Capstone II AY17 Program Review: Capstone Rubric & 2017 Aggregate Scores

EDUCATION

Assessment Type: Program Summative Assessment

 Year/Term: 2016-2017

Level: Education Capstone Assessment

Learning Outcome: Program Learning Outcomes (PLOs)

Assessment Method/Tool: edTPA

The edTPA, a teacher performance assessment developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) is used throughout the state of Oregon as a summative measure of performance during the capstone student teaching term. The following table shows the alignment of the University Outcomes, Education Program Outcomes, and the 18 rubrics of the edTPA.

The InTASC Model Core Teaching Standards related to the Learner and the Learning are aligned with the University outcomes as noted in the table below.

University Outcome	Program Outcome (InTASC Standards)	edTPA rubric (Assessment of Outcomes)
Critical Thinking	The Learner and the Learning (standards 1-3)	1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 16, 17, 18
Breadth of Content Knowledge	Content (standards 4-5)	1, 2, 3, 4, 7, 8, 9, 14
Inquiry Integrative/Applied Learning	Instructional Practice (standards 6-8)	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 15, 16, 17, 18
Communication Civic Engagement	Professional Responsibility (standards 9-10)	10, 15

Program Learning Outcomes

Critical thinking is aligned with the InTASC Standards on the learner and learning because the teacher candidate must critical thinking skills to know how to plan and implement developmentally appropriate lessons as well as create a learning environment that supports learning.

Breadth of content knowledge is aligned with the InTASC Standards on content because the teacher candidate must draw on a depth of content knowledge in order to teach content in a comprehensive and comprehensible manner and make learning relevant to diverse learners.

Inquiry and Integrative/Applied learning are aligned with the InTASC Standards on instructional practice because the teacher candidate must apply their content knowledge and their understanding of pedagogy to teach multiple subjects through integrated instruction.

Communication and civic engagement are aligned with InTASC Standards of professional responsibility because the teacher candidate must collaborate within the community of educational professionals and within the broader community of the school context.

The edTPA consists of 3 main tasks: Planning, Instruction, and Assessment. Each of the tasks has 5 rubrics that assess different aspects of the task. Each rubric is scored on a scale of 1 to 5, with 5 being the best score and 3 being proficient.

2017 Closing the Loop Statement

The College of Education has been using the edTPA as the program assessment since 2015-16 academic year. The assessment is required for licensure in the state of Oregon; however a minimum score has not yet been determined. The College of Education has determined that a minimum score of 44 is required for recommendation for licensure. Over the past few years, the College of Education has rewritten the undergraduate program and courses to include multiple supports (assignments imbedded to courses and the Teacher Performance Seminar course) to help prepare the candidates throughout the program. After review of the 2016-17 data (n=50), the majority of our students are passing on their first attempt (n=34). After local resubmission of their modified edTPA, only four students did not meet the minimum expectation. At this point, these students have not yet resubmitted to edTPA for rescoring.

The average rubric score was a 3 in all rubrics, except for #13 (Student Understanding and Use of Feedback), #14 (Analyzing Students' Language Use and Literacy Learning), and #18 (Using Evidence to Reflect on Teaching). All three rubrics are related to assessment. In our Curriculum, Assessment, and Instruction (CIA) course, specifically CIA III, we will focus on providing additional supports for providing opportunities for using instructor feedback, analyzing student academic language opportunities and use, and reflecting on the teaching process.