Professional Services Committee

Waiver Request In Order to Pilot the National Teacher Performance Assessment (edTPA) in California

Executive Summary: This agenda item presents a request from several Commission-approved teacher preparation programs for a waiver in order to pilot the nationally available edTPA during 2012-13. If the Commission were to approve the request, a passing score on the edTPA for the specified candidates at the requesting institutions would waive the requirement that the candidate pass a Commission-approved teaching performance assessment.

Policy Question: Does the Commission wish to allow up to five institutions to pilot the National edTPA in 2012-13 and waive the requirement that candidates pass a Commission-approved TPA in order to earn a preliminary multiple or single subject teaching credential?

Recommended Action: Staff recommends that the Commission approve the waiver request as presented in this item.

Presenters: Phyllis Jacobson, Administrator, Professional Services Division

Strategic Plan Goal

I. Educator Quality
- Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

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Introduction

This agenda item presents a request from up to five Commission-approved Multiple and Single Subject Teacher Preparation Programs for a Commission waiver of the requirement that candidates must pass a Commission-approved teaching performance assessment so that these institutions may pilot the nationally available edTPA performance assessment during the 2012-13 academic year. Passage of a teaching performance assessment approved by the Commission is a requirement for each candidate who initially enters teacher preparation for a Multiple or Single Subject California Teaching Credential on or after July 1, 2008.

The institutions requesting the waiver have been implementing a Commission-approved teaching performance assessment instrument. They now wish, however, to pilot the nationally available edTPA.

Background

Education Code §44320.2 requires all candidates for a Preliminary Multiple and Single Subject Teaching Credential to pass an assessment of their teaching performance with K-12 public school students as part of the requirements for earning a teaching credential. The teaching performance assessment must be an instrument approved by the Commission that meets the Commission's Assessment Design Standards.

> Commencing July 1, 2008, for a program of professional preparation to satisfy the requirements of paragraph (3) of subdivision (b) of Section 44259, the program shall include a teaching performance assessment that is aligned with the California Standards for the Teaching Profession and that is congruent with state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605.

(Note: Education Code §60605 specifies the years that the State Board of Education needed to adopt K-12 academic content standards for the core curriculum areas of reading, writing, mathematics, history/social science and science.)

Currently there are three Commission-approved TPA models: CalTPA, PACT and FAST. Completion of a Commission-approved TPA is a comprehensive process which takes a good portion of a candidate's preliminary preparation program but it is only one of multiple measures that an approved preliminary preparation program uses in deciding to make a credential recommendation.

Description of the edTPA

The edTPA is a centrally administered and scored teaching performance assessment that has been developed through a partnership between Stanford University and the American Association of Colleges for Teacher Education (AACTE). The assessment is being field-tested and administered nationally through Pearson. According the AACTE website (http://edtpa.aacte.org/about-edtpa) Stanford University is the exclusive owner of edTPA. Seven thousand teacher candidates in 21 states have participated in a national field test of edTPA.

According to the developers of the assessment, the edTPA is aligned to the Common Core State Standards and to the following professional associations' adopted standards for each elementary or secondary content area focus:

> National Council of Teachers of English (NCTE)
> National Council on Teaching Mathematics (NCTM)
> National Council for the Social Studies (NCSS)
> National Science Teachers Association (NSTA)
> National Association for the Education of Young Children (NAEYC)
> Association of Childhood Education International (ACEI)
> International Reading Association (IRA)
> Council for Exceptional Children (CEC)
> American Council on the Teaching of Foreign Languages (ACTFL)
> National Association of Gifted Children (NAGC)
> Association for Middle Level Education (AMLE)
> American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

The edTPA is designed to be locally implemented within the candidate's student teaching assignment but all candidate work products and reflections are uploaded into a central electronic repository. The edTPA has a centrally distributive scoring assessment system.

The edTPA involves a candidate's developing and teaching a series of 3 to 5 lessons, called a "learning segment," in the edTPA materials. The candidate submits Artifacts-lesson plans, video clips, assessment materials, and student work and commentaries-descriptions of the artifacts, analysis and reflections on the learning segment. These artifacts and program requirements mirror the assessment requirements in the PACT assessment. The candidate is assessed on fifteen rubrics across five components of teaching:

1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Academic Language

Each rubric is a 5 level rubric with Level 1 designated as an individual who is a novice, not ready to teach, and Level 5 identifies an individual who is a highly accomplished beginner. The Level 3 descriptor identifies an individual who is "at an acceptable level to teach." The rubrics are aligned to the Interstate Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards.

Stanford University and Pearson are in the process of submitting documentation for Commission review of the edTPA assessment in order to become a Commission-approved teaching performance assessment. At such time as the edTPA completes the review process by meeting all components of the Commission's adopted Assessment Design Standards, a recommendation from the Expert Review Panel will be presented to the Commission for approval of the assessment.

Commission Authority to Issue a Waiver
The Commission has the authority to grant waivers that are requested from school districts, county offices of education, private schools and postsecondary institutions through Education Code §44225(m), which states that:

44225 The commission shall do all of the following:
(m) Review requests from school districts, county offices of education, private schools, and postsecondary institutions for the waiver of one or more of the provisions of this chapter or other provisions governing the preparation or licensing of educators. The commission may grant a waiver upon its finding that professional preparation equivalent to that prescribed under the provision or provisions to be waived will be, or has been, completed by the credential candidate or candidates affected….

The edTPA has not completed the Commission's review process and is not ready to be recommended to the Commission for approval. However, the Commission has the authority to allow specified candidates at the institutions requesting this waiver to earn a passing score on the edTPA assessment rather than on a Commission-approved teaching performance assessment in order to meet the statutory TPA requirement.

Analysis of the Request for a Waiver
A Commission-approved TPA provides assurance to the Commission that each candidate demonstrates the ability to teach the state-adopted content standards to California's public school students. Each Commission-approved model has been reviewed against and found to meet all aspects of the Commission's Assessment Design Standards. These standards were discussed in a separate agenda item 2C (http://www.ctc.ca.gov/commission/agendas/2012-09/2012-09-2C.pdf) at this meeting. There are many aspects a proposed assessment must satisfy before it is recommended to the Commission for approval. But specific key essential aspects from the Education Code and the Assessment Design Standards are identified below with an analysis of the degree to which the edTPA addresses each of these essential aspects.

Assess each candidate on the CSTP
The Education Code specifies that the TPA assesses each candidate on the CSTP. The Commission has developed more specific indicators of the level of teaching that needs to be demonstrated through its Teaching Performance Expectations (TPEs), which are the CSTP as exemplified at the level of a beginning teacher. The edTPA assesses each candidate on the INTASC Model Core Teaching Standards and the TPEs. Further INTASC standards are aligned with the CSTP, and therefore by extension with the TPEs.

Staff analysis: The INTASC standards are closely aligned with the CSTP and the TPEs, and therefore this is not a reasonable basis on which to deny the waiver request to pilot the edTPA in California.

Assess each candidate's ability to teach the state-adopted academic content standards to California students

The TPA must assess each candidate's ability to teach the state-adopted content standards. California has adopted academic content standards in the single subject content areas and in 2010 also adopted the Common Core State Standards in English Language Arts and Mathematics. California's adopted academic content standards are aligned with, but not identical to, the national professional associations' standards. edTPA has not been piloted in California so there is no information available about the candidates' ability to teach California's adopted content standards to California students.

Staff analysis: For multiple subject candidates, two academic content areas, English Language Arts and Mathematics, reflected in the edTPA are relatively well-aligned with California standards since California has also adopted the Common Core along with some additional state-specific content in these two subject areas. The edTPA does not address the other two core content areas that multiple subject teachers are assessed on by Commission-approved TPAs history/social studies and science. To ensure that the edTPA pilot-test policy is consistent with the PACT assessment system the implementation of the multiple subject edTPA will be exactly the same as the PACT assessment system. That is, the piloting institutions will be assessed in the other core content areas using their existing CAT (Content Area Tasks) assessment structure.

With respect to single subject candidates, although the edTPA is not aligned explicitly to the California academic content standards, the California academic content standards are closely aligned with the national professional association standards. The national standards are one of the source documents when the California standards were developed but it is true that there are some specific concepts that differ between the national and California adopted standards.

Staff analysis: It would be up to the Commission to weigh if the benefit of the five institutions piloting the edTPA is greater than the concern that there may be a few concepts in California's adopted academic content standards that are not represented in the content standards that the edTPA addresses. Since edTPA measures the same constructs as PACT (and both are aligned with national standards) which has been approved for use in CA. This concern is not a reasonable basis on which to deny the request to pilot the edTPA in California.

Appropriately support candidates in preparation for the TPA, protect the candidates' and each student's rights

The development of edTPA has a foundation in the Commission-approved PACT teaching performance assessment model. The institutions requesting this waiver have been implementing a Commission approved TPA for a minimum of four years. The edTPA Handbook provides information for candidates related to these topics.

Staff analysis: As long as the institutions requesting to pilot edTPA submit verification that the current level of candidate support and protection of the candidate and K-12 student rights will at

a minimum be maintained, this is not a reasonable basis on which to deny the request to pilot the edTPA in California.

Validly and reliably score the assessment
An Expert Review Panel will assess the validity and reliability of the edTPA based on documentation to be submitted by the assessment developers. The edTPA developers have significant experience with performance assessment and scoring performance assessments including experience with the PACT, a Commission-approved TPA. In addition, Pearson is a partner in the edTPA scoring process. Pearson is a well respected company with significant experience in validly and reliably scoring educator assessments.

Staff analysis: Centralized scoring of a performance assessment can appropriately provide evidence of scoring validity and reliability, with the proviso that the documentation provided describes how the centralized scoring process for the edTPA will provide evidence of initial and ongoing scorer reliability and of scoring validity. If this proviso is met, then this is not a reasonable basis on which to deny the requested waiver to pilot the edTPA in California.

Institute a passing score standard equivalent to or exceeding the Commission-approved minimum passing score standard.
The Commission has adopted a minimum passing score standard of 12 out of a possible total of 16 points based on a four-point holistic rubric on the Commission's TPA assessment which has four separate performance tasks. A candidate score of 1 on a four-point scale is not acceptable in order to meet the minimum passing score standard.

Relative to this standard, teaching performance assessments must establish an equivalent passing standard, depending on how the assessment is structured, the number of scoring rubrics, and the developer's decision rules about the requirements for passing each of the various tasks or rubrics. Developers of TPA assessments typically conduct a passing standard study in order to establish the requirements for successful completion of the assessment and to assure that this standard is relatively equivalent to that established by the Commission. The edTPA has stated that in California the **exact** same passing standard by task as has been used in the PACT assessment will be used for the pilot of the edTPA.

Staff analysis: The PACT passing standard has been approved by the Commission and since edTPA will use the PACT passing standard, this is not a reasonable basis on which to deny the request to pilot the edTPA in California.

Provide formative assessment information to candidates and for program improvement purposes
One of the statutory requirements for the TPA is that it serve a formative purpose, providing information to both candidates and programs for improvement purposes, including use in induction. The edTPA is a centrally-scored assessment, and the link between central scoring and the provision of formative assessment information to candidates and to programs should be clearly demonstrated.
Staff analysis: As long as the institutions requesting to pilot edTPA submit verification that the current level of formative assessment information provided to candidates and used for program

improvement purposes will at a minimum be maintained, this is not a reasonable basis on which to deny the request to pilot the edTPA in California.

Institutions Requesting the Waiver
The institutions requesting this waiver are from all three segments of higher education. Provided here is the most recent accreditation information for each of the institutions:

Institution	Accreditation Status	Date of Last Site Visit
San Diego State	Accreditation	October 2009
St. Mary's College	Accreditation	October 2011
Stanford University	Accreditation	May 2008
UC Santa Barbara	Accreditation	October 2011
University of Southern California	Accreditation	February 2004

All five institutions have an accreditation status of "*Accreditation*" and the dates of the most recent accreditation site visit are provided above. Below are the team findings on the Commission-adopted standards, both Common Standards and the Multiple and Single Subject Preliminary Teacher Preparation Program Standards from the most recent accreditation site visit. It is important to understand that standards have many components and a program may be a quality program but not all components of every standard may be found to be met at the time of the accreditation site visit.

Institution	Findings from the Site Visit	
	MS/SS Standards (19)	Common Standards (9)
San Diego State	All standards *Met*	All standards *Met*
St. Mary's College	1 standard *Met with Concerns*	2 standards *Met with Concerns*
Stanford University	All standards *Met*	All standards *Met*
UC Santa Barbara	All standards *Met*	All standards *Met*
University of Southern California	All standards *Met*	1 standard *Met with Concerns*

Staff analysis: The five institutions that have requested to pilot the edTPA are all in good standing with the Commission and are participating fully in the accreditation system.

Staff Recommendation
Staff supports these five institutions in the request to pilot the edTPA during the 2012-13 year.

Next Steps
If the Commission approves the request for a waiver in order to pilot the edTPA, staff would work with the identified institutions to implement the Commission's direction. If the Commission denies the request for a waiver, staff would communicate with the institutions. Staff will continue to work with the developers of edTPA and the Expert Panel reviewing the submission. At such time as the submission is found to meet the Commission's Assessment Design Standards, a recommendation will be made to the Commission for approval of the edTPA as a model usable by approved preliminary preparation programs.