, but may surface if implementation is scaled across the state. This report elaborates further on the possible challenges with videotaping in the next chapter when discussing the CSDE's role in supporting communication with P-12 partners in the future.

Cooperating teachers reported needing better communication about the edTPA

EPPs reported that they created opportunities to inform cooperating teachers' about the pilot in person either through larger meetings, personal communication by individual visits or phone calls, or email or written correspondence. Attendance at the larger meetings was not required by any EPP, however. Teacher candidates from Teach for America do not have cooperating teachers, so findings in this section do not apply to that EPP.

While RTI was only able to interview cooperating teachers associated with four pilot EPPs, a common theme about the communication process between three EPPs and cooperating teachers emerged; cooperating teacher reported wanting to have greater understanding about the edTPA and expectations about their role in supporting candidates in the assessment. The methods by which EPPs communicated with cooperating teacher about the pilot seemed to impact the level of understanding cooperating teachers had about the assessment and their role. Two cooperating teachers suggested that they initially heard about the edTPA pilot through their student teachers. One cooperating teacher did not attend the meeting the EPP hosted, and another responded that he/she was not clear about what the email conveyed. One teacher recalled a letter from the EPP which explained that the role of the cooperating teacher expectations would not change as a result of the pilot, but was still unclear about the purpose of the pilot. In contrast, one cooperating teacher who reported being clear about his/her expectations reported receiving an in-person visit from the edTPA coordinator and was also given a binder of materials and expectations.

Evaluation question: What different roles did stakeholders play in administering and/or completing the assessment? What processes did various stakeholders use? To what extent did these processes align with one another? What shifts or changes in existing roles and routines did these processes require?

This section explains the various roles stakeholders had in supporting the implementation of the edTPA assessment. First, we will explain teacher candidates' experiences with doing the assessment, including how much time they have spent and on which activities. Then we explain the various roles stakeholders played to support implementation, including the role of edTPA coordinator, faculty/university supervisor, cooperating teachers, and deans.

Time candidates spent completing the assessment

Teacher candidates in the pilot were asked to complete the edTPA assessment in spring 2016. All EPPs set deadlines for candidates to finish and also upload the assessment. Five of the EPPs participating in the pilot set deadlines for candidates to complete the assessment in early or mid-May. Two of the EPPs (USJ and Eastern) required candidates to complete the assessment by the end of March.

By the time of the survey administration, 82 percent (n = 78) of teacher candidates who responded to the survey had completed Tasks 1, 2, and 3 and Tasks, 1, 2, 3 and 4 of the edTPA assessment (Table 4). Explanations of the edTPA tasks are in Appendix A. Fourteen candidates who completed Task, 1, 2 and 3 reported spending 21-30 hours on the assessment, while 7 candidates reported spending 31-40 hours. Three candidates who completed Task, 1, 2, 3 and 4 reported spending 21-30 hours on the assessment, while 10 candidates reported spending 31-40 hours. Fifteen teacher candidates reported spending more than 50 hours on the assessment at various levels of completion. Five candidates had not completed any task. One candidate each from Southern and Central had not completed any tasks and three candidates from TFA.

Table 4. Percentage of teacher candidates by amount of time spent on edTPA and the number of tasks completed at time of survey (N=78)

	Less than 10 hours	10-20 hours	21-30 hours	31-40 hours	41-50 hours	Over 50 hours	Overall
I have completed Task 1 (Planning for Instruction)	40%	60%	0%	0%	0%	0%	6%
	2	3	0	0	0	0	5
I have completed Task 1 (Planning) and Task 2 (Instruction)	0%	50%	0%	33%	0%	17%	8%
	0	3	0	2	0	1	6
I have completed Task 1 (Planning), Task 2 (Instruction) and Task 3 (Assessing Students' Learning/ Literacy Learning)	0%	17%	40%	20%	9%	14%	45%
	0	6	14	7	3	5	35
I have completed Task 1 (Planning) Task 2 (Instruction) and Tasks 3 and 4 (Assessing Students' Literacy and Mathematics Learning (For Elementary ONLY)	0%	7%	10%	34%	17%	31%	37%
	0	2	3	10	5	9	29
I have not completed any tasks in the edTPA	100%	0%	0%	0%	0%	0%	4%
	3	0	0	0	0	0	3
Total number of candidates	5	14	17	19	8	15	

Candidates may have been in varying stages of completion and/or had spent varying amounts of time completing the assessment depending on whether or not the assessment took the place of assignments in their student teaching seminar or final student teaching portfolio. Approximately a third of the teacher candidates reported that the edTPA tasks took the place of a course assignment and another third reported that the entire edTPA took the place of the entire final portfolio. The remaining third of the teacher candidates reported that they had to complete the edTPA on top of their existing coursework (See Figure 4). For example, in Western, the assistant dean reported that the edTPA assessment replaced the existing student teaching sample for the class called "Assessing teaching strategies". In Eastern and TFA, however, some candidates were expected to complete both their coursework portfolios/assignments as well as the edTPA.

Figure 4. Percentage of students who report aspects of the edTPA assessment taking the place of existing coursework, by edTPA task
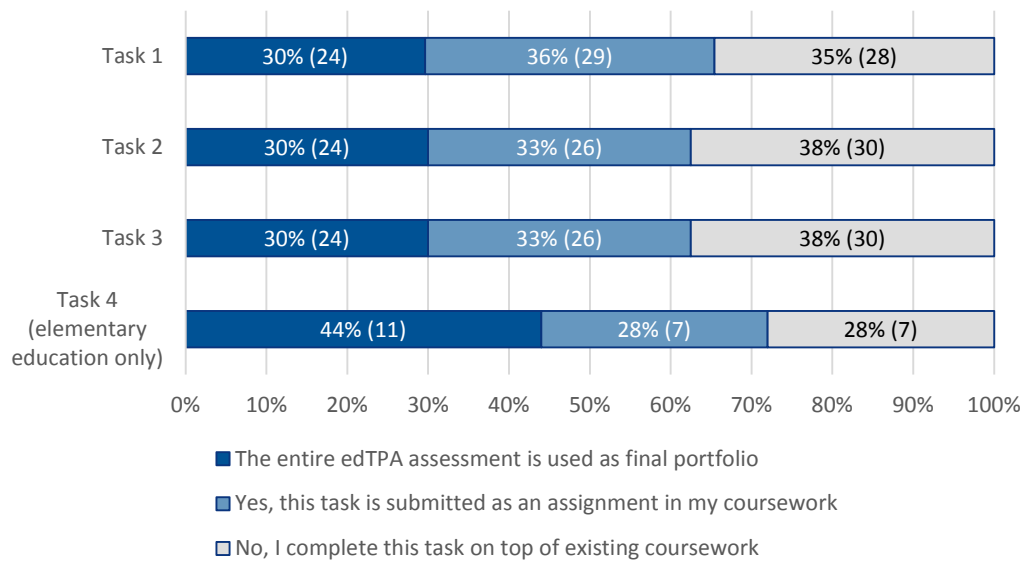
Three of the TFA candidates reported being unable to find time to complete the edTPA on top of their existing coursework and full-time teaching responsibilities and therefore reported they would not be completing the edTPA assessment at all. TFA candidates were not required to complete the edTPA and completion of it was not consequential to their final grades; therefore, a few opted not to complete the assessment because of lack of time. One candidate elaborated on the decision they made because of the time commitment, "When I went back to do commentary (second part of Task 1), once I saw that we should be submitting up to nine single-spaced pages, that's when I decided to give up—that would take me several hours that I didn't have."

Writing the edTPA task commentaries seemed to be the most time-consuming aspect of the edTPA

Other teacher candidates taking the assessment seemed to agree with the comment of the TFA candidates that writing commentaries was a time-consuming component of the assessment. Approximately 42 percent ($n = 81$) of the teacher candidates who took the survey identified writing the commentaries as the most time-consuming aspect of the edTPA. Thirteen percent of the teacher candidates named completing Task 1 or understanding how to complete each task as most time consuming. What seemed to take the least amount of time, according to the survey respondents, was uploading the tasks to the online platform. Fifty-

four percent of the teacher candidates named it as the least or second to least time-consuming task. These findings align with a few faculty concerns, explained in the first finding section regarding the amount of writing required by the edTPA.

Not all candidates considered writing commentaries as time consuming. Two teacher candidates, in interviews, explained they considered selecting the video to use for submission for Task 2 as most time consuming, which included reviewing the video selections and selecting the right video clip. Another teacher candidate considered uploading the videos most time consuming because he/she reported not having support from his/her EPP to go through the process.

Candidates reported being unable to manage edTPA and student teaching responsibilities

Some candidates, in open-ended responses, suggested that the completion of the edTPA was too time consuming and took away from their student teaching experiences. Three candidates in TFA also reported opting out of not completing the edTPA due to lack of time. These findings mirror both edTPA pilot faculty concerns explained in the first findings section about the time burden placed on teacher candidates and also similar studies on edTPA, which found that teacher candidates consider the assessment time consuming.[2] Without prompting, seven of the 81 teacher candidates who took the survey commented on the time they spent to complete this assessment and how they did not consider the assessment to be a good use of their time. For example, one teacher candidate explained, "I found this to be a tremendous task to complete while student teaching and I believe that it took away valuable time that would have better been directed at student teaching." One candidate that had not completed the assessment as of the survey administration explained, "I have been putting my student teaching responsibilities first." Another teacher candidate, in interviews, elaborated on the time negotiation between student teaching and the edTPA. He/she explained, "Doing this [edTPA] in the middle of student teaching is difficult to schedule."

However, a cooperating teacher who has mentored teacher candidates in his/her classroom for many years reported that he/she did not consider their candidate's effort or quality of student teaching different than in semesters past, despite the cooperating teacher's surprise at the amount of work required by the edTPA. Because this is only one cooperating teacher's

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[2] Meuwissen, K., Choppin, J., Shang-Butler, H., & Cloonan, K. (2015). Teaching candidates' perceptions of and experiences with early implementation of the edTPA licensure examination in New York and Washington states, University of Rochester.

perspective, further efforts to collect perspectives on the time burden placed on teacher candidates and whether it seems to affect the teacher candidates' performance and experiences during student teaching may be future areas of exploration by EPPs or the CSDE.

In order to deal with the amount of time required to complete the edTPA, a few faculty members and/or EPPs provided structures for teacher candidates to have time to complete the assessment. Other supports and structures created to prepare students to learn about and complete the content of edTPA assessment are explained in more detail in the next findings section on candidate supports. Further, we will address concerns about the number of weeks teacher candidates have overall in their student teaching placements to complete the assessment in the section in further sections. Mentioned above, one way that programs did not add extra work for teacher candidates was by supplanting the existing student teacher portfolios with the edTPA. Some programs provided additional supports or structures. Quinnipiac University removed the research component teacher candidates would normally have to complete because the edTPA would require extensive writing. One teacher candidate reported that a faculty member in a different EPP cut down the amount of work teacher candidates had to complete in the classroom and allowed open notes for one test. Furthermore, this faculty member was reported to give teacher candidates "days off" to work on the edTPA. Similarly, Southern gave teacher candidates permission to miss three days of student teaching and allowed them to come to the university to get assistance and work on their edTPA.

Roles of the different stakeholders who participated in the edTPA pilot.

Many stakeholders in the EPP worked together to support the implementation of the edTPA so that teacher candidates could complete the assessment in their respective EPPs. This overall effort was coordinated by the CSDE. Below we outline all the roles stakeholders played to implement this pilot.

EPP administrators provided oversight to the pilot process.

Head administrators of the pilot EPPs (deans or directors) mainly provided broad oversight to the process, such as making decisions on resources and managing P-12 relations, as opposed to engaging in day-to-day implementation of the edTPA. Six head administrators participated in the rollout of the edTPA by initially informing faculty and/or teacher candidates about the pilot and selecting the participants, as well as communicating with P-12 partners. Six EPP administrators also delegated the day-to-day administration to the edTPA coordinator. One dean of a traditional EPP was more involved in some of the day-to-day implementation of edTPA, including ongoing communication with the faculty and teacher candidates that participated in the pilot. Deans also mentioned communicating with other

deans during fall and spring semesters about future plans or decisions after the initial spring
pilot.

edTPA coordinators provided day-to-day coordination of the pilot.

Faculty or assistant deans selected to coordinate the implementation of the edTPA managed
the day-to-day implementation of the edTPA by communicating with the state department
staff, faculty, teacher candidates, and P-12 partners while also ensuring that all stakeholders
had the materials and information necessary to prepare and successfully complete the
edTPA. Six EPPs had one edTPA coordinator each, and one EPP had two coordinators.
Two of the edTPA coordinators were in administrative positions as assistant deans, one co-
ordinator was a staff member, and the other five were full-time faculty members.
Coordination of the edTPA was an additional duty placed on these faculty or assistant deans.
Three other coordinators suggested that the time spent on edTPA varied across the semes-
ter, and hours changed from week to week. Three coordinators suggested that the
coordination efforts at the height of implementation took about 5–7 hours a week. One co-
ordinator explained, "In the beginning of the semester, it was a lot—I can't quantify it
because I didn't log it. It ebbs and flows. As we get to certain tasks, such as videotaping and
compression, lots of time. As we get closer to submission date, it will shore back up again."
These staff members were provided a stipend to take on additional duties. Some were also
released from some duties. For example, one faculty member had a reduced course load to
coordinate the edTPA. edTPA coordinators' activities included organizing access to the nec-
essary materials for faculty and teacher candidates, coordinating/leading the local evaluation
training with other faculty, communicating with the Connecticut State Department of Edu-
cation about the pilot, and supporting teacher candidates with the uploading of the
assessment. We will elaborate on the critical role this coordinator played to support both fac-
ulty and teacher candidates in the later section on supports to faculty and candidates.

Faculty supported teacher candidates and each other in the pilot.

Most faculty participating in the pilot had multiple roles—to support teacher candidates to
complete the assessment and to support each other in the implementation—as well as to en-
gage in local evaluation of the candidate portfolios to learn about their candidates'
performance in the areas assessed by the edTPA. Faculty from Quinnipiac mainly supported
each other in engaging in local evaluation. Only the edTPA coordinator directly supported
teacher candidates' preparation. Activities to prepare teacher candidates included adjusting
existing coursework in the methods or student teaching seminar in order to prepare teacher
candidates; teaching classes in fall 2015 and/or spring 2016, at which teacher candidates
were prepared to complete in the edTPA tasks; supervising teacher candidates who were tak-
ing the edTPA; and also interacting with candidates over email to answer questions or

support edTPA completion. Faculty also interacted closely with the edTPA coordinator for support. Fifty-six percent (*n* = 24) of faculty taking the survey reported spending, on average, 1–5 hours a week on the edTPA (Figure 5).

Figure 5. Average number of hours per week faculty report spending on edTPA (N=24)
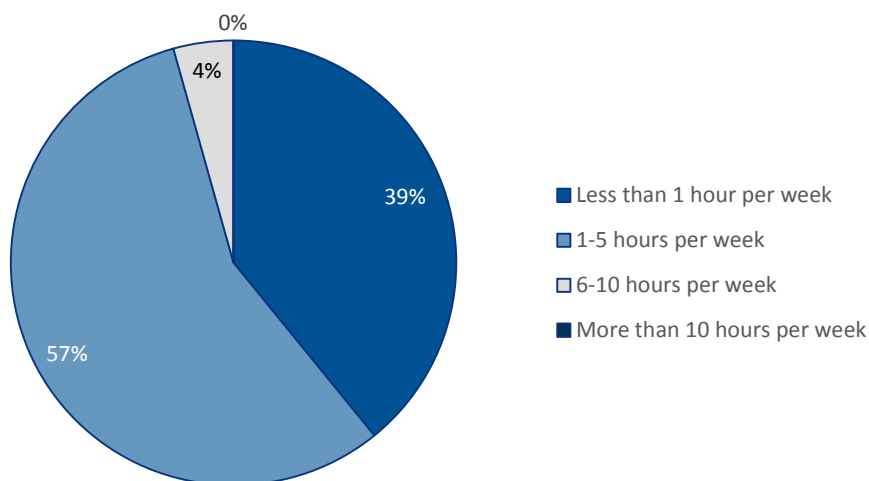
However, in interviews, faculty suggested that time spent varied across the semester and that a weekly average may not fully explain the amount of time faculty took to modify methods classes and/or their student teaching seminars to align with the edTPA. For example, one faculty member reported taking about 30 hours to develop his/her own local evaluation rubric to understand the edTPA and then two to three days to plan the curriculum for his student teaching seminar in order to introduce each task adequately to his/her teacher candidates. This faculty member explained that a lot of the work was front loaded at the beginning of the semester and not distributed evenly across the semester. The faculty member explained that the time spent on edTPA in the future would be much less because he/she had engaged in most of the planning of the courses and curriculum that semester and would not need to spend that much time again.

Student teaching placement staff played a role in the pilot.

Staff or faculty in EPPs that coordinated the relationships with P-12 partners related to student teaching placements also played either formal or informal roles in the pilot. Two of the state universities had their staff in formal positions managing P-12 partnerships take on the role of the edTPA coordinator. These staff members communicated with teacher candidates and/or P-12 partners about the edTPA pilot. Although the person in this position at USJ

was not officially named as part of the pilot, the faculty/edTPA coordinator from USJ reported interacting with him/her to communicate with P-12 partners. In addition, the clinical experiences director at WCSU also served as a key member of the pilot at that EPP. While Western's edTPA coordinator took the role of communicating with P-12 partners about the edTPA, and not the director of clinical experiences, the director was involved with supporting the edTPA coordinator as well as providing an edTPA boot camp for teacher candidates at the beginning of the semester.

Cooperating teachers' involvement did not go beyond existing mentoring responsibilities.

The five cooperating teachers interviewed who had teacher candidates piloting the assessment did not indicate any change from their normal roles or routines. They suggested that they supported their student teachers as they normally would, such as supporting the revisions of their lesson plans and reflecting on lessons. Cooperating teachers reported hearing from their teacher candidates that they were not allowed to provide teacher candidates with supports on the edTPA, but they did say that they answered questions and supported the teacher candidates with questions about teaching and materials that may have been related to the edTPA. But, even when the edTPA came up in their conversations or as aspects of the support, these cooperating teachers reported that supporting candidates with the edTPA did not require additional time. One cooperating teacher suggested that he/she discussed the candidates' lesson plans and tried to provide feedback similar to his/her existing practice as a cooperating teacher. When asked if the activities were extra, the cooperating teacher responded "not at all." One cooperating teacher explained that the edTPA came up about "a half a dozen times" and, when asked whether he/she provided support on the edTPA, the teacher responded, "On the scheme of things, it [edTPA] was not on top of the list." Three teacher candidates, in interviews, concurred that they did not ask for assistance from their cooperating teachers to complete the edTPA.

State Department of Education plays a critical role in communicating pilot to stakeholders.

The Connecticut State Department of Education (CSDE) provided overall coordination of the pilot, stipends to pilot EPPs, and support to edTPA coordinators. The usefulness of some of supports are elaborated on in the next section. Most importantly, the CSDE managed the school district relationships by developing a letter to support the videotaping requirements of the edTPA. However, due to some delays in preparing this letter with appropriate language and receiving appropriate permissions from CSDE leadership, it was not ready until the end of January, which caused some delays for candidates in moving forward with the edTPA and caused some stress. Moving forward, stakeholders suggest that letters or communication be ready prior to the start of the pilot.

Stakeholders consider that the state could continue to play a role by communicating with P-12 partners if the edTPA is selected as an assessment. Eighty-seven percent (*n* = 24) of the faculty stakeholders responding to the survey suggested that the state should continue to communicate with P-12 partners if the edTPA is scaled statewide. Stakeholders explain that not all schools and districts may be amenable to allowing videotaping in classrooms and having videos clips uploaded and sent to an external evaluator. Some difficulties with this process during the pilot were mentioned earlier (some schools or districts did not allow the videotaping after the pilot began). Some faculty consider that this transparent communication with the schools/districts and building buy-in with the P-12 partners are critical to the success of edTPA. They explain that all schools and districts, not just certain ones, should be bought into the edTPA so that their candidates can be placed in a variety of settings to prepare their teaching practice. A few faculty from one EPP suggested that the state department of education should communicate to P-12 partners if the edTPA, or another performance-based assessment, will be used statewide.

In addition to increased communication about the pilot, two stakeholders reported in interviews that they would appreciate greater transparency about the decision-making process of the edTPA and continued engagement of teacher preparation programs in discussions about the edTPA. Six stakeholders also expressed hope that the state department of education will follow through on whatever decision they make about the edTPA. They suggested that their faculty perceive that, in the past, state initiatives were not fully implemented; therefore, they are hesitant to make changes to their programs. One dean commented, "Their [faculty] perception is that rules of the game at state level continue to change. They talk of early adoption of [policies] that never get ratified so institutions are making changes that have no purpose."

Evaluation question: To what extent did EPPs provide opportunities or structures that supported individual stakeholders in understanding and implementing the edTPA? To what extent did stakeholders recognize these activities as supporting their use and understanding of edTPA?

This section explains the various supports provided to teacher candidates, faculty, edTPA coordinators, and P-12 partners. We also describe to what extent these stakeholders considered these supports effective and whether or not they felt prepared to complete or support completion of the edTPA. Teacher candidates' feedback varied on the extent to which they felt prepared, but initial findings suggest that teacher candidates in programs that had more time to prepare for implementation overall felt more prepared than other teacher candidates in programs that did not have the same amount of time or resources to prepare. Faculty in two programs felt significantly less prepared than faculty in other programs, which also aligns with the extent to which those EPPs received the same amount of internal support and preparation as other EPPs.

EPPs provided varying levels of support to teacher candidates

Teacher candidate preparation activities varied within and across EPPs, and some teacher candidates indicated receiving support in multiple venues. In Central, Western, and Southern, formal support for teacher candidates occurred in three venues: including methods classes prior to coursework, student teaching seminars, and additional meetings. In Eastern, teacher candidates received support only in their student teaching seminar. In USJ, Quinnipiac University, and TFA, support for edTPA occurred in meetings solely created to support edTPA preparation and were not part of formal classes that teacher candidates took. In addition to these formal venues, candidates indicated that they received support for edTPA completion in conversations with other teacher candidates, cooperating teachers, and/or university supervisors.

Faculty indicated various ways that they prepared teacher candidates. Sixteen faculty members of the twenty-one faculty members who indicated in the survey that one of their roles in the pilot was to support candidates to complete the assessment selected communicating with candidates over email or in person outside of the classroom as the main activity in which they supported candidates preparation. Ten faculty indicated that they created seminars or trainings solely to prepare candidates and on average, six faculty indicated that they created

new assignments or content in their seminar or methods classes (Figure 6.) The content faculty addressed in their interactions included reviewing the expectations (86%) and rubrics of edTPA (76%) and supporting candidates with understanding of the logistics of uploading edTPA (67%), as opposed to other types of preparation activities, such as analyzing videos (19%) or preparing mock samples of edTPA (5%) (Figure 7).

Figure 6. Number of faculty who reported doing selected activities to help teacher candidates complete the edTPA assessment (N=21)
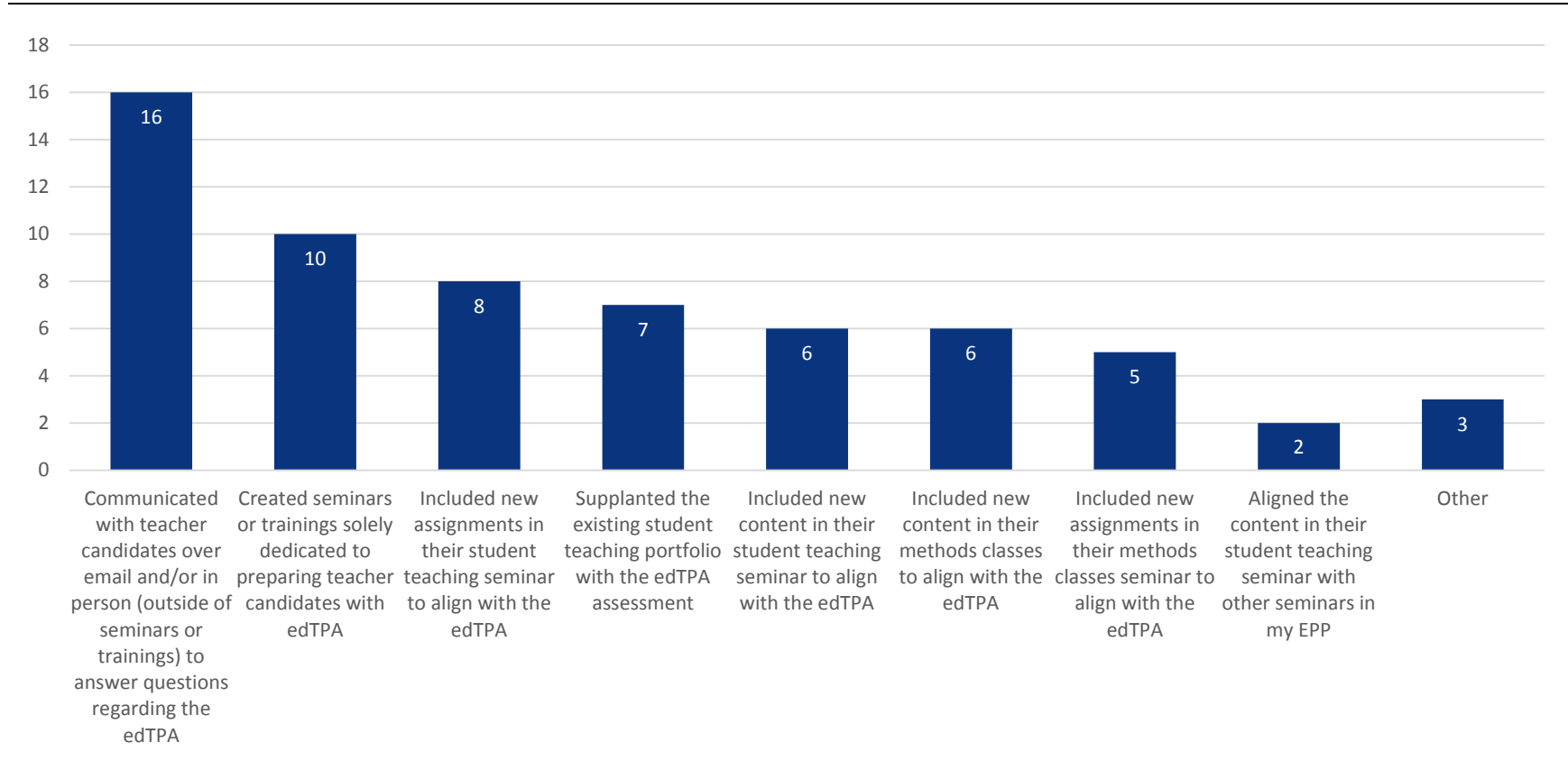
Figure 7. Percentage of faculty who reported addressing selected aspects of the edTPA in their interactions with teacher candidates (N=21)
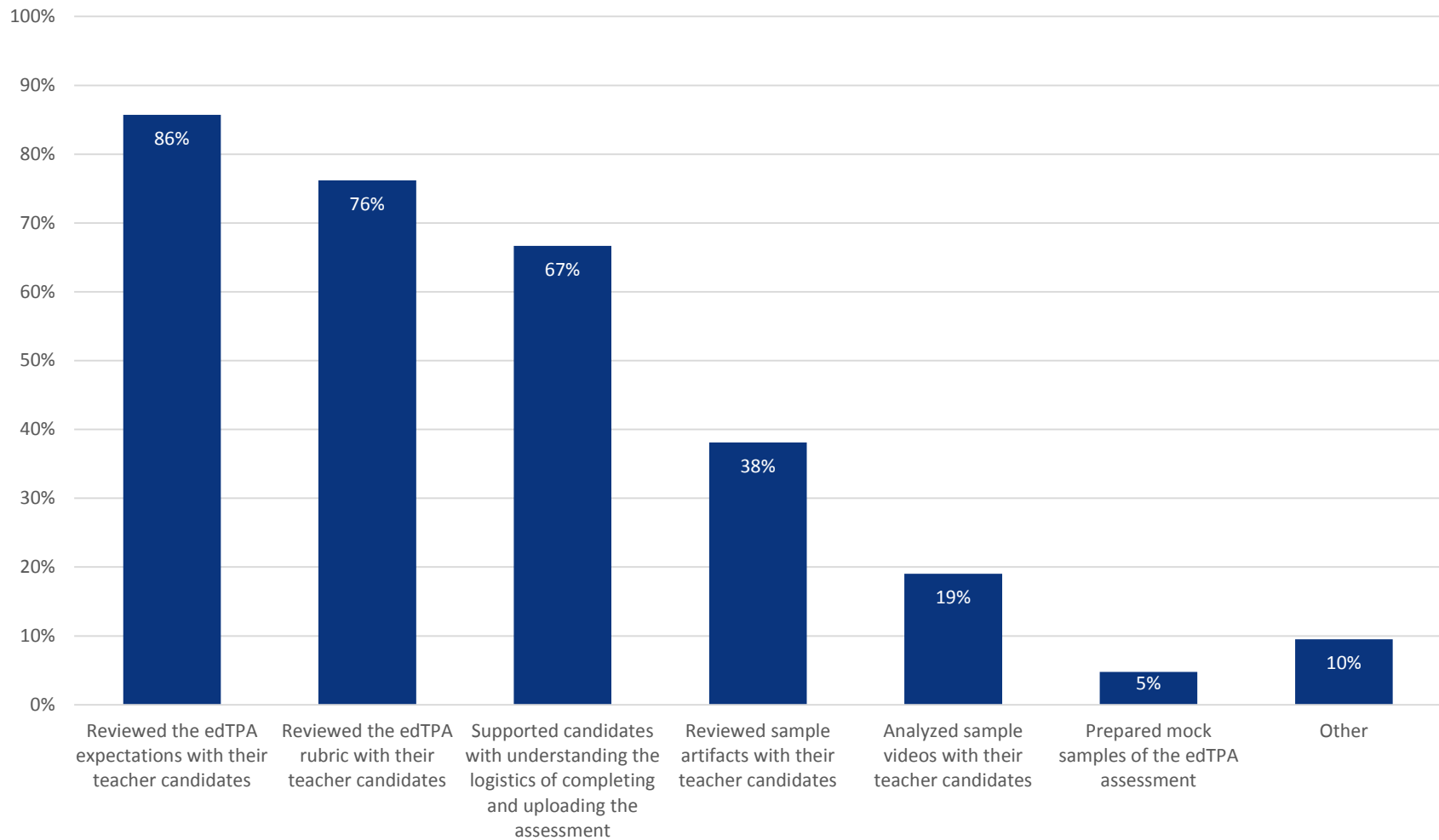
Below we elaborate on how these activities may have supported teacher candidates with completing the assessment by providing specific examples of each of the support activities in each of the EPPs and how teacher candidates considered these supports.

Coursework prior to student teaching may have been a critical support for candidates

In Central and Western and, to some extent, Southern, faculty and teacher candidates indicated that fall methods classes were modified to include edTPA-specific preparation before teacher candidates entered their spring student teaching placement and seminars. These faculty specifically mentioned that they created these activities or assignments to explicitly support edTPA, but existing EPP coursework may have also supported students' preparation for edTPA even if faculty did not make specific modifications. Other existing EPP courses and assignments may have already aligned with the edTPA without modifications, and candidates explained how this was beneficial.

Table 5. Percentage of teacher candidates who "agree" or "strongly agree" that would not have been able to complete edTPA without selected supports, by educator preparation program

	Total (71 teacher candidates)		Central (13 teacher candidates)	
	Percent who "agree" or "strongly agree"	N/A	Percent who "agree" or "strongly agree"	N/A
Coursework prior to student teaching	63%	9%	62%	7%
Student teaching seminar	68%	10%	92%	7%
Other scheduled trainings or meetings outside of student teaching seminar	51%	27%	38%	38%
Conversations with other teacher candidates	85%	5%	85%	0%
Coaching from University Supervisor	75%	17%	83%	14%
Informal conversations or interactions with faculty (in person or over email)	68%	13%	67%	14%
edTPA orientation	27%	18%	30%	29%
Coaching from Cooperating Teachers	45%	17%	50%	14%
	Eastern (21 teacher candidates)		Quinnipiac (5 teacher candidates)	
	Percent who "agree" or "strongly agree"	N/A	Percent who "agree" or "strongly agree"	N/A
Coursework prior to student teaching	70%	5%	100%	0%
Student teaching seminar	86%	5%	25%	20%

Other scheduled trainings or meetings outside of student teaching seminar	43%	33%	100%	20%
Conversations with other teacher candidates	90%	0%	20%	0%
Coaching from University Supervisor	53%	19%	100%	0%
Informal conversations or interactions with faculty (in person or over email)	80%	5%	80%	0%
edTPA orientation	15%	9%	0%	20%
Coaching from Cooperating Teachers	47%	19%	100%	0%

	Southern (16 teacher candidates)		TFA (3 teacher candidates)	
	Percent who "agree" or "strongly agree"	N/A	Percent who "agree" or "strongly agree"	N/A
Coursework prior to student teaching	60%	6%	50%	67%
Student teaching seminar	53%	6%	100%	83%
Other scheduled trainings or meetings outside of student teaching seminar	47%	6%	100%	67%
Conversations with other teacher candidates	81%	0%	0%	50%
Coaching from University Supervisor	75%	0%	1%	83%
Informal conversations or interactions with faculty (in person or over email)	67%	6%	50%	67%
edTPA orientation	29%	13%	100%	83%
Coaching from Cooperating Teachers	50%	13%	67%	50%

	USJ (5 teacher candidates)		Western (12 teacher candidates)	
	Percent who "agree" or "strongly agree"	N/A	Percent who "agree" or "strongly agree"	N/A
Coursework prior to student teaching	25%	0%	58%	0%
Student teaching seminar	0%	0%	67%	0%
Other scheduled trainings or meetings outside of student teaching seminar	60%	0%	44%	25%
Conversations with other teacher candidates	100%	0%	90%	9%
Coaching from University Supervisor	100%	0%	78%	18%
Informal conversations or interactions with faculty (in person or over email)	40%	0%	56%	18%
edTPA orientation	25%	0%	50%	9%
Coaching from Cooperating Teachers	0%	0%	56%	18%

NOTE: Teacher candidates were asked to select whether they "strongly agree," "agree," "disagree," or "strongly disagree".

Faculty from Western and Central had opportunities to embed edTPA in methods classes because they started preparation for the pilot in spring of 2015. Faculty had meetings in the

spring, summer, and early fall of 2015 to go over the edTPA rubrics and start to align activities. For example, one faculty member from Central reported engaging in a crosswalk of all of the courses and tasks of edTPA with other faculty. This process resulted in creating a scope and sequence detailing where it would be appropriate for teacher candidates to hear about a particular element of edTPA in their coursework. One faculty member in Central reported that they also developed a common lesson plan format aligned to the edTPA to be used in the fall methods classes. Another faculty member in Western reported learning about and creating assignments in the summer of 2015.

Faculty and teacher candidates indicated that, in some methods classes, teacher candidates had practice or activities that prepared them for Tasks 1 and 2. One faculty member in Western reported modifying existing assignments into small edTPA-like assignments in the fall methods classes. In Central, a faculty member supported candidates with how to select and analyze video samples. Candidates critiqued each other's video selections using a modified edTPA rubric. In Southern, one faculty member explained that he/she modeled video analysis and reflection using edTPA language to get teacher candidates prepared to do this activity in the spring.

What candidates thought was useful about these supports

Candidates from Western and Central considered these specific supports for edTPA provided in the methods classes as useful for completion of the edTPA (Table 5). Sixty two (*n*=13) of candidate responses from Central and 58% (*n*=12) of candidate responses from Western indicated agreeing or strongly agreeing that coursework prior to student teaching was critical to their completion. For example, one candidate explained that the discussions of academic language during their methods class was useful in understanding how to design instruction. Other candidates considered the mini-edTPA assignments critical to their exposure to the edTPA because the student teaching seminar in the spring only met monthly and those candidates often had to miss the seminar due to scheduling conflicts.

Despite other EPPs not specifically modifying the methods classes to prepare for edTPA, the majority of teacher candidates in all EPPs, except TFA, indicated that the coursework was critical to their preparation for the edTPA. Seventy percent (*n* = 21) of candidate responses from Eastern, 100 percent (*n* = 5) of responses from Quinnipiac, and 60 percent (*n* =16) of responses from Southern indicated agreeing or strongly agreeing that coursework prior to student teaching was critical to their completion. In a later section, we elaborate on stakeholders' perceptions of the alignment of edTPA to existing curricula and how this may have supported candidates.

Main support for candidates provided in monthly or weekly seminars/meetings

Faculty in all EPPs indicated that they had ongoing meetings for candidates to prepare them to complete the edTPA. These were either formal student teaching seminars or other meetings created specifically to prepare candidates. The EPP faculty created timelines in which teacher candidates could complete the edTPA. These were shared in the monthly or weekly seminars or meetings. In addition to these ongoing meetings, a few EPPs held additional meetings for candidates to receive support. We explain these different meetings below.

Weekly or biweekly seminars

Teacher candidates in the three state university programs indicated that they received support for the edTPA in their subject-specific student teaching seminars taken during spring 2016 and taught by full-time faculty. These seminars met weekly or every other week.

In these seminars, faculty indicated that they reviewed the edTPA expectations and rubrics and explained each edTPA task. One faculty member from Southern explained, "it's showing teacher candidates the rubrics and reviewing the materials with them [teacher candidates], how they might fulfill different requirements, how the planning is going—guiding them without explicitly guiding them. Trying to support them, as much as possible. Trying to also make connections with where they have learned similar things—'This is not so different than what we've been doing all along'." One faculty member from Central also indicated that they tried to "unpack" the language of the edTPA because the assessment has specific names and terms it uses to describe different aspects of instruction. The differences in terminology between some EPPs' terms and the edTPA are described in greater detail in the next section. . Another faculty member from Eastern reported that they spent time informing teacher candidates about the "academic language" component of the edTPA by using the online resources provided by SCALE. The faculty member reported discussing with candidates the connections between the coursework and academic language.

However, not all of the candidates in Southern received support in the formal seminar that was offered to candidates. Because not all of the candidates in certain program areas took the edTPA assessment, those subject-specific seminars could not be formally dedicated to edTPA preparation. Instead, faculty created separate sessions after the seminar to prepare teacher candidates. Teacher candidates met for 30 minutes outside of the seminar times.

Monthly ongoing meetings to support edTPA candidates

Candidates in Western and Quinnipiac met monthly with their teacher candidates. In Western, all teacher candidates in the pilot took one single-credit seminar called "Assessing teaching strategies." It met once a month and was taught by an adjunct instructor hired specifically to teach the seminar to prepare candidates for the edTPA. Candidates in Quinnipiac met with one faculty member once a month for 2.5 hours to prepare for edTPA. In those

sessions, according to the faculty member, the candidates and the faculty backward-mapped when they would need to complete certain aspects of the edTPA to meet the deadline, and candidates took leadership of supporting one another in learning the edTPA.

Preparation for teacher candidates in USJ and TFA occurred in sessions outside of regular classes or seminars. For teacher candidates in USJ, the faculty member met with teacher candidates about five times outside of teacher candidates' seminars to go over each task and also to demonstrate the technology that candidates could use to videotape. These sessions lasted for about 30 minutes. TFA candidates stayed after their monthly content sessions to go over the edTPA tasks.

Videotaping support as part of these meetings

In addition to the content of edTPA, a few faculty members mentioned supports provided to candidates for the videotaping process. As mentioned above, the USJ faculty member had a separate meeting to demonstrate technology. One faculty member from Central also practiced selecting and analyzing a video with members from this faculty's seminar. In addition to this practice, the edTPA coordinator reported supporting the video and upload process by attending the seminars and interacting with teacher candidates about this process. This coordinator also reported that seminar instructors asked her many questions related to the video and logistics of edTPA in areas in which candidates were confused. These included questions about how to upload things into Task Stream, how many video clips candidates could have, how long they could be, and whether the videos had to be taken from one day.

What candidates thought was useful about the these supports

The majority of candidates in five of the EPPs considered the weekly or monthly seminar or meetings as critical for their preparation of the edTPA (Table 5). Ninety-two percent (*n*= 13) of candidates at Central, 86 percent (*n* = 21) of candidates at Eastern and 67 percent (*n*= 12) of candidates at Western agreed or strongly agreed that the student teaching seminar was critical to their completion.[3] 100 percent (*n* = 5) of candidates at Quinnipiac and 60 percent (*n*= 5) agreed or strongly agreed that the other scheduled meetings outside of their student teaching seminar was critical to their completion.[4] Forty-nine percent (*n* = 16) of the candidates at Southern agreed or strongly agreed that the seminar was critical to their completion. Three candidates mentioned that the seminar provided access to materials that they would need to complete the edTPA. Few candidates mentioned that the timelines created were

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[3] Most of the candidates in TFA considered the supports not applicable because four of the candidates who responded to the survey did not complete any aspect of assessment.
[4] Main support for candidates in Quinnipiac and USJ did not take place in the student teaching seminar but in their meetings scheduled outside of the seminar.

helpful. In interviews, two candidates from Central explained that the methods classes, coupled with the seminar, provided critical support because they had the same instructors for both, and the seminar built on the previous semester. However, two candidates

Other scheduled meetings specific for edTPA may have supported candidates

Outside of the monthly or weekly sessions to explain edTPA, some EPPs also held additional meetings. Southern created three sessions for candidates outside of the seminar to support completion of edTPA. The February session focused on "Introduc[ing] technology support devices AND provide training for managing the video and uploading functions." The two other sessions met from 9 a.m.–4 p.m. and were "dedicated writing and task development time" and a brief seminar. Teacher candidates were excused from their student teaching responsibilities on those days to work on the edTPA. One student from Southern suggested that the tech session "very helpful," along with the opportunity to work on the edTPA while on campus and "ask questions as they come up".

Western and Central also mentioned holding meetings when the candidates were able to upload their edTPA to the online platform so that faculty and staff could assist with the upload process. While the other EPPs may have held such meetings, stakeholders did not mention them in the interviews or survey results.

Conversations with other teacher candidates were critical supports

Candidates also considered their fellow candidates as a source of support. As highlighted in Table 5, 85 percent ($n = 71$) of candidates across all EPPs agreed or strongly agreed with the statement that, without the conversations with other teacher candidates, candidates would not have been able to complete the edTPA. Quinnipiac created a space for candidates to post questions online so they could help out one another. One candidate explained, "I also think my peers support me the most as well—if I have a question. I just ask someone who is having the same experience as me."

Conversations with university supervisors

Candidates considered their university supervisors a source of support for the completion of the edTPA. Sixty-two percent ($n = 77$) of teacher candidates agreed or strongly agreed that, without conversations with university supervisors, they would have been unable to complete the edTPA (Table 5.) University supervisors observe candidates during their student teaching placement. Some of the faculty both taught the student teaching seminar in the pilot and were also candidate supervisors. Fourteen faculty members who responded to the survey indicated that they served this dual role. One candidate explained that he/she found his/her university supervisor a main avenue of support because this supervisor was "always there to answer questions, such as wording, how many pages to submit," about the edTPA.

Email or informal interactions in between meetings facilitated candidate preparation

Faculty also communicated with candidates in between meetings to answer questions about the edTPA, and candidates from four of the seven EPPs considered these interactions critical. Sixty-seven percent ($n = 13$) of candidates at Central, 80 percent ($n = 21$) of candidates at Eastern, 80 percent of candidates at Quinnipiac, and 67 percent ($n = 16$) of candidates at Southern agreed or strongly agreed that the informal interactions with faculty critical to their completion (Table 5). One candidate explained that these interactions facilitated quick answers to questions about the edTPA candidate. He/she explained that they had access to information needed to complete the edTPA because "answers to question via email were always addressed promptly."

edTPA orientation

In addition to these ongoing classes or meetings to prepare candidates for the edTPA, all EPPs also held meetings before the pilot started to inform candidates about the edTPA. These meetings were briefly mentioned in the earlier section on how the pilot was rolled out. Eastern had a meeting in December for candidates to introduce the edTPA and provided the handbook for candidates to read. However, one faculty member suggested that this was not as useful for the candidates because they did not know the types of questions to ask to facilitate their completion. Western had an edTPA boot camp in January 2016 to inform the candidates of the edTPA before their student teaching seminar. They went over the edTPA and had the "opportunity to look through the handbook before they start their course." Approximately 45 percent ($n = 12$) of teacher candidates at Western considered this orientation as critical, whereas teacher candidates from other EPPs did not consider the orientation or initial meetings as critical to their understanding of the edTPA in any way (Table 5).

Candidates' perceptions about cooperating teachers' support vary

Candidates varied in their perception of the usefulness of cooperating teacher support. Forty-five percent ($n = 71$) of candidates agreed or strongly agreed to the statement that without cooperating teacher support, candidates would have not been able to complete the edTPA assessment (Table 5). In interviews, two candidates suggested that cooperating teachers were able to answer questions about the students in the classroom, and this information was used to help the candidate write up the section on the context of learning or other information that would help the candidate design the lessons and determine which students to target. Another candidate explained that he/she showed the cooperating teacher the lesson plan only before the formal observation. However, five candidates interviewed as part of this study did not consider cooperating teachers as a major support in the edTPA process. One teacher candidate explained, "My cooperating teacher doesn't know anything about edTPA."

Cooperating teachers also reported providing emotional support to candidates to some extent by talking with the candidates. Three of the cooperating teachers interviewed reported hearing about teacher candidates' stress level or feelings of being overwhelmed by the amount of work required by the edTPA. One cooperating teacher reported talking with her student teacher about the possibility of the candidate not completing the edTPA because of inability to manage the work. Another cooperating teacher elaborated that one teacher candidate was stressed out because the teacher candidate was doing double the amount of work to complete the edTPA. This cooperating teacher explained," It was stressing me out because it was stressing him out."

Even when cooperating teachers supported candidates, the cooperating teachers interviewed as part of this study reported they did not engage in activities outside of their existing role. Three cooperating teachers reported that they assisted, or were going to assist, candidates with videotaping the lesson that candidates had to submit as part of Task 2 and that this activity was easy to incorporate because the cooperating teacher would be observing the candidate anyway as the candidate was teaching the class. Another cooperating teacher responded that he/she helped the candidate as he/she normally would when supporting candidates to complete their portfolio by revising the lesson plan or other aspects of the student teaching.

Access to materials to complete the edTPA

Sixty-eight ($n = 79$) percent of teacher candidates taking the survey either agreed or strongly agreed that they were able to access the materials necessary to complete the edTPA (Figure 8). Eighteen of the 34 open-ended responses to the question named online platforms, such as Task Stream or TK20, as providing access to the materials. Eleven of the 34 mentioned support structures, such as courses or email interactions, as critical to accessing edTPA resources and materials. Those who disagreed cited many technology problems. Eight of candidates who said they disagreed or strongly disagreed explained in open ended responses that they did not having access to the online materials or had problems navigating technology or the website.

Figure 8. Percentage distribution of teacher candidates, by level of agreement with ability to readily access information and materials to complete the edTPA
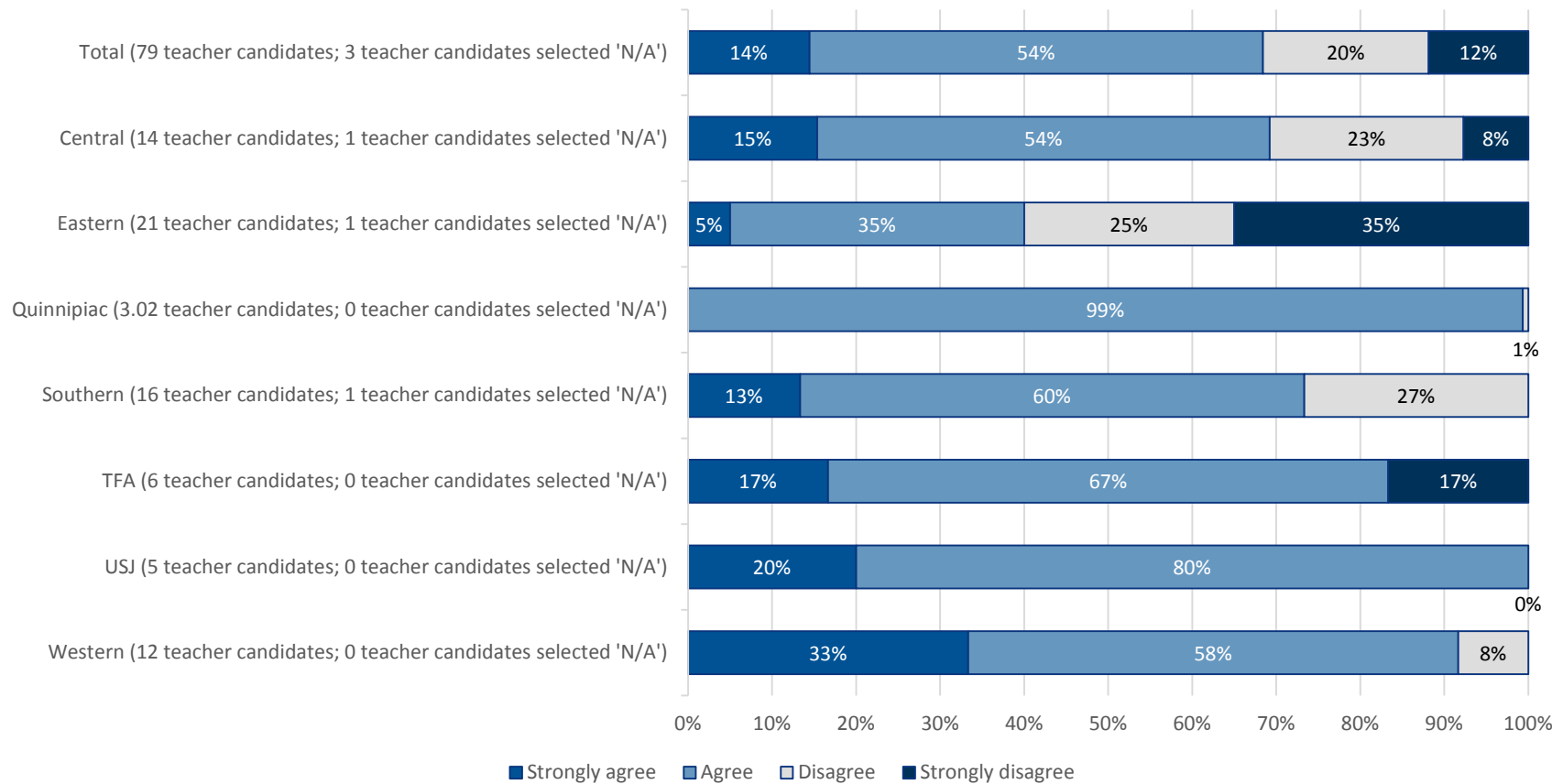
Whether candidates considered themselves prepared

While candidates considered many of the supports provided as critical and that they had access to the needed materials, feelings of preparedness varied for different aspects of the edTPA assessment. Varying levels of preparedness may be due possibly to the varying types of supports provided to teacher candidates in their EPPs as well as whether or not those supports provided enough support and information for candidates.

Overall, less than half of the teacher candidates across all EPPs indicated feeling prepared to understand and complete the content of the tasks in edTPA, including writing the commentaries. Forty-three percent ($n = 79$), 42 percent ($n = 78$), 41 percent ($n = 78$), and 34 percent ($n = 50$) of the candidates felt very or somewhat prepared to understand the rubrics and how to complete Task 1, 2, 3 and 4, respectively (Table 6). But candidates' feelings of preparedness varied by EPP. Quinnipiac, Central, and TFA had the highest percentages of candidates who reported feeling very much or somewhat prepared to understand and complete the tasks and also write the commentaries. Eighty percent ($n = 5$), 40 percent, 80 percent and 80 percent of Quinnipiac candidates reported feeling very or somewhat prepared to complete Task 1, Task 2, Task 3 and Task 4, respectively. Sixty four percent ($n = 13$) of candidates at Central reported feeling very or somewhat prepared to complete Task 1, Task 2 and Task 3 and only 37 percent ($n = 6$) reported feeling very or somewhat prepared to complete Task 4. Fifty percent ($n = 6$), 60 percent, and 60 percent of candidates at TFA reported feeling very or somewhat prepared to complete Task 1, Task 2 and Task 3, respectively and only 33 percent ($n = 3$) reported feeling very or somewhat prepared to complete Task 4. However, only one of the six TFA candidates had actually completed the entire edTPA assessment as of this survey. Candidates at Quinnipiac (80%, $n = 5$), Central (57%, $n = 14$) Southern (56%, $n = 16$) reported feeling very or somewhat prepared to write the edTPA commentaries.

Southern, USJ and Western's teacher candidates reported having mixed levels of preparation to understand and complete the tasks. Thirty-eight percent ($n = 16$) of Southern candidates reported feeling very or somewhat prepared to complete Task 1, Task 2, Task 3 and 33 percent ($n = 9$) reported feeling very or somewhat prepared Task 4. Forty percent ($n = 5$) of candidates at USJ reported feeling very or somewhat prepared to complete Task 1, Task 2, Task 3 and 67 percent ($n = 3$) reported feeling very or somewhat prepared to complete Task 4. Forty two percent ($n = 12$), 50 percent, and 25 percent of candidates at Western reported feeling very or somewhat prepared to complete Task 1, Task 2, Task 3 and 25 percent ($n = 8$) reported feeling very or somewhat prepared to complete Task 4. Candidates at Eastern reported having the lowest levels of preparation. Twenty-four percent ($n = 21$) of candidates at Eastern reported feeling very or somewhat prepared to complete Task 1, Task 2, Task 3 and nineteen percent ($n = 16$) reported feeling very or somewhat prepared to complete Task 4.

Table 6. Percentage of teacher candidates who were "very much prepared" or "somewhat prepared" for selected edTPA components, by educator preparation program

	Total (79 teacher candidates)	Central (14 teacher candidates)	Eastern (21 teacher candidates)	Quinnipiac (5 teacher candidates)	Southern (16 teacher candidates)	TFA (6 teacher candidates)	USJ (5 teacher candidates)	Western (12 teacher candidates)
Understand the edTPA rubrics for and how to complete...								
Task 1	43%	64%	24%	80%	38%	50%	40%	42%
Task 2	42%	64%	24%	40%	38%	60%	40%	50%
Task 3	41%	64%	24%	80%	38%	60%	40%	25%
Task 4	34%	33%	19%	80%	33%	33%	67%	25%
	(of 50 teacher candidates)	(of 6 teacher candidates)	(of 16 teacher candidates)	(of 5 teacher candidates)	(of 9 teacher candidates)	(of 3 teacher candidates)	(of 3 teacher candidates)	(of 8 teacher candidates)
Write the commentaries for the edTPA	47%	57%	29%	80%	56%	67%	20%	42%

NOTE: Teacher candidates were asked to select whether they were "very much prepared", "somewhat prepared", "a little prepared" or "not at all prepared".

Confusion on edTPA expectations

Teacher candidates explained they still remained confused about what was expected of them in the edTPA and how to complete the assessment because candidates had not seen the anything related to edTPA prior to the pilot. Eighteen open-ended survey responses from candidates highlighted their remaining confusion about what edTPA expected. These open-ended survey responses, as well as feedback from interviews from eight teacher candidates, underscored the need for specific samples of the edTPA expectations. One candidate explained, "I understood the rubric, it was more about what each section was specifically looking for." Candidates suggested that having samples would have reduced the confusion and perhaps time spent figuring out what the assessment wanted them to do. Another candidate explained, "More clarity needs to be provided as to what is expected in the final products. We needed to see samples in order to see what needs to be done." Another candidate even explained that he/she did not need more time to complete the edTPA, despite the compressed time during his/her student teaching placement to do the assessment, but that a sample would have significantly improved understanding of what it was he/she had to complete.

Candidates felt challenged with technological aspects of the edTPA

Candidates had varied levels of preparation with the technological aspects of the edTPA. Central, Western, and Southern had a greater number of respondents who reported feeling very or somewhat prepared to videotape a lesson for edTPA. Southern and Central had special supports for candidates, and Western had a teaching assistant support with the videotaping process. However, candidates from USJ, Quinnipiac, and Eastern felt less prepared. Four candidates indicated in open-ended survey responses that they did not have access to technology to videotape nor had problems with technology that made the process difficult. While videotaping seemed to be an area in which candidates faced some challenges, later we explain how candidates and faculty both considered the opportunity to reflect on practice through watching a videotaped lesson to be the most widely perceived benefit of the edTPA.

Across all EPPs, 40 percent of teacher candidates ($n = 79$) felt not at all prepared to format and upload the video, and 55 percent indicated feeling somewhat or a little prepared to do this task (Table 7). Teacher candidates across EPPs also varied in the extent to which they felt prepared to upload the assessment to the online platform. Central (64%, $n = 14$), Southern (50%, $n = 16$), and Quinnipiac (60%, $n = 5$) had more teacher candidates indicating that they felt very or somewhat prepared to upload the assessment to the online platform than Eastern (29%, $n = 21$), Western (42%, $n = 12$), USJ (0%, $n = 5$), and TFA (33%, $n = 6$). In the open-ended survey responses, candidates shared unprompted responses about the inability to download or upload materials in a timely way. Five candidates from Eastern indicated

specific issues with the downloading or uploading process on the platform. One candidate explained, "The TK20 platform deleted materials and would not allow me to reupload," and another candidate shared that specifically it took a lot of time to download the programs needed to film the video. In contrast, one candidate from Central referred to materials given by the edTPA coordinator to remedy some challenges with the video uploading process. This candidate explained, "[edTPA coordinator] gave me something called 'Hand Break,' which is a good program to compress videos. I did my video on iPad and it was sideways—I had to figure out how to rotate it. It took 3–4 hours for the videotaping and compression and rotating."

Table 7. Percentage of teacher candidates who were "very much prepared" or "somewhat prepared" for selected edTPA components, by educator preparation program

	Total (79 teacher candidates)	Central (14 teacher candidates)	Eastern (21 teacher candidates)	Quinnipiac (5 teacher candidates)	Southern (16 teacher candidates)	TFA (6 teacher candidates)	USJ (5 teacher candidates)	Western (12 teacher candidates)
Videotape a lesson for the edTPA	41%	50%	19%	20%	63%	33%	20%	58%
Format and upload the edTPA video to the assessment platform	25%	36%	5%	20%	31%	33%	40%	33%
Upload the edTPA assessment to the online platform	42%	64%	29%	60%	50%	33%	0%	42%

NOTE: Teacher candidates were asked to select whether they were "very much prepared", "somewhat prepared", "a little prepared" or "not at all prepared".

In sum, teacher candidates had varied supports to prepare for edTPA; some teacher candidates in certain EPPs had multiple supports over the fall and spring semesters, while others had fewer sources of support only in spring semester. This may have contributed to some candidates reporting that they did not feel prepared to complete the edTPA. In addition to the sources of support and timeline for preparation, two EPPs had coordinators that had extensive experience with the edTPA prior to the pilot and therefore perhaps were more able to support candidates with some of the details of the edTPA, particularly the technology. In addition, those programs had more time to prepare for the edTPA. Some programs also had seminars that met weekly or biweekly as opposed to monthly, which may have also affected candidates' feelings of support.

Candidates strongly emphasize the need for edTPA preparation to be embedded in coursework

Despite their feedback that some supports may have not been as critical to their preparation in the pilot, candidates consider many of these supports as necessary if the edTPA is scaled across the EPP. Eighty-five percent ($n = 61$) suggested that edTPA should be embedded in seminars or coursework, 74 percent suggested that EPPs should provide supports for videotaping and access to technology and 70 percent suggested that EPPs should create dedicated work sessions to complete the edTPA (Figure 9). Those who checked other suggested technology support and additional training.

Figure 9. Percentage of teacher candidates indicating support for selected supports that EPP should consider keeping or adding if edTPA is scaled across the state (out of 61 teacher candidates)
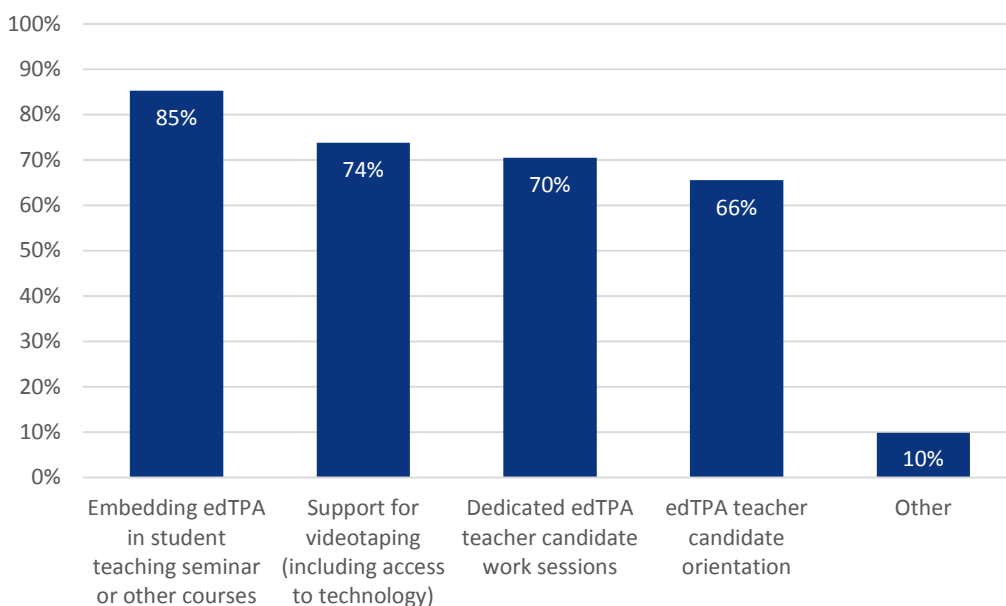
Supports to faculty

Stakeholders reported receiving varied supports to facilitate engagement with edTPA, such as trainings hosted by SCALE, support from their edTPA coordinator, and ongoing meetings with their colleagues. As shown in Figure 10, most faculty reported that they received support from the local evaluation training in February (75%) and from conversations with their colleagues (66%). We will elaborate below on the supports for faculty.

Figure 10. Percentage of faculty indicating support for selected supports that they participated in to facilitate engagement with edTPA assessment (out of 24 faculty)
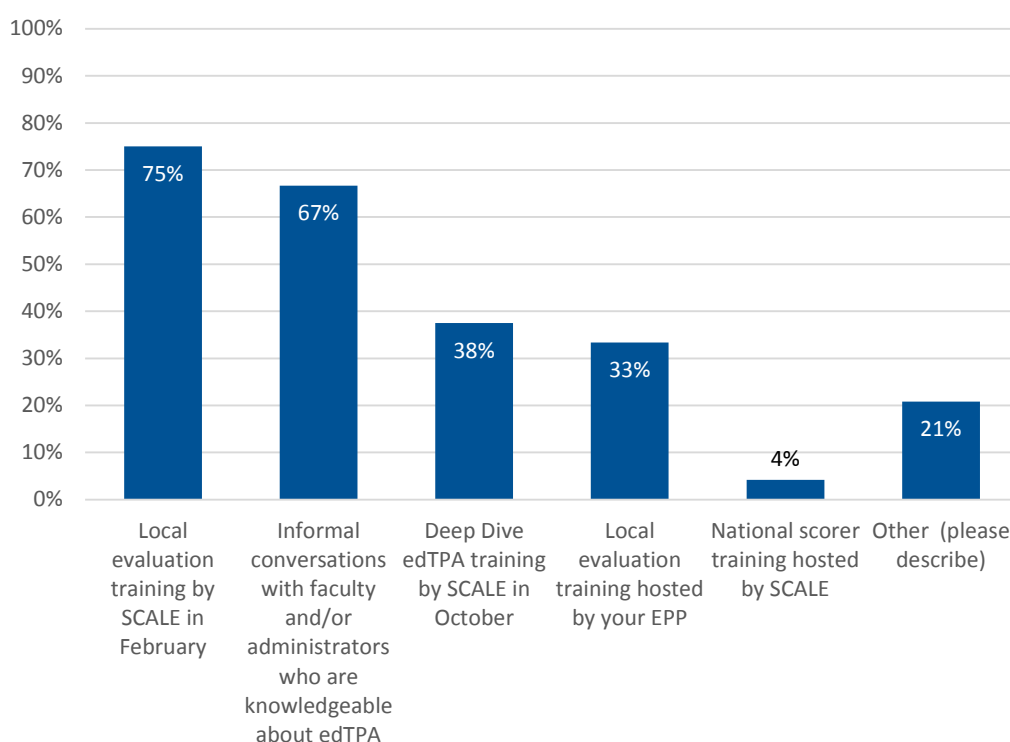
Formal trainings gave an overview of edTPA, but some faculty wish that all trainings were prior to the pilot

The state department of education facilitated four trainings from SCALE related to the edTPA: three in-person trainings (a Deep Dive and two local evaluation trainings) and one online webinar (academic language). The Deep Dive training was held in October 2015. According to the SCALE trainer, the Deep Dive is an opportunity to explore the design of the assessment and what is required of the artifacts that candidates are supposed to submit. The Deep Dive is considered by SCALE to be a prerequisite to the local evaluation training. The local evaluation training, in contrast, is a closer look at the rubric and sample artifacts in order for attendees to understand what counts as evidence for different levels of the edTPA

rubric. This training is designed to give attendees a better understanding of edTPA in order to do local evaluation of the portfolios in their EPP. Local evaluation training for EPPs in the pilot was held on February 4 and 29. The February 29 session was originally scheduled to be held on February 5, but, due to snow, had to be rescheduled for later in the month. Three edTPA coordinators also mentioned hosting local evaluation trainings at their respective EPPs for faculty that missed the formal SCALE training. In addition to these trainings, SCALE also hosted a webinar on academic language in March for faculty and staff participating in the pilot.

Faculty and staff who attended both the Deep Dive and local evaluation trainings considered both useful but considered the local evaluation training more useful because attendees had access to samples of candidates' work that facilitated deeper understanding of the rubric progression. One edTPA coordinator mentioned that the academic language webinar was also extremely useful. However, some faculty explained that the timing of these trainings were too late to effectively support their candidates. A few faculty members mentioned that they wished that these trainings were closer together and/or also provided before the semester started. One faculty member suggested that the timing of the March academic language webinar was also too late in the semester to prepare candidates with this aspect of the edTPA. Two faculty members also indicated that these trainings were still not enough to educate them on the edTPA, and they did not have any prior knowledge of the edTPA. One faculty member decided to go through the national scorer training in order to learn more about edTPA. Another faculty member explained that, despite attending the local evaluation training, "I'm still completely in the dark about what they're looking for—particularly in the commentary section of the students."

Formal or informal meetings/conversations among faculty and edTPA coordinators supported preparation

EPPs with multiple faculty participating in the pilot met in formal or informal meetings throughout the pilot to discuss how to prepare teacher candidates and also deal with any issues that arose. Faculty in Central, Southern, and Eastern also reported discussing how they were aligned with one another in their support of candidates. One faculty member from Central explained that they made sure they were all "speaking the same language." All faculty interviewed from these programs mentioned that these meetings supported them with the edTPA implementation. Faculty reported that having these meetings was helpful because they could talk about issues as they come up without waiting for a period of time for challenges to be addressed. We elaborate on some of the differences between EPPs in regard to these ongoing meetings below and possible implications for preparations.

Southern faculty had an implementation committee of all faculty that participated in the pilot. This committee was facilitated by the edTPA coordinators. These faculty began meeting

meet every two weeks starting in the fall semester to discuss how they were going to support candidates. In the fall, faculty reported specifically going over the edTPA requirements and thinking of what they needed to do to support the teacher candidates with completing the edTPA. An outcome of that meeting was faculty members' decision to create additional supports for candidates to complete the edTPA. Meeting agendas were set ahead of time with specific items to discuss.

Central reported meetings that started as early as spring 2015. The edTPA coordinator described facilitating meetings in the spring 2015 and early fall 2015 to crosswalk the edTPA with the faculty's current coursework. As mentioned in the section on supports for teacher candidates, faculty developed a lesson plan format that was aligned with the edTPA during those conversations. One faculty member also mentioned meeting in a smaller group of 4–5 faculty four to five times during the fall to discuss alignment and also mentioned that these meetings were critical to ensure that they were all focusing on edTPA. The edTPA coordinator also reported meeting with the seminar instructors "daily" to answer questions that came up, which were mostly related to technology and logistics of edTPA. One faculty member commented specifically on the knowledge and accessibility of the coordinator as critical to his/her understanding of edTPA.

Eastern faculty reported meeting approximately every week or every other week to informally discuss the implementation and deal with any issues that arose.

The Western faculty and edTPA coordinator met informally in the spring to "troubleshoot" aspects of the pilot. However, Western also began their discussions in the fall 2015 because they engaged in a fall pre-pilot of the edTPA. The coordinator reported that they met more intensively at the beginning of the fall and spring as the pilots ramped up, about once a week, and then less during the pilot. The coordinator indicated that she met with these faculty more closely in preparation for uploading and submission.

TFA content specialists already had regular meetings with their edTPA coordinators in which the coordinator provided information about the edTPA and what the content specialists needed to cover in their classes with the TFA candidates. Content specialists suggested that these meetings provided access to the materials needed to prepare candidates for the edTPA.

Support from edTPA coordinator provided access to required information

As highlighted above, the edTPA coordinator played a vital role in facilitating and organizing the edTPA meetings with faculty. In the earlier section on stakeholder roles, we also explained the formal role the coordinator played to support implementation by communicating with faculty and organizing or facilitating access to trainings. Faculty participating in the pilot

considered the edTPA coordinator as critical to providing access to information that they needed to support candidates with the assessment. When asked whether faculty were able to access the materials they needed during the pilot, 95 percent ($n= 24$) of faculty agreed or strongly agreed with the statement "I was able to readily access information and materials needed to facilitate my engagement with the edTPA" (Figure 11). Twelve of the 14 open-ended responses explaining what supports facilitated their access mentioned the edTPA co-ordinator as a support. One faculty member explained, "[edTPA coordinator] is great. If I ever have a question or comment [edTPA coordinator has] been very helpful."

Figure 11. Percentage of faculty who were readily able to access information and materials needed to facilitate their engagement with edTPA (N=24)
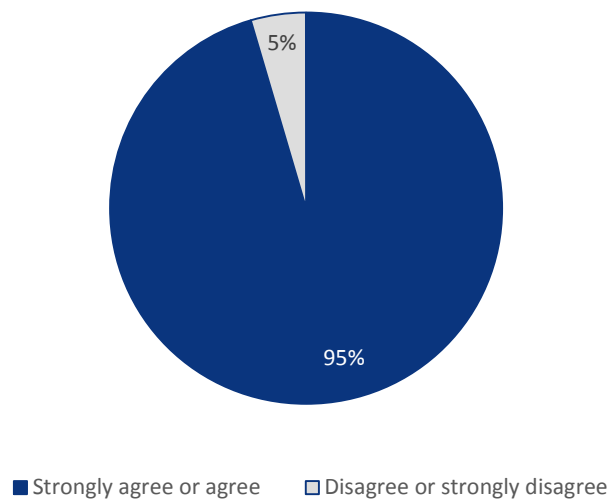
Outside trainings to get a deeper understanding of edTPA and implementation advice

A few faculty mentioned the usefulness of national scorer training in facilitating their understanding of edTPA in a deeper way. Three stakeholders, two faculty members, and one edTPA coordinator also mentioned conferences or mentors as useful because they received specific implementation advice from those sources. These stakeholders mentioned the national edTPA implementation conference and AACTE as useful sources of implementation information. One coordinator explained, "That was great to hear people who have already done it. There were a couple meetings over the summer where coordinators got together, and that was helpful in terms of camaraderie and common questions. For example, asking the other schools if they were inviting cooperating teachers to the training, asking about the letters for videotaping."

Whether faculty felt prepared to engage in edTPA pilot

Seventy nine percent (*n* = 23) of faculty who responded to the survey indicated feeling pre-
pared to support candidates. Eighty percent (*n* = 24) of faculty also reported feeling
prepared to conduct local evaluation at their programs, and 92 percent (*n* = 24) reported
having an understanding of they could use data to improve their program (Table 8).

Table 8. Percentage of faculty who "agreed" or "strongly agreed" that they were prepared for certain aspects for certain aspects of edTPA

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
Felt prepared to support teaching candidates in completion of the edTPA during the spring pilot. (Out of 23 faculty)	9%	70%	17%	4%	0%
Understood how to evaluate candidates' edTPA portfolios. (Out of 24 faculty)	13%	67%	17%	4%	0%
Understood how the preparation program can use edTPA assessment data to improve their program. (Out of 23 faculty)	22%	70%	9%	0%	4%

Some faculty wanted more time to learn about edTPA and prepare for the pilot

Faculty from two of the EPPs that started preparations for the pilot later in fall 2015 (East-
ern and USJ) suggested that they did not feel adequately prepared to support their teacher
candidates. USJ only had one faculty member preparing teacher candidates and he/she had
no prior exposure to the edTPA. This faculty member also came late to the role of edTPA
coordinator and therefore only attended the coordinator meetings since February. This fac-
ulty member explained in interviews, "I didn't have guidance or direction as to what I was
technically supposed to be doing". Both this faculty member and faculty at Eastern sug-
gested the need for more time for preparation and planning before the spring 2015 semester.
As mentioned earlier, faculty recommended that the SCALE trainings should have happened
earlier, before they began to prepare candidates. One faculty from Eastern commented, "We
needed an entire semester of planning/workshops/education about all of the aspects of
what would be expected from our candidates PRIOR to starting the project. Faculty and stu-
dents were learning on the go...." Another faculty member suggested it was difficult to
support candidates "without having full knowledge" of the edTPA because faculty were
"brand new" to edTPA as well.

How faculty preparation may be related to candidates' perceptions of preparedness

In contrast to these two EPPs, faculty at Central, Western, and Southern had begun to learn about edTPA before spring 2016 and had begun to prepare candidates then. While the faculty member at Quinnipiac did not prepare candidates until spring 2016, this faculty member had participated in national scorer training during the summer and therefore had prior knowledge of the edTPA before the SCALE trainings arranged as part of the pilot. One candidate from Eastern suggested that having faculty knowledgeable about the edTPA was critical to supporting their success, "I understand it was a pilot program but we need someone who knows the ins and outs of edTPA in order to help us complete the tasks." Another candidate suggested that, despite the available support and help from their faculty member, the faculty's lack of familiarity mattered, "our [faculty member] was learning as we were. And while she was incredibly helpful, it still wasn't want we needed."

Supports to edTPA coordinators

Coordinators of the edTPA in each EPP also had specific support to facilitate their implementation of the edTPA. In addition to attending the formal trainings by SCALE, the CSDE facilitated monthly calls for the edTPA coordinators. According to the facilitator, these calls were designed to provide support and facilitate ongoing communication between the pilot EPPs and the state department of education, as well as among pilot EPPs in order to share ideas and experiences found to be beneficial to engagement with the assessment and the pilot

Sharing of implementation ideas

All edTPA coordinators found monthly coordinator calls useful to hear important information to communicate back to their colleges, especially since they were able to hear other EPPs' concerns or ideas from which they could learn. One coordinator mentioned this was useful because "someone might bring up something that didn't occur to me." In addition to these calls, a few coordinators also mentioned gaining implementation advice during the conference presentations that were mentioned above.

One coordinator specifically mentioned the online resources from SCALE as critical. In addition to these resources, one coordinator suggested the creation of an edTPA web page on the state department of education's website to host implementation materials or an edTPA discussion board where EPPs could support each other with implementation questions instead of waiting for the meetings or calling up their colleagues.

Supports to P-12 partners

Cooperating teachers were invited by their EPPs to attend local evaluation trainings and were also informed of the edTPA during the rollout activities, as explained earlier in the report. Faculty and edTPA coordinators suggested that they did not provide much support to cooperating teachers because many of the cooperating teachers were familiar with the Beginning Educator Support and Training Program (BEST) portfolio on which the edTPA is based[5].

Local evaluation training may not be appropriate training for cooperating teachers

Four of the cooperating teachers who attended the local evaluation training reported, in interviews, that the information in the training was too in-depth for what they needed to know to support teacher candidates. Although one cooperating teacher suggested that seeing the samples of work in the local evaluation training was helpful when his/her teacher candidate had questions, the cooperating teacher did not have any prior knowledge of edTPA and therefore felt the training was too far ahead for his/her needs. However, these cooperating teachers suggest that they would have appreciated a briefer overview of edTPA, or maybe just a copy of the handbook, as opposed to full-day in-depth teaching about edTPA with expectations about their specific role in the edTPA assessment.

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[5] The BEST portfolio was used years prior in Connecticut as part of the state's teacher induction program.

Evaluation questions: To what extent did pilot implementation of edTPA require shifts in individuals' values, beliefs, and understanding related to educator preparation and effectiveness? To what extent might implementation of edTPA require cultural shifts (i.e., changes in norms, existing structures, and practices) in each EPP? How aligned is the policy to the existing cultures in the EPPs?

In this section, we highlight the aspects of teacher preparation in Connecticut that were aligned and those that were not aligned with the edTPA. First, we explain how faculty consider the edTPA aligned with how their EPP measures high quality teaching, suggesting that faculty their implementation of edTPA did not require shifts in their beliefs about educator preparation. Next, we will explain candidates' and faculty's perspectives on whether the edTPA is aligned with the content, language, and assignments of EPPs. Then we explain what EPPs did or may do to align with the edTPA if the assessment is scaled statewide to elaborate on the degree to which EPPs may modify current practice to implement the edTPA. Initial perspectives from faculty suggest that changes to coursework may not require significant shifts by EPPs. We highlight one EPP structure, the length of time of the student teaching placement, that EPPs may consider changing if the edTPA is scaled statewide.

Whether edTPA may require changes in understanding about EPP preparation and effective teaching

Faculty and EPP staff participating in the pilot reported that the edTPA aligned with what their EPP considered high-quality teaching. Ninety-two percent ($n = 23$) of faculty responding to the survey agreed or strongly agreed that the edTPA aligned with the definition of high-quality teaching in their EPP, as indicated in Table 9. One faculty elaborated on this alignment and explained his/her participation in the pilot, "Reinforc[ed] ideas that I felt was good teaching and it made me feel good and that it's a good assessment. It wasn't a shift in my philosophy of teaching at all." Similarly, one dean reported that a faculty member told him/her during the pilot "This [edTPA] is good work, this is the work we should be doing anyways." These comments and survey findings suggest that piloting the edTPA did not require changes in individuals' understanding of how candidates should be prepared or what makes them effective. Below, we will explain changes EPPs made or may make in their programs if the edTPA is scaled elaborating on the degree of alignment between the edTPA.

Alignment with EPP practices

Candidates and faculty had differing perspectives on whether the edTPA was aligned with the existing programs. First, faculty and candidates disagreed about the whether the way that edTPA measures high-quality teaching is consistent with the definition of high-quality teaching in their EPP. Ninety-two percent ($n = 23$) of faculty agreed or strongly agreed and 9 percent disagreed (Table 9). Yet 48 percent ($n = 79$) of candidates agreed or strongly agreed to that statement and 25 percent disagreed and 25 percent strongly disagreed. Sixty-six percent ($n = 24$) of faculty agreed or strongly agreed that language used in the edTPA is consistent with the language used in his/her program area, and 33 percent disagreed Whereas 47 percent ($n = 78$) of teacher candidates agreed or strongly agreed with this statement, 29 percent disagreed and 24 percent strongly disagreed. Eighty-four percent ($n = 24$) of faculty agreed or strongly agreed that edTPA is aligned with the content area in in his/her program area, and 17 percent disagreed. Whereas 60 percent ($n = 75$) of teacher candidates agreed or strongly agreed with this statement, 21 percent disagreed and 19 percent strongly disagreed. Faculty and candidate responses to the statement regarding alignment to assignments repeat this trend. Eighty-seven percent ($n = 23$) of faculty agreed or strongly agreed that edTPA is aligned with the assignments in his/her program area, and 13 percent disagreed. Whereas 47 percent ($n = 77$) of teacher candidates agreed or strongly agreed with this statement, 31 percent disagreed and 22 percent strongly disagreed.

Table 9. Percentage distribution of faculty and teacher candidates, by level of agreement on the alignment of edTPA and existing educator preparation curriculum

	Strongly agree		Agree		Disagree		Strongly disagree		N/A	
	Faculty	Teacher candidates	Faculty	Teacher candidates	Faculty	Teacher candidates	Faculty	Teacher candidates	Faculty	Teacher candidates
The way edTPA measures high-quality teaching is consistent with the definition of high-quality teaching in my EPP. (out of 23 faculty and 79 teacher candidates)	22%	4%	70%	46%	9%	25%	0%	25%	4%	1%
The language used in the assessment to describe pedagogy is consistent with the language used in my program area. (out of 24 faculty and 78 teacher candidates)	8%	3%	58%	44%	33%	29%	0%	24%	0%	3%
The edTPA assessment is aligned with the content areas emphasized in my program area. (out of 24 faculty and 75 teacher candidates)	17%	5%	67%	55%	17%	21%	0%	19%	0%	5%
The edTPA assessment tasks are aligned with the assignments completed in my program area. (out of 23 faculty and 77 teacher candidates)	9%	3%	78%	44%	13%	31%	0%	22%	0%	4%

Further, teacher candidate perspectives on the lack of alignment varied across EPPs. Survey data on candidate perspectives are highlighted in Table 10. Candidates in Eastern did not consider any aspect of their program aligned with the edTPA content, language, or tasks. Twenty-five percent ($n = 20$) agreed or disagreed with the statement about pedagogy, 35 percent agreed or strongly agreed with the statement about the edTPA being aligned with content, and 25 percent agreed or strongly agreed to the statement about the edTPA being aligned with assessments. Western and TFA only considered the content areas or language used to describe pedagogy as aligned, respectively. Sixty-three percent ($n = 12$) of Western teacher candidates agreed or strongly agreed with the statement that edTPA is aligned with the content area in in his/her program area, and 71 percent ($n = 7$) of TFA teacher candidates agreed or strongly agreed with the statement that edTPA is aligned with language to describe pedagogy. Teacher candidates in Central and Quinnipiac that responded to the survey considered language, content, and assignments used in their courses aligned with edTPA. Seventy-three percent

($n =15$), 67 percent and 53 percent of candidates in Central agreed or strongly agreed that language, content, and assignments used in their courses aligned with edTPA, respectively. Sixty percent ($n =5$), 100 percent and 80 percent of teacher candidates at Quinnipiac agreed or strongly agreed that language, content, and assignments used in their courses aligned with edTPA, respectively.

Table 10. Percentage of teacher candidates who "agreed" or "strongly agreed" that selected aspects of edTPA aligned with their existing educator preparation curriculum, by educator preparation program

	Total (80 teacher candidates)		Central (15 teacher candidates)		Eastern (20 teacher candidates)		Quinnipiac (5 teacher candidates)	
	"Strongly agree" or "agree"	N/A	"Strongly agree" or "agree"	N/A	"Strongly agree" or "agree"	N/A	"Strongly agree" or "agree"	N/A
The way edTPA measures high-quality teaching is consistent with the definition of high-quality teaching in our EPP.	49%	1%	60%	0%	40%	0%	80%	0%
The language used in the assessment to describe pedagogy is consistent with the language used in my program area.	46%	3%	73%	7%	20%	0%	60%	0%
The edTPA assessment is aligned with the content areas emphasized in my program area.	60%	5%	67%	7%	35%	0%	100%	0%
The edTPA assessment tasks are aligned with the assignments completed in my program area.	47%	5%	53%	7%	25%	0%	80%	0%

Table 10. Percentage of teacher candidates who "agreed" or "strongly agreed" that selected aspects of edTPA aligned with their existing educator preparation curriculum, by educator preparation program—Continued

	Southern (16 teacher candidates)		TFA (7 teacher candidates)		USJ (5 teacher candidates)		Western (12 teacher candidates)	
	"Strongly agree" or "agree"	N/A	"Strongly agree" or "agree"	N/A	"Strongly agree" or "agree"	N/A	"Strongly agree" or "agree"	N/A
The way edTPA measures high-quality teaching is consistent with the definition of high-quality teaching in our EPP.	31%	6%	86%	0%	80%	0%	50%	0%
The language used in the assessment to describe pedagogy is consistent with the language used in my program area.	50%	6%	71%	0%	0%	0%	42%	0%
The edTPA assessment is aligned with the content areas emphasized in my program area.	56%	19%	43%	0%	80%	0%	64%	0%
The edTPA assessment tasks are aligned with the assignments completed in my program area.	44%	6%	43%	14%	80%	0%	42%	0%

NOTE: Teacher candidates were asked to select whether they "strongly agree," "agree," "disagree," or "strongly disagree" with each statement.

Faculty and teacher candidates explained some of the similarities and differences between the edTPA assessment and the EPP coursework in interviews. In terms of the language used in the assessment, one candidate explained that he/she needed to keep referring to the glossary when doing the assessment. One candidate in special education elaborated on these differences and explained that, in the edTPA, an instructional unit is not labeled a "student" but a "focus learner." The edTPA also uses "lesson segment" instead of "lesson plan."

EPP stakeholders also highlighted various areas that differed between the program and edTPA. Stakeholders remarked that the way edTPA emphasizes academic language was not emphasized in their programs or not addressed at all. The academic language component of the edTPA requires that candidates make the language they are using that is specific to the subject or topic explicit. For example, lesson plans in the edTPA require candidates to have a learning objective related to academic language. One faculty member explained, "The only thing we felt weak about was academic language. That was not taught before. But all other elements I've been doing." Another faculty member agreed and explained that academic language "doesn't happen too much" in their classes. Other areas highlighted by candidates and faculty that were not included or emphasized in their respective EPPs included re-engagement lessons, citing academic literature, and how to link instruction to students' economic and cultural backgrounds.

Candidates and faculty members also commented on various types of tasks similar to the tasks in the edTPA and how some of these areas were different from the edTPA. According to the candidates, the edTPA lesson planning process was different from what their EPPs required. Candidates explained that the edTPA required additional explanations and rationale on their lesson plan. One candidate explained that the lesson plan required by edTPA was "more thorough" than the one the candidate was asked to complete in their methods classes. Two other candidates explained different aspects of the lesson plan in edTPA that were not introduced in their prior classes. These candidates explained, "We never talked about how we planned something or why we planned it. We also didn't necessarily talk about the objective of the entire segment. We never really had to identify a common theme."

One candidate commented on how the misalignment between the current coursework in his/her EPP seemed to matter for how prepared he/she felt to complete the assessment. This candidate explained, "For three years we have been trained to use a certain lesson plan and unit plan and criteria and now in the 11th hour they throw [in] the edTPA as we were starting student teaching and none of us were prepared." Yet, if candidates are prepared before their student teaching placements and have curriculum similar to the edTPA embedded in their coursework, then candidates may not experience they type of misalignment this candidate expressed above. For example, two candidates explained how alignment between edTPA and their EPP related to their perspectives on how prepared they felt to complete

the edTPA. One candidate suggested how alignment may benefit their edTPA preparation. This candidate explained, "For math, a lot of the ways they encouraged teaching, they have always been highly aligned with how they've been taught to teach prior."

To prepare teacher candidates and align material, various programs in the four state universities created additional assignments in the courses, added course content, or made the edTPA the final portfolio to do the assessment. . Up till then, coursework may not have prepared teacher candidates. For example, one faculty member provided resources on academic language to his/her candidates during the student teaching seminar. This faculty member also tried to connect the concept of academic language to what candidates had learned before in their coursework. Other faculty members described doing the same, trying to connect previous coursework to what the edTPA asked. Faculty members at Central reviewed the edTPA during the summer of 2015 and developed a lesson plan that was similar to what edTPA asked candidates to complete. This lesson plan also included a section in which candidates had to fill out the academic language objective for the lesson, something that Central's lesson plans did not have previously.

Faculty make modifications to their EPP courses and portfolios

EPPs considered making these modifications as well. Seventy-nine percent (*n = 24*) of faculty reported they may make the edTPA their final portfolio, and 63 percent suggest they may consider including additional assignments and content in their classes (Figure 12). Three of the faculty who responded "other" explained that they are not sure what their program may do yet to support implementation of edTPA. However, a director at TFA suggested that they do not know if they could make these modifications to their courses because candidates take online courses from Johns Hopkins University and TFA cannot insert any material into those courses. Instead, they would create additional supports for their candidates.

Faculty explained various areas where they may embed the edTPA in classes that teacher candidates take before their student teaching seminar. For example, one faculty member explained that, because they noticed that their candidates seemed to be unprepared in ways that edTPA measures candidates understanding of how to select appropriate assessment tools, they are planning to make changes to their courses, such as "embed [ding] more decision making and matching up objectives with assessments." Faculty from another program suggested that they would be including academic language earlier in their programs as teacher candidates start their coursework in the teacher education program. Another faculty member explained that preparation for edTPA would require their EPP to "start early" and look at their early courses for their students.

Figure 12. Percentage of faculty who indicated that they would use selected strategies to help teacher candidates complete the edTPA in the future (24 faculty)
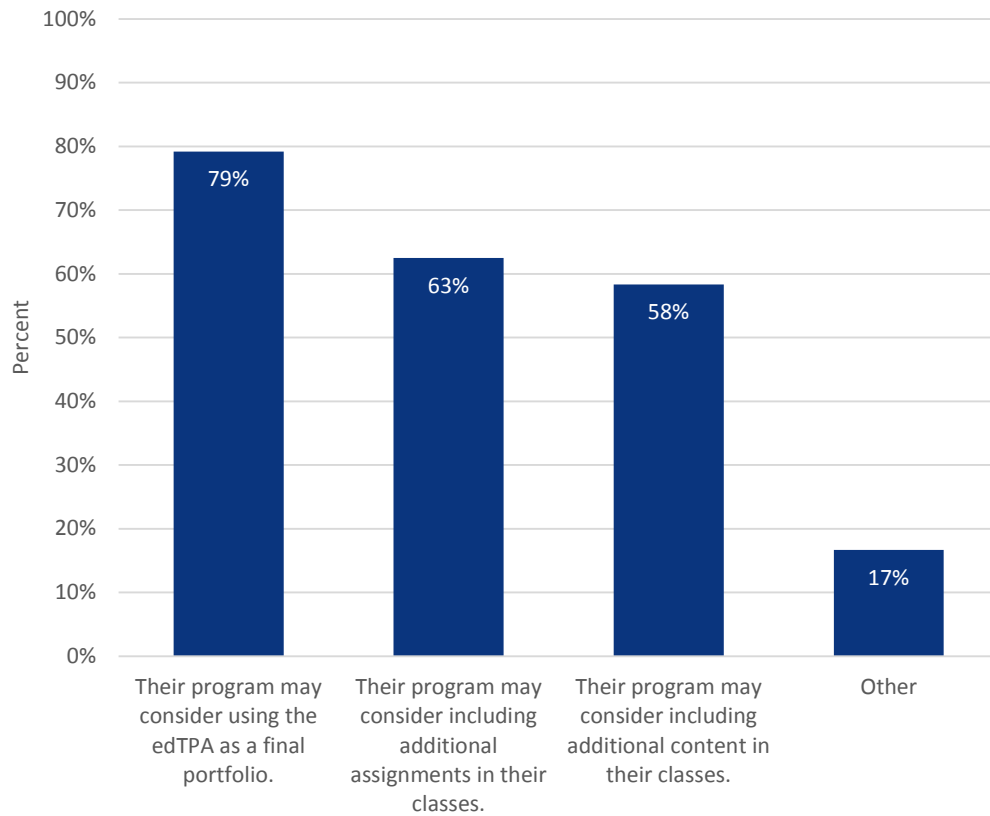
Faculty perceive changes to courses in EPPs may not require significant changes

Faculty did not indicate that making these changes to courses or portfolios will be significant differences in structures or practices of the EPP. One faculty member commented, "I don't think it would impact which courses are taught or the order in which they're taught, it comes down to modifying courses…." Another faculty member commented that he/she already prepares candidates for edTPA-like activities because the edTPA is aligned with what is asked in the Next Generation Science Standards. Another faculty member made a similar comment about the alignment between what they teach and the edTPA. This faculty member explained that what they teach is currently aligned to the BEST portfolio, which faculty perceive as being aligned with the edTPA, and therefore considered how they prepare teacher candidates very similar to what the edTPA requires. Other EPP stakeholders explained that the edTPA could replace their existing student teaching portfolio. An administrator from one explained that their EPP has already planned to use the edTPA for an assessment for their CAEP [Council for the Accreditation of Educator Preparation] assessment. Another dean explained that they have a current portfolio that does not include a video component but that their portfolio could "easily" be replaced by the edTPA. Two

other deans mentioned that there are some areas that the edTPA does not capture and that may be retained but that the edTPA could replace what they currently have.

However, because teacher candidates' perspectives on the alignment of edTPA are in contrast to faculty perspectives, EPP faculty and administration may need to reevaluate the extent to which edTPA is different from their existing coursework. Furthermore, the EPP faculty and administrators who participated in the pilot were volunteers and may have more favorable views about their alignment or may be more aligned with the edTPA than the faculty who did not participate. Candidates' responses may reflect their overall experiences in their EPP including taking classes with faculty who may have not participated in the pilot.

EPPs may consider making changes to student teaching placements

While faculty and administrators in various EPPs did not consider changes to their programs' coursework or assessments, a couple of EPPs suggested that they may make changes to the length of the student teaching placements as a result of their experiences with edTPA. A couple of EPPs explained that they did not anticipate that the amount of time teacher candidates are placed in their student teaching placements would have implications for teacher candidates' completion of the edTPA assessment. Some programs have shorter placement than others (10 weeks vs. 16 weeks) or require student teachers to do two placements for eight weeks each. This may affect student teachers' ability to complete edTPA successfully for two reasons. Candidates may not have time to get to know their students, and the compressed timeline requires candidates to complete the assessment in a shorter period of time. One faculty member explained, "What we found is that the 8-week placement was problematic because there was too much to do in 8 weeks and they didn't have time to get to know their students enough before the portfolios." One cooperating teacher remarked that doing an edTPA in 10 weeks seemed like too short a time for the amount of work edTPA required. However, this teacher also commented that the candidate did not get started until "a little too late."

While EPPs are entertaining these changes, two faculty from two different EPPs explained that they considered it important to provide teacher candidates with different experiences, one in an urban and one in a suburban classroom. Therefore, these changes may come at a cost in the type of experiences in which teacher candidates practice their teaching for programs that choose to lengthen placements.

Evaluation question: To what extent are stakeholders embracing the implementation of edTPA to improve their practice (i.e., teaching and mentoring)?

In the next section, we explain the individual and EPP-wide benefits shared by stakeholders. While the edTPA pilot may not have intended to directly affect practice or knowledge in pilot participants, some stakeholders reflected on some personal benefits of participating in the pilot implementation of edTPA in their practice, such as teacher candidates' use of videotaping to reflect on teaching. Beyond gaining edTPA implementation experience, faculty suggest benefits from increased collaboration with their counterparts and discussions across program or content areas about their approaches to teaching. Initial feedback from cooperating teachers suggests that they appreciate opportunities to reflect on their practice by working with student teachers.

Benefits to teacher candidates

Both faculty and teacher candidates seemed to agree that videotaping to reflect on teaching was a main benefit teacher candidates gained by participating in the pilot. One candidate explained the benefits of being able to videotape his/her instructional practice, "When you film yourself teaching, you can really nitpick on what was working and what wasn't working. It was also helpful to see what students were doing when I turned around. It helped me understand who wasn't on task." Another candidate explained that reflection was not a common area of emphasis in his/her program and that he/she benefited from participating in the edTPA, "We didn't do much reflection until we did edTPA—looking at 'what is the point of this lesson—where are you going with it'?" Four candidates, in open-ended survey responses, mentioned how they benefited from the focus on reflection.

However, overall, faculty perceive teacher candidates experiencing more benefits than teacher candidates indicate. Faculty who responded to the survey did not check "strongly disagree" to any of the three statements regarding the benefits candidates may have experienced by participating in the pilot, "I have improved my ability to reflect on my teaching", I have a better understanding of how to use evidence of student work to assess student learning, or "I have a better understanding of how to use videos to improve my teaching practice". Eighteen percent, 18 percent and 22 percent of teacher candidates taking the survey selected "strongly disagree" to those three statements, respectively (Table 11).

Table 11. Percentage distribution of faculty and teacher candidates, by level of agreement with selected benefits of edTPA

	Strongly agree		Agree		Disagree		Strongly disagree		Already understood this		N/A	
	Faculty	Teacher candidates	Faculty	Teacher candidates	Faculty	Teacher candidates	Faculty	Teacher candidates	Faculty	Teacher candidates	Faculty	Teacher candidates
I have improved my ability to reflect on my teaching.(out of 24 faculty and 74 teacher candidates)	17%	5%	38%	39%	13%	20%	0%	19%	33%	16%	0%	12%
I have a better understanding of how to use evidence of student work to assess student learning.(out of 23 faculty and 76 teacher candidates)	13%	5%	57%	36%	9%	24%	0%	16%	22%	20%	4%	8%
I have a better understanding of how to use videos to improve my teaching practice.(out of 23 faculty and 74 teacher candidates)	13%	8%	65%	38%	17%	23%	0%	23%	4%	8%	4%	15%

Some teacher candidates from a few programs indicated experiencing more benefits in other areas of the assessment beyond videotaping. One candidate mentioned that the assessment allowed him/her to understand what goes into teaching. This candidate explained, "I have benefitted by completing edTPA by realizing how much really goes into teaching. We need to plan, teach, assess, reflect, and reassess to know how well we are reaching out students."

Other candidates indicated their improved knowledge of planning. One candidate explained that writing a rationale during lesson planning was a benefit, "We were asked to write 'what ifs' for each lesson and how we would support students." Another explained how the entire assessment would support this candidate with unit planning, "I believe that the preparation of Task 1 followed by the completion of Task 2 and 3 helped me understand how to plan a unit, the importance of lining up assessments and knowing what student evidence I will collect or observe ahead of time in order to support student learning. It is an experience I will always think about and to some extent practice in my career when unit planning."

A few candidates explained certain aspects of assessing student learning (Tasks 3 and 4) in the edTPA as beneficial. One candidate explained, "In Task 3, analyzing what my students said was very helpful. I looked at teaching differently because now I have to explain exactly what I'm thinking—it's important to have this skill. Especially with analyzing data—people can draw different conclusions. In addition to these areas, two candidates specifically mentioned that being introduced to the idea of re-engagement lessons in the edTPA was a benefit. One candidate explained, "This is something I was never asked to do or taught to do previously."

Not all teacher candidates indicated a perceived benefit from participating in the assessment. Teacher candidates from Eastern, USJ, and Quinnipiac were more likely to disagree or strongly disagree with statements regarding benefits from participating in the edTPA as opposed to other programs (Table 12). We explain why these candidates may have not perceived a benefit below. Candidates from TFA did not indicate any benefit either, but half of the candidates did not complete any aspect of the assessment. One candidate from TFA explained, "I did not recognize any benefits, but as I did not complete the tasks, am unsure of whether I would have experienced any.

Candidates from Eastern may have been less inclined to indicate any benefit from the assessment because they may have been less prepared to complete assessment due to faculty's perspectives of needing more time and training about the edTPA in order to effectively prepare their candidates, as indicated in the findings section detailing supports for candidates and faculty. Four candidates indicated, in open-ended survey responses, that they felt that that edTPA was not a good use of their time. Faculty from Eastern also indicated that candidates felt unhappy that they had more work in comparison to their colleagues who were not

in the pilot. However, it is possible that candidates could not experience any benefit because those that may have not had support may have been focused on completion rather than engaging more deeply with the tasks in the assessment. One candidate from another EPP who also expressed not receiving enough support to prepare for the edTPA explained, "We were so concerned with getting it done that we all missed the boat on getting anything beneficial."

Quinnipiac candidates indicated that they did not benefit from the assessment, possibly because approximately half reported that the survey presumed that they already knew or understood the aspects of teaching practice highlighted in the survey. The only benefit candidates expressed was realizing that they could gain certification. One candidate explained, "The edTPA assessment did not benefit except that it is required for certification in my home state. I did not feel that it improved my teaching practices or helped me reflect more than I already do."

Table 12. Percentage distribution of teacher candidates, by level of agreement with selected benefits of edTPA and educator preparation program

	Total (78 teacher candidates)				Central (14 teacher candidates)			
	Strongly agree or agree	Disagree or strongly disagree	Already understood this	N/A	Strongly agree or agree	Disagree or strongly disagree	Already understood this	N/A
I have improved my ability to reflect on my teaching.	45%	39%	16%	4%	62%	15%	23%	0%
I have a better understanding of how to use evidence of student work to assess student learning.	41%	39%	20%	3%	29%	50%	21%	0%
I have a better understanding of how to use videos to improve my teaching practice.	46%	46%	8%	5%	43%	43%	14%	0%

	Eastern (20 teacher candidates)				Quinnipiac (5 teacher candidates)			
	Strongly agree or agree	Disagree or strongly disagree	Already understood this	N/A	Strongly agree or agree	Disagree or strongly disagree	Already understood this	N/A
I have improved my ability to reflect on my teaching.	25%	65%	10%	0%	40%	20%	40%	0%
I have a better understanding of how to use evidence of student work to assess student learning.	40%	45%	15%	0%	25%	25%	50%	0%
I have a better understanding of how to use videos to improve my teaching practice.	25%	70%	5%	0%	40%	60%	0%	0%

	Southern (16 teacher candidates)				TFA (6 teacher candidates)			
	Strongly agree or agree	Disagree or strongly disagree	Already understood this	N/A	Strongly agree or agree	Disagree or strongly disagree	Already understood this	N/A
I have improved my ability to reflect on my teaching.	53%	20%	27%	6%	50%	50%	0%	33%
I have a better understanding of how to use evidence of student work to assess student learning.	60%	7%	33%	6%	20%	60%	20%	17%
I have a better understanding of how to use videos to improve my teaching practice.	77%	8%	15%	19%	20%	80%	0%	17%

	USJ (5 teacher candidates)				Western (12 teacher candidates)			
	Strongly agree or agree	Disagree or strongly disagree	Already understood this	N/A	Strongly agree or agree	Disagree or strongly disagree	Already understood this	N/A
I have improved my ability to reflect on my teaching.	80%	20%	0%	0%	58%	33%	8%	0%
I have a better understanding of how to use evidence of student work to assess student learning.	60%	40%	0%	0%	42%	50%	8%	0%
I have a better understanding of how to use videos to improve my teaching practice.	80%	20%	0%	0%	40%	50%	10%	0%

Benefits to faculty

Faculty, in interviews and open-ended survey responses, cited three personal benefits beyond having learned about how to prepare teacher candidates if the edTPA scales statewide.

Program faculty from one EPP mentioned that one benefit was a better understanding of the various aspects of the EPP program areas. These faculty suggested that, through their ongoing meetings for edTPA, they were able to talk about differences across their programs and discuss those areas in which they prepare candidates differently. They suggested that this knowledge will enable them to better align their programs as they go through program revisions and decide on which practices to continue and which to discontinue.

Another benefit pertained to faculty's own practice as instructors of teacher candidates. Two faculty reported that they may be more intentional about areas of instruction in their classes, such as lesson planning and the use of evidence. Another faculty member suggested that he/she would incorporate aspects of the lesson planning task format in his/her classroom even if edTPA is not adopted.

Faculty from three EPPs considered participating in edTPA as beneficial because they have learned about certain best practices in teacher preparation that they may be able to use in their EPP during their program or curriculum design process. One faculty member explained, "It was important to be immersed in edTPA and hear a lot of the research going on with student teaching, as well as thinking about how to improve our own program. We talked about videotaping but didn't go far with it. Even if state doesn't adopt, we'd still like to take on videotaping."

Benefits to cooperating teachers

Although few cooperating teachers were interviewed for this pilot, a couple of cooperating teachers mentioned specific benefits to having their teacher candidates do the edTPA assessment. One cooperating teacher mentioned that he/she engaged in this role in general in order to continue to learn new ideas or practices related to instruction. This teacher explained that working with the teacher candidate doing the edTPA influenced his/her desire to reflect more on his/her practice. Another cooperating teacher explained that he/she may be more inclined to be more explicit when planning alongside the candidate for lessons to be delivered in the classroom. This teacher explained that they plan about 16 lessons every day and do not always think about the details that go into a lesson planning process. This teacher explained, "It was also helpful deeply thinking about the process of it, as far writing a lesson plan go and how go over it intensely [with the student teacher]…There is so much of planning in delivering good instruction."

Evaluation questions: What challenges, if any, were difficult for the EPP, including administration, faculty, or staff, to anticipate and address during the pilot? What supports would the EPP need in order to address those challenges in the future?

Throughout the paper we have explained challenges that EPPs faced during the pilot, such as faculty's lack of understanding about the edTPA, candidates struggling with time management to compete the edTPA, communication with schools and districts, and challenges with shorter student teaching placements. Some of these challenges were not anticipated but fit better thematically in the earlier findings. In this section, we elaborate on two remaining challenges not addressed earlier.

Conflicts with existing placement school practices

Some candidates suggested the task that edTPA requires candidates to complete may not be in concert with school practices. Seven teacher candidates highlighted this barrier in open-ended responses in the survey. Although there did not seem to be a theme in the types of barriers candidates encountered, EPPs should be aware that some candidates may experience difficulty aligning the edTPA with school or classroom practices. For example, one candidate explained the difficulty of doing the edTPA in a specific school setting, "I student taught in a bilingual program where the students switch every 5 days. My edTPA assessment will look very different than that of my peers." This candidate's assessment will look different because he/she may be unable to plan a lesson for specific students and implement that lesson two weeks later because the students switch over. Three other candidates explained the difficulty with the special education edTPA and their teaching placements. One candidate elaborated that, because he/she did not provide direct instruction in a classroom and only provided general support to the teacher, the teaching placement did not align with what edTPA required.

Candidates and cooperating teachers also noted the difficulty for candidates to plan for edTPA instructional lessons weeks before the edTPA lesson would be taught because cooperating teachers might not know where the class would be in coming weeks. Three candidates expressed this view, and one cooperating teacher commented on this tension, "[teacher candidate] had to produce consecutive lessons for the future taping so it was really hard to say to her I think this is where we're going to be in the scope and sequence."

Although these conflicts may be unavoidable, perhaps increased communication to P-12 partners about the edTPA and education about the edTPA may alleviate some of these tensions in the future. As mentioned in the section on the rollout of the pilot, the few cooperating teachers interviewed in this evaluation expressed that they did not understand expectations for the edTPA or what the assessment required candidates to do.

Many programs encountered struggles with the logistics around the videotaping or video uploading/submission process

As highlighted in the findings section on candidates' preparedness to complete the edTPA, many candidates suggested that they did not feel prepared to manage the technical aspects of the edTPA. However, we then explained that candidates and faculty consider reflection practice using video as a benefit of the edTPA. Candidates may have not been prepared because EPPs encountered unexpected challenges because they had not experienced edTPA before. Even the EPP that had done a fall pre-pilot faced challenges with this technical aspect of the edTPA.

One challenge that arose for one EPP was the use of the online platform, TK20, to upload the edTPA assessment. The edTPA coordinator and one faculty member elaborated about these challenges in interviews. First, the edTPA coordinator reported that the EPP did not have enough space on their servers to upload the videos and found out that it would take a long time to upload the videos. Restrictions with TK20's platform required the EPP to compress the videos twice because TK20 required videos to be 100MB, and Pearson only required it to be 500MB. Furthermore, the staff found that the instructions to upload the edTPA to TK20 did not match the handbook. As a result, the EPP had to restructure the uploading process and have teacher candidates stagger their uploading instead of doing it all at once. The entire process of compression and uploading, according to the edTPA coordinator, took two hours. As a result, this EPP may consider switching to Taskstream, another online platform. One candidate was not clear that the video had to be compressed and faced challenges with this process. The IT staff was able to support this process, after much tension. However, as mentioned in the earlier section on supports, one edTPA coordinator knew of video compression software that was easy for candidates to use and provided that resource for candidates when they had trouble with the compression issues.

Another logistical challenge mentioned by EPPs is the organization and distribution of the video equipment. Some candidates explained that they did not have access to video equipment, but those who had access did not explain that the actual videotaping was a challenge. Some had their cooperating teachers do the videotaping. One faculty member mentioned, "One thing I found unhelpful was all of the technology things I was worried about. A lot of universities got special equipment, but all of my students did their videos on their phones or

iPads, and they were able to successfully edit and upload them with no support whatsoever." One EPP found that having a teaching assistant do the videotaping was too "unwieldly" and, in the future, will have candidates take their own videos. However, one EPP mentioned that they need to develop a process to organize the lending of video cameras and the condensing process in order to manage a larger number of candidates in the future. This EPP suggested that they will have the teaching assistant facilitate the lending of the equipment and also provide IT support for candidates who need help.

One EPP also grappled with the legality around the type of equipment candidates could use to videotape their lessons and implications for who is liable. If EPPs do not have resources to buy video equipment, can candidates use their own iPhones or iPads? If so, are candidates liable since the videos should be kept private? One EPP is asking their attorney to support a letter written to placement schools because the EPP is planning on using the edTPA as a CAEP assessment.

Evaluation question: How do the implementation processes differ across EPPs? What are EPPs learning from the pilot of edTPA that can inform potential scalability of the performance assessment?

Throughout the report, we explained EPPs varied implementation processes and varying capacity levels to implement edTPA. These differences may relate to the student and faculty feelings of preparation and perceived benefits from the edTPA. First, EPPs varied in the time they started preparation for the edTPA. Second, staff capacity to coordinate and provide support to edTPA implementation varied as well, which may have implications about the level of preparation programs felt. Two programs had edTPA coordinators with prior knowledge of edTPA and experience with coordinating edTPA implementation, another EPP had a faculty member who had attended national scorer training prior to the pilot, while other EPPs had faculty with no or significantly less prior knowledge and experience with the edTPA. Shorter time to prepare and learn about the edTPA, as well as less prior experience or knowledge of edTPA, may have contributed to some faculty feeling less prepared and may also have shaped whether or not they could provide enough preparation to their teacher candidates. A couple of faculty who did not have prior knowledge of edTPA went outside to get support by going to national scorer training. Furthermore, some programs, like TFA, were unable to embed edTPA in their coursework, adding additional work for their candidates without providing ways to take anything off their plates. Two EPPs, however, had anticipated teacher candidates' workload and modified assignments or created additional supports, as explained in the findings section on the aspect of the edTPA that was time consuming. In addition, EPPs that had content or assignments in their coursework that were less aligned with the edTPA than others were perhaps at a disadvantage with the shorter timeline to prepare and support teacher candidates than other programs that were perhaps more aligned, according to teacher candidates. Therefore, we suggest that candidates may feel prepared to complete the edTPA, or any other assessment that may be chosen if supports are provided for faculty to prepare and learn about the edTPA, embed it in the coursework, and review how they may support the time candidates may have to complete the assessment (including the length of student teaching placements). The assessment may not feel like "a big deal anymore" to faculty or teacher candidates, as one stakeholder suggested is the case in another state where edTPA is implemented.

Scaffolds to make the transition to EPP-wide implementation of the edTPA

Based on each school's implementation, faculty seem to recognize the amount of support they would need to scale the edTPA and have recommended a few scaffolds to make the transition.

Time to implement edTPA

First, EPP administrators and faculty suggest taking two to three years to fully scale implementation of the edTPA in their EPPs. One dean suggested that he/she has heard from other states that have implemented the edTPA that three years is a common time for implementation challenges to subside. In New York State, where the edTPA is required, the edTPA is now part of the curriculum three years after implementation. Perspectives from the survey results are evenly split between two and three years, with 46 percent ($n = 24$) of faculty responding that they think it would take two years or three years to scale edTPA EPP-wide (Figure 13). Stakeholders suggested that they need time to educate themselves about the edTPA in order to effectively prepare teacher candidates to be successful in the assessment. One dean explained the progression that would be necessary to get the entire EPP on board with the assessment, "First of all, we need to educate our faculty—they don't really know what edTPA is. Once this is done, we can begin the process of aligning curriculum to edTPA." One faculty member commented that it would not be advisable to immediately require an assessment when faculty are not prepared. One stakeholder explained, "These are high-stakes exams for the candidates and the program, so without being thoughtful about implementation, people are going to be concerned."

In addition to needing time to slowly prepare, a couple of stakeholders suggested that their EPPs do not have the capacity to implement edTPA immediately. One dean commented that, if no additional monetary supports are provided to faculty to do the extra work required to prepare for edTPA, then even small programs without a lot of faculty would be able to do the work over a longer amount of time, such as three years. Another faculty member commented, "We cannot do it all at once".

Figure 13. Number of years faculty thought would be needed to scale up edTPA (number of faculty) (24 faculty)
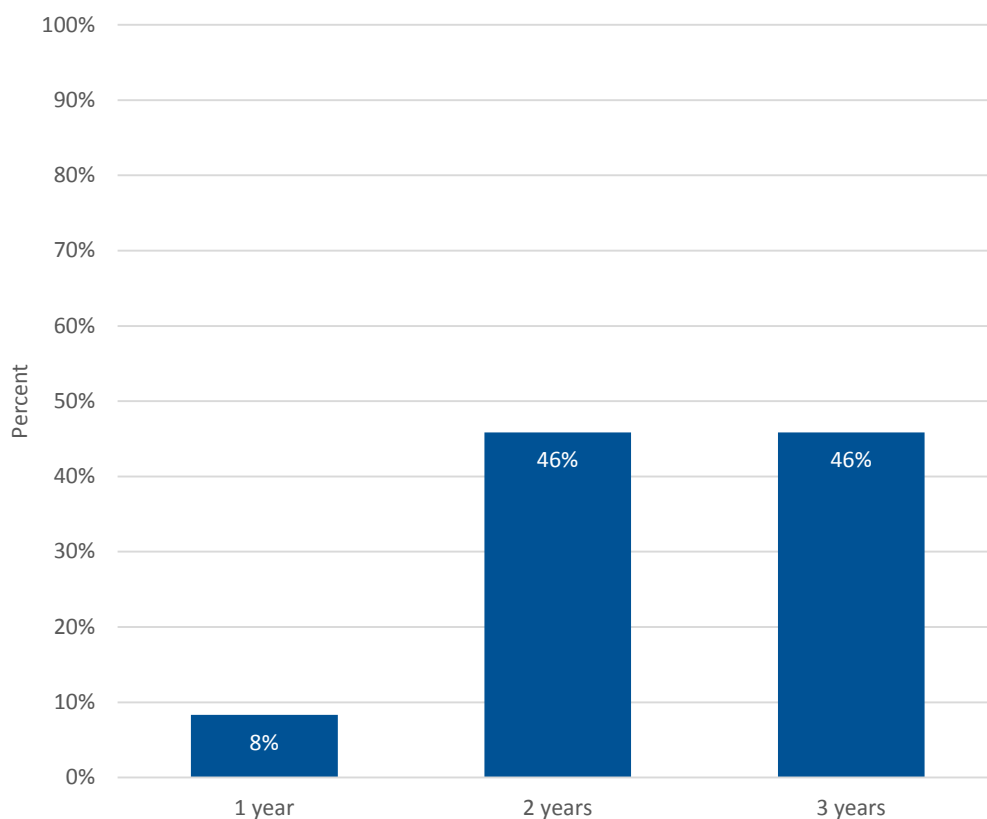
Faculty indicated that they require multiple types of supports to prepare, including learning about the edTPA, and then opportunities to embed the edTPA in their coursework. Fifty-four percent ($n = 24$) suggested that they would engage or continue curriculum mapping opportunities where faculty would look at the edTPA and decide at which places in their coursework they could embed the edTPA (Figure 14). One faculty who selected "other" suggested keeping their IT support. Seventy-nine percent of faculty responded that they would also need time to work on the embedding process. One faculty member suggested that he/she would like to see examples of how programs have embedded their curriculum. Eighty-three percent ($n = 24$) of the faculty who responded to the survey suggested that they would want continued support from SCALE (Figure 15).

Resources to support implementation

In addition to time to learn about edTPA and supports for those preparation processes, faculty also consider additional resources as necessary to scale edTPA across their EPPs. Fifty-

eight percent ($n = 24$) of faculty responding to the survey suggested that EPPs should consider retaining the edTPA coordinator role in order to support the scale-up of the edTPA in their EPP if the program goes statewide (Figure 14). One barrier that may face EPPs is the possible lack of resources to allocate a staff person to this role. In three EPPs, faculty members played this role, while in four others, assistant deans or administrators coordinated the edTPA. One dean was concerned that their program may not have the resources to allocate this role because their program does not have an assistant dean.

Some stakeholders also suggested, in open ended survey responses and in interviews, that faculty should be provided stipends to engage in the curriculum mapping and training regarding edTPA. A couple of stakeholders suggested that these stipends may increase buy-in among faculty and demonstrate that their work is appreciated. This faculty member explained, "Although I'm willing and open minded, not everyone is. [Faculty would appreciate] financial incentives to work in teams and to make sure doing the same things to support students."

Two stakeholders also noted the need to purchase video equipment or other technology for their candidates in order for the candidates to videotape their instructional practice. However, if candidates are allowed to use their own devices, this issue may no longer be of concern.

Figure 14. Percentage of faculty indicating that they thought EPP should consider keeping or adding selected supports in the future (24 faculty)
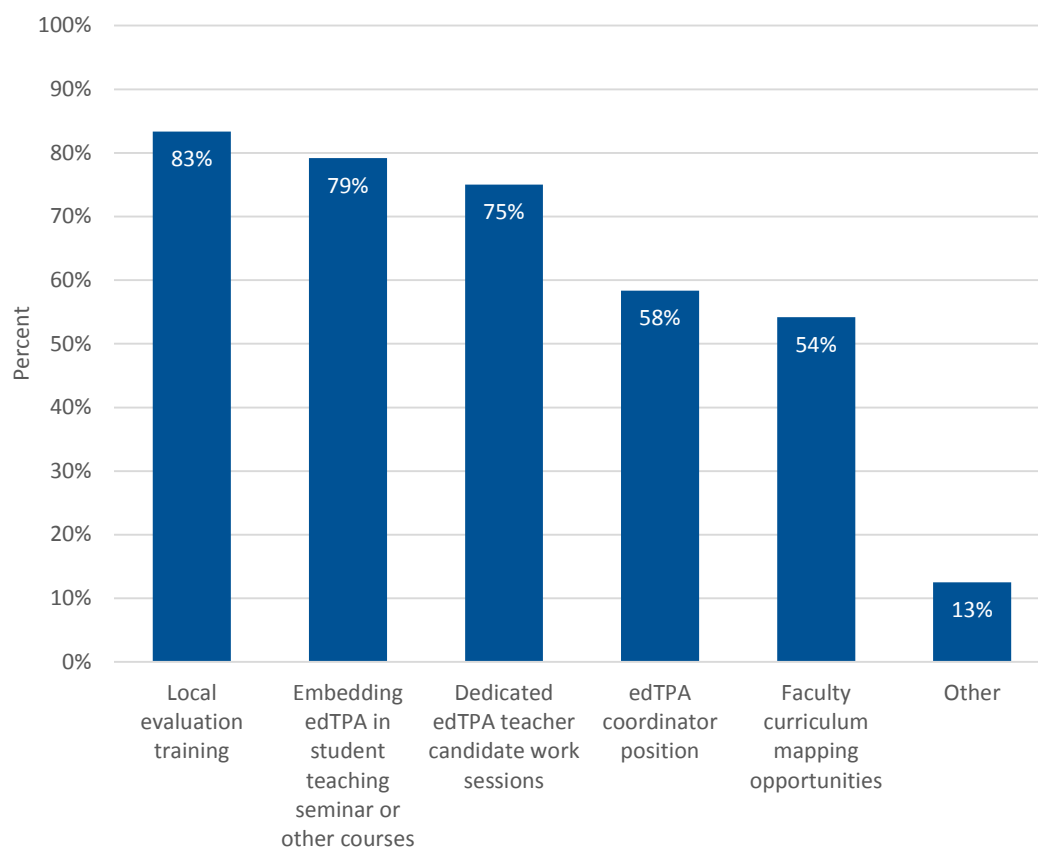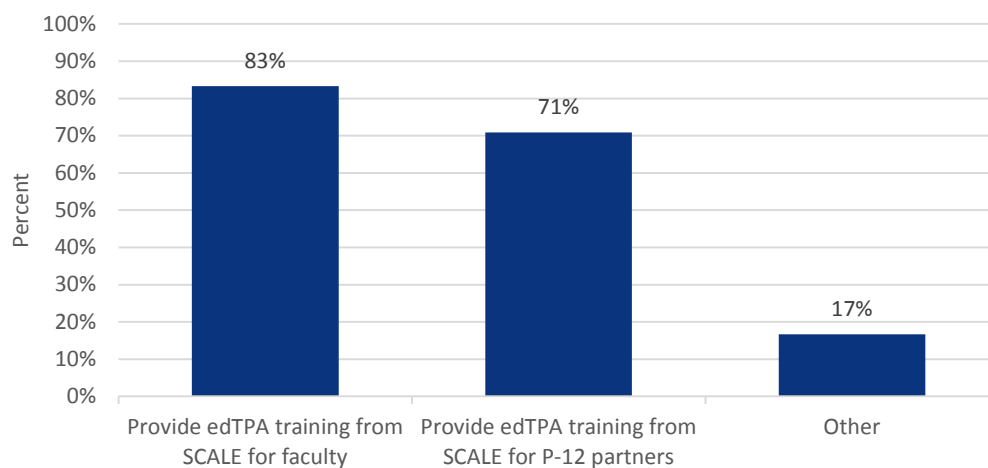

Figure 15. Percentage of faculty indicating that they thought EPP should consider keeping or adding selected supports in the future (24 faculty)

Recommendations

We present some recommendations and considerations to consider if the edTPA, or any assessment, is implemented statewide. Adoption of any new performance assessment in the state would encounter some implementation challenges. Therefore, these findings may be useful if edTPA or another assessment is used for future implementation in educator preparation programs across the state.

Recognize that communication processes and timing of communication with P-12 partners may be critical to the success of the edTPA or any assessment.

RTI recommends that the CSDE plans for how and when edTPA should be communicated to P-12 partners, as well as develop multiple sources of communication. The CSDE should possibly involve pilot EPPs to provide input on the plan and message so that these processes enable future success of the edTPA if implemented statewide. This includes communication with cooperating teachers. Cooperating teachers report that they would like to know what their candidates are doing because they communicate with them on many aspects of their student teaching experiences, such as the edTPA. In-person visits may be too time consuming, but overall communication in the state about edTPA may support general understanding across all P-12 partners. While local evaluation training may provide knowledge of the edTPA in too great a depth, a broad overview of the edTPA, a copy of the handbook, and clear expectations about their roles may be adequate information for cooperating teachers.

Investigate support and preparation models from states that have already implemented edTPA to learn how EPPs have managed time burden placed on teacher candidates to complete the edTPA.

Many stakeholders in the pilot expressed concerns about the time burden placed on candidates to complete the assessment. Perspectives that the edTPA is time consuming are not limited to Connecticut. Other research of the edTPA implementation in other states, or teacher candidates' perspectives of the Performance Assessment for California Teachers

(PACT) on which the edTPA is based, reflect similar themes.[6] Many candidates, however, expressed that the edTPA was beneficial for their teaching practice and they learned practices and skills in the edTPA that were not taught in their programs. Candidates especially commented on how writing explicit rationales for their lesson plans helped them think more deeply than before about what they were planning and why. Perhaps candidates who are prepared throughout their program, as opposed to only in the last semester while they are completing the edTPA, may not feel such a burden. Furthermore, the six traditional EPPs that may shift their student teaching placements to 16 weeks may alleviate the time burden candidates faced. Therefore, states that have implemented the edTPA for many years may have found that the initial time burden may decrease due to supports or structures in place to support edTPA implementation. This includes investigating both implementation in traditional EPPs as well as implementation in alternative teacher certification models. TFA found that many of their candidates did not complete the assessment due to their full-time teaching responsibilities and may also have had difficulties in modifying courses or structure due to their alternative model.

Consider the financial costs to teacher candidates if the edTPA, or any other performance assessment, is added to candidates' fees.

EPP administrators and faculty are concerned about the financial burden placed on candidates if they have to take an additional assessment.

Provide ample time for faculty to learn about the edTPA and embed the edTPA in their coursework and seminars so that candidates fully understand the language of the edTPA as well as feel prepared to complete the tasks.

Faculty suggest that it may take two or three years to scale the edTPA across their EPPs. Effective candidate preparation may only result if faculty and staff are prepared. Furthermore,

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[6] Okhremtchouk, I., Seiki, S., Gilliland, B., Ateh, C., Wallace, M., & Kato, A. (2009). Voices of pre-service teachers: Perspectives on the Performance Assessment for California Teachers (PACT). Issues in Teacher Education, 18(1), 39.

effective preparation may alleviate the stress and time burden some faculty and candidates experienced.

Create opportunities for sharing best practices across EPPs that have implemented edTPA in Connecticut to further support the preparation of the faculty and EPPs if edTPA is adopted as the performance-based assessment.

EPPs participating in the pilot have come up with curriculum maps, lesson plan formats, mini-edTPA assessments, and ideas for how to support videotaping and other resources as a result of their participation in the pilot. If the edTPA is adopted, these practices should be shared to support learning among faculty and EPPs. This may also create buy-in among EPPs that did not participate in the pilot because they would be learning from their colleagues in their own state.

Provide multiple avenues of support to faculty and teacher candidates to prepare and learn about the edTPA.

For faculty, this may include formal trainings, faculty learning committees, and conferences. For candidates, this may include embedded coursework and assignments, support for videotaping and formatting, and additional work sessions that may support candidates' time management if the edTPA is adopted.

Both candidates and faculty report finding it more helpful when they have opportunities to look at samples of candidate work or portfolios, so further supports may include opportunities to look at samples to deepen understanding of edTPA expectations.

Candidates and faculty also report finding support from their colleagues. Creating opportunities for candidates to support one another and faculty to support one another may further enhance candidates' and faculty's feeling of support.

Engage candidates in the process of identifying places of alignment and misalignment between the edTPA and EPP coursework and preparation.

While some faculty do not consider aligning the edTPA with their EPP as a huge shift in their practice, current candidates saw more discrepancies between edTPA and the content and assignments in their EPP than faculty did. Faculty may see more similarities and therefore may not address some things in edTPA that candidates consider dissimilar. Soliciting feedback from candidates may be beneficial for EPPs, especially since EPPs may not have much time to embed the edTPA depending on the implementation timeline.

Build awareness of and capacity for processes and structures to support the technological aspects of the edTPA by sharing practices across EPPs. EPPs should consider including their IT departments in discussions about how to support candidates with these processes in the future.

Some candidates expressed not having access to technology as a barrier to completing the edTPA, while other EPPs considered it possible for their candidates to use their own iPhones and iPads. However, this may create some issues around privacy of the video footage, and one EPP is grappling is with this issue by engaging legal advice. Furthermore, which equipment is used may also have implications for how video clips are edited, compressed, and uploaded to the edTPA, and which electronic platform is used to host edTPA. Sharing of best practices across EPPs may create greater awareness of the resources and processes EPPs can use and adapt to their situation. Furthermore, having close conversations with the IT department over what supports can be provided for both software and hardware issues prior to edTPA implementation may alleviate unanticipated problems for candidates.

Appendix

Brief explanation of edTPA

The edTPA is broken up into three tasks for teacher candidates to complete during their student teaching placement. The elementary education edTPA has four tasks. Task 1 is planning for instruction, Task 2 is instruction, and Task 3 is assessment. In the elementary education edTPA, Tasks 1–3 are focused on literacy instruction and Task 4 is focused on math instruction.

The edTPA handbook in secondary mathematics describes the focus of each task, "The three edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on student learning). Planning Task 1 documents your **intended** teaching, Instruction Task 2 documents your **enacted** teaching, and Assessment Task 3 documents the **impact** of your teaching on student learning."[7]

The edTPA has 15 different rubrics to assess the different tasks. Each edTPA task has five rubrics (Elementary Task 4 has only three), and each rubric has five levels of scoring.[8] Rubrics 1–5 are associated with assessing the teacher candidates' skill in planning for instruction—or Task 1; rubrics 6–10 assess teacher candidates' skill in delivering instruction—or Task 2; and rubrics 11–15 assess candidates skill in Task 3, assessing student learning.

Candidates submit different artifacts as part of their portfolio. In addition to the video clips, candidates submit lesson plans, copies of assessments, and materials related to the lessons. For each task, candidates write up commentaries to explain the task. Candidates also have to write an additional commentary to explain the context for learning. For example, for Task 1, the commentary requires the candidate to explain the central focus and purpose of the learning segment, the standards and learning objectives met in the lesson, how knowledge of students informs the design of the lesson segment, and how the candidates intend to support learning of content and development of academic language. Commentaries can be no longer than nine single-spaced pages.

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[7] edTPA Secondary Mathematics Handbook, September 2015, p. 2.
[8] According to the edTPA Handbook, the world language handbook has only 13 rubrics because it assesses students' academic language differently than the other edTPA handbooks.