

My name is Kiley Pugh, and I write in favor of HB3354. I am currently obtaining my Masters degree in education at Oregon State University, with the goal of teaching high school or middle school science. This past January I completed an edTPA that was scored locally at the university. I found the edTPA to be an unnecessarily difficult and convoluted experience, and do not feel it is an accurate representation of good teaching.

Due to the COVID-19 pandemic, I am completing my entire teacher preparation program, including my student teaching internship. At the time of my edTPA, I was teaching in a 6th grade science classroom. Typically, my edTPA would have been sent off to Pearson, but because of the requirements of my school's virtual learning environment, I was not allowed to audio or video-record my teaching, meaning my edTPA had to be scored locally. It was extremely difficult to generate the appropriate "evidence" of my teaching that fit the specific requirements of the edTPA without using video or audio, and I ended up asking my Cooperating Teacher to transcribe much of my lessons - which meant she was not able to do her job of being there to support both me and my students. Although all good teachers collect evidence to help them analyze their teaching and the growth of their students, the analysis expected by edTPA is unreasonable and extensive compared to what a classroom teacher would typically do.

Most other programs did not complete the edTPA this school year. Because my edTPA was locally scored, we knew the professors that were going to score them. This created possible biases in the scoring of our edTPAs as well. I feel as though this bias was not unique to my situation, and may be felt by those who have edTPAs scored across the country by scorers that do not even understand their classroom or situation.

Much of my time developing my edTPA lessons and then writing the portfolio was spent trying to understand what it was asking me, and peers in my cohort had similar experiences. There are three different tasks, and 15 rubrics that the edTPA is scored on. Each rubric corresponds to several prompts, and there is an entire document devoted to understanding these rubrics. I know I am not alone in this experience. I can only imagine what the experience would be for an aspiring educator whose first language was not English. If we are trying to improve pathways into the education field, particularly for BIPOC and educators from marginalized communities, there has to be a better alternative for demonstrating proficiency.

When developing my lesson plans for the edTPA, I made sure that I wrote lessons that met all of the requirements, which meant that the lessons were not best adapted to my student's needs given the virtual classroom. I then spent hours, probably about 50-70, writing the commentaries for my edTPA. This was very difficult to manage, and took away from time I could be in the classroom. Another student in my cohort had to quit her job while working on the edTPA because it was too much to handle, and now has very little means to support herself. For an aspiring educator who was trying to work even part time during their program in order to support themselves, the edTPA would be difficult if not impossible to complete. A work sample that applied more to what I was doing in my classroom, would have been a much better use of my time, and could have been more adapted to the situation my students are in.

Based on my personal experiences, I feel as though the edTPA is not the only representation of good teaching, and that it's complicated prompts and requirements are difficult for many incoming teachers. I strongly urge you to consider this bill to allow other forms of evaluation for incoming teachers that are more accurate representations of sound teaching practice and do not place an undue burden on preservice teachers.

Thank you for your consideration.