

## edTPA: A Performance-Based Approach to Assessing New Teachers

“States and teacher preparation programs are looking for new ways to improve and evaluate teacher effectiveness. Increasingly, they are focusing on authentic assessments of how teacher candidates analyze student learning and adjust when necessary. edTPA™ represents this historic shift as the first nationally available, content-specific, research- and standards-based assessment that can serve as a common and independent measure of candidate performance and teacher quality.”

“edTPA, which is available in 27 initial licensure areas, is a summative capstone assessment to evaluate a teacher’s preparation. It is also a source of evidence for program review, teacher licensure and/or state and national accreditation. edTPA has been available nationally since the beginning of the 2012 academic year. In June 2012, edTPA achieved an exciting milestone as more than 7,000 teacher candidates in 22 states participated in a national field test.”

“The edTPA process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit a video and commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of students.”

“Candidates’ evidence is evaluated and scored within five dimensions of teaching: planning instruction and assessment; instructing and engaging students in learning; assessing student learning; analysis of teaching effectiveness; and academic language development.”

“edTPA was collaboratively designed by teacher educators and teachers under the coordination of Stanford University and with support from the American Association for Colleges of Teacher Education. As an operational partner, Pearson will deliver assessment materials, online technology, program resources and other support required for multistate use of the edTPA program.”

“The assessment draws from experience gained over a 25-year history developing performance-based assessments of teaching, including the National Board for Professional Teaching Standards and the Performance Assessment for California Teachers (PACT).”  
<http://www.edtpaminnesota.org/edtpa-a-performance-based-approach-to-assessing-new-teachers/>

The MN Board of Teaching first required 100% participation of teacher education candidates Fall 2013. Prior to this edTPA was in pilot stage with internal scoring being utilized. Spring 2014 all edTPAs were submitted to Pearson for scoring. Three sets of data are presented in the following tables: 1) Spring 2013, internal scoring; 2) Fall 2013, internal scoring; 3) sample from Fall 2013 sent to Pearson for scoring.

**Table 1: edTPA DATA, Student Teachers, Spring, 2013—Internal Scoring**

Spring 2013 (Scale based off of 0, 1, 2, 3, 4)	n=	Planning to teach the content	Supporting Varied Student Needs	Knowledge of Students teaching	Supporting/Language Demands	Planning Assessments	Learning Environment	Engaging Students in Learning	Deepening Learning	Subject Specific Pedagogy	Analyzing Teaching Effectiveness	Analysis of Student Learning	Providing Feedback	Student Use of Feedback	Analyzing student language use	Using Assessment to Inform Instruction
EC	4	3.91	3.58	3.33	3.75	3.25	3.83	3.63	3.25	3.25	3.13	3.58	3.75	3.25	3.50	3.25
Elementary Math	21	3.66	3.50	3.45	3.61	3.43	3.71	3.60	3.62	3.76	3.29	3.57	3.57	3.33	3.33	3.57
Elementary Lit	8	3.58	3.85	3.33	3.39	3.45	3.67	3.51	3.48	3.30	3.31	3.43	3.44	3.57	3.33	3.44
Secondary English	4	3.42	3.42	3.00	3.00	3.00	3.67	3.25	3.25	3.00	3.63	3.25	3.00	3.00	3.17	3.00
Secondary Science	1	3.66	3.33	3.66	3.33	3.50	3.00	3.00	3.00	3.00	3.50	3.33	3.50	3.00	3.00	3.50
Secondary Math	6	3.28	3.11	3.11	3.06	3.04	3.16	3.06	3.00	3.00	3.17	3.22	3.25	3.17	3.08	2.92
Art	4	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.75	2.75	2.75	3.00	2.81
Music	3	3.00	3.00	3.11	3.44	3.22	3.33	3.22	3.00	4.00	3.00	3.00	3.17	3.00	3.00	3.08
Physical Education	6	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.20	3.40	3.10	3.00	3.40	3.00	3.00	3.00
Health	2	3.25	3.00	3.17	3.17	3.13	3.33	3.13	2.67	3.00	3.25	3.00	3.25	3.00	2.75	2.88
Social Studies	10	3.40	3.33	3.40	3.37	3.47	3.57	3.55	3.50	3.10	3.55	3.50	3.38	3.38	3.19	3.57
SPED *																
Spanish	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
All Programs	69	3.38	3.28	3.23	3.28	3.23	3.39	3.27	3.18	3.26	3.27	3.24	3.31	3.13	3.12	3.18

Scale: 0—Not observable; 1—Undeveloped; 2—Emerging; 3—Proficient; 4—Distinguished

Table 2: edTPA DATA, Student Teachers, Fall, 2013—**Internal Scoring**

Fall Semester 2013 (Scale 1, 1.5, 2, 3)*	n=	Planning to teach the content	Supporting Varied Student Needs	Knowledge of Students	Identifying Supporting/Language Demands	Planning Assessments	Learning Environment	Engaging Students in Learning	Deepening Learning	Subject Specific Pedagogy	Analyzing Teaching Effectiveness	Analysis of Student Learning	Providing Feedback	Student Use of Feedback	Analyzing student language use	Using Assessment to Inform Instruction
Early Childhood	10	2.10	2.10	2.05	2.00	2.15	2.30	2.10	1.95	2.15	2.10	2.20	1.90	2.00	2.00	2.15
Elementary Math	18	2.33	2.17	2.11	2.11	2.06	2.36	2.17	2.14	2.14	2.22	2.17	2.14	2.17	2.08	2.17
Elementary Literacy	22	2.41	2.39	2.32	2.14	2.14	2.36	2.20	2.07	2.32	2.17	2.23	2.34	2.09	2.18	2.23
Health	1	2.00	3.00	2.00	3.00	2.00	3.00	3.00	3.00	2.00	2.00	2.00	2.00	2.00	3.00	2.00
Language Arts	7	2.71	2.29	2.43	2.29	2.29	2.57	2.57	2.43	2.29	2.43	2.57	2.71	2.43	2.43	2.43
Performing Arts	3	2.33	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.33	2.00	2.00	2.33	2.00
Physical Education	7	2.00	1.86	2.00	2.29	2.00	2.00	2.00	1.75	2.00	1.83	1.71	2.00	2.00	2.00	1.79
Secondary History	6	2.17	2.00	2.17	2.00	2.00	2.17	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Secondary Math	7	1.79	1.71	1.93	2.07	1.79	1.86	2.00	1.86	1.93	1.64	1.79	1.57	1.43	1.79	1.64
Secondary Science	4	2.00	1.75	1.75	2.00	2.13	2.00	2.00	1.75	1.88	1.75	2.25	1.75	1.50	1.75	1.88
Visual Arts	2	2.00	2.00	2.00	2.00	2.00	3.00	2.50	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
World Language	1	2.00	2.00	2.00	2.00	1.50	1.50	2.00	2.00	1.50	2.00	1.50	2.00	2.00		
<b>Total</b>	<b>88</b>	<b>2.24</b>	<b>2.13</b>	<b>2.14</b>	<b>2.12</b>	<b>2.07</b>	<b>2.28</b>	<b>2.17</b>	<b>2.05</b>	<b>2.13</b>	<b>2.08</b>	<b>2.14</b>	<b>2.11</b>	<b>2.02</b>	<b>2.09</b>	<b>2.09</b>

\*The rating scale differs from that used Spring 2013.

Scale: 1=Emerging; 1.5=Emerging plus; 2=Proficient; 3=Advanced



Early Childhood	3	3.5	2.5	3	4	3	3	2	1	2	1.5	2.5	2	2	2
Early Childhood	4	4	3	4	4	3	3	3	2	2	3	3	2	3	1
Early Childhood	3	3	3	3	2	3	3	2	2	2	2	3	2	2	2
Visual Arts	4	3	3	3	2	3	2	2	2	2	2	1	2	2	2
Spanish	4	3	3		4	4	4	4	3	3	4	4	4		3
Performing Arts	3	3	2	3	3	3	3	3	3	3	2	2	2	2	2
Total	85.5	82	77	77	70.5	82	74.5	71	66	66.5	70	72	60.5	57.5	61.5
<b>Mean</b>	<b>3.05</b>	<b>2.93</b>	<b>2.75</b>	<b>2.75</b>	<b>2.52</b>	<b>2.93</b>	<b>2.66</b>	<b>2.54</b>	<b>2.36</b>	<b>2.38</b>	<b>2.5</b>	<b>2.57</b>	<b>2.16</b>	<b>2.13</b>	<b>2.2</b>