



ESA

*Evidence Centered
Teacher Performance
Assessments*

The Next Generation

By Raymond Pecheone

Professor, Stanford University

Building a Teaching Profession

Ethical & Moral & State



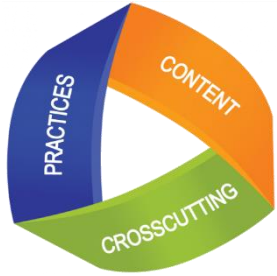
Certification



Standards: Define,
Communicate and
Enforce



Common
Language

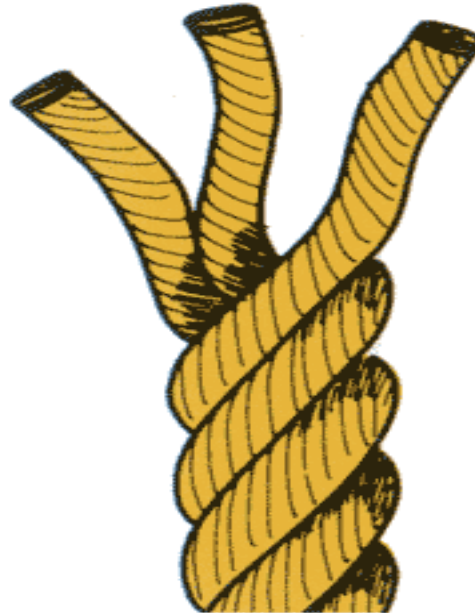


TEACHING STANDARDS

Three Perspectives

**NBPTS
Standards**

**InTASC
Standards**



**CAEP
Standards/
State
Teaching
Standards**

A photograph of a forest path with two people walking away, overlaid with a dark semi-transparent banner containing white text. The path is paved and covered with fallen leaves. The forest is dense with green and yellow foliage. The text is centered and reads:

**THE ROAD NOT TAKEN
-- NEXT GENERATION ASSESSMENT--**

**Teacher Performance Assessment
FOR Learning**

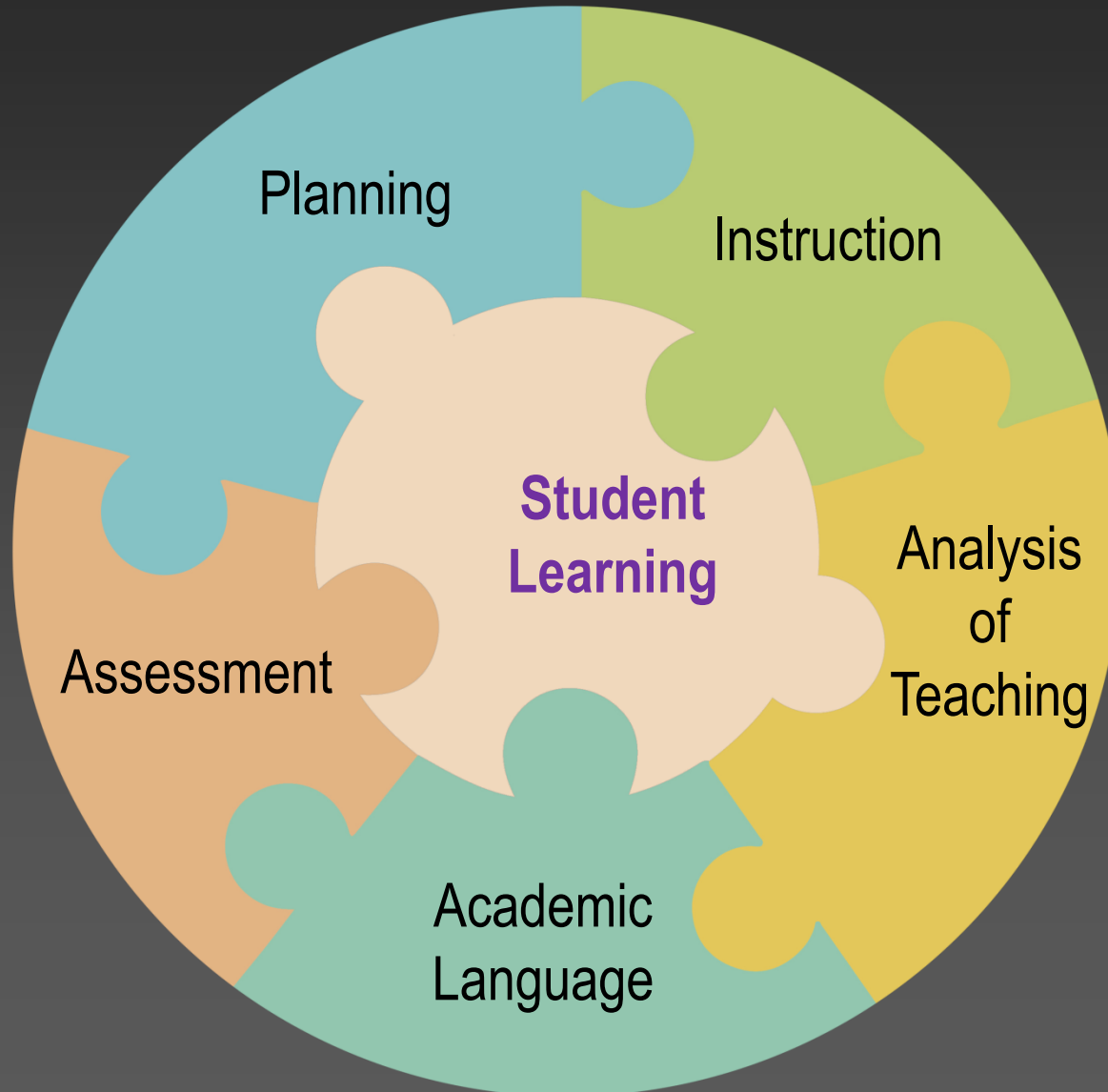
History of Stanford's Development of Performance- based Assessments of Teaching

- National Board for Professional Teaching Standards
- , the InTASC Portfolio For Novice Teachers
- Performance Assessment for California Teachers (PACT)
- edTPA (Pre-service)
- Built by the Profession for the Profession

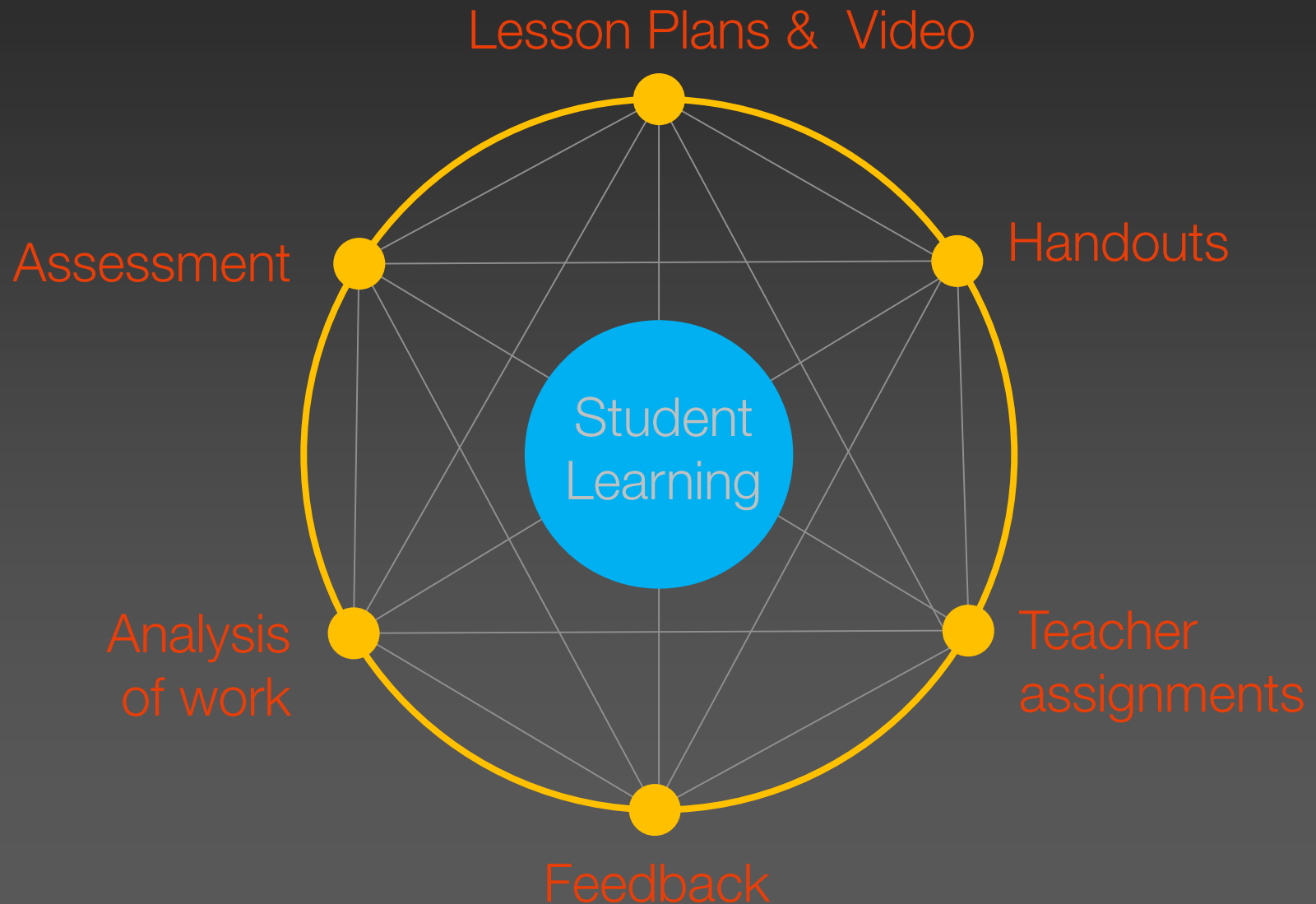
Learning Centered Design Principles: Educative Focus

- ❑ **Discipline Specific:** embedded in curriculum within and across grade levels
- ❑ **Student Centered:** examines teaching practice in relationship to knowledge of students' backgrounds and learning strengths and needs
- ❑ **Analytic:** provides feedback and support along targeted dimensions.
- ❑ **Integrative:** supports a multiple measures assessment of teaching

TPA System of Assessment



Authentic Records of Practice



Student Learning

Planning

Building Content Understanding
Supporting Learning Needs
Using Knowledge of Students
Assessments to Monitor Student Learning

Academic Language
Using Data to Inform Instruction

Academic Language
Justifying Planning Decisions

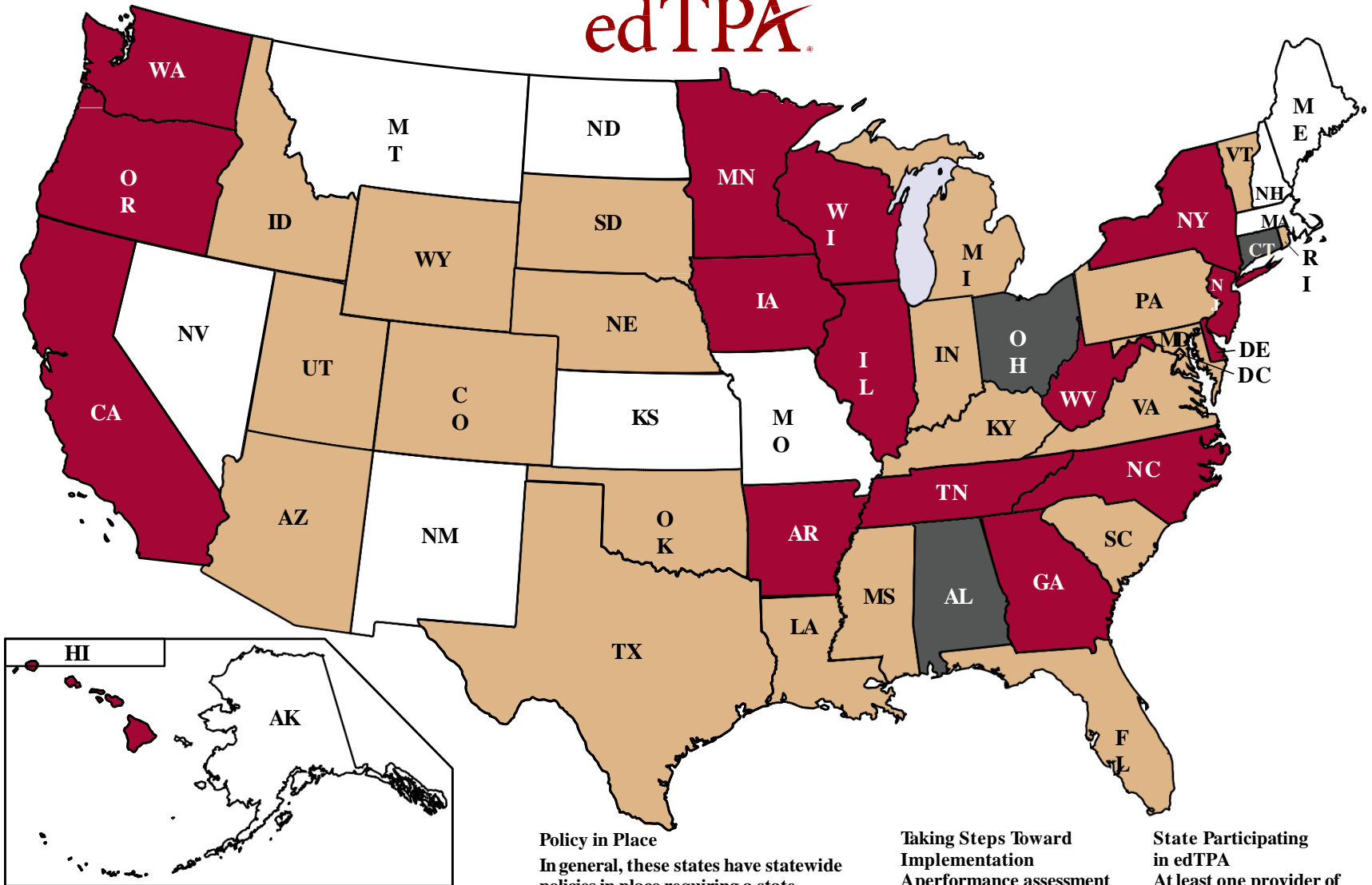
Assessment

Analysis of Student Learning
Providing Feedback
Supporting Student Use of Feedback

Academic Language
Analyzing Teaching

Instruction

Learning Environment
Engagement in Learning
Deepening Thinking
Subject-Specific Pedagogy



Policy in Place

In general, these states have statewide policies in place requiring a state-approved performance assessment as part of program completion or for state licensure and/or state program accreditation/review. In these states, edTPA also has been approved as a performance assessment for these purposes.

Taking Steps Toward Implementation

A performance assessment and/or edTPA are being considered at the state level for program completion or as a licensure requirement.

State Participating in edTPA

At least one provider of teacher preparation—either traditional or alternative—is exploring or trying out edTPA.

Western Governors University is a participating member in edTPA and offers online accredited teacher preparation programs across the U.S.

SCALE is the sole developer of edTPA, and Stanford University is the exclusive owner of edTPA. The University has a licensing agreement with the Evaluation Systems group of Pearson, to provide operational support for the national administration of edTPA.



PROFESSIONAL LEARNING REFORM

Georgia requires all candidates (those from state-approved EPPs and those from out-of-state EPPs) doing student teaching in GA to attempt edTPA prior to program completion and to pass for certification.

Having these rich data and related experiences greatly informs EPP programs, candidate practice, and individualized induction support.

Georgia has implemented substantive Professional Learning Reform, which became effective July 1, 2017, shifting from Professional Learning Units (PLUs) to job-embedded, individualized professional learning.

As part of this policy, every new teacher must have an individualized professional learning plan.



D Hansen

Scoring Training (20+ hours)

- **Synchronous – Subject Specific**
 - Practice Portfolio and Interactive session with Trainer (Planning, Instruction and Assessment)
 - Qualifying portfolios (2) and qualifying criteria
 - Regional Scoring Option
 - Scheduled Office Hours
- **During Operational Scoring**
 - Validity papers to monitor scoring accuracy
 - Back-reading and monitoring
 - Double scoring around the national-recommended passing score
 - Resolution of discrepant scores and discrepant decisions around the national-recommended passing score

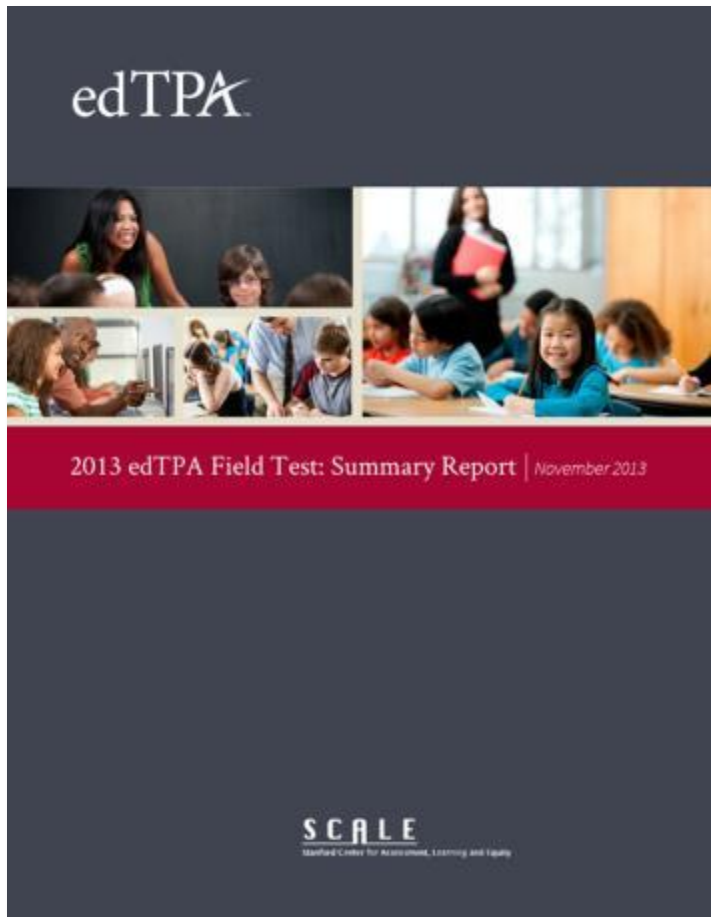
edTPA Scorers

- 50% IHE faculty and 50% P-12 Educators who:
 1. Are **subject matter experts (NBPTS Certified Teachers)**; AND
 2. Have experience **mentoring or supervising beginning teachers**; AND
 3. **Taught in that subject** in the past 5 years;
OR
Taught methods or supervised student teachers in that field;
OR
Administer teacher preparation programs

Validity Studies

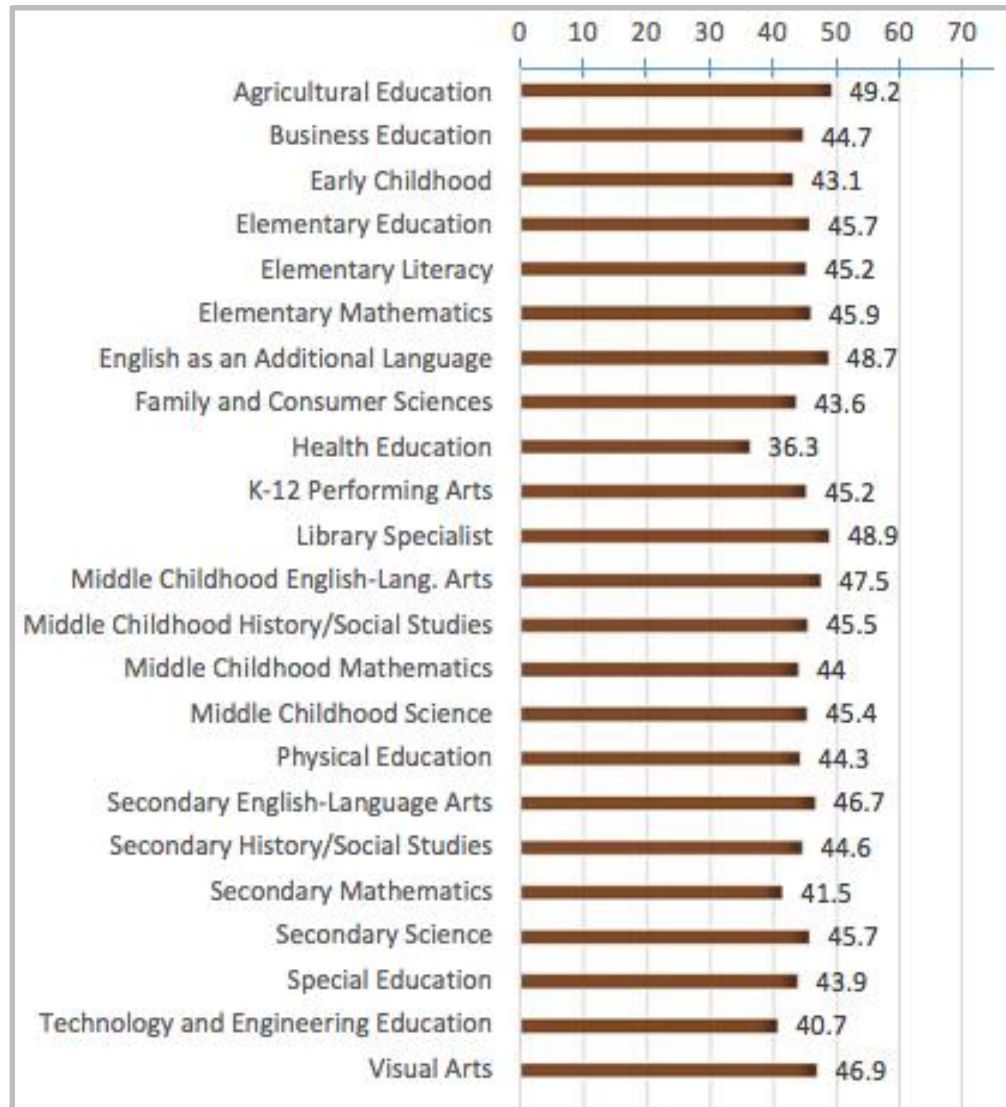
- **Content validity**
 - Development teams, Program directors, Program faculty, & Leadership team
 - SPA alignment study
 - Job Analysis
- **Concurrent validity**
 - Evaluation with other known measures (GPA, Course Grades, Clinical Supervision ratings and other standardized licensure tests ...)
- **Bias and fairness review**
- **Construct validity**
 - Factor Analysis
- **Predictive Validity – Value Added Studies:** e.g.; Student Learning and Teacher Evaluation
- **VAT:** NBPTS, PACT, INTASC Studies...
- **Consequential Validity**
studies of implementation

edTPA Summary Report



- Development
- Design
- Scoring
- Data Analysis
 - Reliability
 - Validity
- Standard Setting
- Full Technical Report reviewed by TACs in three states and nationally

Mean Score by Field



Candidate Passing Rates

	Candidate Passing Rates
	Overall Passing Rate
Cut Score	
35	92.7%
36	90.8%
37	88.4%
38	85.3%
39	83.4%
40	81.2%
41	78.3%
42	74.7%

SREB States and edTPA

No Policy	Pending Policy	Consequential
Florida	Oklahoma	Alabama
Kentucky	South Carolina	Arkansas
Louisiana		Delaware
Maryland		Georgia
Mississippi		Tennessee
Texas		North Carolina
Virginia		West Virginia

States with edTPA related policy: 18

SREB states with edTPA related policy: 7

State-Based Passing Standards (as of the end of 2016)

Between fall 2013 and the end of 2016, the following states established or adjusted state-based passing standards as follows (for 15-rubric fields):

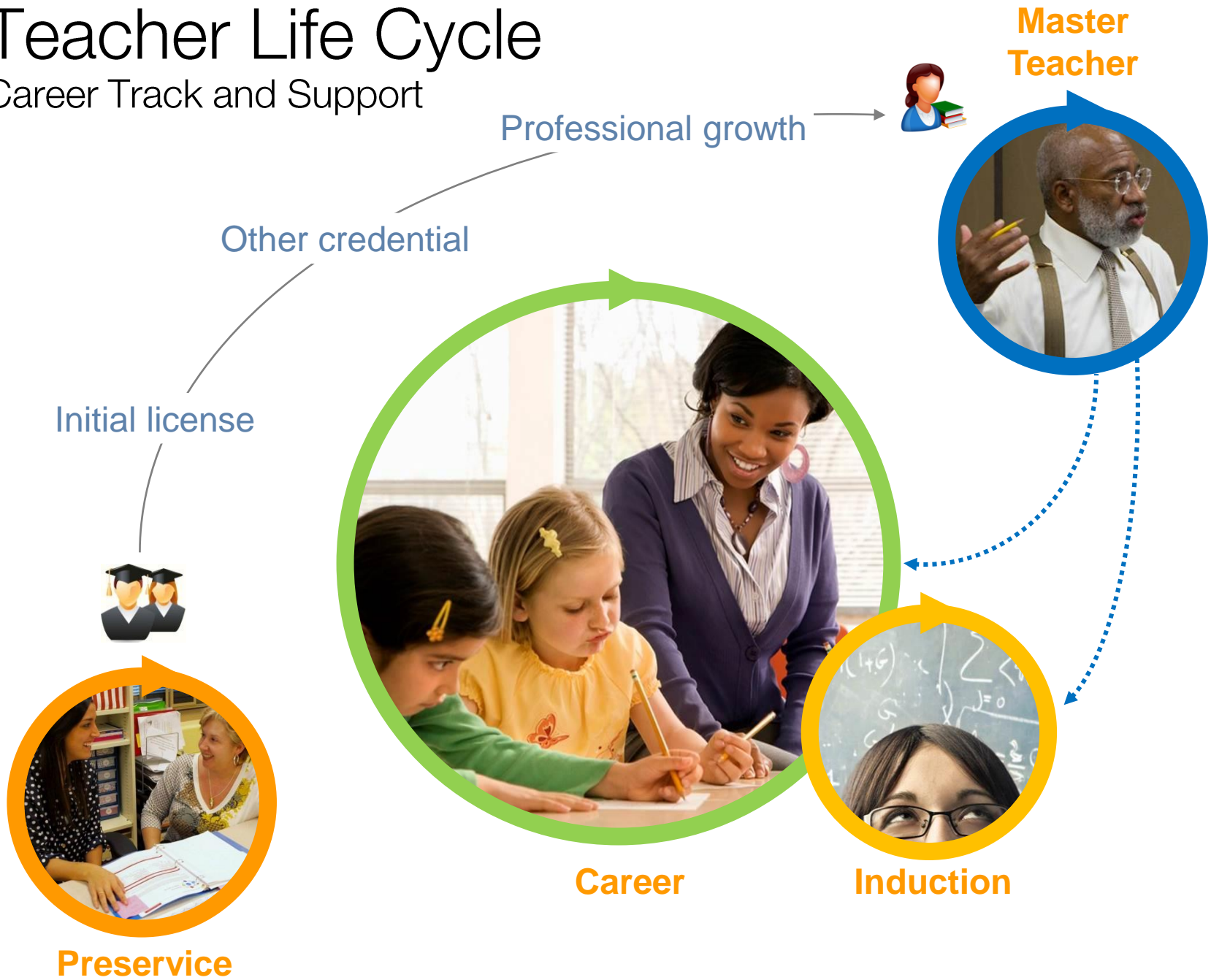
- Alabama (37)*
- Arkansas (37)*
- California (41)
- Delaware (38)*
- Georgia (35)
- Illinois (35)*
- Iowa (41)
- Minnesota (Task 1: 13, Task 2: 13, Task 3: 12)
- New York (41)
- Washington (35, excludes Student Voice)
- Wisconsin (38)

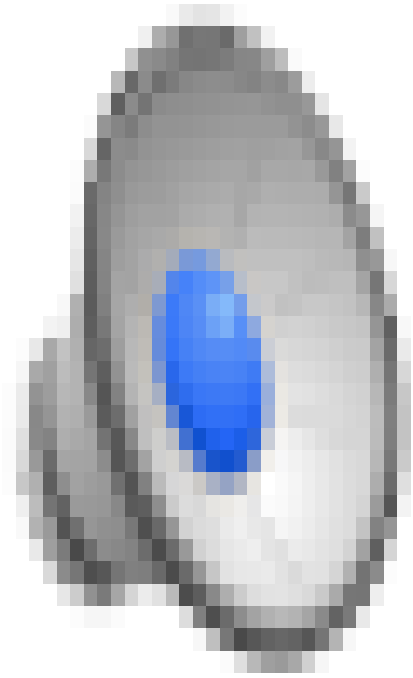
* indicates states utilizing a methodology outside of the Briefing Book.

Note that state-based passing standards may be reevaluated and adjusted, as driven by state reviews. The passing standards cited above were in use during the 2016 calendar year, the date range which this report covers. See the [edTPA State Policies Overview](#) for the most up-to-date information on state policies and any updates to established state consequential score information that may have changed since 2016, including planned adjustments over time.

Teacher Life Cycle

Career Track and Support





Stephanie Wittenbrink *Washington Education Association Student Board member and former NEA Board of Directors member*

- “edTPA taught me to reflect, analyze, and examine where students were at that moment so I could understand what I was doing, and how students were progressing and adjust instruction accordingly. ... More than ever, I agree with NEA’s position that we need a classroom-based pre-service assessment that focuses on pedagogy, not just content.”

Effective Teachers...

- Engage students in active learning
- Create intellectually ambitious tasks
- Use a variety of teaching strategies
- Assess student learning
 - Continuously
 - Adapt teaching to student needs
- Create effective scaffolds and supports
- Provide clear standards, constant feedback, and opportunities for revising work
- Develop and effectively manage a collaborative classroom in which all students have membership.



Licensure Assessment of Teaching Practice

- Common Architecture across 27 fields
- **Subject Specific**
- “Learning Segment” of 3-5 days embedded in clinical practice
- Plans based on context and knowledge about what students bring...
 - Academic, social emotional and language development
 - Prior academic learning, lived experiences, family, community and cultural assets
- Collection of job-related artifacts and commentaries

DEVELOPED BY AND FOR THE PROFESSION

edTPA by the Numbers

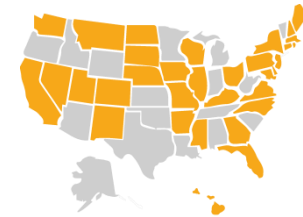
Subject
specific
design/
review
teams =
120+

Bias review
members –
10

Teacher
candidates
= **30,000+**

Content
validation
reviewers
= **100+**

Scorers (IHE and
K-12) =
800+



States = 40

Campuses = 800



Benchmark
and scoring
trainers =
150+

TPAC Online members = 10,000+

SREB States and edTPA

State	Educator Preparation Programs Participating	Total Number of Submissions
Alabama	27	1,311
Arkansas	7	336
Delaware	5	300
Georgia	63	11,866
North Carolina	35	4,170
Tennessee	39	5,698
West Virginia	11	243

SREB States and edTPA

State	Policy	Consequential Date	Programs Participating	Number of Submissions
Alabama	Required	Sept. 2018	27	1,311
Arkansas	Optional	March 2016	7	336
Delaware	Optional	July 2016	5	300
Georgia	Required	Sept. 2015	63	11,866
North Carolina	Option	Sept. 2019	35	4,170
Tennessee	Required	Jan. 2019	39	5,698
West Virginia	Option	July 2017	11	243

APPLE(S) Criteria

The National Board for Professional Teaching Standards

Admistratively feasible

Publicly credible

Professionally acceptable

Legally defensible

Economically affordable

Scalable