Closing the Loop with edTPA

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East Carolina University

- Large regional university in rural eastern NC with a mission of service and access.
- Total enrollment of 28,000 students.
- 17 teacher preparation programs and 21 licensure areas distributed across 5 colleges at the institution.
- Prepare 750+ newly licensed teachers annually, 18% minority.
ECU edTPA Data Summit

1. Develop the assessment literacy of the faculty by analyzing edTPA data in a structured setting;

2. Identify 2-3 priority questions to guide edTPA implementation in the coming academic year.
Goal of the Data Summit

Review Unit and Program Level edTPA Data to Develop Priority Questions to Guide edTPA Work in 2013-14
Today we will...

- Identify Priority Questions
  - At the Unit Level
  - At the Program Level
What is a Priority Question?

- Priority Questions have these characteristics:
  - Be generated from a collaborative process that engages most of the people working to address the question
  - Is focused on educational matters, other student-related issues beyond the school’s control
  - Serves a narrow focus of inquiry, a SLO, a rubric, a standard
  - Accounts for the unit’s current resources and represents something the faculty want to investigate

Examples from the ECU Context...

- What is the focus area??
- Is **Academic Language** a big issue? If so, the priority question would emanate from that:
  - How do candidates construct their knowledge of AL?
  - How is AL included in the curriculum?
  - What aspect of AL do candidates struggle with most?
Today we will...

- Identify Priority Questions
  - At the Unit Level – as teams from across teacher education at ECU
  - At the Program Level – as teams of program faculty
Next Steps, but Not Today

- If question or idea does not align with today’s goal, write it on a post-it and post on the “Next Steps, but Not Today” board
  - Process/procedural questions would fall into this category:
    - Local scoring protocols
    - Due dates
    - Licensure expectations
Results
5 Priority Questions/Goals for 13-14

First priority

- Assessment: What courses inside and outside of the program teach feedback/assessment?

- Professional Studies Core of Courses: To what extent, if any, do the professional core courses support our students and programs?
Second Priority

- Internship Grades: What standardization do we have in interns final grading? How should edTPA/progress reports factor in?

- Program Pathways: Why are there disparities among the different pathways? What supports are available for different pathways for candidate’s achievement on the edTPA?
Third Priority

- Local Evaluation: How to improve local edTPA evaluation to increase validity and reliability of scores?
New Directions for 13-14

Following the Data Summit, the TPP addressed the priority questions generated by the edTPALs through the following activities:

• edTPAL group expanded to include faculty representatives from Professional Studies Core Courses
• Assessment content and strategies identified in multiple courses and objectives shared with program faculty
• Local evaluation training revised to reflect SCALE resources
Suggestions for Programs

- Plan for program improvement by keeping data on the table
- Engage change agent faculty in active dialogue
- Establish clear goals to focus discussion
- Allow faculty discussion to drive decision making
- Employ unit resources to address priority questions
- Plan data collection to link preservice and inservice data for VAM
THANK YOU!!

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