

Teacher Certification Examination Update and Teacher Candidate Placement Rate

Board of Regents Meeting
November 2014

Raising the Bar for Teacher Preparation, Certification and Licensure

Academic Literacy Skills Test

Measures skills and competencies in reading and writing aligned with college and career ready P-12 expectations including:

Analyzing text structure

Writing to sources

Using valid reasoning and relevant evidence to support claims

Educating All Students

Measures skills and competencies that address:

Diverse student populations

English Language Learners

Students with disabilities and other special learning needs

Teacher responsibilities

School-Home relationships

Student Achievement

edTPA

Measures skills and competencies in pedagogical knowledge including:

Planning instruction and assessment aligned with college and career ready P-12 expectations

Instructing and engaging students in learning

Assessing student learning

Requires a portfolio with video clips, instructional artifacts, and detailed candidate commentaries

Content Specialty Tests

Measures content knowledge:

Aligned with career and college ready P-12 expectations

Currently being revised in batches, starting with the Multi-Subject CST

English Language Arts, Mathematics, and the Multi-Subject tests became operational in Fall 2014

Timeline for Implementation of Teaching Initiatives

- 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 New York's successful Race to the Top application in 2010.
- In 2010, we began to develop our own performance assessment which was:
 - developed by New York institutions of higher education and P-12 educators
 - piloted in 2010 and field tested twice in 2011 (Spring and Fall)
 - participated in by over 500 candidates and 250 faculty
 - discussed at NYSATE-NYACTE (2010), CUNY Deans Meeting (2011), and SUNY Deans Meeting (2011)
 - fully aligned with the edTPA (New York used Stanford's assessment as the model for its exam)
- In February 2012, the Board of Regents voted to push back the timeline to give higher education institutions an additional year - to May 2014 - to prepare for the certification examinations.

Timeline for Implementation of Teaching Initiatives, cont'd

- In March 2012, the Board of Regents endorsed edTPA, developed in partnership by Stanford University and the American Association of Colleges for Teacher Education, as the NYS performance assessment.
- 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) to assist New York's public higher education institutions with assimilating the new information on teaching and learning into their programs. Race to the Top funding was used to provide \$10 million total to SUNY, CUNY, and clcu.
- In January 2013, the Education Reform Commission released its preliminary report and recommended establishment of a "bar" exam for entry into the teaching and principal professions.
- In March 2013, the State budget is enacted with a provision requiring the creation of standards for a teacher and principal bar exam certification program.
- In November 2013, the Office of Higher Education offered the sectors an additional \$1.5 million total to continue faculty professional development using Race to the Top funding.

SED provides \$11.5 million in RTTT funding to SUNY, CUNY and the Commission on Independent Colleges and Universities for sector-led support for programs and candidates

- New and Revised Certification Examinations
- College and Career Readiness for P-12
- Clinically Rich Teacher and Leader Preparation
- Evidence-Based Instruction
- Annual Professional Performance Reviews



Overview of the Standard Setting Process

Standard Setting Committee

Panel of 15-19 Higher Education and P-12 Educators

- Higher Education Faculty
 - P-12 Representatives (curriculum specialists, school administrators, classroom teachers)
- Nominated By:
- Deans of Schools of Education
 - NYSUT
 - Superintendents/School Building Leaders
 - SAANYS
 - **3-5 New York City**
 - **1-3 Long Island**
 - **2-4 Western**
 - **1-2 Big Four**
 - **1 Mid- Hudson**
 - **1-2 Central**
 - **1-3 Capital Region**
 - **1-2 Southern Tier**

Overview of Process

1. Panelists were presented with New York State's definitions of two Levels of Performance, as well as policy context and exam background information
2. Panelists engaged in a simulated test taking experience to familiarize themselves with the exam format and item content
3. Panelists made item level judgments for a Level I cut score
4. Panelists discussed the results of the first round of item level judgments and were presented with operational performance data to inform their decisions
5. Panelists completed a second round of item level judgments for the Level I cut score

Overview of Process

6. Panelists were presented with impact data from the operational administration
7. Panelists then discussed their initial recommendations in light of the potential impact
8. Panelists made a final test level recommendation for the Level I cut score
- 9a. Panelists repeated steps 4-8 for the Level II cut score for ALST & EAS
- 9b. For School Building Leader, panelists repeated the full process to recommend Level I and Level II cut scores for both Part I and Part II of the SBL exam

Overview of Process

10. Cut scores recommended by panelists were presented to the Commissioner and Board of Regents for approval
11. Cut scores will be released to the field by NYSED and posted on the NYSTCE website and the Office of Higher Education website

National Recommendation-edTPA

- In August, 2013, 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 edTPA Standard Setting

- NYS Standard Setting was held on October 1, 2013
 - Facilitated by OSA, OHE, RRF, SCALE and Pearson
 - 19 NY educators made up the Standard Setting panel

edTPA Performance Levels

NYSED charged its standard setting panel 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

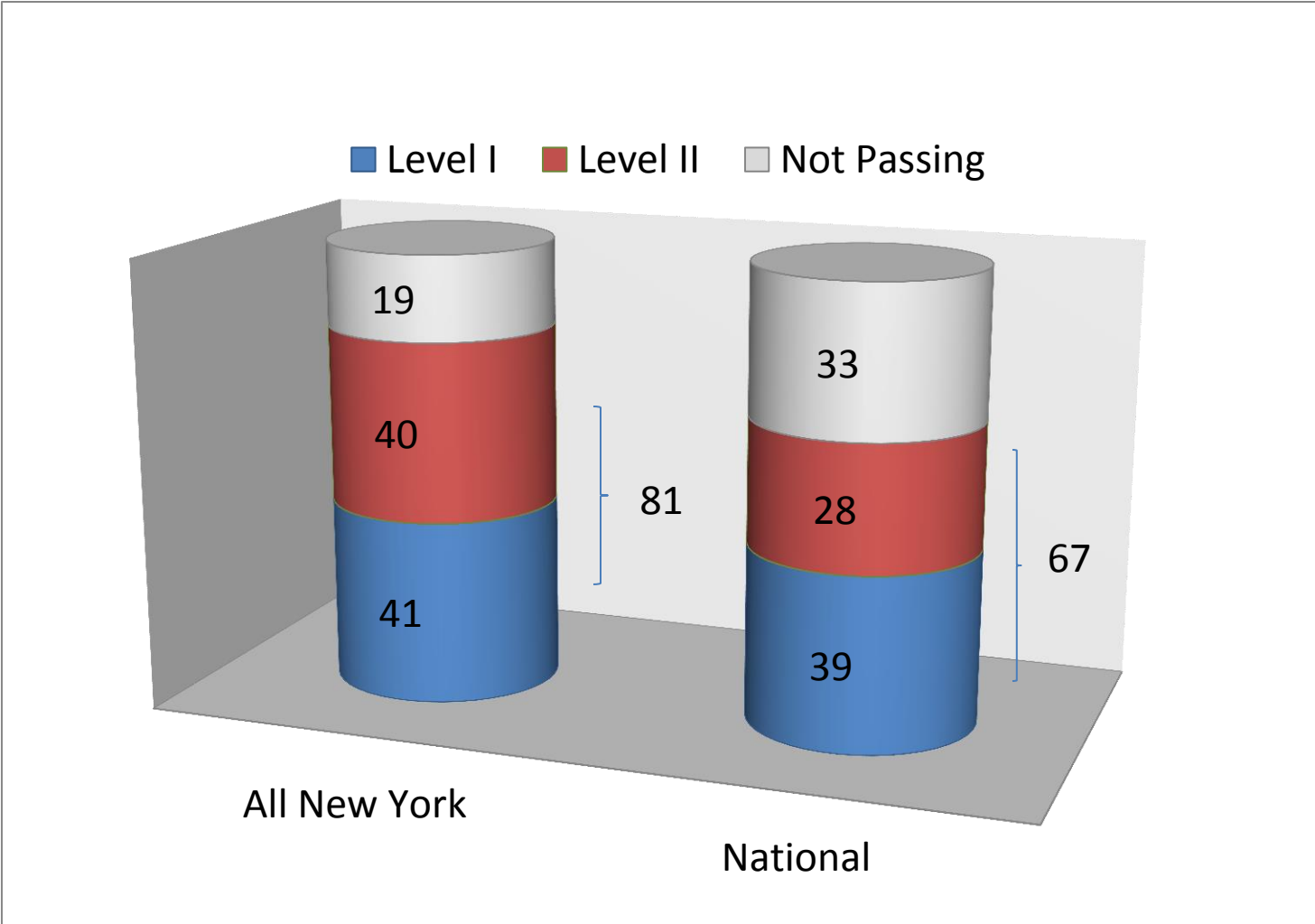
Level II- the mastery of the skills, knowledge and abilities necessary for effective teaching

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

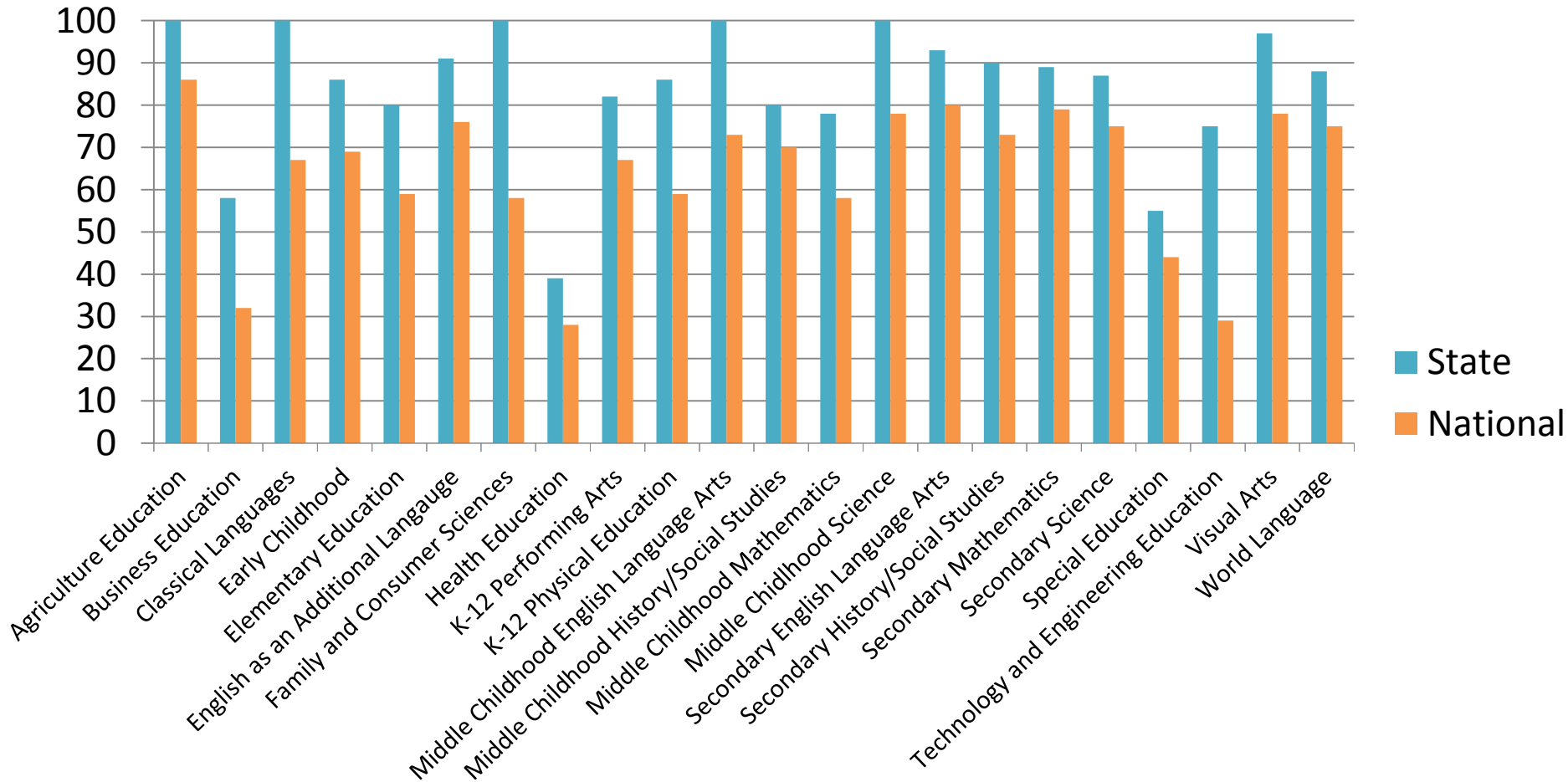
Level I and Level II

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.

edTPA Overall Pass Rate



edTPA Pass Rates by Subject



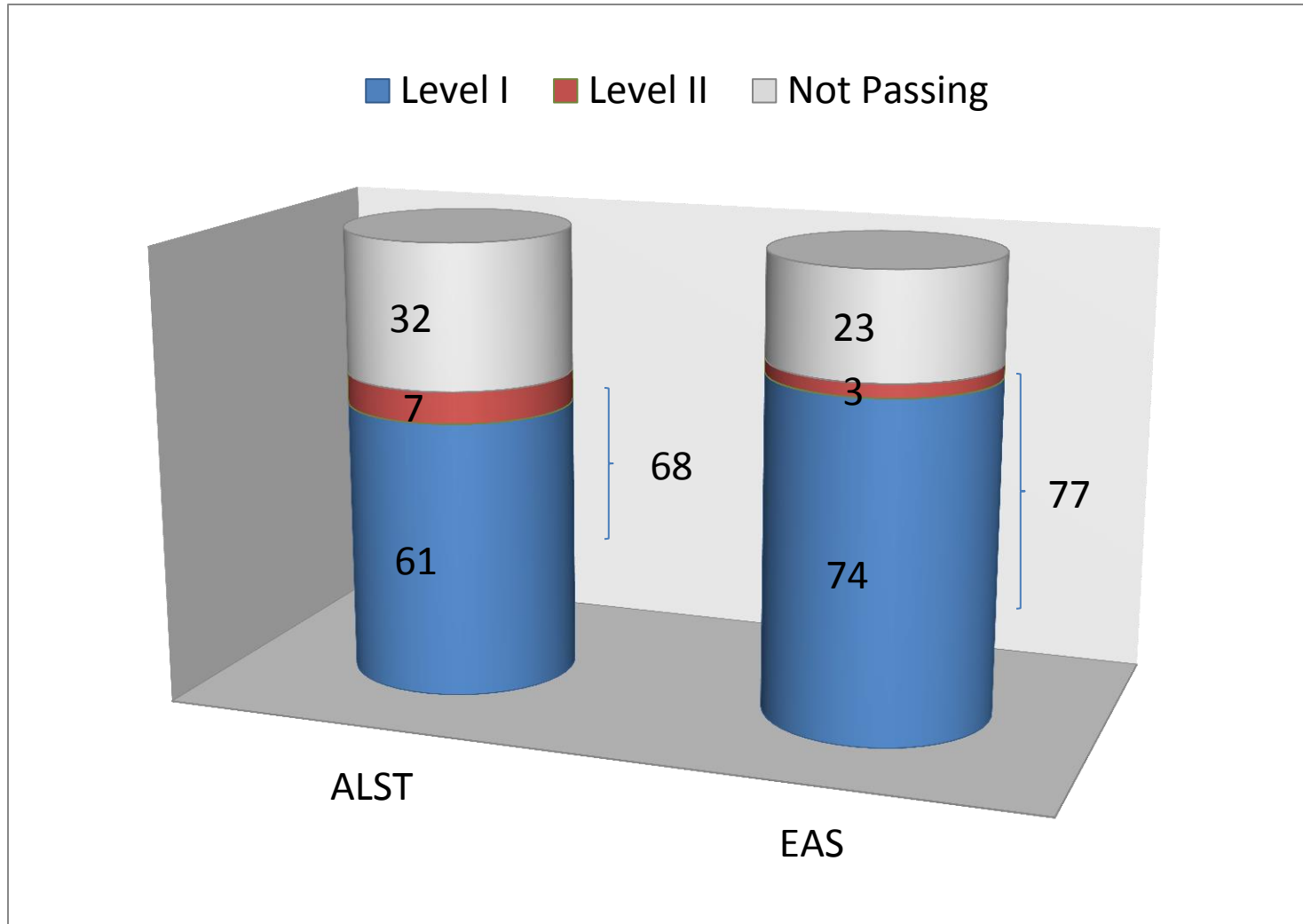
Cut Scores – ALST

- The committees were tasked with setting two cuts:
 - **Level I-** the minimum level of academic literacy skills a teacher needs in order to be competent in the classroom and positively contribute to student learning. The Level I candidate has partially mastered the academic literacy skills as defined by the P-12 College and Career Ready Learning Standards for English Language Arts.
 - **Level II-** mastery of the academic literacy skills necessary for effective teaching. The Level II candidate has mastered the academic literacy skills defined by the P-12 College and Career Ready Learning Standards for English Language Arts.

Cut Scores –EAS

- The committees were tasked with setting two cuts:
 - **Level I**- the minimum level of skills a teacher needs in order to be competent in the classroom and positively contribute to student learning.
 - **Level II**- mastery of the skills necessary for effective teaching.

Academic Literacy Skills Test (ALST) and Educating All Students (EAS) Pass Rates September 1, 2013 – October 9, 2014



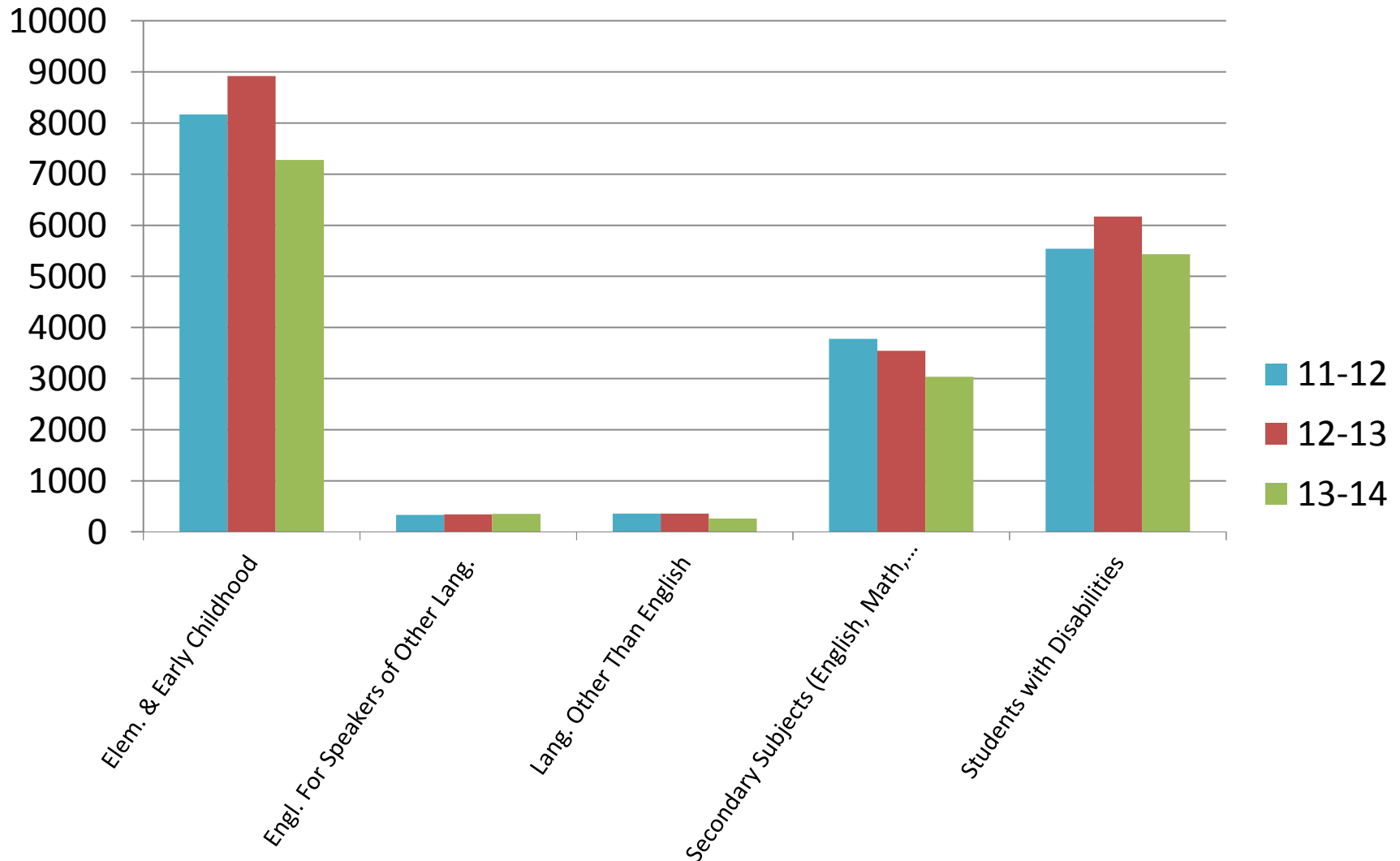
Employment in NYS Public Schools

Number of Candidates who Obtained a First Initial Certificate During 11-12, 12-13, and 13-14 Academic Years

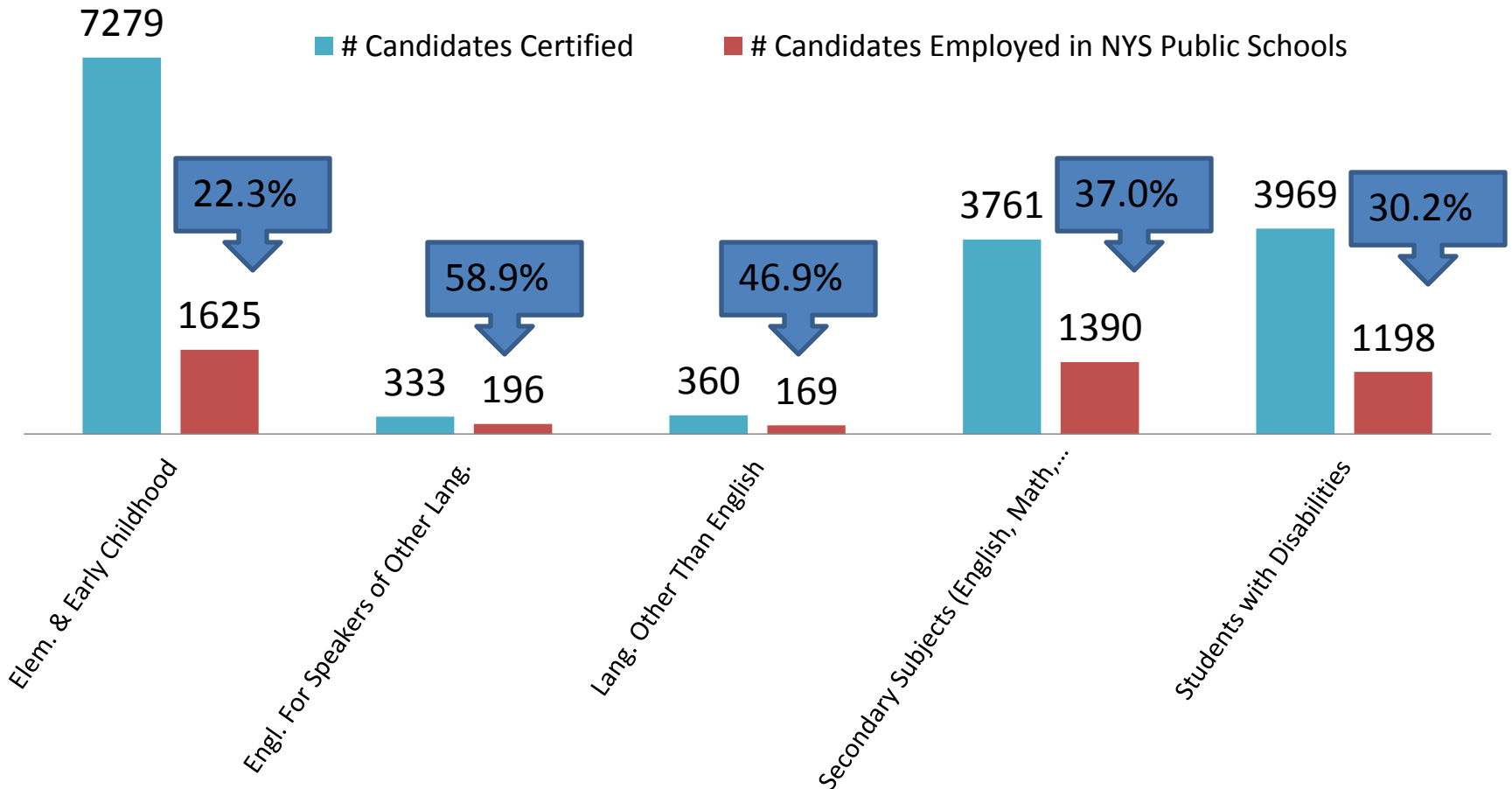
Academic Year	# of Individuals Certified Between September 1 and August 31	# of Individuals Employed as of October 2012	# of Individuals Employed as of October 2013
2011-12	15,102	3,000	4,289*
2012-13	15,355	-	3,284
2013-14	11,843	-	-

* The first year and second year employment numbers are aggregated.

First Initial Certificate Issued During 11/12, 12/13, and 13/14 Academic Years



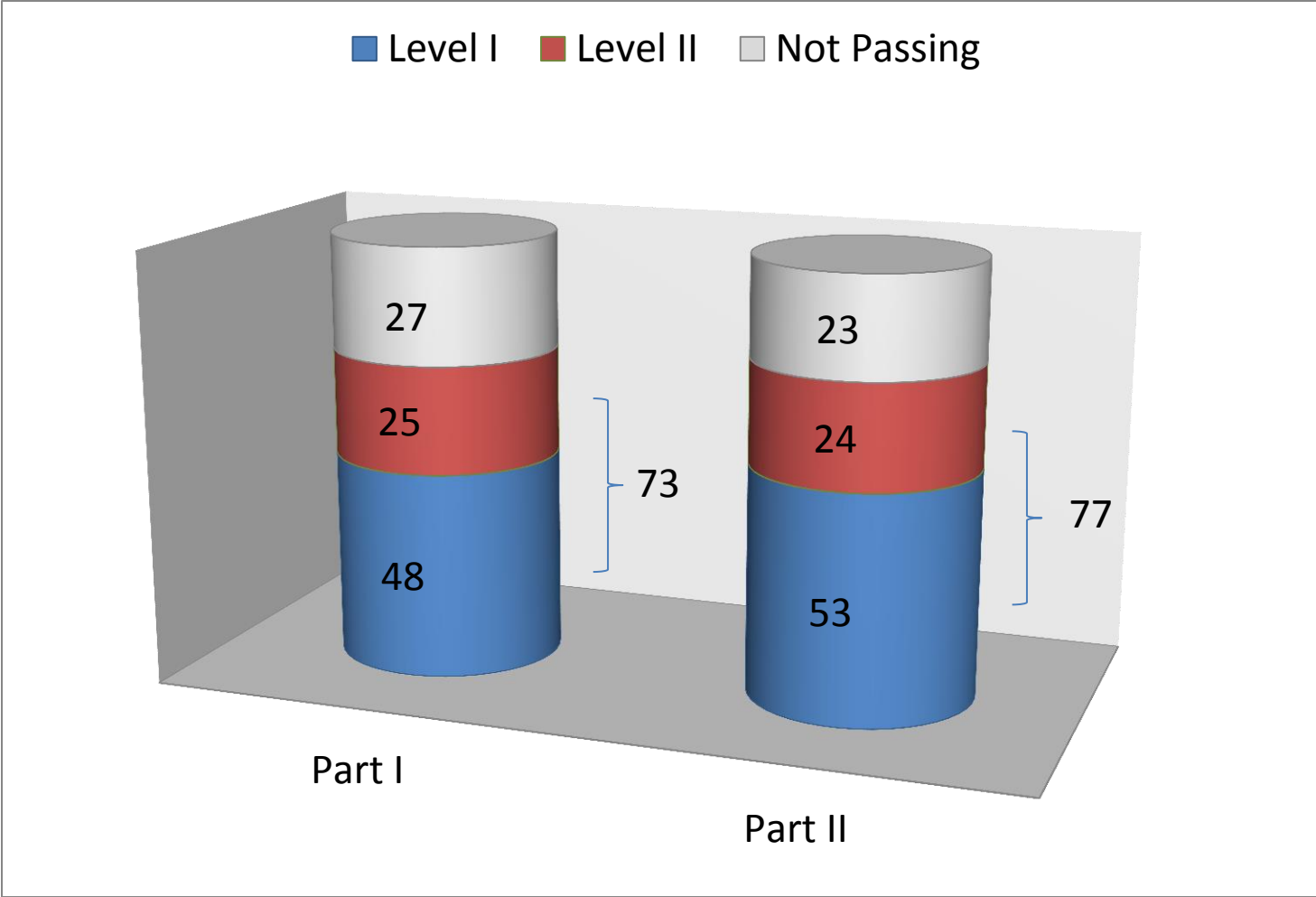
Number of Candidates Who Obtained a First Initial Certificate During 11-12 Academic Year and Were Employed in NYS Public Schools as of October 2013 by Subject



Cut Scores – SBL

- The committees were tasked with setting two cuts for Part I & Part II of the Exam:
 - Level 1- minimum level of knowledge, skills, and abilities a school building leader needs in order to be a competent educational leader and positively contribute to student learning.
 - Level 2- mastery of the knowledge, skills, and abilities a school building leader needs in order to be an effective educational leader and positively contribute to student learning.

School Building Leader Certification Examination Pass Rates September 1, 2013 – August 31, 2014



Data Profile

<http://data.nysed.gov/>



View data for: State Counties BOCES Districts Schools Higher Education

NY STATE Higher Ed Certification Data (2013 - 14)

The following data is available to provide stakeholders with program-specific information concerning candidate performance on the New York State teacher and leader certification examination between September 1, 2013 and August 31, 2014. In order to ensure the anonymity of the data, results for examinations taken by fewer than ten people are not available.... [read more](#)

edPTA

Requires the teacher to complete a student-centered multiple measure assessment of teaching. It is designed to be educative and allows candidates to document and demonstrate his/her ability to effectively teach her/his subject matter to all students.

Test	Number Tested	Percent Passing	Percent in Level 1	Percent in Level 2
Agricultural Education	—	—	—	—
All edTPA	4,800	81%	41%	40%
Business Education	12	58%	42%	17%
Classical Languages	—	—	—	—
Early Childhood	336	84%	52%	32%
Elementary Education	1,560	80%	42%	38%
English as an Additional Language	134	91%	27%	64%
Family and Consumer Sciences	10	100%	50%	50%
Health Education	18	39%	17%	22%
K-12 Performing Arts	263	81%	41%	40%
K-12 Physical Education	184	84%	46%	38%

- The Department is developing a webpage to provide the public with program-specific information concerning candidate performance on the New York State teacher and leader certification examinations between September 1, 2013 and August 31, 2014.
- This page contains information on pass rates of state certification examinations and employment rates
- State View:
 - +[Examinations](#):
+[Placement](#)
- Sample College View:
 - +[Examinations](#)
+[Placement](#)

Next Steps

- Continue to work with teacher and leader programs to support their professional development plans
- Share best practices that programs have developed to support candidates
- Encourage programs to support candidates seeking certification in high demand certificate titles