



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** Higher Education Committee

**FROM:** John L. D'Agati *John L. D'Agati*

**SUBJECT:** Update on the Work of the edTPA Task Force and Changes to Teacher Certification Requirements

**DATE:** January 5, 2017

**AUTHORIZATION(S):** *Mary Ellen Elin*

**SUMMARY**

**Issue for Discussion**

The Department, along with representatives from the edTPA Task Force, will present the Higher Education Committee with an update on the work and recommendations of the Task Force as well as an overview of proposed changes to teacher certification requirements.

**Reason(s) for Consideration**

For Information.

**Proposed Handling**

After discussion of the recommendations related to the teacher certification requirements, the Department will further pursue the recommendations and present the Board with regulatory changes at a future Board meeting.

**Procedural History**

Not Applicable.

## **Background Information**

At the January 2016 Board of Regents meeting, the Department reviewed for the Board a summary of the development and implementation of the edTPA in New York, as well as many of the concerns raised by the field. At that time, the Board directed the Department to reconvene the original edTPA Task Force in order to review and address the issues raised by the field.

The Department invited all original members of the edTPA Task Force to participate in the reconvened Task Force, and asked new members to fill any openings that occurred. See Attachment A for a list of all members that participated in the reconvened Task Force.

Beginning in April 2016, the Task Force has met five times. The meetings were led by Regent Cashin, Senior Deputy Commissioner Jhone Ebert, and Deputy Commissioner John D'Agati. In addition to the regularly scheduled meetings that have taken place at the New York State Education Department, members of the Task Force have continuously worked on the recommendations since the first meeting.

While the charge of the original Task Force was to focus solely on the development and implementation of the edTPA, the reconvened Task Force was charged with reviewing the assessments that are now required for teacher certification. As a result of the work of the Task Force over the last several months, the co-chairs have made several recommendations related to the edTPA and teacher certification requirements which you are asked to consider at this time.

## **Recommendations made by the edTPA Task Force**

At this time, the Task Force has been working on the following changes to the teacher certification requirements:

- (1) Maintain the edTPA as a certification requirement for teachers, but convene a standard setting panel to review and potentially recalibrate the passing score. The resulting passing score will then be gradually increased over the next four years of implementation. The Department will work with the Task Force to establish a multiple measure review process whereby a teacher candidate who fails the edTPA may be recommended by his/her program faculty.
- (2) The Department will work with the product developers to provide a process to identify edTPA handbooks that have failed to meet the needs of program faculty and students. Such process will be based on certain criteria including pass rates and feedback from faculty and students. If a handbook is identified as not meeting the needs of faculty and students, remedies may include handbook revisions, temporary suspension of the handbook for certification in the applicable field, discontinuance of the handbook, and replacement of the handbook with an alternative and acceptable performance assessment.

(3) The Department will establish a committee to examine the minimum number of days that a teacher candidate must be in a classroom. Currently, teacher candidates are required to complete 40 days of placement in a classroom. Based on feedback from education programs and P-12 districts, a question has been raised as to whether this number of days is sufficient to meet current expectations for new teachers. Related to this, the committee will explore a “competency based” approach to the student teaching requirements with a sign-off for the faculty and the mentor-teacher to complete.

(4) Lessen the barriers to certification

- a. Look at the cost of edTPA and issue vouchers
- b. Examine the cost of taking a second content exam when pursuing a dual degree
- c. Look at EAS data that may suggest variations in pass rates based on teacher certification area

(5) Possible elimination of the Academic Literacy Skills Test (ALST) as a certification requirement for teacher candidates. However, in order to ensure that all teacher candidates possess the knowledge and skills necessary to become an effective teacher, the Department may require all preparation programs leading to a certificate in the classroom teaching service to identify specific courses and coursework that demonstrates literacy skills.

The Department will work with the vendor to make public a list of the qualifications of each of the scorers that have been used to score edTPA submissions. The names will not be disclosed, only their qualifications.

### **Related Regents Items**

January 2016 <https://www.regents.nysed.gov/common/regents/files/HE%20-%20edTPA%20Overview.pdf>

February 2016 <http://www.regents.nysed.gov/common/regents/files/216hed1.pdf>

May 2016 <https://www.regents.nysed.gov/common/regents/files/HE%20-%20Update%20on%20the%20edTPA%20Task%20Force.pdf>

### **Recommendation**

At this time, the Board will be asked to discuss the recommendations from the Department and the Task Force.

## **Timetable for Implementation**

If directed by the Board, the Department will present the Board with proposed regulations and/or revised recommendations from the Task Force at a future Board meeting.

## edTPA Task Force Members

<p><b>Jane Ashdown</b> Dean, School of Education Adelphi University</p>	<p><b>Laura Baecher</b> Associate Professor of TESOL CUNY Hunter College</p>
<p><b>April Bedford</b> Dean CUNY Brooklyn College</p>	<p><b>Scott Bischooping</b> District Superintendent of Schools Wayne-Finger Lakes BOCES</p>
<p><b>William Buxton</b> Associate Professor, Literacy Department SUNY Cortland</p>	<p><b>Diana Caballero</b> Clinical Associate Professor Division of Curriculum and Teaching Fordham University</p>
<p><b>David Cantaffa</b> Provost Fellow for Teacher Education The State University of New York</p>	<p><b>Jill Christian-Lynch</b> Teacher Center Coordinator Jamesville DeWitt/Syracuse University Teaching Center</p>
<p><b>Natasha Cooke-Nieves</b> Senior Specialist in Science and Teacher Education Faculty, Master of Arts in Teaching Program Richard Gilder Graduate School American Museum of Natural History</p>	<p><b>Jamie Dangler</b> UUP Vice President for Academics Chair, UUP Teacher Education Task Force</p>
<p><b>Emily Drum</b> Teacher Candidate</p>	<p><b>Robert Dillon</b> District Superintendent of Schools Nassau BOCES</p>
<p><b>Michael Fabricant</b> Hunter College and the Graduate Center</p>	<p><b>Beverly Falk</b> Professor/Program Director CUNY The City College of New York</p>
<p><b>Harriet Fayne</b> Dean, School of Education CUNY Lehman College</p>	<p><b>Madonna Figura Simon</b> Chair, Department of English Wellsville Central School</p>
<p><b>David Gerwin</b> Faculty, Division of Education Queens College, CUNY</p>	<p><b>Jennifer Klein</b> Department of Special Education CUNY Hunter College</p>
<p><b>Illana Lane</b> Dean, School of Education Medaille College</p>	<p><b>Ken Lindblom</b> Associate Professor of English and Director of English Teacher Education Stony Brook University</p>

<p><b>Maritza Macdonald</b> Senior Director of Education and Policy American Museum of Natural History</p>	<p><b>Dwight Manning</b> Associate Director and edTPA Coordinator Teachers College/Columbia University</p>
<p><b>Jody Manning</b> Superintendent Onondaga-Cortland-Madison BOCES</p>	<p><b>Arlene Moliterno</b> Clinical Professor of Education Division of Curriculum and Teaching Fordham University</p>
<p><b>Alexandra Murphy</b> Teacher Candidate</p>	<p><b>Susan Nesbitt Perez</b> Vice President, Outreach and Financial Aid clcu</p>
<p><b>Celia Oyler</b> Professor of Education Teachers College/Columbia University</p>	<p><b>Maria Pacheco</b> Teacher, Mohanasen Central School District President, Mohanasen Teachers Association</p>
<p><b>Francesco Pignatosi</b> Director, Office of Clinical Studies in Teaching New York University</p>	<p><b>Lori Quigley</b> Dean, Esteves School of Education The Sage Colleges</p>
<p><b>Andrew Ratner</b> Assistant Professor CUNY City College of New York</p>	<p><b>Patricia Recchio</b> Teacher Certification Officer Buffalo State College</p>
<p><b>Gail Rosenberg</b> edTPA Coordinator, Education Department CUNY College of Staten Island</p>	<p><b>Ruth Silverberg</b> College of Staten Island</p>
<p><b>Christine Smith</b> Assistant Dean for Professional Studies School of Education University Certification Officer. edTPA Coordinator SUNY University at Albany</p>	<p><b>Leslie Soodak</b> Professor Pace University</p>
<p><b>Joette Stefl-Mabry</b> Associate Professor College of Engineering and Applied Sciences Department of Information Studies Director of the School Library Media Program School of Education SUNY University at Albany</p>	<p><b>Ashleigh Thompson</b> University Dean for Education The City University of New York (CUNY)</p>
<p><b>Marie Wiles</b> Superintendent of Schools Guilderland Central School District</p>	