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)