edTPA Research and Data Use

IL TPAC
April 26, 2019

A significant initiative for our profession

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Welcome and Introductions

- Dr. Rachel Ragland, Lake Forest College
- Dr. Pamela Jessee, Lewis University
- Dr. John Gambro, University of St. Francis
- Dr. Lance Kilpatrick, Olivet Nazarene University

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Using research and data on edTPA

IL TPAC
April 26, 2019

Rachel G Ragland, EdD
Lake Forest College

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edTPA

- Today's goals
  - Be able to explain:
    - How research on edTPA is being conducted at various institutions
    - How data from research is being used to improve implementation of edTPA

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edTPA

Overview
- What kind of research is being conducted in edTPA?
- How can data on edTPA be used to improve work at our institutions?

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Lake Forest College example

Research process:
- Online survey conducted with all Student Teachers and Cooperating Teachers at the end of each semester after official submission.
- Data collected and analyzed each semester and shared with faculty in the Education Department who support students with edTPA.
- Plans are put into place to remediate/improve elements of the program as a result of our data analysis and collaborative discussions.

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Questions on Task One

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Questions on Task Two

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Questions on Task Three

Questions on general process

Open-ended Questions

Data on Task One from Student Teachers

Data on Task Two from Student Teachers

Data on Task Three from Student Teachers
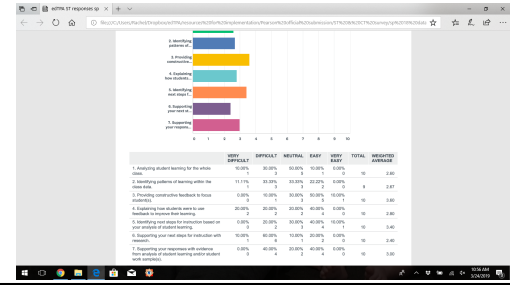
Student Teacher recommendations

Cooperating Teacher recommendations

Conclusions

- **Task One**
  - **Student teachers identified the most difficult elements as:**
    - Identifying academic language functions
    - Supporting instructional choices with research
    - Selecting the lesson for the learning segment
  - **Student teachers identified the easiest elements as:**
    - Identifying groups of students with specific learning needs
    - Identifying students' personal/cultural/community asset
  - **Cooperating teachers identified the most difficulty elements as:**
    - Helping the ST select the lesson for the learning segment
  - **Cooperating teachers identified the easiest elements as:**
    - Helping the ST identify groups of students with specific learning needs.

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Implementation of Conclusions

Task One examples:

- **We added more specific instruction on academic language to courses from the 200 to 400 level, including practice tasks.**
- **We added an "instructional toolbox" assignment to all Education courses where students keep a running list of citations for research and theory that they will eventually use in edTPA.**
- **We added more details on what makes a good learning segment to the Cooperating Teacher workshop held at the beginning of each semester.**

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Questions

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National Lewis University

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edTPA

and **CAEP** Council for the Accreditation of Educator Preparation

Or how to work smarter rather than harder

Couple of opening thoughts

- Not advocating that everyone seek national accreditation through CAEP or SPA recognition

- Thoughts about edTPA
  - Performance assessment beats a forced choice test
  - At least for now it is here to stay
  - Illinois institutions have demonstrated strong preparation of candidates based on results
- But if you are engaged in national recognition . . . edTPA can help you get there

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A few basics: CAEP Organization

- Five Standards
  - Standard 1: Content and Pedagogical Knowledge
  - Standard 2: Clinical Partnerships and Practice
  - Standard 3: Candidate Quality, Recruitment, and Selectivity
  - Standard 4: Program Impact by Completers
  - Standard 5: Quality Assurance and Continuous Improvement

Required across all standards: Cross Cutting themes

Diversity   Incorporation of multiple perspectives, respect and responsiveness to cultural differences, and candidate understanding of their own frames of reference.

Technology: Incorporation of technology to improve teaching effectiveness, enhance instruction, and manage student assessment data while engaging students in the application of technology to enhance their learning experience.

Connection to edTPA should already be somewhat evident!

CAEP:

- Culture of evidence
- Focus on ensuring that completers have the necessary skills and knowledge to reach high performance standards for all students.
- Focus on College and Career Readiness Standards for P-12
- Raise the bar for recruitment and selection of education candidates who have clear potential for excellence
- Measure programs by the impact on P-12 learning once candidates complete our programs. (Completers > 6 months in the field post completion)

Educator Preparation Program Created v. Proprietary Assessments

Must meet CAEP standard for Assessments with a clearly defined

- Administration and Purpose
- Process for informing candidates
- Content
- Scoring
- Data Quality: Validity and Reliability

Data validity and reliability

- Detailed steps were taken to insure content validity and how it was established
- The assessment was piloted
- Details for data analysis and interpretation are included
- Detailed steps were taken to insure reliability and how it was established
- Training of scorers and checking interrater agreement are documented
- Described steps for validity and reliability meet accepted research standards

edTPA as a Proprietary Assessment

- Administration and Purpose
- Candidates are informed
- Content of Assessment
- Scoring
- Data Validity
- Data Reliability

Where does the edTPA fit in the CAEP standards?

- Standard 1: Aligned with the InTASC standards for
  - Application of content and pedagogical knowledge
  - Demonstration of skills and commitment that affords all P-12 students access to rigorous college and career ready standards
  - Model and apply technology as they design, implement, and assess learning experiences to engage students, improve learning and enrich their own professional practice

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Alignment

Summary Chart of the Crosswalk between edTPA and the InTASC Model Core Teaching Standards

edTPA Tasks	edTPA Rubrics	Category 1: The Learner and Learning (Standards 1-3)	Category 2: Content (Standards 4-5)	Category 3: Instructional Practice (Standards 6-8)	Category 4: Professional Responsibility (Standards 9-10)
Task 1: Planning	1: Planning for Context Understandings	2, 3	4	7, 8	
	2: Planning to Support Varied Student Needs	1, 2	4	7, 8	
	3: Using Knowledge of Students to Inform Teaching and Learning	1, 2	4	7	
	4: Identifying and Supporting Language Demands	1, 2	4, 5	8	
	5: Planning Assessments to Monitor And Support Student Learning	1		6, 8	
Task 2: Instruction	6: Learning Environment	2, 3		8	
	7: Engaging Students in Learning	2, 3	4, 5	8	
	8: Deepening Student Learning	3	4, 5	8	
	9: Subject-Specific Pedagogy	3	4, 5	8	
	10: Analyzing Teaching Effectiveness				9
Task 3: Assessment	11: Analysis of Student Learning			6	
	12: Providing Feedback to Guide Learning			6	
	13: Student Use of Feedback			6	
	14: Analyzing Students' Language Use and Content Learning	1, 2	4, 5		
	15: Using Assessment to Inform Instruction			6, 7, 8	9

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Specialty Professional Association (SPA) recognition

- edTPA can be aligned to professional standards for the national recognition
- Each association has different guidelines for application of edTPA for SPA submission
- Most indicate: Cannot use the edTPA for all their standards

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Questions

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Using edTPA Data for Program Improvement & Accreditation

John Gambro
University of St. Francis

Process…

Elementary Mathematics																						
edTPA	N	Pass Score	Range	Total Score Mean	Planning					Instruction					Assessment					Total by Task		
					P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	P	I	A
Elementary Mathematics (16-17)	X	35	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Elementary Mathematics (17-18)	X	37	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
All Handbooks (USF) (16-17)	X	35	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
All Handbooks (USF) (17-18)	X	37	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Elementary Math (State) (16-17)	355	35	N/A	46.1	3.2	3.1	3.3	3.0	3.0	3.1	3.0	3.0	3.1	2.8	3.3	3.3	2.9	3.1	15.5	15.0	15.6
Elementary Math (State) (17-18)	337	37	N/A	46.0	3.2	3.1	3.3	2.9	3.0	3.1	3.1	2.9	3.1	2.8	3.2	3.4	2.9	3.1	15.6	15.0	15.5
Elementary Math (Nat.) (16-17)	3,365	N/A	N/A	45.9	3.2	3.1	3.2	3.0	3.0	3.1	3.1	3.0	2.8	3.2	2.9	2.9	3.1	15.5	15.0	15.4
Elementary Math (Nat.) (17-18)	3,638	N/A	N/A	45.5	3.2	3.0	3.2	2.9	3.0	3.1	3.0	2.9	3.1	2.8	3.2	3.3	2.9	2.9	15.3	14.9	15.3

Benchmarks…

All USF IPs →
State →
National →

Elementary Mathematics																						
edTPA	N	Pass Score	Range	Total Score Mean	Planning					Instruction					Assessment					Total by Task		
					P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	P	I	A
Elementary Mathematics (16-17)	X	35	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Elementary Mathematics (17-18)	X	37	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
All Handbooks (USF) (16-17)	X	35	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
All Handbooks (USF) (17-18)	X	37	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Elementary Math (State) (16-17)	355	35	N/A	46.1	3.2	3.1	3.3	3.0	3.0	3.1	3.0	3.0	3.1	2.8	3.3	3.3	2.9	3.1	15.5	15.0	15.6
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Elementary Math (Nat.) (17-18)	3,638	N/A	N/A	45.5	3.2	3.0	3.2	2.9	3.0	3.1	3.0	2.9	3.1	2.8	3.2	3.3	2.9	2.9	15.3	14.9	15.3

Google Doc & Data Dive…

Action Plan…

- To address "Rubric 8: Deepening Student Learning" the program will:
- ➢ Explore developing a digital teacher toolbox for candidates to compile useful resources and strategies throughout their program.
- ➢ Provide candidates with additional opportunities to practice follow-up questions.
- ➢ Model "extending students' thinking" in courses more explicitly.
- ➢ Collect and distribute examples of high quality discussion prompts and examples.

CAEP 5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

- ▪ What quality assurance system data did the provider review?
- ▪ What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- ▪ How did the provider use data/evidence for continuous improvement?
- ▪ How did the provider test innovations?
- ▪ What specific examples show that changes and program modifications can be linked back to evidence/data?
- ▪ How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- ▪ How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

ST FRANCIS
COLLEGE OF EDUCATION

QASUD FORM
Quality Assurance System Use of Data Report

Program:

Start Date:

Context:
What quality assurance system data was reviewed?

What patterns across preparation programs (both strengths and weaknesses) were identified?

Innovations:
What changes and program modifications can be implemented to encourage continual improvement (include dates)?

Method:
What data will be used to document and monitor the impact of the innovations (changes)?

What data trends will indicate a successful innovation?

Results/Conclusions:
What are the results of the innovations?

How does this study inform program admission, progression, and completion (CAEP Standard 3)?

How did the data-verified innovations result in setting priorities and overall positive trends of improvement for programs, candidates, and P-12 students?

Context:

What quality assurance system data was reviewed?
The data for demonstrating quality assurance was derived from a State mandated assessment, which is externally graded, called the Educative Teacher Performance Evaluation (EdTPA). The Special Education majors are administered this assessment in their final semester, which is also their student teaching semester. This is administered mainly during the spring semester for the majority of the candidates. Data for this assessment was reviewed over the period of 3 years: Spring, 2016 to Spring, 2018.

What patterns across preparation programs (both strengths and weaknesses) were identified?
All candidates (100% every year) successfully passed the external assessment, which is positive. Within the assessment, strengths were noted in the areas of instruction, communication skills, planning for differentiation and assessment. These strengths are reflected in average scores of greater than 2 or 3 on the individual rubrics of the 15 rubrics on the assessment. Areas in need of improvement were noted in Rubric 11 (avg. score 1.78 and 1.56 in 2016 and 2017 respectively, the lowest average of the 15 rubrics) and in rubric 1 (avg. score 2.89 in 2016, declining to 2.22 in 2017). Rubric 1 requires them to show the alignment between their lesson objectives and their assessments; while rubric 11 reiterates this alignment with a required component of analysis of achievement of each of the objectives.

Innovations:

What changes and program modifications can be implemented to encourage continual improvement (include dates)?
Changes were implemented from the 2016 fall, improved in 2017 fall and will continue henceforth. These include instruction on how to write measurable lesson objectives in specific terms and how to use it to analyze improvement. Changes to lesson objectives include adding a measurable specific component to enable evaluation of the attainment of the objective.

Method:

What data will be used to document and monitor the impact of the innovations (changes)?
The EdTPA scores (scored externally by Pearson Inc.) will be used to document the impact of the innovations. For formative assessment measures, the internship and class based lesson plans will be examined closely for writing of lesson objectives with measurable criteria for success included.

What data trends will indicate a successful innovation?
The individual and average scores of candidates on rubrics 1 and 11 will be monitored. The data trends across years on these rubrics will indicate a successful innovation and stable performance as desired by the innovation.

Results/Conclusions:

What are the results of the innovations?
See data charts following the narrative for all rubrics on the EdTPA. The average scores over the three-year period for each of the rubrics were as follows:

	Rubric 1 Average	Rubric 11 Average
Spring 2016	2.89	1.78
Spring 2017	2.22	1.56
Spring 2018	4.0	3.5

As shown above, the innovations initiated in Fall 2016 and revised in Fall 2017, were reflected in the results in Spring 2018 data by improvement of targeted skills, reflected in rubric 1 and rubric 11.

How does this study inform program admission, progression, and completion (CAEP Standard 3)?
This study informs the increase of specific skills required for lesson planning, instruction and assessment. This addresses. Teacher candidate quality of improvement is demonstrated by the significant improvement shown in the two rubrics, that were earlier seen as opportunities of growth. The EdTPA is a consequential assessment resulting in teaching license by the state department. Success at this assessment is required for a teaching license (program completion). By acting pro-actively in this study, we will be able to avoid future lower performance on these areas, which may impact overall score and pass-rate and candidate performance.

How did the data-verified innovations result in setting priorities and overall positive trends of improvement for programs, candidates, and P-12 students?
Our college decided to take the lower average scores as opportunity areas to improve, and make those improvements a priority. We contacted several experts in the field of EdTPA scoring, including certified scorers and state liaisons. With their help and insight, we were able to pinpoint exactly the nature of the improvement that was needed. The program then allocated the resources (faculty professional development, instructional time, etc.) necessary to make the enhancements and improve the candidates' performance.

This establishes how we can set priorities based on data and focus our improvement measures to improve outcomes for all our candidates.

Questions

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edTPA Research and Data Use

IL TPAC
April 26, 2019

Dr. Lance Kilpatrick
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Guiding Questions

- How does a small to medium size university use data for program improvement?
- What changes were made after a review of the data?
- Did those changes improve the program?

edTPA: The Numbers

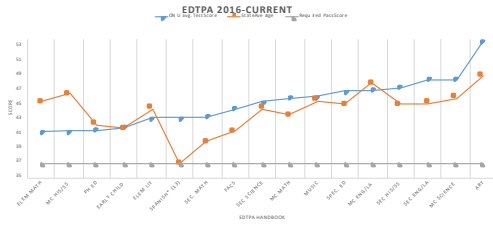| ONU	2015-16	2016-17	2017-18
N=	71	67	52
Avg. Score	45.0	44.2	45.8
Planning Task	15.7	15.2	15.7
Instruction Task	14.6	14.3	14.8
Assessment Task	14.5	14.7	15.3

The Numbers
FA2015-SP2018: In three years

- # of edTPA portfolios submitted: **190**
- Average Overall Score: **45**
- # of Candidates did not pass the first time: **12**
  (**4** due to condition codes)
- # of Candidates who retook and passed: **9**
- # of candidates who retook and did not pass: **1**
- # of Candidates who chose not to retake: **2**

Review the Data Provided

Compared to State Averages

EDTPA 2016-CURRENT

Percentage of candidates who scored a three or higher.

Rubric	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15
Fall 2015 (N=13)	76	76	92	84	61	92	61	61	61	76	53	76	53	46	100
Spring 2016 (N=59)	81	80	91	83	85	98	83	90	76	53	81	68	58	70	70
Fall 2016 (N=20)	80	95	90	80	85	90	71	80	71	57	71	90	38	61	76
Spring 2017 (N=50)	88	80	96	80	74	92	80	70	68	60	78	86	56	72	76
FA17-SP18 (N=52)	86	84	91	84	84	97	90	76	82	76	67	84	71	78	82

Program Changes based on the data

- Assign an edTPA checklist (completed 2nd week of Student Teaching)
- Assign an edTPA outline (completed 3rd week of Student Teaching)
- Develop a mandatory all day writing workshop
  - Focus on Instruction and Assessment Tasks
- Develop specific instruction in course-work related to rubrics 10 & 13.
- Provide "Assessment" related assignments in course work.

edTPA Checklist

9. My assessment plan is clear and will allow for measurement of the lesson objectives. — Yes No Maybe

10. I know how I will explain and show evidence of my students prior learning leading up to the learning segment. — Yes No Maybe

11. I know the individual needs that my students have and the modifications and accommodations that commonly help them. — Yes No Maybe

12. My have brainstormed activities and assessments that are challenging for my students. I have more challenging ones ready for students who require a higher level of challenge. — Yes No Maybe

13. I have practiced recording, trimming, compressing, and storing a 30 minute video. — Yes No Not Yet

14. I have identified how many video clips I need to have for my entire edTPA. How many?

edTPA Outline

4. **Academic Language:** Your plans for language development in edTPA should address how you support your whole class to be able to understand and use academic language. What oral, visual, and written language that students need to understand and use in order to complete learning tasks successfully within your learning segment?

What is the language function?

How will you help students understand and use the language function? (language supports)?

What vocabulary will be used?

How will you help students understand and use the vocabulary? (language supports)?

Discourse or Syntax?

What (language supports) instructional strategies and resources will you use to help your students understand and learn to use this language?

Student Teacher edTPA Workshop Agenda

- 8:30-9:15 –Work Period, get organized.
- 9:15-9:45 – Highlights of Task 2
- 9:45- 9:55 -- Break
- 9:55-10:15 Peer Review and Collaboration
- 10:15-10:45 -- Work Period
- 10:45-11:15 – Highlights of Task 3
- 11:15-12:00 Work Period
- 12:00 – 12:45 Lunch (On Your Own)
- 12:45 – 2:00 Work Period
- 2:00-3:00 Meet with University Supervisor
- (After you have met with your University Supervisor you are dismissed)

Gains Made

ONU	2015-16	2016-17	2017-18	2018-19
N=	71	67	52	43*
Avg. Score	45.0	44.2	45.8	48.05
Planning Task	15.7	15.2	15.7	16.2
Instruction Task	14.6	14.3	14.8	15.5
Assessment Task	14.5	14.7	15.3	16.4

*N=15 scores from Spring 2019 student teachers have not yet been reported.

Questions

Midwest

edTPA

Conference

SAVE THE DATE

September 13, 2019
The University of Iowa
Iowa City, Iowa

Centering Diversity,
Equity, and Culturally
Responsive Practices

For more information visit: https://bit.ly/2E8IqVI