

Certification Examination Update

Board of Regents Meeting
February 2014



SED Support for Educator Preparation Programs

\$10 million Race to the Top investment to support SUNY, CUNY and the Commission on Independent Colleges and Universities

- Over 50 regional workshops with hundreds of faculty members and deans participating
- Cross training with school districts
- Courses changed
- Curricula amended
- Syllabi adopted



An additional \$1.5 million in RTTT funding has been made available to further this work through 2015

Updated Highlights

Faculty Development MOU Initiatives at CUNY

Partnering with Community Colleges

CUNY partnered with community colleges housing the largest schools of education to prepare and train faculty on the Common Core and certification examination requirements. Included were:

Borough of Manhattan
Community College

Kingsborough Community College

EdTPA Implementation Conference

On December 6, 2013, a CUNY-wide edTPA implementation conference provided professional development, support and training for nearly 100 CUNY faculty. NYSED and SCALE were also in attendance.

Collaboration between education leadership and teacher candidates

Queens College has a pilot project in which education leadership candidates partner with teacher candidates to provide mentoring on:

Academic language

Common Core Learning
Standards

The 2013 Danielson frameworks

Updated Highlights

Faculty Development MOU Initiatives at clcu

Development of online course modules

- » edTPA fieldwork supervisor orientation
- » edTPA student teacher orientation
- » academic literacy and language skills
- » Educating All Students (EAS)
 - » using data to inform instruction

Vimeo video library

- » ISNetworkED.org now contains 17 videos and webinars on topics which include edTPA, Common Core, Educating All Students (EAS) and Academic Literacy Skills Test (ALST)
- » 358 views of the site's videos occurred between October and December 2013.

Comments from the field

“progress has been made in the redesign of curriculum in the courses that prepare teachers.”

“as a result of professional development, faculty supervisors are generally feeling better prepared.”

*Source: clcu Quarterly report to NYSED
January 2014*

Updated Highlights

Faculty Development MOU Initiatives at SUNY

Clinically rich family engagement activities

In partnership with Fort Ann school, SUNY Plattsburgh at Queensbury has created a family engagement series to prepare pre-service teachers to authentically engage with parents including:

Family Math Nights

Common Core Parent Training

Parent-Teacher conferences

Literacy Lunches

Sustained P-20 professional development

The University at Buffalo provides edTPA support, preparation, and training for both teaching candidates and cooperating teachers including:

» Hands-on workshops on edTPA connected to the Regents Reform Agenda

» Seminars in edTPA and use of iPad technology to complete edTPA while student teaching

Webinar series and learning modules

» SUNY New Paltz is developing online multidisciplinary learning modules designed for a P-20 audience

» Stony Brook University is producing instructional videos to integrate the Common Core into teacher and leadership courses

Teacher and Leader Certification Examinations

“The Commission recommends that New York establish a “bar”- like exam for entry into the teaching and principal profession...to raise the standards of entry into the teacher and principal profession.”

-New NY Education Reform Commission

“A portion of the funds appropriated herein shall be used to [create] standards for a teacher and principal bar exam certification program that would include a common set of professionally rigorous assessments to ensure the best prepared educators are entering the public school system.”

-2013-14 Enacted State Budget

Raising the Bar for Teacher and Leader Preparation, Certification and Licensure

New and Revised Assessments for Teacher Certification

Teacher Performance Assessment (edTPA)

Educating All Students

Academic Literacy Skills Test

Content Specialty Test

New and Revised Assessments for School Building Leaders

School Building Leader Certification Examination – *including performance tasks and simulations*

Educating All Students

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 our exam)**
- In February 2012, the Board of Regents voted to push back the timeline to give higher education 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 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 the Commission on Independent Colleges and Universities.
- In January 2013, the Education Reform Commission releases its preliminary report and recommended establishment of a "bar"- like exam for entry into the teaching and principal profession.
- 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.

Validation of our Certification Examinations

- Each of our teacher and leader certification examinations follows a design and development process that is consistent with the standards of:
 - American Psychological Association
 - National Council on Measurement in Education
 - American Educational Research Association
- Each certification examination has:
 - gone through the process of content validation, job relevance and construct validity
 - been field tested
 - involved K-12 and higher education representatives in the development and review

Standard Setting Process for the Certification Exams

- The Department convened panels of Higher Education and P-12 educators from across New York to serve on the standard setting committees for the teacher and leader certification exams.
- Panelists were nominated by: Deans of Schools of Education, NYSUT, and Superintendents/School Building Leaders.
- The School Building Leader committees were tasked with setting two cut scores 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.
- The committees for ALST, EAS, and edTPA were tasked with setting two cut scores:
 - 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.

Standard Setting Process

- Process used for setting cut scores for all teacher and leader exams was research-based and in accordance with industry standards for certification exams.
- Panelists had ample opportunity to review in detail each exam and field test performance on each exam.
- Panelists had multiple rounds for their judgments and discussion.
- Cut-scores were presented to Commissioner and Board of Regents for approval, then posted to the Department's website.

Statements of Support

- “While I thought that the standards setting process would be executed by those far removed from what happens in schools and classrooms, I found through my work on the edTPA committee that the cut scores for proficiency levels are based on recommendations from a competent and diverse set of educators. These educators followed a very detailed and intensive process that included significant dialogue and discussion. There was legitimacy to this process which was informed by real world expectations and resulted in a collective and valid recommendation.” – Principal
- “The School Building Leader (SBL) exam does a much better job of reflecting what school level administrators actually do so that they can be ready to meet the current expectations of what it takes to be an effective building leader. For example, the exam ties very closely to how administrators use data to inform decision-making. Further, based upon my involvement in the standards setting process, I am confident that the cut scores represent a fair and balanced assessment of the SBL exam and therefore are a legitimate assessment of a candidate’s readiness to become a school building leader.” - Principal

Statements of Support

- “The standards setting process, which helps set proficiency scores on the Academic Literacy Skills Test (ALST) was done for educators by educators. Judged by its relevance to current teaching requirements and student expectations, the scores were recommended following significant dialogue and discussion and focused on the skills required by the Common Core Learning Standards. Just as the Common Core Learning Standards expect students to have a deeper understanding of content and strong analytical abilities, the standard for the exam was set so that teachers know these critical competencies as well. The process was very well done.” – Staff Trainer

Statements of Support

- “The EAS is a very practical exam based upon the real world expectations of teachers. It helps determine whether teachers have achieved the skills needed to support every student, including English language learners and students with special needs, in reaching high standards. The process was clear and transparent and, based upon our collective work with other educators, allowed us to come to a valid and legitimate decision.” – President, Classroom Teachers Association

Candidate Retakes

- In contrast to the old exams, which required candidates to wait for the next paper-pencil administration, all of the new certification exams are computer based
- Assessments can be taken at venues across NYS and the nation
- Candidates and programs will receive test scores within 30 days to facilitate the ability of candidates to retake the exam at their convenience
- Passage of the examinations indicates candidate readiness to enter the classroom as the teacher of record

edTPA Retakes

- **Retake Options**

- **Retake a single task: A single task retake is possible when one task is failed and must be retaken.**
- **Retake the entire edTPA portfolio**

- **Candidate Support Examples**

- **1-credit edTPA course**
- **Writing “boot-camps”**
- **BOCES partnerships**
- **Teacher Center professional development**

edTPA retake webinar scheduled for February 2014

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Our Students. Their Moment.

Thank you.

