



TO: Regents Committee on Higher Education
FROM: John L. D'Agati *John L. D'Agati*
SUBJECT: Teacher Performance Assessment for Initial Certification
DATE: March 12, 2012

AUTHORIZATION(S):

John B. ...
SUMMARY

Issue for Discussion

Should the Department use, for the New York State initial teacher certification performance assessment, a multi-state performance assessment developed by Stanford University's Center for Assessment, Learning and Equity and delivered by Pearson's Evaluation Systems Group under New York's existing competitively awarded contract.

Reason(s) for Consideration

Review of Policy.

Proposed Handling

The item is being presented to the Board of Regents for discussion at its March 2012 meeting.

Procedural History

At the November and December 2009 Board of Regents meetings, the Board approved a number of initiatives for the purpose of transforming teaching and learning and school leadership in New York State. One of those initiatives was to implement a performance assessment for initial certification of teachers. In May 2010, the Board reaffirmed the direction for the performance assessment for initial teacher certification. The new exam was described in New York's Race to the Top (RTTT) application and is part of New York's RTTT scope of work. At the September 2011 Regents meeting, Department staff presented background information on the plans for the exam under development by Pearson with SED. At the February 2012 meeting, the Board approved

changing the schedule for implementation of the teacher performance assessment. The Department is currently planning to implement the performance assessment for candidates applying for initial certification on or after May 1, 2014.

Background Information

Pearson is the Department's contractor for developing all teacher certification examinations. When the Regents approved the implementation of a performance assessment, Pearson began working with Department staff to develop an assessment. However, recently a different teacher performance assessment has become available through Pearson, which Pearson and the Department believe will meet the Department's needs, is intended for multi-state use, is in compliance with the requirements of the contract, is much further along in the development process, and, if accepted and used by other states, would enable the Department to use multi-state results for comparison and program development purposes. Our contract with Pearson ends in 2015. Until then, the Stanford TPA is pre-existing intellectual property developed and owned by Stanford, the ownership of which would be retained by Stanford. Only materials or documents specifically created for New York would be subject to the ownership provisions of the contract.

The Teacher Performance Assessment Consortium (TPAC) assessment, or TPA, is a joint project of Stanford University, the American Association of Colleges for Teacher Education, and the Council of Chief State School Officers, with support from the Ford Foundation. Linda Darling-Hammond and Ray Pecheone, both professors at Stanford's School of Education, have led the development of the TPA, which is modeled after the Performance Assessment for California Teachers (PACT) currently used both formatively and for certification in 33 California teacher preparation institutions. PACT, in turn, was built on the assessments used for National Board certification.

The National Council for Accreditation of Teacher Education (NCATE) has endorsed TPAC, and NCATE's Blue Ribbon Panel on Clinical Preparation—of which SUNY Chancellor Nancy Zimpher is co-chair—has published a report stating that promising practices such as TPAC need to be dramatically expanded.¹ When implemented across multiple states, the TPA has the potential to accelerate the transformation of teacher preparation practices, create a body of evidence on teacher and program effectiveness, and facilitate interstate reciprocity of teacher certification.

Institutions in 21 states and the District of Columbia are currently field-testing the TPA (see attached list). Two of those states have legislation requiring statewide implementation of the TPA—one as a requirement for program approval (Minnesota, implementing in fall 2012) and one as a requirement for program completion prior to licensure (Washington). Three states (Massachusetts, Ohio, and Tennessee) are considering the TPA as a requirement for initial licensure. New York has been part of

¹ Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers* (NCATE, November 2010), 15.

TPAC consortium since 2010, when Commissioner Steiner approved our involvement, and we have been monitoring the progress of TPA from its inception.

Similarities and Differences Between the TPA and the Pearson-Developed Assessment

The TPA meets the performance assessment principles that Pearson and the Department have advanced during the development of a New York-based assessment, and the TPA's features correspond with the Regents policy goals for this new instrument. Both the assessment in development by Pearson and the TPA are Common Core-aligned and are designed to assess practice-based skills proven to have a positive impact on student achievement, with tasks including instructional planning, videotaped instruction in an authentic classroom setting, assessment of student learning, and reflection. The rubric for scoring TPAC is aligned with NYS Teaching Standards, as the Pearson assessment would be.

The timeline for availability of TPA materials to the field and for launching the assessment are consistent with SED planned timelines. The exam fees that candidates would pay and the web-based platform for administering the two tests are very similar as well.

Notable differences between the TPA and the performance assessment in development by Pearson include:

- The TPA uses a more extensive portfolio of teaching artifacts, covering 3- to 5-day learning segments and including anonymous samples of student work. This is in addition to two videos of instruction which the Pearson assessment would require.
- The TPA is subject-specific—in other words, a candidate for certification in mathematics would be scored using a math-specific scoring rubric—whereas NYSED has developed a single performance assessment that would be used across subject areas. The Department has determined that the TPA's available subjects are broad enough to cover New York's needs.

Rationale for adopting TPA over New York-only assessment being developed by Pearson

The Stanford assessment would meet the Board of Regents policy goals while providing several potential advantages:

- Because of the intended multi-state administration, the TPA potentially offers more data to determine field credibility, validity analysis, and ongoing rigor;
- The TPA will have been field tested with a much larger number of candidates;
- Ongoing monitoring and improvement of the TPA will be done by Stanford experts, based on proposed implementation experience in multiple states. A New York-only assessment by Pearson may not be able to match this level of ongoing monitoring,

especially if TPA becomes one of the predominant teacher performance assessments in the U.S.

- The potential multi-state administration would provide a larger data set to benchmark New York against other states—both at the outset, when we set passing scores for initial certification, and in the future, as we monitor the effectiveness of certification policies in practice.

Recommendation

It is recommended that the Department, consistent with the Board of Regents reform agenda use, for New York's initial teacher certification performance assessment, the performance assessment developed by Stanford University's Center for Assessment, Learning and Equity, designed for multi-state use, in satisfaction of Pearson's obligation to provide and administer a teacher certification performance assessment.

Timetable for Implementation

As a result of this action, there is no significant change to the implementation timeline discussed at the February 2012 meeting. Pearson would provide assessment handbooks and rubrics to IHEs in spring 2012; the assessment would be available for formative use during the 2012-13 academic year; and would be required for candidates graduating in May 2014 and thereafter.

Attachment:

List of 22 states and 198 institutions confirmed to participate in the Spring 2012 TPA field test.

Institutions confirmed to participate in the Spring 2012 TPA field test

State	IHE
online	Western Governors University
CO	University of Colorado at Boulder
CT	University of Bridgeport
DC	University of the District of Columbia
DE	University of Delaware
DE	Wilmington University
GA	Columbus State University
GA	Georgia Southwestern State University
GA	Kennesaw State University
GA	Macon State College
GA	Mercer University
GA	Middle Georgia College
GA	Paine College
GA	Valdosta State University
HI	Hawaii Pacific University
HI	University of Hawaii at Manoa
IA	Drake University
IA	Iowa State University
IA	University of Iowa
IA	University of Northern Iowa
ID	Boise State University
ID	Boise State University
ID	Idaho State Department of Education
ID	University of Idaho
IL	Benedictine University
IL	Benedictine University at Springfield
IL	Chicago State University
IL	Concordia University Chicago
IL	Illinois College
IL	Illinois State University
IL	Knox College
IL	Lewis University
IL	Loyola University Chicago
IL	National Louis University
IL	Northern Illinois University
IL	Southern Illinois University at Carbondale
IL	Southern Illinois University Edwardsville
IL	Southern Illinois University Edwardsville
IL	Trinity Christian College
IL	Trinity Christian College

IL University of Illinois at Chicago
IL University of St. Francis
IL Western Illinois University
MA Boston College
MA UMASS - Amherst
MA UMASS - Boston
MA UMASS - Dartmouth
MA UMASS - Lowell
MD Morgan State University
MD Towson University
MD University of Maryland, College Park
MN Augsburg College
MN Bemidji State University
MN Bethany Lutheran College
MN Bethel University
MN College of St. Benedict/St. John's
University
MN Concordia College, Moorhead
MN Concordia University
MN Crown College
MN Gustavus Adolphus College
MN Hamline University
MN Martin Luther College
MN Metropolitan State University
MN Minnesota State University Moorhead
MN Minnesota State University, Mankato
MN North Central University
MN Northwestern College
MN Saint Mary's University of Minnesota
MN Saint Mary's University of Minnesota-
Winona Campus
MN Southwest Minnesota State University
MN St. Catherine University
MN St. Cloud State University
MN St. Olaf College
MN The College of St. Scholastica
MN University of Minnesota - Twin Cities
MN University of Minnesota Duluth
MN University of Minnesota, Crookston
MN University of Minnesota, Morris
MN University of St. Thomas
MN Walden University
MN Winona State University
MO Maryville University of St. Louis

MO Missouri State University
MO Southeast Missouri State University
MO Stephens College
NC East Carolina University
NC The University of North Carolina at
Chapel Hill
NY Bank Street College of Education
NY CUNY City College
OH Antioch University Midwest
OH Antioch University Midwest
OH Ashland University
OH Baldwin-Wallace College
OH Bluffton University
OH Bowling Green
OH Capital University
OH Case Western Reserve University
OH Cedarville University
OH Cedarville University
OH Central State University
OH Cincinnati Christian University
OH Cleveland State University
OH College of Mount Saint Joseph
OH College of Wooster
OH Defiance College
OH Defiance College
OH Franciscan University of Steubenville
OH Franciscan University of Steubenville
OH Heidelberg University
OH Hiram College
OH John Carroll University
OH Kent State University
OH Kent State University
OH Lake Erie
OH Lourdes College
OH Malone University
OH Marietta College
OH Miami University
OH Mount Union
OH Mount Vernon Nazarene
OH Muskingum University
OH Notre Dame College
OH Oberlin
OH Ohio Christian University
OH Ohio Dominican University

OH Ohio Northern University
OH Ohio State University
OH Ohio University - Main Campus
OH Ohio University - Main Campus
OH Ohio Wesleyan University
OH Ohio Wesleyan University
OH Otterbein College
OH Otterbein College
OH Shawnee State
OH University of Akron
OH University of Cincinnati
OH University of Cincinnati
OH University of Dayton
OH University of Dayton
OH University of Findlay
OH University of Rio Grande
OH University of Toledo
OH Urbana University
OH Ursuline College
OH Walsh University
OH Wilmington University
OH Wilmington University
OH Wittenberg
OH Wright State University
OH Wright State University
OH Wright State University
OH Xavier University
OH Youngstown State University
OH Youngstown State University
OK Oklahoma State University
OK Oral Roberts University
OK University of Central Oklahoma
OR Concordia University
OR Northwest Christian University
OR University of Oregon
OR University of Portland
TN Austin Peay State University
TN East Tennessee State University
TN Middle Tennessee State University
TN Tennessee State University
TN Tennessee Technological University
TN University of Memphis
TN University of Tennessee
TN Vanderbilt University

TN	Vanderbilt University
TN	Vanderbilt University
VA	Hampton University
VA	Old Dominion University
WA	Antioch U
WA	Central Wash
WA	City University
WA	Eastern Wash
WA	Evergreen
WA	Gonzaga
WA	Heritage U
WA	Lesley U
WA	Northwest U
WA	Pacific Lutheran U
WA	Seattle Pacific
WA	Seattle U
WA	St Martin's U
WA	University Puget Sound
WA	UW Bothell
WA	UW Seattle
WA	UW Tacoma
WA	Walla Walla U
WA	Washington State
WA	Western Wash
WA	Whitworth U
WI	Alverno College
WI	University of Wisconsin-Eau Claire
WI	University of Wisconsin-Madison
WY	University of Wyoming