

CAEP Standard 4: Performance Portfolio

Report prepared by Susan Adamson April 2023

Faculty researchers continued the pursuit of a performance-based assessment capitalizing on the experience candidates from our Educator Preparation Program (EPP) have as a result of completing and submitting edTPA portfolios. We considered using the Rink Systematic Observation of Teacher Effectiveness tool, but a poor response rate led to a decision in November 2022 to mirror more closely the familiar edTPA process. Our Quality Assurance and Assessment Committee (QAAC) re-affirmed the importance of effective lesson-planning to best support student learning.

Progress to date:

- November 2022 – Abandoned attempt to use Rink Systematic Observation of Teacher Effectiveness tool. Developing an action plan as follows:
 - PARTICIPANTS: Identify and recruit (5) eligible teachers (Spring 2022 grads). El Ed [literacy] & M/S. Include \$50 for classroom books as incentive.
 - RATIONALE: Looking at lesson planning data from edTPA where completer scores are the lowest
 - DATA COLLECTION: Contact completers. Explain process & frame request to new teachers in ways that are familiar.
 - Task 1: Candidates will provide context info, demographic info, BOY and most recent learning growth data, standards & curriculum info.
 - Task 2: video recording (1-2 clips no more than 20 minutes total)
 - Task 3: Gather evidence & make sense of student learning
- December 2022 contact & confirm participants:
 - Sent (12/13/22): “special request” to five (5) 2022 graduates. Received two (2) positive responses, one (1) negative response, and two (2) N/A
- January—February 2023 Data collection from two (2) completers.
 - Briefing via Zoom: Tuesday 1/24/23 @ 4:30
 - Video recordings and documentation produced and uploaded to Google Drive
- March 2023 debriefing of process & purchase of classroom texts
- April 2023 training of QAAC members in assessment of video recordings using the edTPA rubric

Projections for completion:

In fall 2024, we will develop a system for the organization and ongoing review of incoming data, in pursuit of answering the following research questions:

- Do preparation experiences in different contexts impact performance on edTPA scores?
- Do our program elements adequately support pre-service teachers in planning for their teaching?
- What other program elements contribute to student-learning growth?
- How can we use these findings to inform continuous program improvement?

We expect our CAEP Standard 4 Performance Portfolio to be complete by Spring 2026, with (4-6) alumni submitting data during each of the next (3) three years in time for our accreditation review. Piloting this process, allowed us to craft a request that wasn't too burdensome for teachers, which we hope encourages others to readily participate -- *“this experience is a very low-stakes opportunity to share what is going on in your classroom. Saying “yes” to this request is nothing major added to your plate. I am so grateful for how Butler prepared me as a teacher and it's an honor to be able to help them better themselves as a program”* (Teacher #1).

Data from this study will be substantiated with evidence of program effectiveness from multiple additional sources including:

- IDOE Surveys of principals for employer satisfaction
- IDOE Surveys of teachers for completer satisfaction
- Corroborated evidence of program effectiveness by licensure test results showing completers' knowledge base, responses from HR personnel, and written responses from completers in a state survey.