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# Using Teacher Performance Assessment (edTPA) and Data-Informed Decision Making to Ensure Teacher Readiness

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# Using Teacher Performance Assessment (edTPA) and Data-Informed Decision Making to Ensure Teacher Readiness

**Walden University**

**Richard W. Riley College of Education and Leadership**

**2015 Spring CAEPCon  
April 9, 2015**

**WALDEN  
UNIVERSITY**

*A higher degree. A higher purpose.*

# Presenters

- Janet Williams, Ed.D., Associate Dean
- Martha Cheney, Ph.D., Program Director
- Jennifer Knutson, M.A., Director, Office of Field Experiences

# Focus of the Presentation

- Introduction to Research Study on Data-Informed Decision Making
- Data Collection Tools
- Research Findings
- Impact of Research Findings on Program Implementation
- Roundtable Discussions

# Teacher Preparation at Walden University

Master of Arts in Teaching

- Early Childhood Education
- Special Education



# Impetus for Research

- Candidate performance on assessment
- Data-informed decision making is focus of program and expectation of accreditors



- Teacher Performance Assessment (edTPA) requirement

# DID Research Team

Name	RWR College of Education and Leadership Role
Janet Williams	Associate Dean
Jennifer Knutson	Director, Office of Field Experiences
Debbie Bechtold	Assessment Director
Martha Larkin	Assessment Director
Lisa Share	Program Director
Stacy Ness	Specialization Coordinator

## Research Question 1:

**How are programs collecting, analyzing, and using data to make program improvement decisions regarding candidates' knowledge and implementation of data-informed decision making in P-12 classrooms?**





## Research Question 2:

**What are the knowledge and beliefs of candidates regarding data-informed decision making during their demonstration teaching (DT) experiences in P-12 classrooms?**



# Research Timeline

Type of Study	Semester(s)	Participants
<b>Pilot Study</b>	<b>Spring 2013</b>	<b>MN candidates</b> (Demonstration Teaching only) n=5*  *4 completed all data collection tools
<b>Preliminary Study</b>	<b>Fall 2013</b>	<b>MN and GA candidates</b> (Demonstration Teaching only) n=11*  *8 completed all data collection tools
<b>Expanded Study</b>	<b>Fall 2013</b> <b>Spring 2014</b> <b>Fall 2014</b> <b>Spring 2015</b>	<b>All candidates in M.A.T. program</b> (Any point in the program) n=83

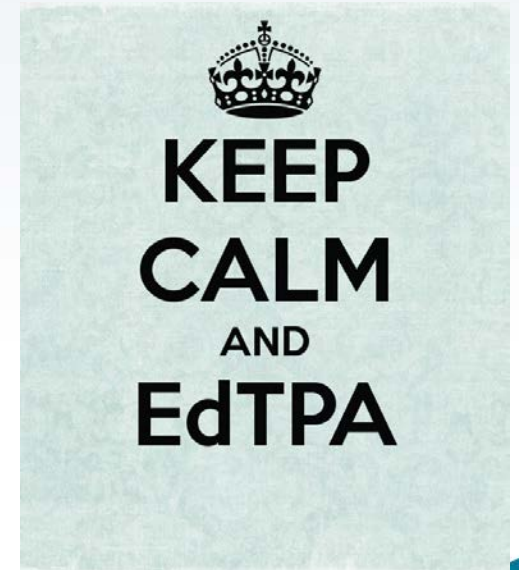
# Data Collection Tools

Existing as part of Program Completion Requirements	Added as Research Study Specific
Demonstration Teaching Seminar Discussion Questions	Pre and Post Survey
Lesson Planning Project (LPP)	Follow-up Interviews with candidates (in Demonstration Teaching only)
Demonstration Teaching Evaluation (DTE)	
Teacher Performance Assessment (edTPA)	

# Research Question 1: Data Collection Tools

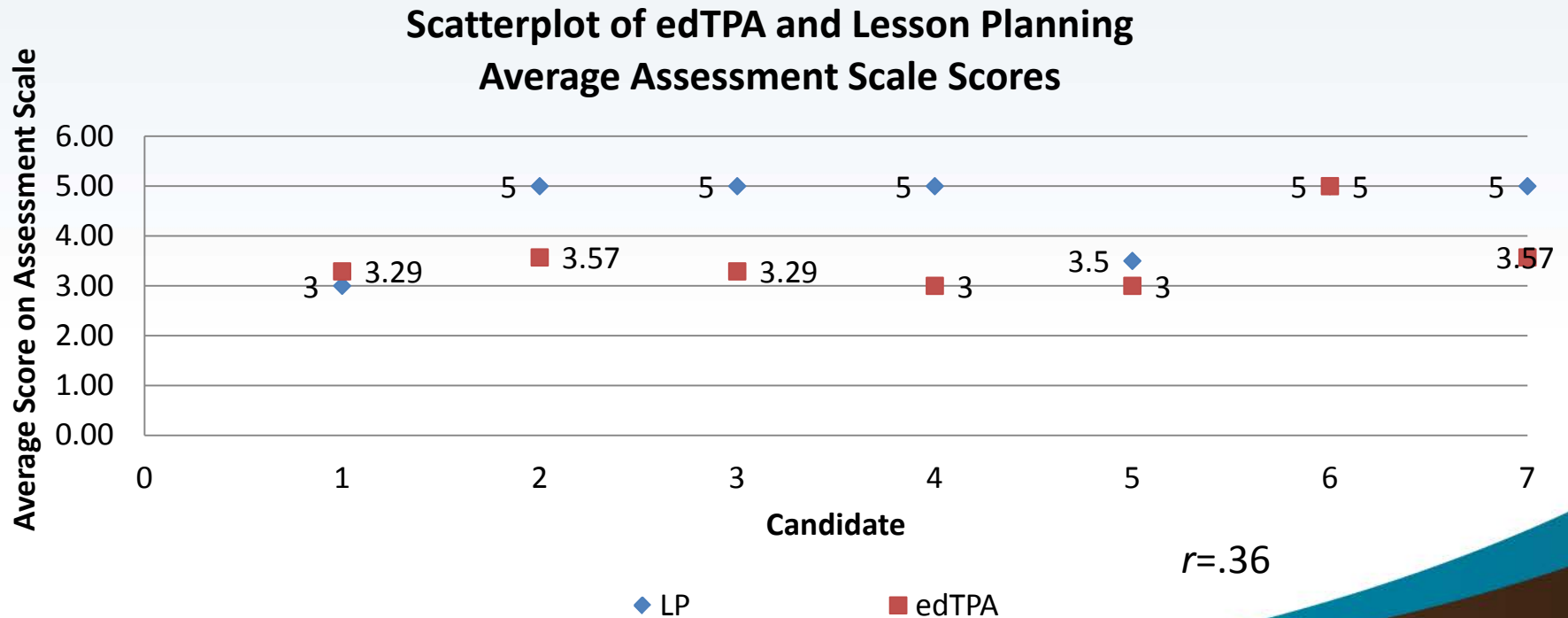
Research Question 1: How are programs collecting, analyzing, and using data to make program improvement decisions regarding candidates' knowledge and implementation of data-informed decision making in P-12 classrooms?

1. Lesson Planning Project (LPP)
2. Demonstration Teaching Evaluation (DTE)
3. Teacher Performance Assessment (edTPA)



# Correlational Analysis Results: SE

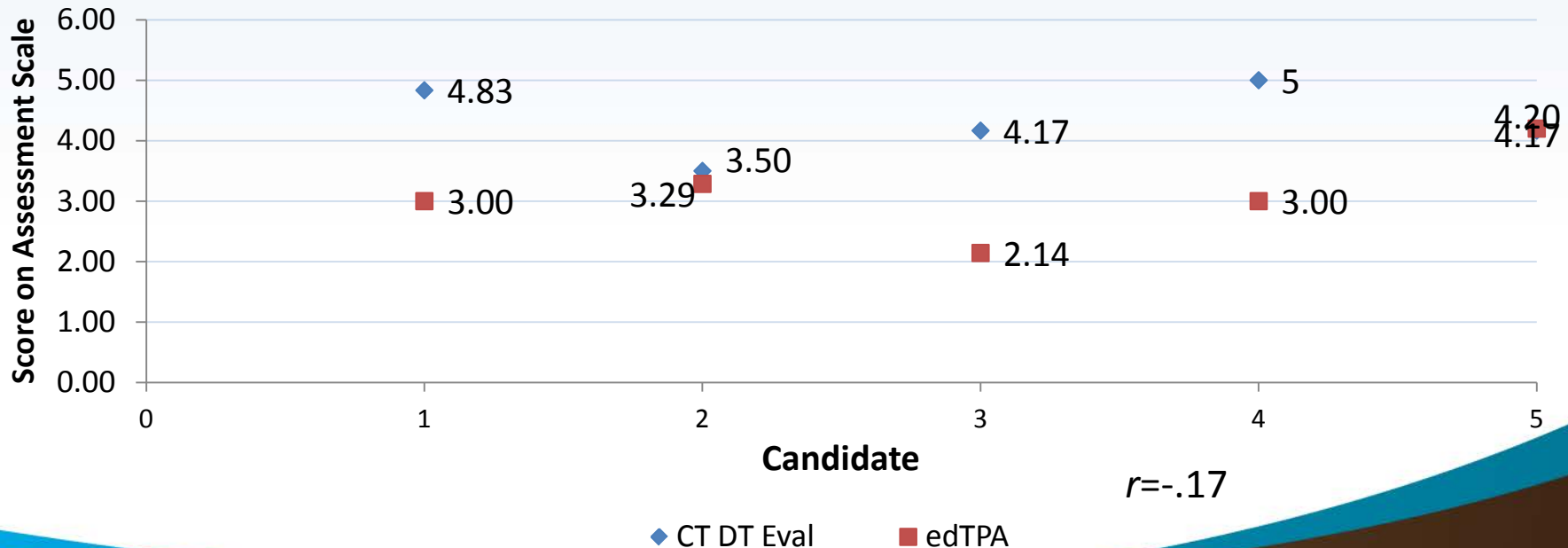
edTPA assessment scale scores were not significantly correlated with the Lesson Planning assessment scale scores nor the Demonstration Teaching assessment scale scores



# Correlational Analysis Results: ECE

edTPA assessment scale scores were not significantly correlated with the Lesson Planning assessment scale scores nor the Demonstration Teaching assessment scale scores

Scatterplot of edTPA and Cooperating Teacher DT Evaluation Assessment Scale Scores



# Research Question 1: Findings

Research Question 1: How are programs collecting, analyzing, and using data to make program improvement decisions regarding candidates' knowledge and implementation of data-informed decision making in P-12 classrooms?

In comparison to LPP and DT Eval, edTPA:

- Requires a more in-depth presentation of data and use of assessment data
- Not aligned to existing major assessments with respect to what is being evaluated in the area of candidate assessment skills

# Results Confirmed Expectations

## edTPA vs. Local major assessments

- edTPA: focus is on one student or small group of students, requires evidence and analysis, pre/post assessment, adjustments to instruction based on evidence. Video component.
- Local assessments: global focus on assessment tasks, narrative describing how assessment informed instructional decisions. No video component.



# Research Question 2: Data Collection Tools

Research Question 2: What are the knowledge and beliefs of candidates regarding data-informed decision making during their demonstration teaching (DT) experiences in P-12 classrooms?

- Pre and Post Survey questions
- Demonstration Teaching Discussion Questions
- Interview Questions



# Pre/Post DT Survey Data

## SE Example:

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
1a2.PRE I possess the knowledge and skills to plan instruction that builds knowledge, skills, and strategies related to IEP goals and benchmarks.: Likelihood-At the end of Demonstration Teaching VS. 1a3.PRE Likelihood-At the end of my first year of teaching	-.8571	.3780	.1429	-1.2067	-.5076	-6.000	6	<b>.001</b>

## ECE Example:

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
3a1.POST I possess the knowledge and skills to select or design informal and formal assessments to provide evidence of children's progress toward meeting standards/objectives: Likelihood-Today VS. Likelihood-At the end of my third year of teaching	-.8000	.4472	.2000	-1.3553	-.2447	-4.000	4	<b>.016</b>

# Pre/Post DT Survey Data

## SE Example:

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
12a2.PRE I possess the knowledge and skills to use evidence to evaluate and change teaching practices to meet learner needs: <b>Likelihood-At the end of Demonstration Teaching VS. 12a1.POST : Likelihood-Today</b>	.1667	.9832	.4014	-.8651	1.1985	.415	5	0.695

## ECE Example:

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
8a3.PRE I possess the knowledge and skills to use data to draw conclusions about what children know and are able to do to plan next steps in instruction. : <b>Likelihood-At the end of my first year of teaching VS 8a2.POST Likelihood-At the end of my first year of teaching</b>	.6000	.5477	.2449	-.0801	1.2801	2.449	4	0.070

# Research Question 2: Findings from Surveys

Research Question 2: What are the knowledge and beliefs of candidates regarding data-informed decision making during their demonstration teaching (DT) experiences in P-12 classrooms?

- Pre/post survey results revealed that candidate confidence in their data-informed decision making skills does not increase from pre-DT to post-DT, however they do anticipate that their skills in this area will improve over time as they become more experienced teachers.



## Research Question 2: Findings from Seminar Discussion Questions and Interviews

- 100% of candidates reported their cooperating teacher allowed them to conduct informal and formal assessments during Demonstration Teaching
- 100% of candidates reported their US provided some support in their classroom assessment activities



## Research Question 2: Findings from Seminar Discussion Questions and Interviews

- Challenges in Conducting Assessments and Using Data
- Areas in which Candidates wished they were more Prepared
- Candidates felt they had a Positive Impact on Student Learning



# How did Walden University Respond?



# Impact of Research Findings on Program Implementation

- Addition of a new major assessment
- Revision of Lesson Planning Project
- Reviewing major assessment scores of all candidates (increase sample size, and reliability/validity of results)
- Virtual Field Experience



# Virtual Field Experiences

Video:

<http://www.brainshark.com/walden/WaldenAACTEVFE>

# Virtual Field Experiences

## Using Technology to Provide Quality Feedback to Enhance Candidate Performance: Virtual Field Experience



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# Virtual Field Experiences

Virtual Field Experience

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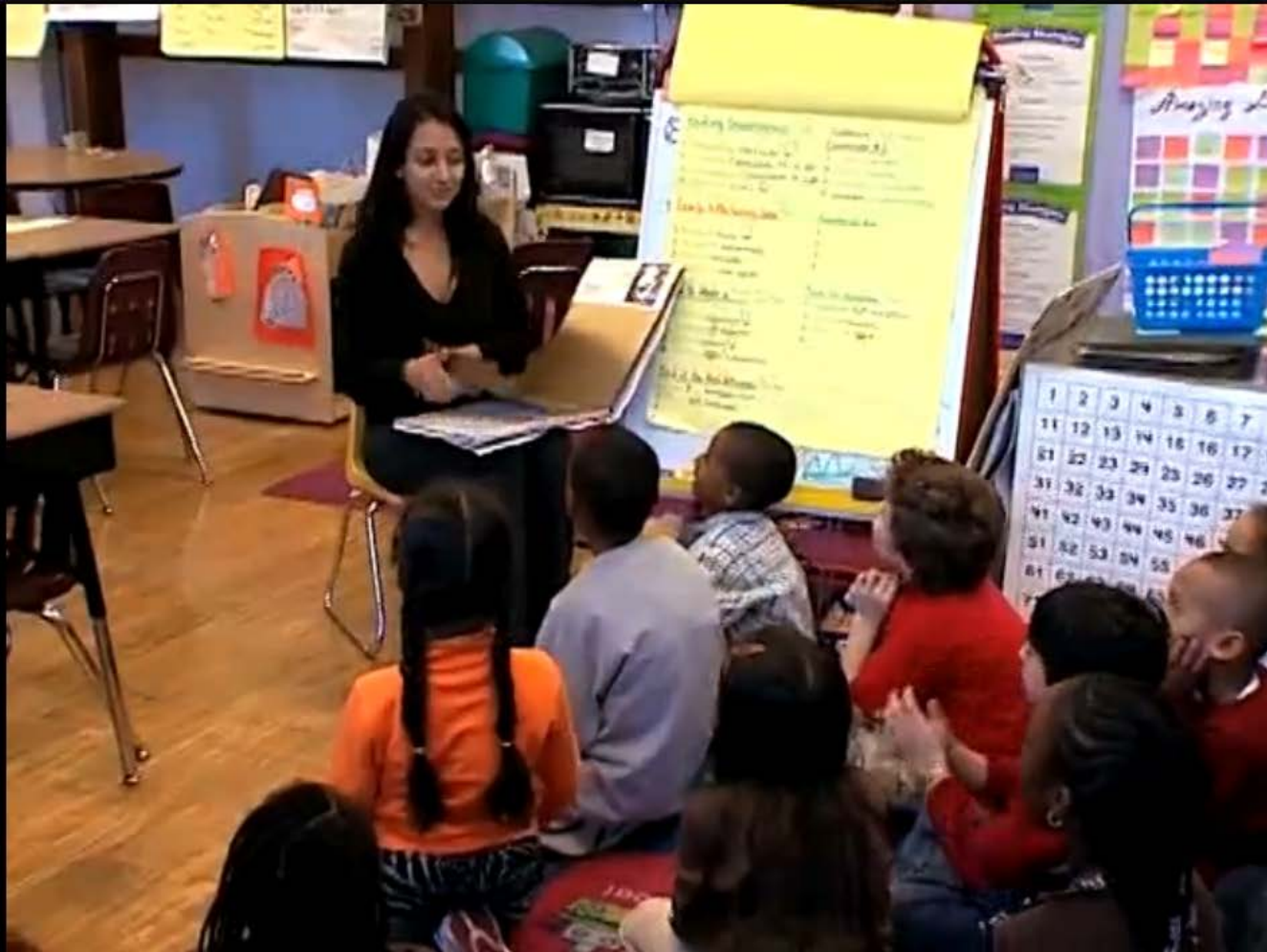
Avni Patel

Teacher, First/Second Grade

# Virtual Field Experiences

Virtual Field Experience

brainspark



# Virtual Field Experiences

Virtual Field Experience

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# Virtual Field Experiences

Virtual Field Experience

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# DID Research Potential Contributions

- edTPA data and data regarding candidate learning about data-informed decision making is collected and analyzed in a systematic manner that leads to actionable knowledge. This leads to discussions among stakeholders, data-informed decisions and actions, and systematic documentation of such efforts leading to program improvement.
- Using the edTPA in combination with data from program and field requirements has the potential for triangulating data to pinpoint specific areas of candidate assessment knowledge and application of data-informed decision making that could be strengthened.

**"Data are not an end in themselves, but the basis for beginning a conversation."**

CAEP Evidence Guide, February 2014, p. 4



# Round Table Discussions

- What will you take away from the presentation to explore in your own setting?
- If you were doing the follow-up study, what would you want to include?

# Additional Questions? Email us!

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