

**Arkansas State University**

**College of Education and Behavioral Science**

**EPP Assessment Day**

**One-Year Data Reports for 2021-2022**



**November 2022**

Name of Assessment: edTPA

Year: 2021-2022

Standard #:4

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### Disaggregated Data

edTPA Performance Summary (July 2020 -June 2021)									
	Arkansas State University			Arkansas			National		
	# Tests Taken - EPP	% Pass - EPP	Total Score Mean EPP	# Tests Taken - State	% Pass - State	Total Score Mean State	# Tests Taken - National	% Pass - National	Total Score Mean - National
All 15- Rubric Handbooks	52	58%	39.0	277		38.8	25936		42.9

Overall EPP -

# Passed – 33 (AR – passing score is 37)

# Not Passed – 19

# Incomplete – 5 (not included in Overall Mean)

Task 1 – Mean 13.2

Task 1	Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5
Mean	2.9	2.6	2.6	2.5	2.6

Task 2 – Mean 14.0

Task 2	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10
Mean	3.0	2.8	2.5	2.7	2.5

Task 3 – Mean 12.6

Task 3	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Mean	2.5	2.7	2.2	2.5	2.5

### Data Summary

Overall, the Arkansas State University EPP has a Mean score of 39.0 on the edTPA for a passing rate of 58% of the 52 assessments that were graded. The students at Arkansas State University are performing at a lower mean rate of 39 versus at the state-level mean of 39.8 in Arkansas. In addition, they continue to perform below the National Mean Score of 42.9 for a difference of 3.9.

For Task 1, the EPP collectively scored lower in Rubric 4: Identifying and Supporting Language Demands, than the other rubrics in planning. This means that students are still not very clear on what language demands really mean. Clarity is needed as students need to know to use Blooms' verbs over and over in their plan. For Rubric 1, there is a better understanding for students to plan for literacy learning.

In Task 2, Rubric 10: Analyzing Teacher Effectiveness and Rubric 8 had the lowest scores of 2.5. The highest score was Rubric 6-Learning environment with a score of 3.0. This suggests students have a good grasp of the concepts. The lowest-scoring Task as a whole was Task 3: Assessment. Rubrics 13-Student understanding and use of Feedback had the lowest score 2.2.

Overall, the data shows TASK 1 having 13.2; TASK 2 as 14.0, and TASK 3 having 12.6. Therefore, more work needs to be done on all 3 TASKS. TASK 3 needs the greatest attention.

One of the main areas of concern that impacts the low scores in Task 3 (and the other Tasks as well) is the number of condition Codes impacting the overall passing rate. For this past academic year of 2021-2022, 34 out of the 53 Condition Codes that were assessed are from Task 3. These Condition Codes are due to missing artifacts, incorrect files, or assessments submitted not being the same assessment, or simply not responding. This can be attributed to lack of knowledge on expectations and/or requirements for submissions. These requirements can vary depending on the content being assessed.

More video assessments need to be introduced and encouraged  
Several programs within the EPP did well. K-12 Performing Arts had a passing rate of 75% which is down from 2021 of 80%. The Special Education MAT program had a passing rate of 82.4% which is down from 2021 of 92.3%. We could all work on the lowest scoring Rubric 13 Student Understanding and Feedback as well as Rubric 4, 8, and 10 we could move our mean score up to the State average. Other notable performances were in Secondary ELA with a mean score of 43.0.

Overall, a lack of understanding of the requirements for submissions by students seems to be the area needing immediate attention in order to reduce the number of condition codes. The other main area for all programs needing improvement is within Rubric 4: Identifying and Supporting Language Demands.

### **Team SMART Goal and Action Steps**

1. In general, students' scores are lower due to poor writing skills (except for secondary ELA) in congruence with edTPA guidelines. Offering writing help sessions and utilizing the A-State writing center will help students increase their scores by identifying areas they are not getting credit in due to poor writing.
2. Conduct edTPA information sessions that will help students identify the types of documents that are acceptable for submission to attempt to eliminate students receiving condition codes throughout the edTPA.
3. Clinical supervisors need professional development opportunities to improve their knowledge in using edTPA

4. Instructors need to model planning, integrating student learning, and assessing student behaviors for students to experience in their classes
5. Instructors need to grill the learning gap students experienced due to Covid-19 pandemic

***Notable performance above expectations across EPP***

ELED Combined – 9/12 Passed  
ELED Literacy - 2/4 Passed  
ELED Math - 3/ 5 Passed  
K-12 Performing Arts - 12/16 Passed  
K-12 PE 0/0 not Passed  
MCH/ELA -0/1 Passed  
MCH-Math –0/1 Passed  
SPED 1 /2 Passed  
SPED/SPED MAT - 14/17 Passed  
Secondary ELA – 1/1 Passed  
Secondary SS 0/2 Passed  
Secondary math 0/3 Passed

***Notable performance below expectations across EPP***

Number of Condition Codes in Task 3 (Rubrics 11, 12, 13, 14, 15)  
Task 1 - Rubric 4: Identifying and Supporting Language Demands

***Ways to prepare students to perform better/score higher***

Continue to educate students on submission requirements (i.e., file types, templates, videos, etc.).

Provide Writing Seminars to help students do a better job documenting what they are doing.

Address the disconnect of the clinical supervisor's knowledge and skills about edTPA with current requirements.

Provide PD for training in-person or online for supervisors.

Attach it as PD hours/in-service.

As soon as teachers master the outputs, the criteria changes.

Have the mock edTPA training whereby instructors can give detailed feedback to students.

Consider modifying the weighting of edTPA on the internship grade.

Reduce the number of assessments turned in by interns.

Have a uniformity of the requirements for all interns. PE has students turning in (A) 3 edTPA (Tasks 1, 2,3 ); (B) candidate assessment project, and the ( C) exit portfolios.