1.4.f – Examples of candidates’ assessment and analysis of P-12 student learning

**Initial Teacher Preparation Programs**

*edTPA*

The edTPA is a pre-service performance assessment designed to determine a teacher candidate’s readiness to teach. The edTPA requires the teacher candidate to plan, instruct and assess a 3 to 5 hour learning segment while developing an electronic portfolio detailing evidence of teaching competency. There are 27 subject-specific versions of the assessment. The assessment is completed during the second semester of the teaching internship. Faculty members are trained to evaluate the portfolio using a set of 15 analytic rubrics. In Task 3, candidates are required to analyze assessment data, then plan the next steps of instruction based on their analysis.

- Two [samples](#) of edTPA portfolios can be accessed by clicking on the link below.

**Advanced Teacher Preparation Programs**

*Graduate Evidence 3 – Action Research Project*

The capstone requirement of the MAEd and Master of Music programs is a research project related to content-specific pedagogy. The research project culminates in a research paper that reflects depth of content knowledge, content pedagogy, and student learning related to education in a particular content area. The project is evaluated using a three-level rubric: Below Proficient, Proficient and Above Proficient.

- This [sample](#) was created for the MAEd – English Education program.

**Other School Professionals Programs**

*Master of School Administration (MSA) Service Learning Project Portfolio: SLP 1 – Positive Impact on Student Learning and Development*

The assessment is a written report in which each candidate describes how he or she has integrated theory, research, and service learning experiences to develop their knowledge, skills, and dispositions in supporting an effective P-12 student-learning environment. Candidates integrate the knowledge of sustaining a school culture of positive and high expectation for learning as he or she completes a Service Leadership Project (SLP) working with principals, other administrators, school improvement teams, teachers, staff, and other members of the school community. The SLP requires five narrative sections: 1) Data Collection and Preliminary Findings; 2) Analysis of Data and Identification of Areas of Improvement; 3) Summary of Professional Language; 4) Action Plan; and 5) Service Leadership Project Evaluation and Impact summary.
The sample below was also submitted as part of the program’s Educational Leadership Constituent Council (ELCC) review:

- SLP1 Instructions
- ELCC Submission for SLP1