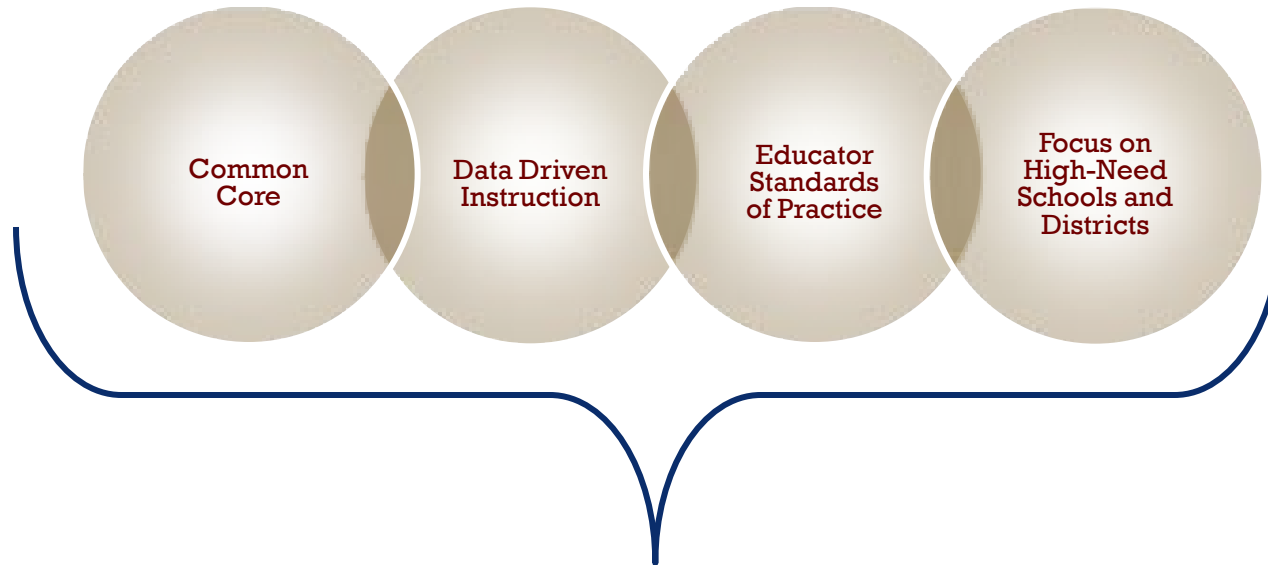


# edTPA Standard Setting

October 21, 2013



# Educator Effectiveness



*Frameworks for managing human capital in schools: see for example: Rachel E. Curtis, Teaching Talent: A visionary Framework for Human Capital in Education, Harvard Education Press, Chapter 9; Herbert Heneman and Anthony Milanowski, Assessing Human Resource Alignment: The Foundation for Building Total Teacher Quality Improvement.*

# The Future Teacher in New York:

- Will provide instruction that reflects the shifts required by New York State's adoption of the Common Core State Standards
- Will possess the reading and writing skills necessary to promote academic literacy in all content areas
- Will use instructional data systems to measure student success and inform improved teaching practice
- Will use knowledge of the diversity of student learners to provide an effective education to all students
- Will effectively prepare students to be college and career ready (i.e. prepared for success in college and the workplace)

# Aligning Systems: Teacher and Leader Preparation

- In 2009, the Board of Regents approved a number of initiatives to transform teaching and learning and school leadership in New York State. One of those initiatives was to strengthen the examinations for the certification of teachers and school leaders
- Certification examination changes were included in NYS's successful Race to the Top application in 2010
- These changes were communicated to schools of education in 2010
- In April 2012, the Office of Higher Education announced the creation of a set of agreements with SUNY, CUNY and the Commission on Independent Colleges and Universities ("clcu")

# Educator Preparation Program Reforms

\$10 million Race to the Top investment to support SUNY, CUNY and the Commission on Independent Colleges and Universities

- New and Revised Certification Examinations
- Integration of Common Core
- College and Career Readiness
- Clinically Rich Teacher and Leader Preparation
- Data Driven Instruction
- Annual Professional Performance Reviews



# Shifts in Certification Exams for Teachers

## Current Assessments for Teacher Certification

Assessment of Teaching Skills -Written

Liberal Arts And Sciences Test

Content Specialty Test

## New and Revised Assessments for Teacher Certification

Teacher Performance Assessment (edTPA)

Educating All Students

Academic Literacy Skills Test

Revised Content Specialty Test

# An Overview of edTPA

# What is the edTPA?

**edTPA is a student-centered multiple measure assessment of teaching.**

**It is designed to be *educative and predictive of effective teaching and student learning.***





# edTPA Development

Stanford Center for Assessment, Learning and Equity (SCALE) faculty and staff have 25 years' experience developing performance-based assessments of teaching

- National Board for Professional Teaching Standards
- InTASC portfolio
- Performance Assessment for California Teachers

## **edTPA:**

- Reflects substantive advice from teachers and teacher educators
- Input from design and review team members comprised of university faculty, national subject matter organization representatives and K-12 teachers

# edTPA Components

- **edTPA requires candidates to compile a Portfolio**
  - **Features a learning segment (3-5 lesson unit)**
  - **Broken down into 3 tasks**
    - Planning Instruction & Assessment
    - Instructing & Engaging Students in Learning
    - Assessing Student Learning
      - *Attention to academic language and analyzing teaching throughout*
  - **Documented with evidence**
    - Candidate commentaries
    - Instructional artifacts, including student work
    - 1-2 unedited video clips of teacher-student interaction

# Who scores the edTPA?

## Higher Education faculty (50%) and K-12 Educators (50%)

- Subject matter experts
- Have taught in that subject in the past 3 years (or taught methods or supervised student teachers in that field)
- Have experience mentoring or supervising beginning teachers

*Pearson is contracted for operational logistics only.*

# Setting Performance Standards for edTPA

# National Recommendation

- In August, Stanford (SCALE) convened a distinguished panel of nationally-recognized leaders in education as well as educators and representatives from participating states
- National Panel determined range of scores to recommend to states
- Participating states are encouraged to select passing score within national range

# NYS Standard Setting

- NYS Standard Setting was held on October 1<sup>st</sup>
  - Facilitated by OSA, OHE, RRF, SCALE and Pearson
  - 19 NY Educators made up the Standard Setting panel

# NYS Standard Setting Committee

## Panel of 19 Higher Education and P-12 Educators

- 5 Higher Education Deans/Directors
  - 8 Higher Education Faculty
  - 4 Classroom Teachers
  - 2 School Administrators
  - 5 New York City
  - 3 Long Island
  - 2 Western
  - 2 Big Four
  - 2 Mid Hudson
  - 2 Central
  - 1 Southern Tier
  - 1 North Country
  - 1 Capital Region
- Nominated By:
- Deans of Schools of Education
  - NYSUT
  - Superintendents/School Building Leaders

# edTPA Performance Levels

**NYSED charged the panelists with identifying two performance standards for edTPA:**

**Level I-** the minimum level of knowledge, skills and abilities a teacher needs in order to be competent in the classroom and positively contribute to student learning

- Constrained by the national edTPA cut score range
- Defined through the NYS Teaching Standards
- Used to determine if a candidate has successfully completed the edTPA

**Level II-** the mastery of the skills, knowledge and abilities necessary for effective teaching

- Used to inform professional conversations within teacher preparation programs
- Used as a rigorous, aspirational goal for candidates and programs to strive towards



# Level I and Level II

Performance Level Definitions derive directly from NYS Teaching Standards, which were established to define the knowledge and skills that teachers need before they enter the classroom. One of the purposes for establishing the standards was for use in creating a performance based assessment for teacher certification.

# Briefing Book Method (1)

- Step 1) Panelists reviewed scored portfolios in advance of the meeting.
- Step 2) At the meeting, Performance Level Definitions, policy context, edTPA development and validity, and an overview of the national standard setting process were discussed.
- Step 3) Panelists worked in groups to review and discuss candidate portfolios and determine if the level of performance exhibited in each scored portfolio met the NYS Definitions of candidates at the minimum and mastery levels based on the NYS Teaching Standards.
- Step 4) Panelists made initial recommendations for Level 1 and Level 2 based only on their judgment of the knowledge, skills and ability evidenced in the portfolios.

# Briefing Book Method (2)

Step 5) Panelists discussed, in full group, their recommendations and their rationale.

Step 6) Panelists were presented with impact data from the national and NYS field tests.

Step 7) Panelists discussed their initial recommendations in light of the potential impact.

Step 8) Panelists made final recommendation.

Step 9) Commissioner accepted the recommendation of the panel, subject to review by the Board of Regents.

Step 10) Cut score to be released to the field by NYSED and on edTPA.com.

# Opportunities and Challenges

- K-12 is prompting higher education to increase program rigor and candidate preparedness
- edTPA implementation is leading to transformative practices in education schools:
  - **Content changes:** Stronger focus on writing, the use of formative assessment to inform instruction, and the explicit connection of research to practice;
  - **Programmatic alignment:** Sharing of syllabi, curriculum mapping activities, dialogue across programs and with colleges of arts and sciences.
- **Planning for the full implementation has been ongoing; however, there will be glitches.**

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Our Students. Their Moment.

Thank You.



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# Appendix



