



Our Students. Their Moment.

# Update on the Implementation of New Teacher and Leader Certification Examinations

Board of Regents Meeting  
March 2015



# 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 NYS. Those initiatives included the development of a set of New York State Teaching Standards, and a plan to strengthen the examinations for the certification of teachers and school leaders.
- In 2010, we began to develop our own performance assessment which was:
  - developed by NYS institutions of higher education and P-12 educators
  - ***piloted in 2010 and field tested. Over 500 candidates and 250 faculty participated in field testing***
  - fully aligned with the edTPA (NYS used edTPA as the model for our performance assessment)
  - Discussed at statewide NYSATE/NYACTE Conference (2010)
- In February 2012, the Board of Regents voted to push back the timeline to give higher education an additional year (until May 2014) to prepare for the certification examinations.

# Timeline for Implementation of Teaching Initiatives

- 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 (clcu) to assist New York's public higher education institutions with assimilating the new information on teaching and learning into their programs. RTTT funding was used to provide \$10 million total to SUNY, CUNY, and clcu.
- In January 2013, the Governor's Education Reform Commission released 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 was enacted with a provision requiring the creation of standards for a teacher and principal bar exam certification program.

# New York State Teacher Certification Examinations

## Test Development Preparation Materials Timeline

Revised March 10, 2015

<b>Group 1A - Academic Literacy Skills Test (ALST), Educating All Students (EAS), School Building Leader</b>	
Frameworks Posted	April 2012
Study Guide Sample Items Posted	March 2013
ALST and EAS Study Guides Posted	September/October 2013
EAS and ALST Practice Tests Posted	January/February 2014
Tests Operational	September 2013
<b>Group 1B – English Language Arts, Mathematics, Literacy, Health Education, Library Media Specialist, Physical Education, Multi-Subject B-2, 1-6, 5-9, and 7-12</b>	
Frameworks Posted	April 2012
Study Guides Posted	July 2014
Tests Operational	September 2014

# Timeline for Implementation of Teaching Initiatives

- In 2013, edTPA was field tested nationally with over 12,000 candidates participating. NYS participants in this field testing included hundreds of candidates from 51 campuses.
- In April 2014, the Board of Regents approved the edTPA Safety Net. Candidates who do not pass the edTPA can take and pass the ATS-W – in effect creating a one year pilot for edTPA without “high stakes.”
- As part of the Safety Net, the ATS-W is provided at no charge to the students.
- NYSED also obtained approval to make available federally-funded certification examination retake vouchers. The Certification Assessment Assistance Fund (CAAF), allows eligible candidates to register to retake previously failed certification examinations at no cost.

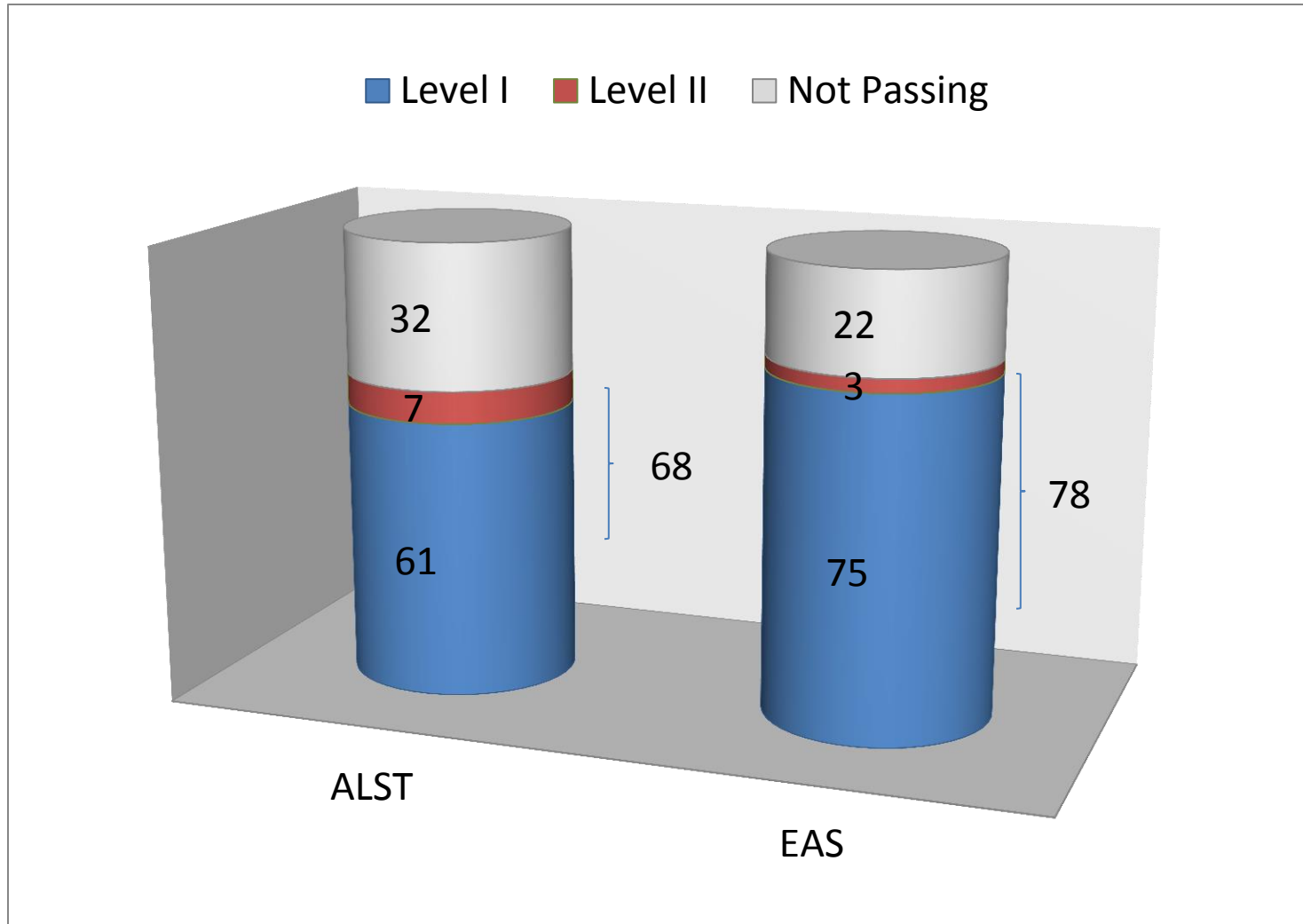
# Current NYS Certification Examination Pass Rates

- In November 2014 the Department reported to the Board of Regents on the pass rates of test-takers for the Educating All Students (EAS), School Building Leader (SBL), Academic Literacy Skills Test (ALST), and edTPA certification examinations.
- Today we provide an update on these pass rates and additional information on the progress we are making with the edTPA.

# Determining Performance Standards in NYS

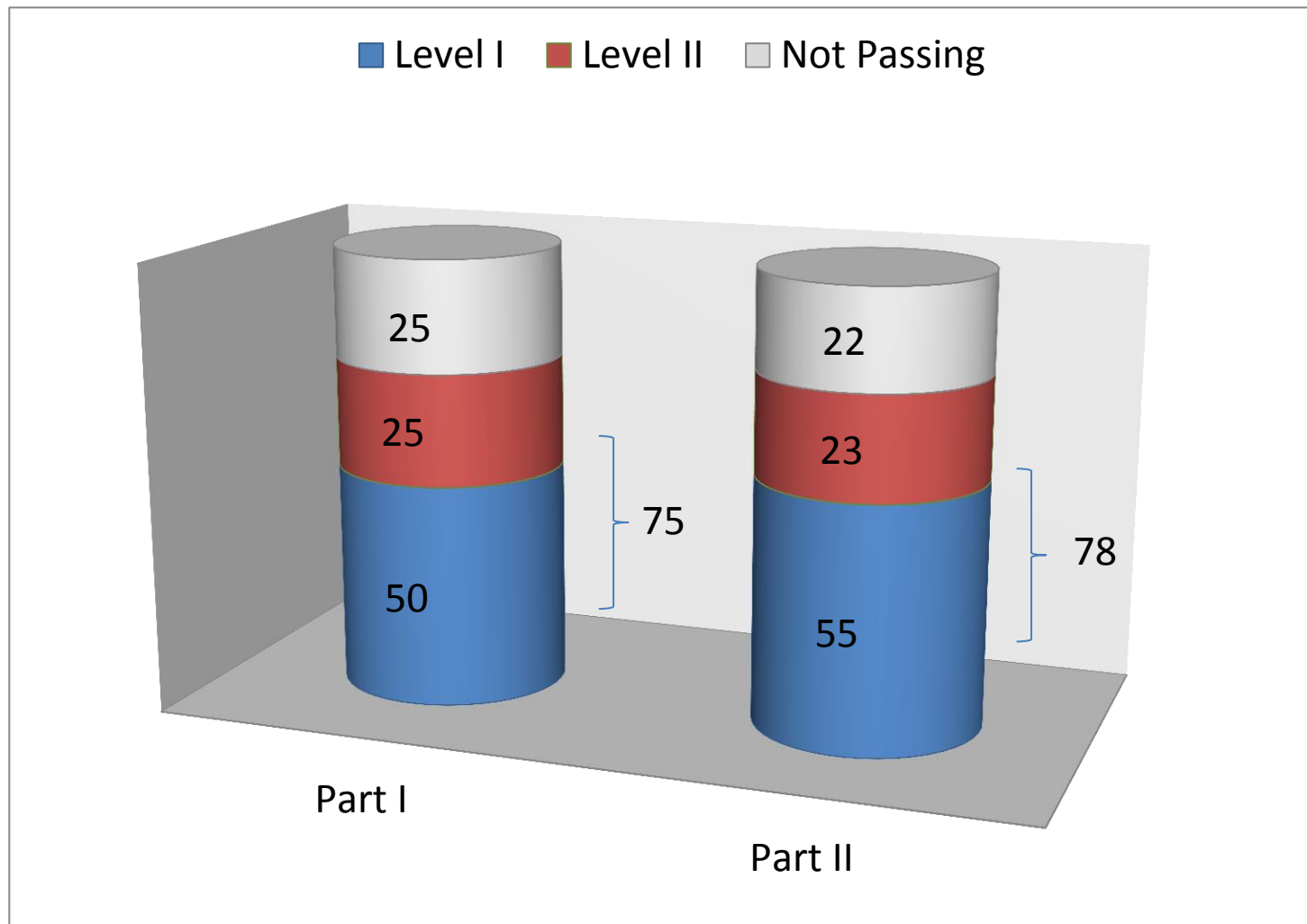
- Performance Level Standards derive directly from NYS Teaching Standards, which were established to define the knowledge and skills that teachers need before they enter the classroom. One purpose for establishing the standards (in 2009) was for use in creating a performance based assessment for teacher certification.
- For each examination, a Standard Setting Committee was convened with representatives from both P-12 and Higher Education.
- NYSED charged these Committees with the identification of two performance standards:
  - Level 1 - the *minimum level* of knowledge, skills, and abilities needed in order to be competent and positively contribute to student learning; and
  - Level 2 – *mastery* of the knowledge, skills and abilities needed to be competent and positively contribute to student learning

# Academic Literacy Skills Test (ALST) and Educating All Students (EAS) Pass Rates September 23, 2013 – January 25, 2015





# School Building Leader Certification Examination Pass Rates September 23, 2013 – December 11, 2014



# What Does edTPA Ask Candidates to Do?

Candidates compile a portfolio:

- Featuring a learning segment: a 3-5 lesson unit
- Broken down into 3 tasks:
  - Planning Instruction & Assessment
  - Instructing & Engaging Students in Learning
  - Assessing Student Learning
    - Attention to academic language and analyzing teaching throughout
- Documented with evidence
  - Candidate commentaries
  - Instructional artifacts, including student work
  - 1-2 unedited video clips of teacher-student interaction

# edTPA Development

Stanford Center for Assessment, Learning and Equity (SCALE) has 25 years of experience developing performance-based assessments for teaching; edTPA development was informed by the use of:

- National Board for Professional Teaching Standards
- Interstate Teacher Assessment and Support Consortium (InTASC) portfolio
- Performance Assessment for California Teachers (PACT)

SCALE developed edTPA:

- pursuant to substantive guidance from highly qualified teachers and teacher educators
- edTPA designers and reviewers were comprised of university faculty members, national organization representatives, and K-12 teachers

# edTPA Development

- edTPA development, pilot and field test processes and analyses followed the American Educational Research Association (AERA), American Psychological Association (APA) and National Council on Measurement in Education (NCME) standards of reliability and validity for assessments intended for licensure.
- The Performance Assessment for California Teachers (PACT) framework informed the development of edTPA. Over 10 years of research finds that candidates' PACT scores are significant predictors of their later teaching effectiveness as measured by their students' achievement gains in both ELA and Mathematics. The PACT technical report can be found here:  
([http://www.pacttpa.org/files/Publications\\_and\\_Presentations/PACT\\_Technical\\_Report\\_March07.pdf](http://www.pacttpa.org/files/Publications_and_Presentations/PACT_Technical_Report_March07.pdf)).

# edTPA Development

Research has been completed to indicate the strength of assessments similar to edTPA. For example, the predictive validity of National Board Certification was influential in the development of edTPA. Several studies have validated the impact that National Board Certification has on student achievement and teacher effectiveness, including:

*“The Impact of the National Board for Professional Teaching Standards: A Review of the Research”* found here:

[http://www.ets.org/research/policy\\_research\\_reports/publications/report/2007/hsns](http://www.ets.org/research/policy_research_reports/publications/report/2007/hsns)

# edTPA Development

The findings in The National Research Council's publication, "Assessing Accomplished Teaching" (2008) support the positive impact that National Board Certification has on student achievement and teacher effectiveness, concluding:

*“ As a group, these studies show that the students of board-certified teachers performed better than students taught by non-board certified teachers. The studies demonstrate that board certification is a signal that teachers with this credential are more effective than other teachers at raising their students' test scores.”*

Source: "Assessing Accomplished Teaching" (2008) found here:

<http://www.nap.edu/catalog/12224/assessing-accomplished-teaching-advanced-level-certification-programs>

# edTPA Development: Job Analysis

- The job analysis studies conducted for edTPA focused on the knowledge, skills, and abilities (KSAs) identified as necessary for successful teachers. The pool of subject matter experts participating in the various studies were practicing teachers or teacher educators in various content areas. KSAs generated by this panel informed the development of the edTPA rubrics.
- After identifying and reviewing a total of 105 behaviors and tasks that comprise the core job of teaching, a panel of educators verified that the 15 core edTPA rubrics comprehensibly represented the knowledge, skills, and abilities that were determined by the job analysis surveys to be important or critically important to perform the job of a teacher.

# edTPA Field Test Validity and Reliability

- For establishing validity and reliability, multiple analyses were conducted by SCALE on 4,055 field test submissions in 2013.
- Assessments were guided by psychometric practice and principles as found in *The Standards for Educational and Psychological Testing*.

For more information see *2013 edTPA Field Test: Summary Report*  
[https://secure.aacte.org/apps/rl/res\\_get.php?fid=827&ref=edtpa](https://secure.aacte.org/apps/rl/res_get.php?fid=827&ref=edtpa)



# edTPA Field Test

## Validity and Reliability cont'd.

Analyses were conducted to determine:

- Content validity
  - edTPA was found to be closely aligned to:
    - InTASC standards;
    - the tasks representing knowledge and skills of practicing teachers that were considered of importance; and
    - relevant tasks of teaching as reflected within the rubrics
- Job Analysis
  - edTPA was confirmed to be closely linked to the knowledge, skills and abilities of practicing teachers

For more information see *2013 edTPA Field Test: Summary Report*  
[https://secure.aacte.org/apps/rl/res\\_get.php?fid=827&ref=edtpa](https://secure.aacte.org/apps/rl/res_get.php?fid=827&ref=edtpa)

# edTPA Field Test

## Validity and Reliability cont'd.

Analyses were conducted:

- Bias and Sensitivity Review - to ensure edTPA was fair, and free from potential bias
- Construct Validity - to ensure total candidate score could be used to infer teaching readiness
- Reliability - to ensure inter-rater scoring was consistent and candidate scores were not due to chance measurement error. The reliability was determined to be sound in both measures.

For more information see *2013 edTPA Field Test: Summary Report*  
[https://secure.aacte.org/apps/rl/res\\_get.php?fid=827&ref=edtpa](https://secure.aacte.org/apps/rl/res_get.php?fid=827&ref=edtpa)

# edTPA in NYS

## Standard Setting Process

- A nineteen member Standard Setting Panel met on October 1, 2013 to establish the edTPA passing standard in New York State.
- The meeting was facilitated by the Office of State Assessment (OSA), Office of Higher Education (OHE), Regents Research Fund (RRF), SCALE, and Pearson.

# edTPA in NYS

## Standard Setting Process

Membership of the Standard Setting Committee included:

- 5 Higher Education Deans/Directors
- 8 Higher Education Faculty
- 4 Classroom Teachers
- 2 School Administrators

Members were Nominated By:

- Deans of Schools of Education
- NYSUT
- Superintendents/School Building Leaders

Geographic Representation:

- 5 New York City
- 3 Long Island
- 2 Western
- 2 Big Four
- 2 Mid Hudson
- 2 Central
- 1 Southern Tier
- 1 North Country
- 1 Capital Region

# edTPA in NYS

## Determining edTPA Performance Standards

- Level I- the minimum level of knowledge, skills and abilities a teacher needs in order to be competent in the classroom and positively contribute to student learning:
  - State-judgment partially constrained by the national edTPA cut score range selected by other states
  - Used to determine if a candidate has successfully completed the edTPA
- Level II- the mastery of the skills, knowledge and abilities necessary for effective teaching:
  - Used to inform professional conversations within teacher preparation programs
  - Used as a rigorous, aspirational goal for candidates and programs to strive towards

# edTPA Cut Scores Across the States

State	Score (15 Rubric Fields)
California	41 out of 75
Illinois <sup>1</sup>	41 out of 75
Iowa	41 out of 75
Minnesota <sup>2</sup>	38 out of 75
New York	41 out of 75
Washington	35 out of 75

<sup>1</sup> Illinois' psychometrically experimental policy increases their cut score from 35 to 41 from September 1, 2017 through September 1, 2019.

<sup>2</sup> Minnesota has established separate minimum cut scores for each of the three rubrics instead of establishing an aggregate cut score for the entire portfolio as other states have done.

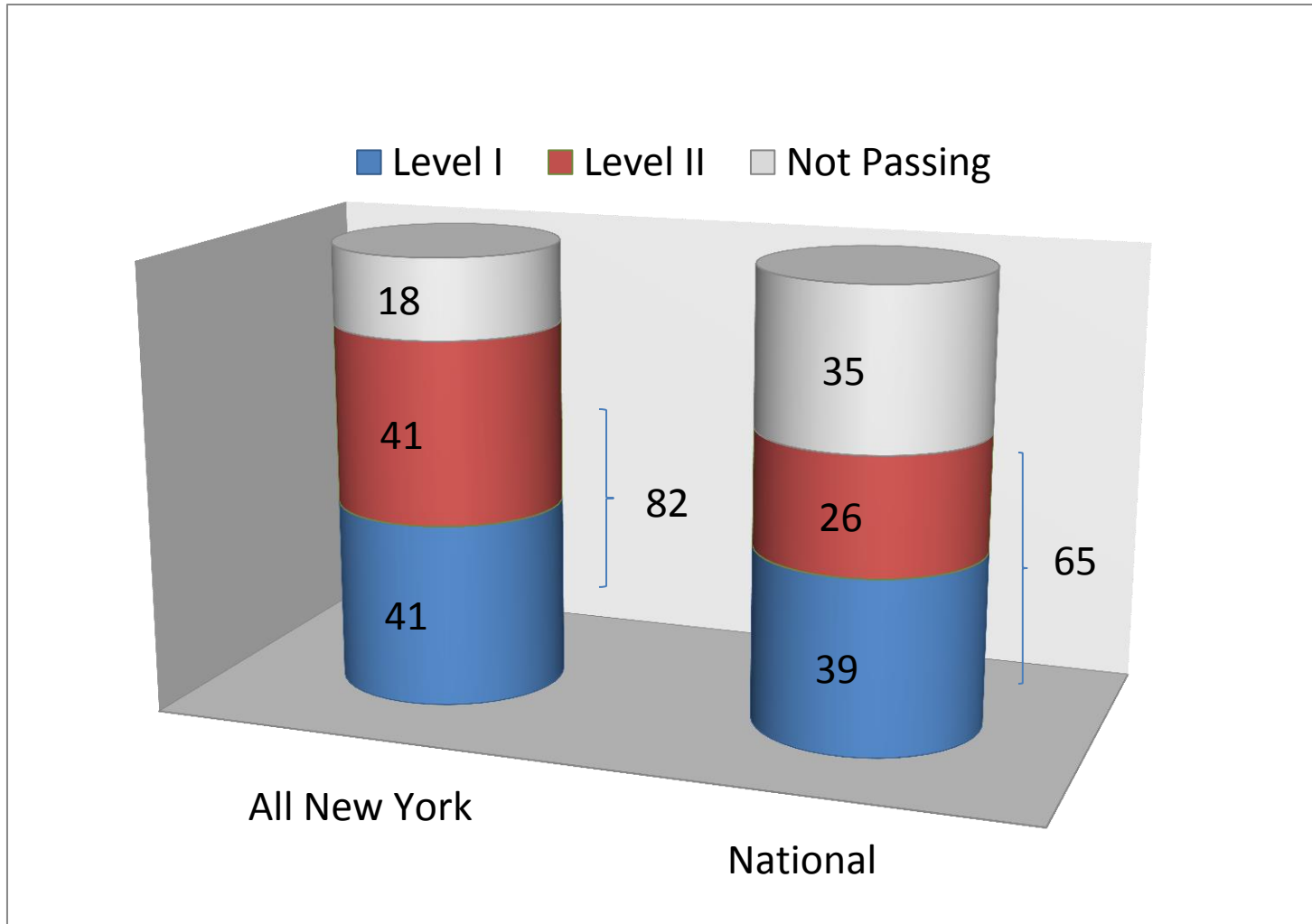
# edTPA in NYS

## Scoring the edTPA

Scorers include higher education faculty (50%) and K-12 educators (50%) who meet the following criteria:

- are Subject Matter Experts (SME);
- have taught that subject in the past 3 years (or taught methods or supervised student teachers in that field);
- have experience mentoring or supervising beginning teachers.

# edTPA Overall Pass Rate September 2013 – February 26, 2015





# **Supports for the Implementation of edTPA**

# Supports for edTPA

- As discussed earlier in the presentation, the Race to the Top (RTTT) funded Certification Assessment Assistance Fund (CAAF) will continue to assist eligible candidates with the cost of retaking previously failed new and redeveloped certification exams for candidates who meet certain eligibility criteria through the end of RTTT.
- NYSED sponsored statewide edTPA Implementation Conferences and invested \$11.5 million in RTTT funding which supported professional development for thousands of faculty and staff in SUNY, CUNY and the Independent sector.
- edTPA Coordinators
- The edTPA Safety Net
- The edTPA Task Force and its three subcommittees held over a dozen meetings from July through December 2014. The Task Force was a collaboration of P-12, higher education, teacher and university faculty labor unions, AACTE, SCALE and NYSED to support the implementation of edTPA.

# **The New York State edTPA Task Force**

# edTPA Task Force

At the Board of Regents meeting in April 2014, the Board voted to adopt emergency regulations which included establishing a Task Force convening representatives from CUNY, SUNY, clcu, the Teacher Education Advisory Group, the United University Professions, the Professional Staff Congress and P-12. The charge of this Task Force was specifically defined as follows:

1. work proactively with the Department, SCALE, and the American Association of Colleges for Teacher Education as SCALE continues to refine the edTPA assessment including review of the rubrics and handbooks;
2. work proactively with the Department and SCALE to support implementation of the edTPA by SUNY, CUNY and the independent sector; and
3. collaborate with the Department and SCALE on the development of a process for the identification and dissemination of exemplary practices in NYS programs as they implement the edTPA.

*Source: Board of Regents Meeting April 2014*

# edTPA Task Force

The 32 member Task Force included:

- 1 BOCES District Superintendent
- 1 School Superintendent
- 1 Building Principal
- 2 Classroom Teachers
- 1 Teacher Center Director
- 2 Candidates who took edTPA
- 3 Deans of Education (SUNY, CUNY and clcu)
- 3 Teacher Education Advisory Group (TEAG) members
- 3 Faculty Development MOU Administrators
- 3 edTPA Coordinators
- 3 United University Professions (UUP) Representatives
- 3 Professional Staff Congress (PSC) Representatives
- 6 additional higher education members

*Representatives from SCALE, AACTE and NYSUT were also in attendance at each meeting.*

# edTPA Task Force Meetings

- Between July 2014 and December 2014 the Task Force held a total of 5 meetings at NYSED.
- 11 subcommittee meetings were held during that same period of time, occurring via conference calls between the regular Task Force meetings.

*Representatives from SCALE, AACTE and NYSUT were also in attendance at each meeting.*

# edTPA Task Force

Three working subcommittees were established:

## Policy and Procedure Subcommittee

- The Policy and Procedure Subcommittee was formed to advise the processes and procedures of refining edTPA, its tasks, rubrics and handbooks, and provide feedback to SCALE, NYSED, candidates and campuses.

## Professional Development Subcommittee

- The Professional Development Subcommittee was formed to recommend faculty professional development activities to support the implementation of edTPA in NYS.

## Practice Subcommittee

- The Practice Subcommittee was formed to review research-based practices and identify appropriate channels to share these best practices with the field.

# edTPA Task Force

Culminating in the December, 2014 meeting, the edTPA Task Force proffered recommendations, including:

- Review NYSED’s “Use of Materials” policy memo to allow for local use of edTPA portfolios with appropriate permissions for program improvement (the Department is working with the field to find consensus on language);
- Modify the edTPA Safety Net to allow candidates additional time to complete all their other certification requirements, so long as they take and pass ATS-W subsequently to taking and failing to pass edTPA on or prior to June 30, 2015 (out for public comment);
- Improve sharing of edTPA practices through conferences, meetings and accessible online resources; and
- Initiate state and local professional development activities for the continued support of edTPA implementation (ongoing work with the field).



# edTPA Task Force

## Next Steps:

- NYSED will forward Task Force recommendations to the appropriate local, state or national organizations for consideration.
  - SCALE
  - CAEP
  - Professional Standards and Practices Board (PSPB)
- Task Force recommendations requiring administrative action or policy considerations will be reviewed by NYSED.

# Newest edTPA Resources from SCALE

- 2013 edTPA Field Test: Summary Report  
[https://secure.aacte.org/apps/rl/res\\_get.php?fid=827&ref=edtpa](https://secure.aacte.org/apps/rl/res_get.php?fid=827&ref=edtpa)
- edTPA Annotated Bibliography:  
<https://secure.aacte.org/apps/rl/resource.php?resid=511&ref=edtpa>
- edTPA Orientation for Program Leaders, Faculty, and P-12 Partners:  
<https://secure.aacte.org/apps/rl/resource.php?resid=151&ref=edtpa>
- Making Good Choices- A Support Guide for edTPA Candidates:  
<https://secure.aacte.org/apps/rl/resource.php?resid=295&ref=edtpa>
- Review of Low Scoring edTPAs and Guidance for Re-Takes:  
<https://secure.aacte.org/apps/rl/resource.php?resid=468&ref=edtpa>
- Understanding Rubric Learning Progressions:  
<https://secure.aacte.org/apps/rl/resource.php?resid=469&ref=edtpa>

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**Thank you.**

