Assessment #8: Teacher Performance Assessment (edTPA)

Brief description of the assessment and its use in the program: The edTPA consists of three tasks: a planning task (3-5 consecutive lesson plans accompanied by a planning commentary), an instruction task (a 15-minute videotaped segment of classroom instruction and an instruction commentary), and an assessment task (analysis of and reflection on student learning as measured by a classroom assessment). Teacher candidates complete the edTPA portfolio during student teaching and submit it for evaluation by Pearson using Taskstream, the electronic platform that SUNY Cortland uses to collect assessment data. A passing score on the edTPA is not a requirement for program completion; however, we have started to use this NY State certification exam as an assessment of our programs' effectiveness because the vast majority of our graduates choose to apply for NYS certification, and therefore take the state certification exams.

Description of how the assessment aligns with the Standards: The edTPA is aligned with ACTFL/CAEP Standards 3, 4, and 5. It is aligned with Standard 3, as it allows candidates to a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction (Standard 3.a), and b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners (Standard 3.b). It is also aligned with ACTFL/CAEP Standard 4, in that it allows us to evaluate candidates' ability to a) demonstrate an understanding of the *Standards for Foreign Language Learning in the 21st Century* (Standard 4.a), b) integrate the standards into language instruction (Standard 4.b); and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources (Standard 4.c). Finally, the edTPA is aligned with ACTFL/CAEP Standard 5, since it allows us to determine our candidates' ability to design and implement assessments that are age- and level-appropriate (Standard 5.a); b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction (Standard 5.b).

Brief analysis of the data findings: The fact that all our 10 candidates passed the edTPA exam in spring 2014, and that 9 out of 10 scored at the mastery level (with one candidate scoring below the mastery level by one point) indicates that our teacher candidates are well-prepared to plan and implement foreign language instruction and assessment. An analysis of the candidates' performance on the individual rubrics reveals high scores on the planning task (an average rubric score of 4.15) and on the assessment task (an average rubric score of 3.77). The average rubric score on the instruction task is slightly lower (3.42), but still well within the mastery range. We believe that it is not surprising that the instruction task should prove to be the most challenging for teacher candidates at the beginning of their student teaching, since it involves skills that cannot be fully developed in a college methods class. Nevertheless, we also understand that teacher candidates' preparation in their future methods courses will need to place more emphasis on their effectively implementing instruction. Furthermore, since the lowest rubric average score (3.00) was on rubric 8 (Subject-Specific Pedagogy), methods courses will need to place additional emphasis on developing teacher candidates' ability to provide purposeful opportunities for students to demonstrate an understanding of the relationships among the

practices, products, and perspectives of the culture(s) studied, and make explicit connections to their own experiences and knowledge

Interpretation of how the data provide evidence for meeting Standards: Even though we have only used this assessment once, the data that it yielded provide clear evidence that our teacher candidates' preparation meets ACTFL/CAEP standards 3, 4, and 5. Our candidates' scores indicate that they have a very good understanding of language acquisition at various developmental levels, which they can use to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction (Standard 3.a), and that they can develop a variety of instructional practices that reflect language outcomes and articulated program models to address the needs of diverse language learners (Standard 3.b). At the same time, our candidates' scores demonstrate that they have a clear understanding of the World-Readiness Standards for Learning Languages (Standard 4.a), as well as the ability to integrate the standards into language instruction (Standard 4.b); and to use standards and curricular goals to evaluate, select, design, and adapt instructional resources (Standard 4.c). Finally, the data yielded by this assessment provides evidence that our teacher candidates can design and implement assessments that are age- and level-appropriate (Standard 5.a), reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction (Standard 5.b).

Assessment documentation:

a) The assessment tool— The edTPA is an electronic portfolio that consists of three tasks: a planning task (3-5 consecutive lesson plans accompanied by a planning commentary), an instruction task (one or two videotaped segments of classroom instruction and an instruction commentary), and an assessment task (analysis of student learning as measured by a classroom assessment, and an assessment commentary). Complete directions for the construction of the edTPA portfolio are provided in the edTPA handbook published by Pearson.

b) The scoring guide— The scoring guide, also included in the edTPA handbook, consists of thirteen rubrics and performance descriptors for five levels of performance (1–5, with 5 being the highest). Thus, candidates can score a maximum of 65 points. The edTPA Pass cut-off score (required for certification) is 35/65, with an average rubric score of 2.73. The Mastery cut-off score is 42/65, with an average rubric score of 3.23.

These are the rubric criteria for the three tasks of the edTPA:

Task 1: Planning for Instruction and Assessment:
1. Planning for Communicative Proficiency in the Target Language
2. Planning to Support Varied Student Learning Needs
3. Using Knowledge of Students to Inform Teaching and Learning

4. Planning Assessments to Monitor and Support Students' Development of   Communicative Proficiency in the Target Language

        Task 2: Instructing and Engaging Students in Learning:
            5. Learning Environment
            6. Engaging Students' Target Language Communication
            7. Deepening Student Communicative Proficiency in the Target Language
            8. Subject-Specific Pedagogy
            9. Analyzing Teaching Effectiveness

        Task 3: Assessing Student Learning:
            10. Analysis of Student Communicative Proficiency in the Target Language
            11. Providing Feedback to Guide Student Development of Communicative Proficiency in   the Target Language
            12. Student Use of Feedback
            13 Using Assessment to Inform Instruction

    c) Candidate data derived from the assessment:

These are the results of our teacher candidates on the edTPA in spring 2014:

# Candidates by Major	Fail (Unacceptable)	Pass (Acceptable)	Mastery (Target)
Spanish: 10	0	1	9
French: 0	0	0	0
French & Spanish: 0	0	0	0

And, these are the actual scores obtained by our teacher candidates in spring 2014:

Teacher Candidate #	Passing score (average rubric score)	Mastery score (average rubric score)
1		56 (4.30)
2		54 (4.15)
3		52 (4.00)
4		51 (3.92)
5		50 (3.84)
6		49 (3.77)
7		48 (3.69)
8		45 (3.46)

9		42 (3.23)
10	41 (3.15)	

Finally, these are the rubric averages:

R 1	R 2	R 3	R 4	R 5	R 6	R7	R8	R9	R10	R11	R12	R13
4.20	3.80	4.30	4.30	3.40	3.60	3.30	3.00	3.80	3.50	4.00	3.80	3.80