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Investigating the Impact of edTPA Professional Development on Classroom Practice and Student Teaching Experience

Abstract: In an era of increased teacher accountability, teacher preparation programs across the country are faced with increasing pressure to adopt rigorous and high stakes performance-based assessments, such as edTPA, that provide data-based evidence that their candidates are ready to teach upon program completion. Further, in response to new accreditation standards for teacher training programs established by the Council for Accreditation of Educator Preparation, colleges of education are now required to demonstrate enduring and mutually beneficial partnerships with K-12 partners (CAEP, 2013). Given the influence of the K-12 cooperating teacher (CT) on candidate classroom practice, providing professional development (PD) to CTs on edTPA represents a possible means of accomplishing both goals. This study examined the impact of an edTPA PD workshop designed specifically for CTs on CT practice and candidate edTPA scores. Results suggest that candidates placed with CTs who have received edTPA edTPA P can benefit from increased CT knowledge about the edTPA assessment.

探究教[?]展表[?]性[?]价 (edTPA) [?]堂[?]践和[?]教[?]教学[?]的影响

内容摘要：随着教[?]制的流行，不同国家之[?]的教[?]培养[?]旨在采取[?]格、高[?]的教[?]表[?]性[?]价方面，例如edTPA，面[?]着越来越大的[?]力。表[?]性[?]价[?]教[?]候[?]人是否在[?]目快要[?]束[?]做好教学准[?]提供了[?]判依据。[?]了符合教[?]培养[?]委[?]会建立的教[?]培[?]准，教育学院当下必[?]和中小学 (K-12) 伙伴保持[?]久互惠的合作关系(CAEP, 2013)。[?]于K-12合作教[?] (CTs) [?]于准教[?]教学的影响，[?]合作教[?] (CTs) 提供有关edTPA的[?]展(PD)或[?]有助于共[?]。本文探究edTPA 培[?]合作教[?] (CTs) 的教学以及准教[?] edTPA的[?]分的影响。[?]培[?]门[?]合作教[?] (CTs) [?]。研究[?]果[?]示，准教[?]能够得益于接受了edTPA [?]培[?]的合作教[?] (CTs) 的相关知[?]。