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

- InTASC Standards
- NBPTS Standards
- CAEP Standards/State Teaching Standards
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
- 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

Student Learning

Planning

Instruction

Assessment

Analysis of Teaching

Academic Language
Authentic Records of Practice

- Lesson Plans & Video
- Handouts
- Analysis of work
- Teacher assignments
- Feedback

Student Learning
Student Learning

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

Instruction
Learning Environment
Engagement in Learning
Deepening Thinking
Subject-Specific Pedagogy

Assessment
Analysis of Student Learning
Providing Feedback
Supporting Student Use of Feedback
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.

http://www.edtpa.com/  •  http://edtpa.aacte.org/
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.

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

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.
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

- Agricultural Education: 49.2
- Business Education: 44.7
- Early Childhood: 43.1
- Elementary Education: 45.7
- Elementary Literacy: 45.2
- Elementary Mathematics: 45.9
- English as an Additional Language: 48.7
- Family and Consumer Sciences: 43.6
- Health Education: 36.3
- K-12 Performing Arts: 45.2
- Library Specialist: 48.9
- Middle Childhood English-Lang. Arts: 47.5
- Middle Childhood History/Social Studies: 45.5
- Middle Childhood Mathematics: 44
- Middle Childhood Science: 45.4
- Physical Education: 44.3
- Secondary English-Language Arts: 46.7
- Secondary History/Social Studies: 44.6
- Secondary Mathematics: 41.5
- Secondary Science: 45.7
- Special Education: 43.9
- Technology and Engineering Education: 40.7
- Visual Arts: 46.9
## Candidate Passing Rates

<table>
<thead>
<tr>
<th>Cut Score</th>
<th>Overall Passing Rate</th>
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<tbody>
<tr>
<td>35</td>
<td>92.7%</td>
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<tr>
<td>36</td>
<td>90.8%</td>
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<tr>
<td>37</td>
<td>88.4%</td>
</tr>
<tr>
<td>38</td>
<td>85.3%</td>
</tr>
<tr>
<td>39</td>
<td>83.4%</td>
</tr>
<tr>
<td>40</td>
<td>81.2%</td>
</tr>
<tr>
<td>41</td>
<td>78.3%</td>
</tr>
<tr>
<td>42</td>
<td>74.7%</td>
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## SREB States and edTPA

<table>
<thead>
<tr>
<th>No Policy</th>
<th>Pending Policy</th>
<th>Consequential</th>
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<tbody>
<tr>
<td>Florida</td>
<td>Oklahoma</td>
<td>Alabama</td>
</tr>
<tr>
<td>Kentucky</td>
<td>South Carolina</td>
<td>Arkansas</td>
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<tr>
<td>Louisiana</td>
<td></td>
<td>Delaware</td>
</tr>
<tr>
<td>Maryland</td>
<td></td>
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<tr>
<td>Mississippi</td>
<td></td>
<td>Tennessee</td>
</tr>
<tr>
<td>Texas</td>
<td></td>
<td>North Carolina</td>
</tr>
<tr>
<td>Virginia</td>
<td></td>
<td>West Virginia</td>
</tr>
</tbody>
</table>

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

- Preservice
- Initial license
- Other credential
- Professional growth
- Induction
- Career
- Master Teacher
“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+

Benchmarker and scoring trainers = 150+

TPAC Online members = 10,000+

States = 40
Campuses = 800
## SREB States and edTPA

<table>
<thead>
<tr>
<th>State</th>
<th>Educator Preparation Programs Participating</th>
<th>Total Number of Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>27</td>
<td>1,311</td>
</tr>
<tr>
<td>Arkansas</td>
<td>7</td>
<td>336</td>
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<tr>
<td>Delaware</td>
<td>5</td>
<td>300</td>
</tr>
<tr>
<td>Georgia</td>
<td>63</td>
<td>11,866</td>
</tr>
<tr>
<td>North Carolina</td>
<td>35</td>
<td>4,170</td>
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<tr>
<td>Tennessee</td>
<td>39</td>
<td>5,698</td>
</tr>
<tr>
<td>West Virginia</td>
<td>11</td>
<td>243</td>
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## SREB States and edTPA

<table>
<thead>
<tr>
<th>State</th>
<th>Policy</th>
<th>Consequential Date</th>
<th>Programs Participating</th>
<th>Number of Submissions</th>
</tr>
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<td>Required</td>
<td>Sept. 2018</td>
<td>27</td>
<td>1,311</td>
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<tr>
<td>Arkansas</td>
<td>Optional</td>
<td>March 2016</td>
<td>7</td>
<td>336</td>
</tr>
<tr>
<td>Delaware</td>
<td>Optional</td>
<td>July 2016</td>
<td>5</td>
<td>300</td>
</tr>
<tr>
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<td>Required</td>
<td>Sept. 2015</td>
<td>63</td>
<td>11,866</td>
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<tr>
<td>North Carolina</td>
<td>Option</td>
<td>Sept. 2019</td>
<td>35</td>
<td>4,170</td>
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<td>Required</td>
<td>Jan. 2019</td>
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APPLE(S) Criteria
The National Board for Professional Teaching Standards

Administratively feasible
Publicly credible
Professionally acceptable
Legally defensible
Economically affordable
Scalable