

(ed)TPA Update

Marcy Singer-Gabella

Vanderbilt University

Nicole Renner

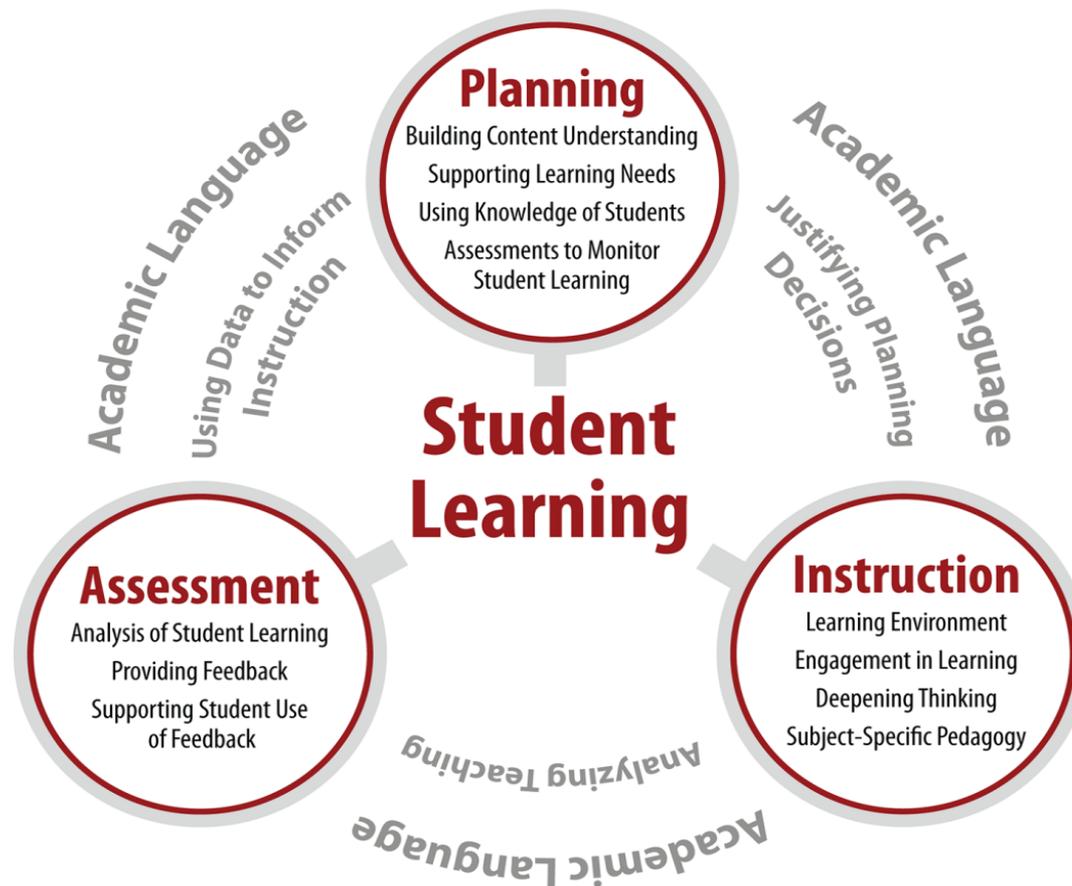
East Literature Magnet



Outline

- ▣ Brief refresher
- ▣ Status update
- ▣ What's ahead for 2013-14
- ▣ What we're learning

Refresher: What does edTPA assess?



Status Update: Spring 2013 Field Test

Official Participation



745 candidates
(8 campuses)



4029 candidates
(171 campuses)

Preliminary Results



Candidate Performance Data by Rubric

Task 1: Planning

All Content Areas	Task 1					
		Score 01	Score 02	Score 03	Score 04	Score 05
National Summary	Mean	3.2	3.0	3.0	3.0	3.0
	Std	.75	.87	.75	.71	.84
	N	3,278	3,278	3,278	3,258	3,279
Tennessee Only	Mean	3.1	2.9	3.0	2.8	2.9
	Std	.76	.90	.81	.73	.88
	N	737	737	737	733	737

Candidate Performance Data by Rubric

Task 2: Instruction

All Content Areas	Task 2					
		Score 06	Score 07	Score 08	Score 09	Score 10
National Summary	Mean	3.1	2.9	2.9	2.8	2.7
	Std	.58	.68	.75	.85	.75
	N	3,264	3,261	3,258	3,258	3,258
Tennessee Only	Mean	3.1	2.9	2.8	2.8	2.7
	Std	.54	.68	.75	.80	.77
	N	736	735	735	735	734

Candidate Performance Data by Rubric

Task 3: Assessment

All Content Areas	Task 3					
		Score 11	Score 12	Score 13	Score 14	Score 15
National Summary	Mean	2.8	2.9	2.4	2.5	2.7
	Std	.86	.88	.82	.73	.90
	N	3,261	3,257	3,258	3,233	3,260
Tennessee Only	Mean	2.8	2.9	2.3	2.4	2.7
	Std	.87	.88	.82	.74	.94
	N	735	735	735	731	734

S'13 Field Test
National Sample

Score
Frequencies

All Content
Areas

	N	Distribution of Score Assignments (%)					
		Score					
		1	2	3	4	5	A-H
Rubric							
1	3,315	2	15	51	29	3	1
2	3,315	6	18	48	23	3	1
3	3,315	2	20	52	23	2	1
4	3,296	2	21	56	19	1	1
5	3,315	6	19	49	24	2	1
6	3,315	1	8	69	20	1	2
7	3,315	2	24	56	17	1	2
8	3,315	3	25	51	17	1	2
9	3,315	10	21	51	15	1	2
10	3,315	5	33	49	10	1	2
11	3,315	8	23	46	21	1	2
12	3,315	6	24	40	27	1	2
13	3,315	13	45	31	9	0	2
14	3,296	8	37	47	7	0	2
15	3,315	10	27	41	19	1	2

What's Ahead?

national standard setting
(august 8-9)

edTPA goes operational (fall 2013)
– *full implementation on many TN campuses in
Spring 2014*

technical report released
(fall 2013)

National Standard Setting

- ▣ Two panels of 20 members each – policy and practitioner
- ▣ Prior to the event
 - ▣ Each panel member reviews four edTPA samples representing a range of performance with scores and evidence cited
- ▣ During the event
 - ▣ Panels review and discuss additional edTPA samples scored at various score levels (cut points)
 - ▣ Each panel independently examines implications of various cut scores for the 2013 field test data
 - ▣ Each panel independently develops a recommended passing score wherein candidates demonstrate knowledge and skills required to teach effectively
 - ▣ Subset of practitioner panel joins policy panel to discuss and vote on recommendations.



National Standards Setting

- After the event
 - SCALE and Evaluation Systems publish the passing standard and decision rules for task-based retake and resubmission processes
 - SCALE provides states with a recommended process for reviewing the national standard and using confirmatory approach with state representative panel members and data from states.

Fall 2013: Technical Report

▣ Validity studies

- ▣ alignment to standards
- ▣ content validation
- ▣ construct validation
- ▣ consequential validity
(*predictive validity to follow*)

▣ Reliability studies

- ▣ inter-rater reliability and scorer agreement
- ▣ latent trait analyses
- ▣ decision consistency

Report Components

- Faculty and educator involvement in development and scoring
- Bias and sensitivity reviews (.e.g., gender, race/ethnicity, primary language, urban, suburban and rural placements...),
- Field testing (spring 2012 and spring 2013) description and results
- Scoring and reporting processes
- Standard setting (national and state based)
- Overview of the electronic portfolio platform system for delivery and scoring of the assessment

What we're learning in Tennessee...

- ▣ Impact on teacher education programs
- ▣ Relationship to TEAM →
- ▣ Impact on graduates →

From TPA to TEAM: Preliminary Observations

Rubric Item	Rubric Item	Correlation	Significance
TPA Planning: Planning for Understanding	TEAM Planning: Assessment	.501	$p < 0.01$
	TEAM Instruction: Activities	.577	$p < 0.01$
TPA Planning: Using Knowledge of Students to Inform Teaching and Learning	TEAM Instruction: Standard	.452	$p < 0.01$
	TEAM Instruction: Activities	.435	$p < 0.01$
TPA Analyzing Teaching Effectiveness	TEAM Instruction: Activities	.523	$p < 0.01$
TPA Academic Language: Scaffolding	TEAM Planning: Instructional Planning	.437*	$p < 0.01$
	TEAM Instruction: Structure	.459	$p < 0.01$

* for secondary alone, the correlation is .587 $p < .01$



Impact on Candidates (a graduate's perspective)