



## **EDUCATION TEACHER PERFORMANCE ASSESSMENT (edTPA), 2020-2021, Initial Programs**

### **PURPOSE**

Candidates applying for their first certification in New York, with the exception of the Endorsement pathway, are required to take and pass edTPA. The edTPA assesses candidate performance in planning, instruction, and assessment.

### **ADMINISTRATION**

For 2020-21, a total of 78 candidates submitted their completed edTPA portfolios (written documents and video) through the Pearson edTPA website: [http://www.edtpa.com/PageView.aspx?f=GEN\\_AssessmentProcessOverview.html](http://www.edtpa.com/PageView.aspx?f=GEN_AssessmentProcessOverview.html).

### **INSTRUMENT**

The edTPA includes three Tasks: Planning, Instruction, and Assessment, each assessed according to five rubrics.

Criteria for success is based on mean rubric score of (3) and a different cut score for each program: The criterion for success for Early Childhood, Special Education, Secondary Mathematics are benchmarked against the state passing test cut score of (38). In Elementary Education: Lit-Math are benchmarked against the state's passing test cut score of (46).

The edTPA is in alignment with CAEP and InTASC standards, and is tagged to the Touro College GSE Candidate Learning Outcomes (CLO).

The following chart shows the New York State edTPA passing cut scores through December 31, 2022. Passing test scores beginning January 1, 2023 will be determined at a later date.

Field	Score Release Date*		
	September 2013 to December 31, 2017	January 1, 2018 to December 31, 2022	January 1, 2023, and later
Elementary Education	49	46	TBD
World Languages, Classical Languages	35	32	TBD
All Other Fields	41	38	TBD

\* For further information on edTPA submission and reporting dates go to the [edTPA score webpage](#).

## VALIDITY AND RELIABILITY

As a proprietary assessment, “edTPA provides a common set of expectations for licensure and nationally available performance standards (cut-scores) that can be used across programs and states to support licensing new teachers and/or program accreditation and meets the standards for assessment validation outlined in the *Standards for Educational and Psychological Testing* (AERA, APA & NCME, 2014). edTPA was nationally validated in 2013 to establish the reliability and validity of the assessment system. The results from more than 125,000 edTPA portfolios submitted by teacher candidates during the first three years of edTPA implementation and further evidence of reliability and validity are presented in the 2014, 2015, and 2016 edTPA Administrative Reports.”

<https://scale.stanford.edu/teaching/edtpa>

## ANALYSIS

Results for Touro College GSE Candidates in Initial Programs are reported by the test scores compared again the state’s established cut scores. In addition, the EPP reports individual mean rubric scores to inform proposed actions for improvement.

**EPP:**

The test score for Early Childhood, Special Education, and Secondary Mathematics, for all 15 Rubrics was (40.9) exceeding the criterion for success of (38). In Elementary Education: Lit-Math, the EPP test score for all 18 Rubrics was (44.8) below the criterion of success of (46).

The highest rubric score was (3.2) for Rubric 6: Learning Environment. The lowest mean rubric score was (1.8) for Rubric 11: Analyzing the Focus Learner's Performance. Furthermore, Special Education Examination was measured per program and rubric and yielded the following results:

**Early Childhood Education and Special Education (Birth - Grade 2).**

The Special Education test score of (42.71) exceeded the criterion for success of (38).

The highest rubric score was (3.2) for Rubric 6: Learning Environment, Rubric 7: Engaging Children in Learning, and Rubric 12: Providing Feedback to Guide Further Learning.

The lowest rubric score was (1.9) for Rubric 11: Analyzing the Focus Learner's Performance.

The Early Childhood edTPA test score of (40.6) exceeded the criterion of success score of (38). The highest rubric score was (3.1), Rubric 6: Learning Environment and Rubric 7: Engaging Children in Learning. The lowest rubric score was (2.1) for Rubric 10: Analyzing Teaching Effectiveness

**Childhood Education and Special Education (Grades 1-6) (I).**

The Special Education test score of (37.73) was below the criterion for success of (38).

The highest rubric score was (2.9) for Rubric 2: Planning to Support Varied Student Learning Needs, Rubric 6: Learning Environment, Rubric 7: Engaging Children in Learning, and Rubric 8: Deepening Learning

The lowest rubric score was (1.2) for Rubric 11: Analyzing the Focus Learner's Performance.

The Lit-Math edTPA test score for 2020-2021 (44.8) was below the criterion of success cut score of (46).

The highest rubric score in 2020-2021 was (3.1) for Rubric 12: Providing Feedback to Guide Further Learning

The lowest rubric score in 2020-2021 was (1.8) for Rubric 5: Planning Assessments to Monitor and Support Student Learning

### **Special Education, Generalist (Grades 7-12), (I)**

The Special Education test score of (39.33) exceeded the criterion for success of (38).

The highest rubric score was (3.3) for Rubric 14: Explaining the Focus Learner's use of communication.

The lowest rubric score was (1.7) for Rubric 1: Planning for Alignment and Development of Knowledge and Skills and Rubric 11: Analyzing the Focus Learner's Performance.

### **Mathematics (I)**

The Secondary Mathematics edTPA test score of (43) exceeded the criterion of success score of (38).

The highest rubric score was (4.0) for Rubric 12: Providing Feedback to Guide Learning

The lowest rubric score was (2.5) for Rubric 1: Planning for Mathematical Understandings, Rubric 2: Planning to Support Varied Student Learning Needs, Rubric 4: Identifying and Supporting Language Demands Rubric, 7: Engaging Students in Learning, Rubric 10: Analyzing Teaching Effectiveness, Rubric 13: Student Understanding and Use of Feedback, and Rubric 15: Using Assessment to Inform Instruction

## **PROPOSED ACTIONS FOR IMPROVEMENT**

**EPP.** To meet or exceed the target rubric scores, we have built edTPA activities and supports throughout coursework so that beginning Fall 2021 candidates can submit an edTPA portfolio prior to completing the program.

### **Early Childhood Education and Special Education (Birth - Grade 2), (I).**

The target for improvement for the Special Education Exam is to increase the lowest rubric score of 1.9 to 2.5 for Rubric 11: Analyzing the focus learner's performance. To achieve this target the program will emphasize the edTPA aligned lesson plan on the Focus Learner's pre assessment and formative assessment. This will be done by incorporating the IRIS progress monitoring modules.

The target for improvement for the Early Childhood Exam is to increase the lowest rubric score of 2.1 to 2.5 for Rubric 10: Analyzing Teaching Effectiveness. To achieve this target the program will emphasize high leverage practices utilizing the CEEDAR course enhancement modules for students.

### **Childhood Education and Special Education (Grades 1-6), (I).**

The target for improvement for Special Education Exam is to increase the lowest rubric score of 1.2 to 2.0 for Rubric 11: Analyzing the focus learner's performance. To achieve this target the SEDN 667, SEDN 670, SEDN 695 will be revised to include candidates' analysis of student work samples to inform instructional decision making.

The target for improvement for Elementary Education Lit-Math (I) Exam is to increase the lowest rubric score of 1.2 to 2.0 for Rubric 1: Planning for the Whole Child. To achieve this target, the focus learner profile in EDPN 620 will include the requirement to describe culturally, ability, and linguistically diverse focus learners. The candidates will learn evidence-based practices of how to address developmental and personal needs of diverse students in EDSN 665, EDSN 603, SEDN 667, EDSN 694 and SEDN 695.

### **Special Education, Generalist (Grades 7-12), (I)**

The target for improvement is to increase the lowest rubric score of 1.7 to 2.0 for Rubric 1: Planning for alignment and development of knowledge and skills. To achieve this target, candidates in SEDN 673 Assessment and Diagnosis of Reading Disabilities will more closely align their student intervention plan with NYSED standards for knowledge and skills.

The target for improvement is to increase the lowest rubric score of 1.7 to 2.0 for Rubric 11: Analyzing the Focus Learners performance. To achieve this target, candidates in SEDN 675 will analyze data derived from a pre and post assessment given to focus learners.

### **Mathematics (I)**

The target for improvement is to increase the lowest rubric score of 2.5 to 2.7 for Rubric 1: “Planning for Mathematical Understandings”. To achieve this target, the lesson plan assignment for practicum II will be revised to require a lesson segment rather than just one lesson plan.

## Special Education

Data Source: edTPA Summary	EPP Avg Rubric 2020-21 n=55	State Avg Rubric	Natl Avg Rubric	Childhd Ed Tch Std W Dis Gr 1-6 n=16	Tch Erl Chl Ed Std W Dis B-Gr2 n=31	Tch SWD Generalist Gr 7-12 n=3	Undeclared n=5
<b>Overall Test Score</b>	Score	Score	Score	Score	Score	Score	Score
<b>Cut Score</b>	38						
<b>Overall Test Score</b>	40.9	44	43.7	37.73	42.71	39.33	37.2
	EPP Avg Rubr	State Avg Rubri	Natl Avg Ru	Childhd Ed Tch Std W Dis Gr 1-6 n=16	Tch Erl Chl Ed Std W Dis B-Gr2 n=31	Tch SWD Generalist Gr 7-12 n=3	Undeclared n=5
<b>Rubric Analysis</b>	Score	Score	Score	Score	Score	Score	Score
Task 1: Planning for Instruction and Assessment							
Rubric 1: Planning for Alignment and Development of Knowledge and Skills (CAEP 1.1, InTASC 1, CLO DKS1)	2.5	2.9	3.0	2.1	2.6	1.7	2.4
Rubric 2: Planning Challenge and Support for the Focus Learner (CAEP 1.4, InTASC 7, CLO LC2)	3.0	3.2	3.1	2.9	3.0	2.7	2.4
Rubric 3: Justification of Instruction and Support (CAEP 1.2, InTASC 2, CLOLCB1)	2.8	3.0	3.0	2.8	2.9	2.7	2.2
Rubric 4: Supporting the Focus Learner's Use of Expressive/Receptive Communication (CAEP 1.3, InTASC 5, CLO DKS2)	3.0	3.1	3.0	2.7	3.0	2.7	3.4
Rubric 5: Planning Assessments to Monitor and Support Learning (CAEP 1.4, InTASC 6, CLO DLR1)	2.5	2.8	2.8	2.4	2.6	2.0	1.8
<b>Task 2: Instructing and Engaging the Focus Learner</b>							
Rubric 6: Learning Environment (CAEP 1.1, InTASC 3, CLO LC2)	3.2	3.1	3.1	2.9	3.2	3.0	3.2
Rubric 7: Engaging the Focus Learner (CAEP 1.3, InTASC 4, CLO DLS3)	3.1	3.1	3.1	2.9	3.2	3.0	3.0
Rubric 8: Deepening Learning (CAEP 1.2, InTASC 8, CLO DKS3)	3.0	3.0	3.0	2.9	3.0	3.0	2.8
Rubric 9: Supporting Teaching and Learning (CAEP 1.3, InTASC 5, CLO DKS2)	2.9	3.0	3.0	2.6	3.1	2.7	3.0
Rubric 10: Analyzing Teaching Effectiveness (CAEP 1.2, InTASC 9, CLO RP1)	2.6	2.7	2.6	2.4	2.6	2.7	2.4
<b>Task 3: Assessing Learning</b>							
Rubric 11: Analyzing the Focus Learner's Performance (CAEP 1.2, InTASC 6, CLO DLR1)	1.8	2.4	2.6	1.2	1.9	1.7	2.0
Rubric 12: Using Feedback to Guide Further Learning (CAEP 1.4, InTASC 6, CLO DLR2)	2.9	3.2	3.1	2.4	3.2	3.0	2.4
Rubric 13: Learner Understanding and Use of Feedback (CAEP1.1, InTASC 1, CLO PCA2)	2.5	2.6	2.6	2.1	2.8	2.7	2.0
Rubric 14: Explaining the Focus Learner's Use of Communication (CAEP 1.2, InTASC 6, CLO DKS3)	2.8	3.0	3.0	2.6	3.0	3.3	2.2
Rubric 15: Using Assessment to Inform Instruction (CAEP 1.3, InTASC 7, CLO DLR3)	2.5	2.7	2.7	2.3	2.8	2.7	2.0
	<b>EPP Avg</b>	<b>State Avg</b>	<b>Natl Avg</b>				
<b>Task Analysis</b>	<b>Rubric Score</b>	<b>Rubric Score</b>	<b>Rubric Score</b>				
Task 1: Planning for Instruction and Assessment	13.8	15	14.9				
Task 2: Instructing and Engaging the Focus Learner	14.7	15	14.8				
Task 3: Assessing Learning	12.4	13.9	14				

# Early Childhood

Data Source: edTPA Summary		2020-21n=12		
<b>Overall Test Score</b>	EPP Avg Rubric Score	State Avg Rubric Score	Nat'l Avg Rubric Score	
<b>Cut Score</b>	38.0			
Mean Total Test Score	40.6	41.4	41.4	
<b>Rubric Analysis</b>	EPP Avg Rubric Score	State Avg Rubric Score	Nat'l Avg Rubric Score	
<b>Task 1: Planning for Instruction and Assessment</b>				
Rubric 1: Planning for the Whole Child (CAEP 1.1, InTASC 1, CLO DKS1)	2.9	3.0	2.9	
Rubric 2: Planning to Support Varied Learning Needs (CAEP 1.4, InTASC 7, CLO LC2)	3.0	2.9	2.8	
Rubric 3: Using Knowledge of Children to Inform Teaching and Learning (CAEP 1.2, InTASC 2, CLO LC1)	2.6	2.8	2.8	
Rubric 4: Identifying and Supporting Vocabulary Development (CAEP 1.3, InTASC 5, CLO DKS2)	2.9	3.0	3.0	
Rubric 5: Planning Assessments to Monitor and Support Children's Learning (CAEP1.4, InTASC 6, CLO DLR1)	2.7	2.8	2.8	
<b>Task 2: Instructing and Engaging Children in Learning</b>				
Rubric 6: Learning Environment (CAEP 1.1, InTASC 3, CLO DKS3)	3.1	3.0	3.0	
Rubric 7: Engaging Children in Learning (CAEP 1.3, InTASC 4, CLO DKS3)	3.1	3.0	2.9	
Rubric 8: Deepening Children's Learning (CAEP 1.2, InTASC 8, CLO DKS3)	3.0	2.9	2.8	
Rubric 9: Subject-Specific Pedagogy (CAEP 1.3, InTASC 5, CLO DKS2)	2.3	2.2	2.3	
Rubric 10: Analyzing Teaching Effectiveness (CAEP 1.2, InTASC 9, CLO RP1)	2.1	2.2	2.3	
<b>Task 3: Assessing Children's Learning</b>				
Rubric 11: Analysis of Children's Learning (CAEP 1.2, InTASC 6, CLO DLR1)	2.6	2.7	2.6	
Rubric 12: Providing Feedback to Guide Learning (CAEP 1.4, InTASC 6, CLO DLR2)	2.6	2.6	2.7	
Rubric 13: Children's Understanding and Use of Feedback (CAEP 1.1, InTASC 1, CLO PCA2)	2.3	2.4	2.6	
Rubric 14: Analyzing Children's Vocabulary Development (CAEP 1.2, InTASC 6, CLO DKS3)	3.0	2.9	2.9	
Rubric 15: Using Assessment to Inform Instruction (CAEP 1.3, InTASC 7, CLO DLR3)	2.7	2.9	2.8	
<b>Task Analysis</b>	EPP Avg Rubric Score	State Avg Rubric Score	Nat'l Avg Rubric Score	
Task 1: Planning for Instruction and Assessment	14.1	14.4	14.3	
Task 2: Instructing and Engaging Children in Learning	13.8	13.8	13.8	
Task 3: Assessing Children's Learning	12.7	13.1	13.3	



# ElemEd: Lit/Math Task 4

Data Source: edTPA		2020-21 n=9		
Overall Test Score	EPP Avg Rubric Score	State Avg Rubric Score	Natl Avg RubricScore	
<b>Cut Score</b>			46.0	
Mean Total Test Score	44.8	49.9	50.8	
Rubric Analysis	EPP Avg Rubric Score	State Avg Rubric Score	Natl Avg RubricScore	
<b>Task 1: Planning for Instruction and Assessment</b>				
Rubric 1: Planning for Literacy Learning (CAEP 1.1, InTASC 1, CLO DKS1)	1.9	2.7	2.8	
Rubric 2: Planning to Support Varied Student Learning Needs (CAEP 1.4, InTASC 7, CLO LC2)	2.3	2.7	2.7	
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning (CAEP 1.2, InTASC 2, CLO LC1)	2.4	3.0	3.1	
Rubric 4: Identifying and Supporting Language Demands (CAEP 1.3, InTASC 5, CLO DKS2)	2.7	2.8	2.8	
Rubric 5: Planning Assessments to Monitor and Support Student Learning (CAEP 1.4, InTASC 6, CLO DLR1)	1.8	2.6	2.7	
<b>Task 2: Instructing and Engaging Students in Literacy Learning</b>				
Rubric 6: Learning Environment (CAEP 1.1, InTASC 3, CLO LC2)	3.0	3.0	3.0	
Rubric 7: Engaging Students in Learning (CAEP 1.3, InTASC 4, CLO DKS3)	2.2	2.7	2.7	
Rubric 8: Deepening Student Learning (CAEP 1.2, InTASC 8, CLO DKS3)	2.6	2.8	2.8	
Rubric 9: Subject-Specific Pedagogy: Elementary Literacy (CAEP 1.3, InTASC 5, CLO DKS2)	2.2	2.6	2.7	
Rubric 10: Analyzing Teaching Effectiveness (CAEP 1.2, InTASC 9, CLO RP1)	2.1	2.7	2.7	
<b>Task 3: Assessing Students' Literacy Learning</b>				
Rubric 11: Analysis of Student Learning (CAEP 1.2, InTASC 6, CLO DLR1)	2.3	2.8	2.8	
Rubric 12: Providing Feedback to Guide Further Learning (CAEP 1.4, InTASC 6, CLO DLR2)	3.1	3.4	3.4	
Rubric 13: Student Understanding and Use of Feedback (CAEP 1.1, InTASC 1, CLO PCA2)	2.6	2.7	2.7	
Rubric 14: Analyzing Students' Language Use and Literacy Learning (CAEP 1.2, InTASC 6, CLO DKS3)	2.8	2.7	2.7	
Rubric 15: Using Assessment to Inform Instruction (CAEP 1.3, InTASC 7, CLO DLR3)	3.0	2.9	2.9	
<b>Task 4: Assessing Students' Mathematics Learning</b>				
Rubric 19: Analyzing Whole Class Understandings (CAEP 1.2, InTASC 6, CLO DLR2)	2.7	2.7	2.7	
Rubric 20: Analyzing Individual Student Work Samples (CAEP 1.2, InTASC 6, CLO DLR3)	2.6	2.8	2.9	
Rubric 21: Using Evidence to Reflect on Teaching (CAEP 1.2, InTASC 9, CLO RP3)	2.4	2.5	2.6	
Task Analysis	EPP Avg Rubric Score	State Avg Rubric Score	Natl Avg RubricScore	
Task 1: Planning for Literacy Instruction and Assessment	11.2	13.7	14.1	
Task 2: Instructing and Engaging Students in Literacy Learning	12.1	13.8	13.9	
Task 3: Assessing Students' Literacy Learning	13.8	14.5	14.6	

## Secondary Mathematics

Data Source: edTPA Summary	2020-21 n=2		
<b>Overall Test Score</b>	EPP Avg Rubric Score	State Avg Rubric Score	Nat'l Avg Rubric Score
<b>Cut Score</b>	38.0		
Overall Test Score	43	39.0	39.4
<b>Rubric Analysis</b>	EPP Avg Rubric Score	State Avg Rubric Score	Nat'l Avg Rubric Score
<b>Task 1: Planning for Instruction and Assessment</b>			
Rubric 1: Planning for Mathematical Understandings (CAEP 1.1, InTASC 1, CLO DKS1)	2.5	2.7	2.7
Rubric 2: Planning to Support Varied Student Learning Needs (CAEP 1.4, InTASC 7, CLO LC2)	2.5	2.3	2.4
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning (CAEP 1.2, InTASC 2, CLO LC1)	3.5	2.8	2.8
Rubric 4: Identifying and Supporting Language Demands (CAEP 1.3, InTASC 5, CLO DKS2)	2.5	2.3	2.5
Rubric 5: Planning Assessments to Monitor and Support Student Learning (CAEP 1.4, InTASC 6, CLO DLR1)	3.0	2.5	2.5
<b>Task 2: Instructing and Engaging Students in Learning</b>			
Rubric 6: Learning Environment (CAEP 1.1, InTASC 3, CLO LC2)	3.0	3.0	3.0
Rubric 7: Engaging Students in Learning (CAEP 1.3, InTASC 4, CLO DKS3)	2.5	2.4	2.4
Rubric 8: Deepening Student Learning (CAEP 1.2, InTASC 8, CLO DKS3)	3.0	2.5	2.4
Rubric 9: Subject-Specific Pedagogy: Using Representations (CAEP 1.3, InTASC 5, CLO DKS2)	3.0	2.9	2.8
Rubric 10: Analyzing Teaching Effectiveness (CAEP 1.2, InTASC 9, CLO RP1)	2.5	2.4	2.4
<b>Task 3: Assessing Student Learning</b>			
Rubric 11: Analysis of Student Learning (CAEP 1.2, InTASC 6, CLO DLR1)	3.0	2.5	2.5
Rubric 12: Providing Feedback to Guide Learning (CAEP 1.4, InTASC 6, CLO DLR2)	4.0	3.4	3.5
Rubric 13: Student Understanding and Use of Feedback (CAEP 1.1, InTASC 1, CLO PCA2)	2.5	2.5	2.5
Rubric 14: Analyzing Students' Language Use and Mathematics Learning (CAEP 1.2, InTASC 6, CLO DKS3)	3.0	2.5	2.5
Rubric 15: Using Assessment to Inform Instruction (CAEP 1.3, InTASC 7, CLO DLR3)	2.5	2.4	2.4
<b>Task Analysis</b>	EPP Avg Rubric Score	State Avg Rubric Score	Nat'l Avg Rubric Score
Task 1: Planning for Instruction and Assessment	14.0	12.6	12.9
Task 2: Instructing and Engaging Students in Learning	14.8	13.2	13.0
Task 3: Assessing Student Learning	15.0	13.2	13.4