**CAEP:  edTPA Data Use Plan for Art Education Program Improvement**

* Initially, the art education faculty plan to use the data generated by edTPA to provide evidence of teaching effectiveness and to pinpoint areas for program improvement. Based on scores from the fall 2014 edTPA pilot program, faculty were able to assess classroom instruction that evaluates pre-service teachers’ abilities to plan, provide instruction, assess student learning, and support students’ acquisition of academic language throughout Tasks I, II, and III.
* The art education faculty plan to use the data to consistently address the same/similar learning outcomes for students, improve how the students write the commentary, and stress the importance of artifacts that document how the student teacher planned and implemented instruction. Students are also taught how to write references and educational theory citations within their commentaries based on what is seen in the video recordings during their teaching as evidence. This will help students review and reflect on their teaching effectiveness within the classroom.
* Based on student edTPA experiences and their scoring results in fall 2014, both art education faculty attended edTPA workshops at the College of Education to better prepare students, and address issues and weaknesses that were found in the fall term edTPA scores.

* Both art education faculty worked more closely with the office of Field Experiences and Clinical Practice to be more effective in helping teacher candidates prepare edTPA.
* The faculty used the collected data to improve the student teacher candidates’ instruction for differentiated learning and modifications for addressing the needs of students with disabilities that will be evidenced in lesson planning and the commentary. The following is what is being taught in ARED courses based on the data from fall 2014:
1. In Issues and Trends in Art Education (ARED 3000), Entry into Education (ARED 2999), Elementary Art Methods (ARED 3010), and Secondary Art Methods (ARED 3012), both art education faculty are introducing concepts and requirements of edTPA, to the students before they are student teaching. Additionally, faculty are prepping these students for what lies ahead before they student teach, by introducing edTPA handouts and worksheets, and having the students discuss the process, and gain feedback from peers for edTPA within the Seminar in Art Education (ARED 4070). In fall 2014 and spring 2015, the art education teacher candidates attended a collaborative edTPA workshop with Dr. Matthew Grant and his physical education teacher candidates in order to gain a more thorough understanding of the edTPA portfolio process. Dr. Matthew Grant is an edTPA certified grader.
2. In Student Teaching (ARED 4090) and Seminar in Art Education (ARED4070), the faculty are working more closely with the students and their mentor teachers, to be certain they are meeting the requirements of Tasks I, II, and III. In addition, the students’ peers and instructor review the edTPA portfolio and collaborate on making certain the requirements are satisfactory on the levels required for passing.
3. Finally, in Issues and Trends in Art Education (ARED 3000), students are being prepared for edTPA by creating lesson plans that meet the academic language requirements for lesson-planning. They are also taught how to create well-written commentaries and how to structure Task I, II, and III based on the 15 rubrics. This is done so the students will be familiar with edTPA, and will have an understanding of the structure and be able to prepare their lesson plans and teaching that align with the edTPA requirements.