Addressing Quality of Feedback and Fidelity of Scoring Within edTPA Formative Practice Tasks for COED Candidates: June 15, 2017 Progress on Grant Activities

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Project Objectives	Progress to Date
1. To analyze formative (practice task scores) and summative (final edTPA scores) data for predictive and alignment purposes;	Dr. Rich Lambert was hired to conduct analyses of elementary formative task and candidate summative task scores. An IRB is in progress for publishable data analyses. Preliminary reviews with Dr. Lambert and the elementary education faculty occurred between January and May, 2017.
2. To train faculty to score formative edTPA practice tasks that are representative of the expectations of candidate performance on the final product submitted in student teaching;	Dr. Kristy Brown (Kristy Brown, Ed.D, Education Specialist; Educator Preparation Division of Georgia Professional Standards Commission and specialized, trained member of the edTPA National Academy) was hired to serve as a co-designer/facilitator for the year 1 in person workshop held on May 16, 2017 (faculty worked independently scoring on May 15th prior to the workshop). Kristy worked with the investigators to design and facilitate the calibration and feedback workshop with 19 elementary faculty (full time and adjunct). Kristy is an officially trained edTPA scorer who provided key information for faculty throughout the workshop about scoring content and priority evidence. The workshop used samples of UNC Charlotte candidate submissions for spring 2017 that represented a variety of scores and outcomes. Faculty participated in scoring two different portfolios- one complete portfolio for all three tasks and one for a single task (faculty were assigned the most likely task they would score formatively within a course). Kristy and the investigators designed all forms (see attached) for faculty to complete during reviews. All information was housed and available to faculty on a canvas page.
3. To provide faculty with guidance regarding the provision of useful, actionable feedback on edTPA practice tasks to candidates, particularly related to written communication and critical thinking;	A survey was completed by faculty regarding feedback opportunities, mechanisms and tools, and time consumption. Results were shared with faculty and a discussion regarding consistency regarding feedback for formative scoring was held during the workshop (see the attached for the discussion form). A literature review is scheduled for this summer regarding quality feedback by EPP faculty.
4. To support both faculty and candidate growth regarding edTPA.	During a department meeting, the faculty reviewed the preliminary predictive validity data available for each of the three edTPA tasks to showcase common points of agreement and areas for further exploration within each task. Faculty were presented this data with

|	clarity regarding the ultimate goal of increasing the fidelity of scoring. During the workshop, the faculty practiced assessing common tasks to establish fidelity among scoring, which supported the creation of common understandings among faculty on 1) scoring expectations on rubrics for edTPA practice tasks; and 2) qualitative feedback given to candidates, particularly related to writing and critical thinking.

Funding allocated and spent in year 1:

Payment to:
1. Investigator Shawnee Wakeman ($2000);
2. Dr. Rich Lambert to conduct the predicative validity statistical analyses for the ELED program ($1000):
3. Dr. Kristy Brown as the edTPA scoring expert and workshop facilitator ($1500);
4. Chartwells provided coffee service for the workshop ($100.28)

<u>Directions for Completing Pre-Work – ½ day on your own, May 15</u>

- While May 15 is designated as the "official" day to complete the ½ day of "on your own" activities, faculty are welcome to complete the work whenever best works for your schedule.
- All pre-work activities must be completed prior to your arrival at 8:30 a.m. on May 16.

Accessing the Materials

1. To access the workshop materials, you must be enrolled in the "COED Office of Assessment" site in Canvas. You will receive a separate email inviting you to enroll. Alternatively, follow these steps:
   a. Login with your Niner Net credentials at http://canvas.uncc.edu.
   b. Scroll down to your dashboard and click on "COED Office of Assessment." You will receive a pop-up box asking you to accept the invitation to enroll if you haven't already done so via email.
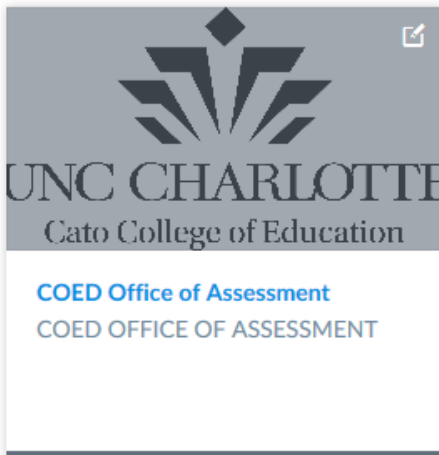
2. Once enrolled, click the "Elementary Education" banner. You will see the materials for the workshop and a list of edTPA Work Samples.

Elementary Education

Instructions:

Directions to Complete Pre-Work ELED Faculty Training

edTPA ELED Narrated PowerPoint

edTPA Reliability Workshop Handout

edTPA Elementary Guided Notes for Faculty

Work Samples:

1. Elementary Education edTPA Work Sample #1

Reviewing Resources

1. For this workshop, we have asked Kristy Brown, a colleague currently with the Georgia Professional Standards Commission, to assist us. Kristy has created several resources to assist you with scoring a work sample:
   a. **edTPA ELED Narrated PowerPoint** (available in Canvas) – Kristy has created a narrated PowerPoint describing "things to look for" when scoring Elementary Education portfolios. Please review this powerpoint, especially for tasks on which you are less familiar.
   b. **edTPA Reliability Workshop Handout** (available in Canvas) – Kristy has also created a handout to assist you as you score, including some specifics on where to find evidence for specific rubrics. She also provides an overview of each task and basic information.

Scoring an edTPA work sample

1. For pre-work, all participants are asked to score an edTPA work sample, all three tasks (we are not scoring task 4 in this training). Record your responses on the document called "**edTPA Elementary Guided Notes for Faculty**" (available in Canvas).

2. To access the edTPA work sample, you must be enrolled in the "COED Office of Assessment" site in Canvas. **For pre-work, score Elementary Education edTPA Work Sample #1, all three tasks. You do not need to score any other samples.**

3. Record your responses on the document called "**edTPA Elementary Guided Notes for Faculty**" (available in Canvas).

4. Bring your completed Guided Notes, plus your laptop and headphones, with you on Tuesday, May 16 at 8:30 a.m. in COED 166.

Considerations for providing quality formative feedback

The purpose of this discussion is to develop consensus around a minimum standard for the type and amount of feedback provided to candidates so the amount and quality of feedback isn't section or instructor dependent. It is important that there is flexibility for the format options of providing feedback to allow for instructor preference.

ELED survey results: 11 respondents

Have formative Task in taskstream in a course= 10.

Provide feedback 3 or more times on assignment= 7

Type of feedback provided on final submission:

   Numeric scores with a rubric and few written comments of specific feedback = 4

   Numeric scores with rubric and paragraphs of specific feedback= 5

Time to score final assignment:

   30 minutes to 1 hour= 4

   1 to 2 hours= 3

Time to score all drafts and final assignment:

   1 to 2 hours= 3

   More than 2 hours= 3

Score written communication as part of grade: Yes= 5;

Provide timely feedback: Always= 8

Feedback is extensive: Always= 4; Usually= 3; Sometimes = 3

Students use and apply feedback: Always= 3; Usually= 3; Sometimes = 2; Don't know= 2

Meet with students to review performance: Always = 5

Students find feedback helpful: Always= 4; Usually= 4

Use edTPA resources to score: Always= 6

Resources used: Handbook= 9; Rubric Progression doc= 7; academic language doc= 7 making good choices= 6

Considerations	Questions	Discussion and Resolution
1. Time needed for evaluation	What is a reasonable minimum amount of time to conduct all the evaluation for the formative tasks? Is the time needed for review task dependent? Are the due dates (likely the end of the semester) reasonable to provide the best quality feedback? Are faculty rushed?	
2. Number of review points/opportunities for feedback	How many rounds of drafts/evaluation points is needed? How does time available and number of students within the section dictate the number of opportunities?	
3. Format options for feedback	Is the edTPA rubric alone enough? Do faculty need to provide written feedback or could conferences with a rubric and no written feedback work? Is the form of feedback task dependent? How do faculty know if students 1. Find the feedback helpful/useful (is it necessary to have at least one draft in the process to ensure the time spent to provide the feedback is used to correct performance?) Would task specific tools be helpful to provide feedback? Is it worth time to build these in task alike meetings?	
4. Resources which can be used to inform the feedback	Is it necessary to have common expectations for use of resources by task to shape or frame feedback?	*Kristy's checklist* *Understanding Rubric Progression* *Making Good Choices* *UNCC internal docs*
5. Formative tasks contributing to the writing feedback we provide students (an SLO measure for written communication)	Is it necessary to 1. provide and 2. score students on their writing as part of the feedback process for the formative tasks? Would you be open to using a formative edTPA score to assess writing and adding that content to a Taskstream rubric versus current use of summative score for SLO?	

Evaluation edTPA Reliability Workshop

Thank you for participating in the workshop. Please respond to the following questions and hand in the form prior to leaving. Your responses will be used to help inform future program considerations regarding edTPA (e.g., content to address, format for discussions) and be included in Drs. Hart and Wakeman's SOtL grant report.

	Yes	Somewhat	No
1. Did the information presented impact how you will provide feedback to your students regarding formative edTPA tasks?			
2. Do you believe the information presented and activities conducted during this workshop will be useful to your work with teacher candidates?			
3. Are you more knowledgeable now about scoring edTPA than before the workshop?			
4. Did the information and activities impact/change how you will score formative edTPA tasks in the future?			
5. Were the activities and resources shared during this presentation relevant and helpful?			
6. Do you believe it would be helpful to have task alike discussions during the academic year within your program?			
7. Do you think the guidance/consensus information developed during this workshop will be helpful to all program faculty members?			

8. What was the most important take away for you from today's work?
   _____
   _____

9. What did you not do, hear, or talk about today that you wish you would have?
   _____
   _____