

edTPA Task Force Report

**Board of Regents
Higher Education Committee**

January 10, 2017

edTPA Task Force Charge

The edTPA Task Force, originally convened in 2014, was reconvened during the spring of 2016 and given the following charge:

- Review the edTPA concerns and issues raised by the field and make recommendations to the Board of Regents.

ORGANIZATIONAL STRUCTURE

- **Composition:** Approximately 35 educators
- **Meetings:** 6 (April 2016 through January 2017)
- **Working Groups** (through our October meeting)
 - Group 1 Goal: Develop recommendations for the *continued use of the edTPA*
 - Group 2 Goal: Develop recommendations for *options to the edTPA*
- **Group of Eight** (formed at our October meeting)
 - **Goal:** Develop a *unified set of recommendations*
 - **Composition:** Four members from each of the working groups
 - **Meetings:** 5 (November and December)

RECOMMENDATION 1

Convene an edTPA Standard Setting Committee

a. Recalibrate Score Requirements

- Phase-in approach

b. Establish the Parameters for a Multiple-Measures Review Process

- For teacher candidates who score within a standard error of the required passing scores
- Certification decision informed by multiple measures

RECOMMENDATION 2

Work with Stanford Center for Assessment, Learning, and Evaluation (SCALE) and Pearson, Inc. on Scorer Transparency and other Matters

a. **Make Available edTPA Scorer Qualifications**

- Release the qualifications of scorers through an annual report of de-identified, individual-level data

b. **Review the Content of Identified edTPA Handbooks of Concern**

- Certification-area-specific concerns
 - i. Revise handbook
 - ii. Alternate performance assessment

RECOMMENDATION 3

Convene a Clinical Practice Work Group to Review the Length and Content Requirements of Student Teaching

- Review the regulatory framework for clinical practice and make recommendations to the Board of Regents that would enhance the existing requirements

RECOMMENDATION 4

Lessen Barriers to Certification

- a. Increase voucher program for the New York State Teacher Certification Exams
- b. Eliminate cost of additional Content Specialty Tests (CST) for a multi-certificate plan of study
- c. Examine the Educating All Students (EAS) test

RECOMMENDATION 5

Eliminate the Academic Literacy Skills Test (ALST)

- The ALST framework specifies performance expectations for reading and writing
 - Unnecessary Duplication
 - Other teacher certification exams
 - Professional accreditation standards
 - Unnecessary Cost

RECOMMENDATIONS | SUMMARY

- 1. Convene an edTPA Standard Setting Committee**
 - a. Recalibrate the Required Passing Scores
 - b. Establish the Parameters for a Multiple-Measures Review Process

- 2. Work with Stanford Center for Assessment, Learning, and Evaluation (SCALE) and Pearson, Inc. on Scorer Transparency and other Matters**
 - a. Make available edTPA scorer qualifications
 - b. Review the Content of Identified edTPA Handbooks of Concern
 - i. Revise handbook
 - ii. Alternate performance assessment

- 3. Convene a Clinical Practice Work Group to Review the Length and Content Requirements of Student Teaching**

- 4. Lessen Barriers to Certification**
 - a. Increase voucher program for the New York State Teacher Certification Exams (NYSTCE)
 - b. Eliminate cost of additional Content Specialty Tests (CST) for a multi-certificate plan of study
 - c. Examine the Educating All Students (EAS) test

- 5. Eliminate the Academic Literacy Skills Test (ALST)**