



Impact on Student Learning – SPA Key Assessment 5

The CAEP Program Review with National Recognition (SPA) process involves regular and systematic collection of data on 6-8 assessment of candidates' (a) content knowledge, (b) professional and pedagogical knowledge, skills, and dispositions, and (c) student learning, guided by SPA standards and requirements. **Assessment 5 within each SPA is dedicated to the candidates' impact on student learning. Across all initial programs a draft edTPA has been established for this key assessment.** The Draft edTPA is the iteration of edTPA that all candidates must submit to our Tk20 system by the end of student teaching. The Draft edTPA is evaluated on a 3-point scale (1=Emerging; 2=Proficient; 3=Advanced) by student teaching supervisors who have participated in edTPA Local Evaluation Rubric interrater reliability training. Task 3 (Assessing Student Learning) requires candidates to collect and analyze student work to identify quantitative and qualitative patterns of learning. Rubrics 11-15 are associated with Task 3 and are presented below from Fall 2018, Spring 2018, and Fall 2019.

Table A: Draft edTPA Task 3 – All Initial Programs

	Fall 2018 N=51		Spring 2018 N=131		Fall 2019 N=38	
	Mean	Range	Mean	Range	Mean	Range
11. What type of feedback does the candidate provide to focus students?	2.02	1-3	2.06	1-3	2.14	1-3
12. How does the candidate support focus students to understand and use the feedback to guide their further learning?	2.10	1-3	2.05	1-3	2.14	1-3
13. How does the candidate analyze students' use of language to develop content understanding?	2.00	1-3	2.03	1-3	1.86	1-3
14. How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?	1.86	1-3	1.98	1-3	1.95	1-3
15. How does the candidate use representations to support students' ability to understand agricultural-related concepts and procedures?	1.92	1-3	1.97	1-3	2.06	1-3
Grand Mean	1.98	1-3	2.02	1-3	2.03	1-3

Table B: Draft edTPA Task 3 – By program

	Fall 2018			Spring 2018			Fall 2018		
	N	Mean	Range	N	Mean	Range	N	Mean	Range
Adolescence Education*									
11. What type of feedback does the candidate provide to focus students?	8	<i>Low N</i>	<i>Low N</i>	52	2.06	1-3	11	1.91	1-3
12. How does the candidate support focus students to understand and use the feedback to guide their further learning?	8	<i>Low N</i>	<i>Low N</i>	52	1.94	1-3	11	1.56	1-2
13. How does the candidate analyze students' use of language to develop content understanding?	8	<i>Low N</i>	<i>Low N</i>	52	2.04	1-3	11	1.73	1-3
14. How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?	8	<i>Low N</i>	<i>Low N</i>	52	2.09	1-3	11	1.80	1-3
15. How does the candidate use representations to support students' ability to understand agricultural-related concepts and procedures?	8	<i>Low N</i>	<i>Low N</i>	52	1.94	1-3	11	1.91	1-3
Career and Technical Educator**									
11. What type of feedback does the candidate provide to focus students?	13	2.17	2-3	4	<i>Low N</i>	<i>Low N</i>	10	2.33	1-3
12. How does the candidate support focus students to understand and use the feedback to guide their further learning?	13	2.08	2-3	4	<i>Low N</i>	<i>Low N</i>	10	2.50	1-3
13. How does the candidate analyze students' use of language to develop content understanding?	13	1.92	1-3	4	<i>Low N</i>	<i>Low N</i>	10	2.33	1-2
14. How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?	13	2.17	1-3	4	<i>Low N</i>	<i>Low N</i>	10	2.40	2-3
15. How does the candidate use representations to support students' ability to understand agricultural-related concepts and procedures?	13	2.17	2-3	4	<i>Low N</i>	<i>Low N</i>	10	2.33	1-3
Childhood Education									
11. What type of feedback does the candidate provide to focus students?	15	1.64	1-2	59	1.95	1-3	12	2.33	2-3
12. How does the candidate support focus students to understand and use the feedback to guide their further learning?	15	1.86	1-3	59	2.09	1-3	12	2.33	1-3
13. How does the candidate analyze students' use of language to develop content understanding?	15	1.80	1-3	59	1.98	1-3	12	1.75	1-3
14. How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?	15	1.47	1-3	59	1.80	1-3	12	1.92	1-3
15. How does the candidate use representations to support students' ability to understand agricultural-related concepts and procedures?	15	1.40	1-2	59	1.91	1-3	12	2.00	1-3

Teaching English to Speakers of Other Languages									
11. What type of feedback does the candidate provide to focus students?	0	-	-	5	<i>Low N</i>	<i>Low N</i>	0	-	-
12. How does the candidate support focus students to understand and use the feedback to guide their further learning?	0	-	-	5	<i>Low N</i>	<i>Low N</i>	0	-	-
13. How does the candidate analyze students' use of language to develop content understanding?	0	-	-	5	<i>Low N</i>	<i>Low N</i>	0	-	-
14. How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?	0	-	-	5	<i>Low N</i>	<i>Low N</i>	0	-	-
15. How does the candidate use representations to support students' ability to understand agricultural-related concepts and procedures?	0	-	-	5	<i>Low N</i>	<i>Low N</i>	0	-	-
Technology Education									
11. What type of feedback does the candidate provide to focus students?	15	2.27	1-3	11	2.00	1-3	5	<i>Low N</i>	<i>Low N</i>
12. How does the candidate support focus students to understand and use the feedback to guide their further learning?	15	2.33	1-3	11	2.20	1-3	5	<i>Low N</i>	<i>Low N</i>
13. How does the candidate analyze students' use of language to develop content understanding?	15	2.43	2-3	11	2.20	1-3	5	<i>Low N</i>	<i>Low N</i>
14. How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?	15	2.07	1-3	11	2.10	1-3	5	<i>Low N</i>	<i>Low N</i>
15. How does the candidate use representations to support students' ability to understand agricultural-related concepts and procedures?	15	2.27	2-3	11	2.30	2-3	5	<i>Low N</i>	<i>Low N</i>

***Adolescence Education** includes English, Math, Modern Language (French, German, Spanish), Science (Biology, Chemistry, Earth Science, Physics), and Social Studies

** **Career and Technical Education** includes Agricultural Education, Agricultural subjects, Business and Marketing Education, Career and Technical Education (Cert), Family and Consumer Sciences, Health Careers Education, Technical Education, and Trade Education