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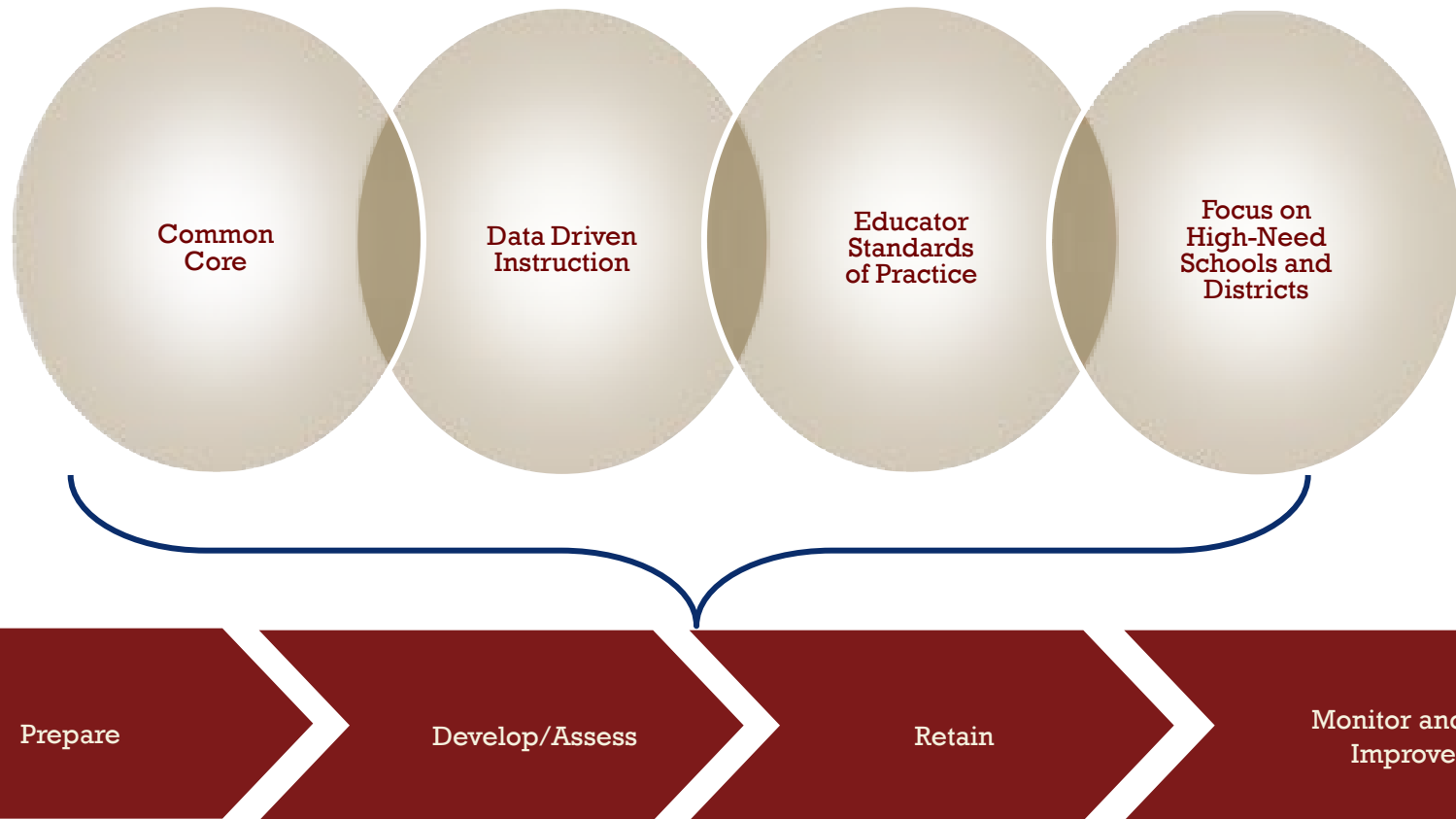
Our Students. Their Moment.

edTPA Implementation Update

Board of Regents Meeting
November 2013

Educator Effectiveness

Common Core

Data Driven Instruction

Educator Standards of Practice

Focus on High-Need Schools and Districts

Prepare

Develop/Assess

Retain

Monitor and Improve

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.

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 ("cIcu")

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

edTPA Update

What is the edTPA?

Planning

Supports for student needs

Building content understandings

Assessments to monitor and support student learning

Are my students learning?

Assessment

Analysis of student work

Feedback to guide learning

Support for students' use of feedback

Instruction

Learning environment

Engagement in learning

Subject specific pedagogy

Deepening thinking

Academic Language — Using Data to Inform Instruction

Academic Language — Justifying Planning Decisions

Academic Language — Analyzing Teaching

edTPA has resulted in the following positive initiatives

- Re-design of student teaching to include looping, longer placements, more strategic field experiences, etc.
- Strong implementation planning that includes:
  - content analysis of programs;
  - planning and resource development; and
  - assessment redesign
- Greater focus on alignment across courses taught by all faculty members including adjuncts
- Sharing of syllabi across programs

What are some of the implementation challenges from a <u>higher education</u> perspective?

- Developing faculty and candidate expertise on the design of the edTPA

- Reaching agreement on the video recording requirements with P-12 partners

- Determining how best to support and monitor student teacher placements

- Understanding the appropriate levels of support that faculty can provide to candidates as they develop their portfolios

What are some of the implementation challenges from a <u>P-12</u> perspective?

- Explaining the edTPA to parents and guardians
- Securing video permissions from parents and guardians
- Communicating the confidentiality and security of edTPA materials during transfer, scoring, and storage
- Clarifying roles in managing this process: Who will answer questions that may arise from parents and guardians?

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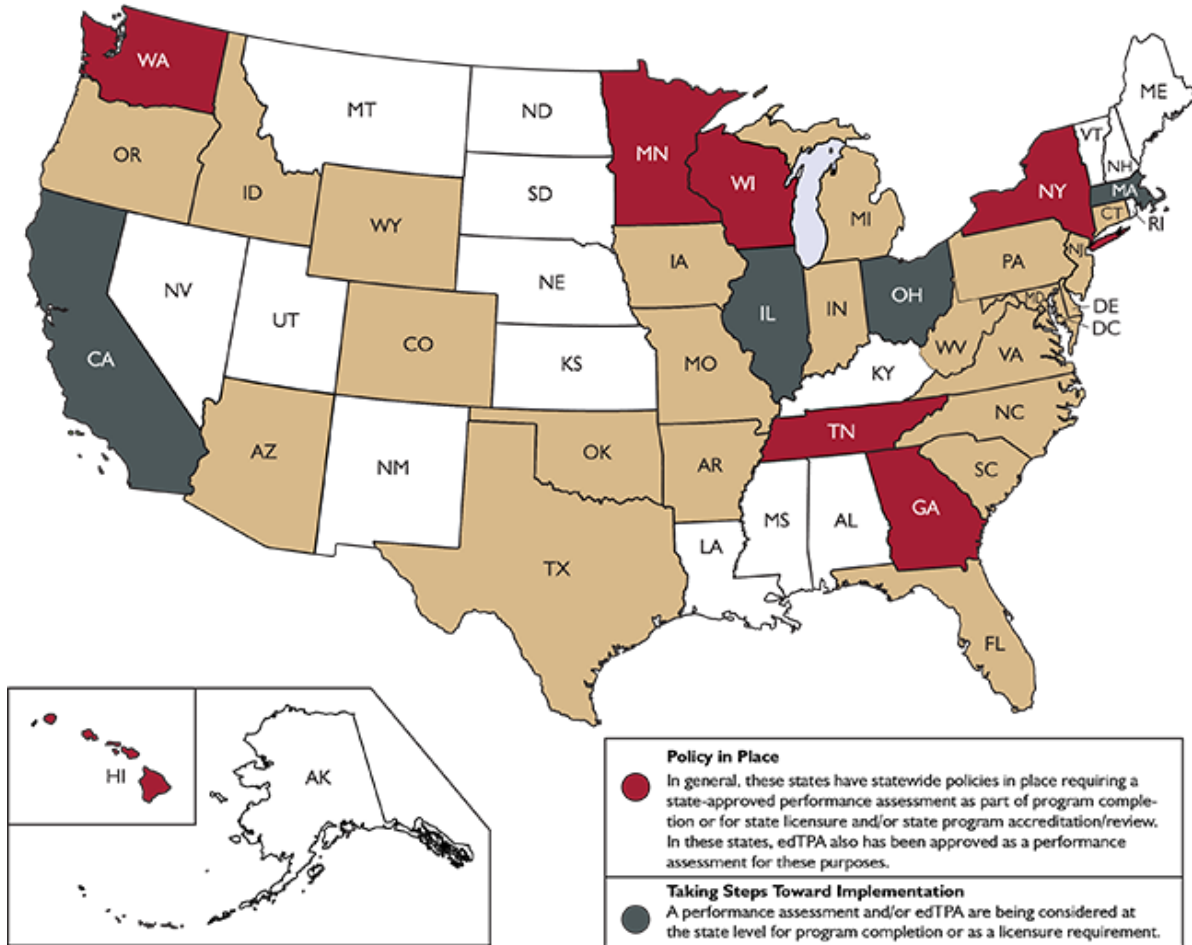Our Students. Their Moment.

Thank You.

Appendix

What states are participating in the edTPA?

Policy in Place
In general, these states have statewide policies in place requiring a state-approved performance assessment as part of program completion or for state licensure and/or state program accreditation/review. In these states, edTPA also has been approved as a performance assessment for these purposes.

Taking Steps Toward Implementation
A performance assessment and/or edTPA are being considered at the state level for program completion or as a licensure requirement.

State Participating in edTPA
At least one provider of teacher preparation–either traditional or alternative–is exploring or trying out edTPA.

SCALE
Stanford Center for Assessment, Learning, & Equity

Western Governors University is a participating member in edTPA and offers online accredited teacher preparation programs across the U.S.

Recommended Cut Scores for New York Candidates

- **Panel recommended Level I and Level II a "universal" cut score for all certification fields using ratings from 15, five-point rubrics (a total of 75 possible points)**

  - For Level I, the panel recommended a cut score of 41 out of 75 points for passing

  - For Level II, the panel recommended a mastery score of 48 out of 75 points for the aspirational cut

Level I

A candidate with a Level I score demonstrates that he/ she has 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**. A candidate with the minimum level of knowledge, skills and abilities:

•acquires knowledge of each student, and demonstrates knowledge of student development and learning to promote achievement for all students (Standard 1)

•knows the content he or she is responsible for teaching, and plans instruction that ensures growth and achievement for all students (Standard 2)

•implements instruction that engages and challenges all students to meet or exceed the learning standards (Standard 3)

•works with all students to create a dynamic learning environment that supports achievement and growth (Standard 4)

•uses multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction (Standard 5)

•demonstrates professional responsibility and engages relevant stakeholders to maximize student growth, development, and learning (Standard 6)

•sets informed goals and strives for continuous professional growth (Standard 7)

Level II

- **Set within or above the national edTPA cut score range**

- **Used to inform professional conversations within teacher preparation programs**

- **Used as a rigorous, aspirational goal for candidates and programs to strive towards**

- **Demonstrates to P-12 and parents our commitment to prepare teachers with greater readiness to implement the Regents Reform Agenda and ensure all students are college- and-career ready**