

Additional Responses from SCALE about Acceptable Support

Kendyll Stansbury » 15 Jan 2019 19:39

Editing generally means telling students what to say. Suggesting specific word/sentence changes, specific teaching practices, or additional information is not [permissible]. Anyone providing feedback, including peers, needs to follow the guidelines, but feedback on a draft is permissible. General questions like "Did you check to see that you responded to all parts of every prompt?" are okay because they don't tell the candidate what to revise or how. Feedback like "Your analysis of the student assessments is too general; add specific detail" is not.

Faculty can also direct candidates to resources in response to questions prior to planning the learning segment, e.g., resources for instructional strategies for particular students for particular purposes, as part of their instructional or supervisory responsibilities. They can also remind candidates that they learned a lot of research/theories in coursework that they might use in explaining why they thought a particular strategy would be effective. However, they cannot help the candidate plan the learning segment, suggest which video clips would be the best choice, etc.

Kendyll Stansbury » 06 Dec 2018 17:47

Peer feedback must follow the same guidelines as faculty as should the writing center staff. Identifying a student with writing challenges as early as possible and encouraging the student to use the writing center throughout the program is key! And, it is permissible for the candidate to provide commentary responses as a bulleted list rather than paragraphs. The key is to cite evidence from the lesson plans, video and student work samples. Even justification for plans can be in bullets. The evidence for rubric 11 can use a chart to summarize class learning and a few bullets noting patterns in the work samples. The writing center can help the candidate to understand the prompts and rubrics and practice writing responses based on lessons taught prior to the learning segment for edTPA.

Kendyll Stansbury » 20 Feb 2018 23:54

Peer feedback is allowed if the peers follow the Guidelines for Supporting Candidates, which limits the type of feedback they can provide. For example, they cannot suggest alternative or expanded explanations or specific changes. Before you adopt this policy, consider how you will monitor this to ensure the guidelines are being followed.

Kendyll Stansbury » 25 Jan 2018 17:56

Re: Planning Same Lesson With Grade Level Partner

This has come up before in the state of Washington before where co-teaching with the cooperating teacher or co-planning with a peer was reported to be a common and valued

practice. Candidates (or a candidate and cooperating teacher) can plan together. The candidates should write the lesson plans separately. If planning with a cooperating teacher, the candidates should take the lead in the discussion. The plans from the two candidates will be centered around the same central focus and activities, but will be described in different words. This is not much different from using the outlines of lessons and activities that are available in the teacher's version of many textbooks or curricula. The candidate is responsible for explaining how the lessons will help their students meet the learning targets. Writing separately should allow each candidate to demonstrate their knowledge of teaching and student learning as well as avoid a condition code due to lack of originality.