Abstract. The acronym edTPA often causes panic and uncertainty to students and faculty of teacher preparatory programs. Students need support and reassurance that coursework will adequately prepare them for certification requirements, while faculty want to ensure autonomy to teach best practices, while not “teaching to the test.” Many institutions find themselves employing a sense of triage to ensure students are successful and achieve edTPA certification requirements.

Embedding best practices of attaining edTPA requirements, while supporting course pedagogy, will not only support student success, it will ensure teacher preparatory programs move away from the triage model into a stronger, embedded model of instruction. In order to do this effectively, teacher candidate input on current programming is imperative. The purpose of this seminar is to share and examine the steps the researchers took to examine the current state of their institution’s Elementary and Early Childhood Education’s curriculum, supports for teacher candidates, and interactively work together to develop a plan to better embed the importance of performance-based instruction into current coursework.