



Educator Preparation and Licensure Subcommittee Meeting

State Board of Education
August 12, 2016

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TN

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Licensure Performance Assessments

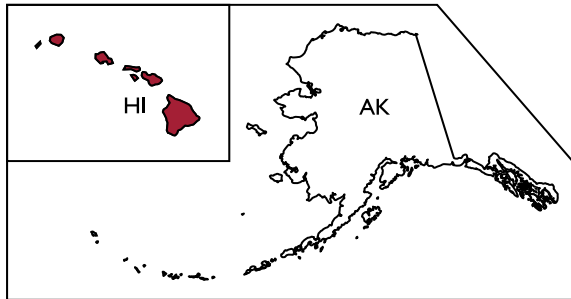
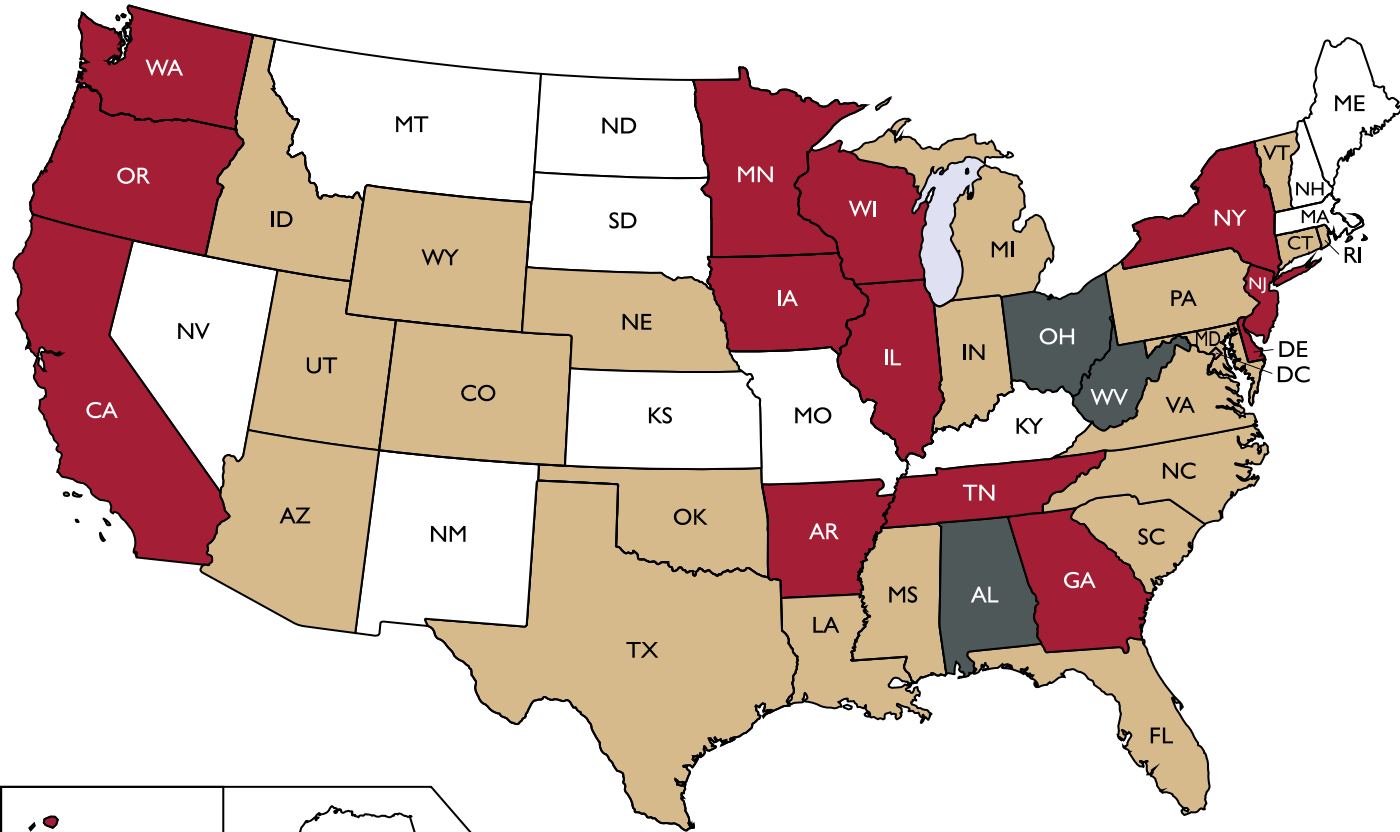
What is the value of a performance assessment?

- **Authentic**, competency-based assessment focused on **practical experiences**
- Considers **pedagogy and pedagogical content** knowledge
- **Preparation for the evaluation** teachers experience once serving as a teacher-of-record

What is edTPA®?

- Nationally available, **subject-specific** performance assessment
- Focuses on **student learning** and principles from research and theory
- Designed to be **educative** for candidates, preparation programs and policy makers


edTPA[®]




SCALE

Stanford Center for Assessment, Learning, & Equity


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.

Performance Assessments

- Since 2012, Tennessee has allowed the use of edTPA in lieu of **Praxis II: Principles of Learning & Teaching**
- **8 EPPs have implemented edTPA**
 - All Six TBR Universities
 - University of Tennessee, Knoxville
 - Vanderbilt University
- **Cut Scores**
 - Nationally recommended cut score (42)
 - Currently, each EPP sets cut score (37 – 42)

27 Subject-Specific Areas

- **Elementary Education**
 - Literacy & Mathematics
 - Literacy
 - Mathematics
- **Middle Childhood**
 - English-Language Arts
 - History/Social Studies
 - Mathematics
 - Science
- **Secondary**
 - English-Language Arts
 - History/Social Studies
 - Mathematics
 - Science
- **Agriculture**
- **Business**
- **Classical Languages**
- **Early Childhood**
- **Educational Technology Specialist**
- **Tech and Engineering**
- **English as an Additional Language**
- **Family & Consumer Science**
- **Health**
- **Performing Arts**
- **Physical Education**
- **Library Specialist**
- **Literacy Specialist**
- **Special Education**
- **Visual Arts**
- **World Language**

Evidence of Practice

Task 1: Planning

- Context for Learning
- Lesson Plans
- Instructional Materials
- Student assignments
- Planning Commentary

Task 2: Instruction

- Unedited Video Clips
- Instruction Commentary

Task 3: Assessment

- Evaluation criteria used to analyze student learning
- Analysis of whole class assessment
- Analysis of learning and sample of feedback to three students
- Assessment Commentary

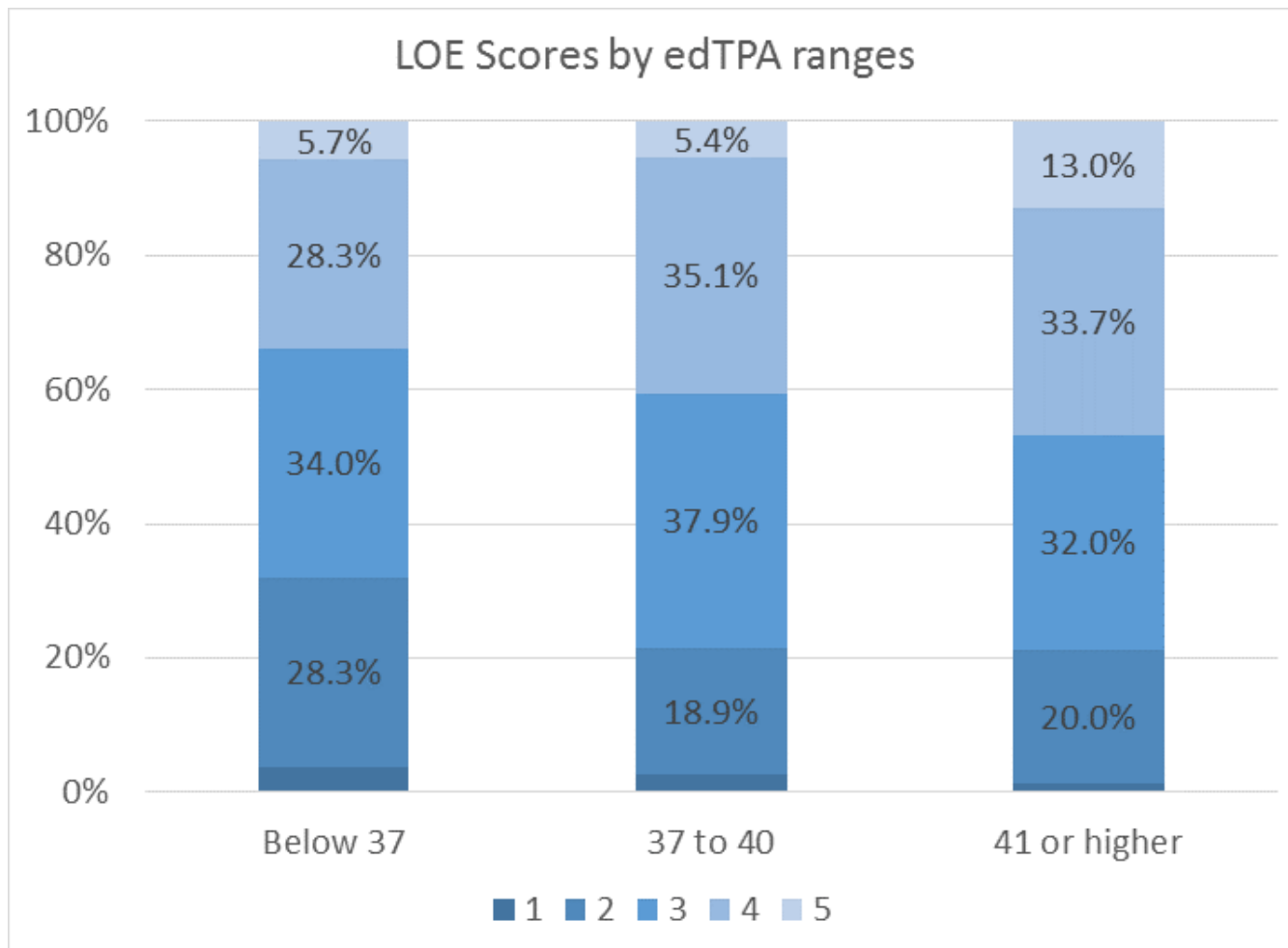
edTPA Rubric Blueprint

Task name: Rubric Title				
Guiding Question				
Level 1	Level 2	Level 3	Level 4	Level 5
Represents the knowledge and skills of a seriously struggling candidate who is not ready to teach	Represents the knowledge and skills of a candidate who is possibly ready to teach	Represents the knowledge and skills of a candidate who is qualified to teach	Represents a candidate with a solid foundation of knowledge and skills for a beginning teacher	Represents the advanced skills and abilities of a candidate very well qualified and ready to teach

Scoring edTPA

- All scorers are P-12 teachers or teacher preparation faculty with significant pedagogical content knowledge in the field in which they score
- Educators must pass rigorous training and qualification standards to become national edTPA scorers
- All scorers are continuously monitored and supported

edTPA results in Tennessee



Benefits

- Creates a common set of **performance-base** criteria for all teacher candidates
- Prepares candidates using an assessment that is **well aligned with TEAM**
- Assesses both **pedagogy** and **pedagogical content knowledge**
- **Externally scored** (as opposed to home grown performance assessments)

Challenges

– Time

- Timeline for implementation
- Requires significant time for candidates to complete

– Cost

- edTPA \$300
- PLT \$146

– Faculty training

National Context

- Andrea Whittaker
- Director of Teacher Performance Assessment
- Stanford Center for Assessment Learning and Equity (SCALE)



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Assessment & Support System

Educator Licensure & Preparation Subcommittee
of the Tennessee State Board of Education
edTPA Panel

August 12, 2016

Andrea Whittaker, Ph.D.

SCALE

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edTPA Support and Assessment System

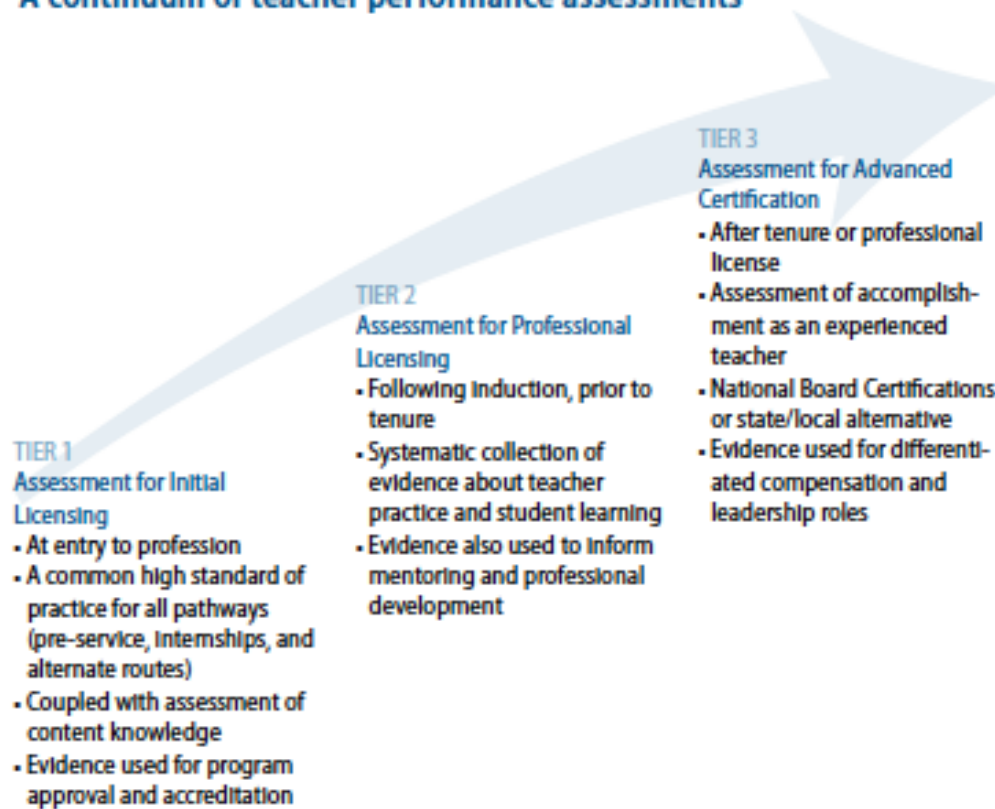
edTPA is a student centered multiple measure assessment of teaching.

*Developed
by the Profession
for the Profession*



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FIGURE 1
A continuum of teacher performance assessments



L. Darling Hammond, 2010 Center for American Progress Report

edTPA: A Capstone in a Multiple Measures Assessment System

Campus designed formative assessments
and coursework

Observation/Supervisory
Evaluation & Feedback in Clinical
Placements

Basic Skills and
Subject Matter Knowledge

edTPA as Capstone
Assessment

Integration of:

- Planning
- Instruction
- Assessment
- Analysis of Teaching
- Academic Language

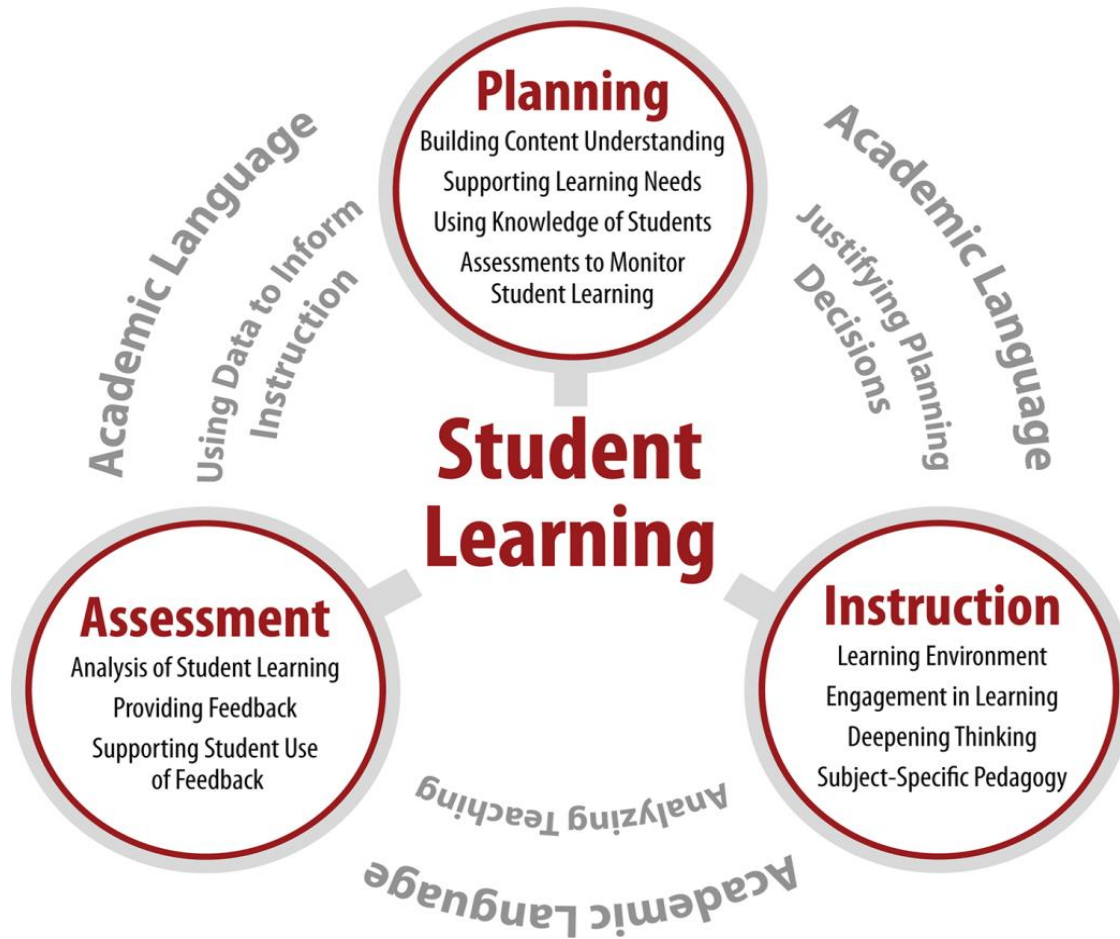
edTPA's Educational Purpose

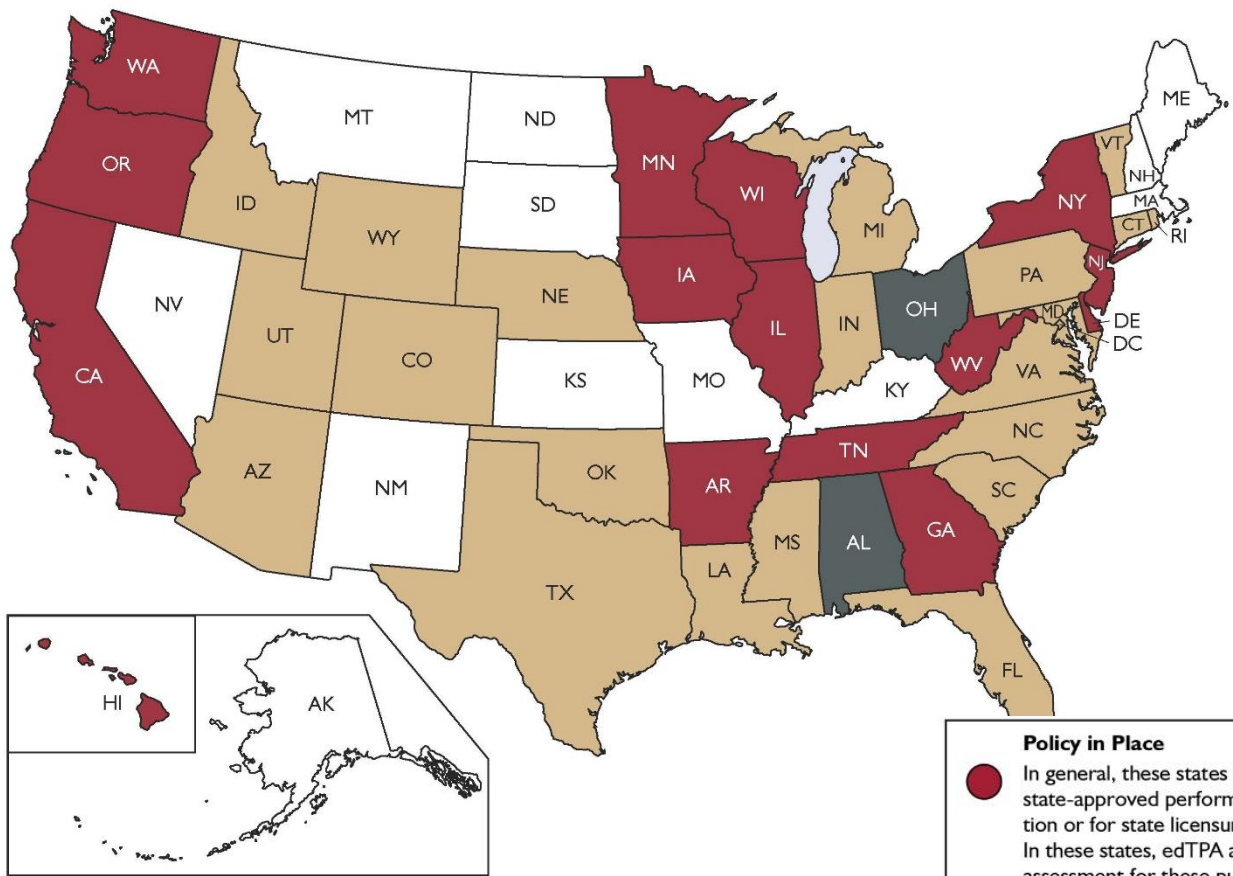
edTPA is designed to be *educative*.

- Candidate Learning
- Professional Development Plans
- Program Renewal
- Research Opportunities
- Informing Policy – licensure, program completion, accreditation

edTPA Top 12 Resources

- 1 Webinar for Faculty and Stakeholders
- 2 Cooperating Teacher
- 3 P-12 Administrator
- 4 Academic Language Webinar
- 5 URLPs
- 6 Making Good Choices
- 7 Local Evaluation Protocol
- 8 Video Tips and Guidelines
- 9 Guidelines for Acceptable Support
- 10 Retake Guidelines
- 11 Professional Growth Plan
- 12 FAQ





●	<p>Policy in Place</p> <p>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.</p>
●	<p>Taking Steps Toward Implementation</p> <p>A performance assessment and/or edTPA are being considered at the state level for program completion or as a licensure requirement.</p>
●	<p>State Participating in edTPA</p> <p>At least one provider of teacher preparation—either traditional or alternative—is exploring or trying out edTPA.</p>

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edTPA Performance Standards

- Nationally Recommended: 42
- CA, IA, and NY: 41
- DE: 38
- MN: 38 (Task 1 = 13, Task 2 = 13, Task 3 = 12)
- AL, AR, and NJ: 37 (preliminary)
- TN (TBR campuses): 37
- GA, IL and WA: 35 (with increase over time)

edTPA Performance (15 rubrics)

Year	Task 1	Task 2	Task 3	Overall
2014 (N=14,836)	15.4	14.8	14.1	44.3
2015 (N=27,172)	15.3	14.7	14.2	44.2
2015-16 (N=30,908)	15.3	14.7	14.4	44.4

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Assessment & Support System

Educator Licensure & Preparation Subcommittee
of the Tennessee State Board of Education

edTPA Panel

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Tennessee Perspective

- Julie Baker
 - Associate Dean for the College of Education
 - Tennessee Technological University
- Renee Murley
 - Director of the School of Education
 - University of Tennessee, Chattanooga

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Licensure Content Assessments

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Content Assessment Needs

- Content assessments that are closely aligned with Tennessee student standards
 - Assessment development, including
 - process and logistical support
 - considerations for streamlining assessments
 - reasonable timeline for development and adoption
 - Initial focus on the following assessment areas:
 - Reading
 - Secondary Mathematics
- Secure and accessible assessment locations
- Tools for sophisticated data analysis

Data Analysis

- Analyses of performance data across multiple levels:
 - Statewide analyses to inform policy and research
 - EPP analyses to inform program design
 - Candidate analyses to support preparation and when necessary, remediation

Reading Assessment Options

- CURRENT ASSESSMENT
 - **Teaching Reading: Elementary Education**, a part of the Praxis Series developed by ETS.
- ALTERNATIVE OPTIONS
 - **Foundations of Reading**, an assessment developed by Pearson
 - Customized assessment

ETS compared to Pearson

Teaching Reading: Elementary Education

- 90 multiple choice with 3 constructed response items
- 2.5 hours, computer-based
- Cost \$146
- Covers 5 essential components of reading instruction
- MD, OH, TN, WV use this assessment, and 13 states use other ETS assessments

Pearson Foundations of Reading

- 100 multiple choice and 2 open-response items
- 4 hours, computer based
- Cost \$155
- Covers 5 essential components of reading instruction
- CT, MA, MS, NH, NC, OH, WI use this assessment

Additional Information from Evaluation Systems Representatives

Dr. David Driscoll

Barbara Appel

Nathan Estel



Custom Development: Alignment and Validation

- **Phase I: Preparing for the Program**
- **Phase II: Developing Test Frameworks**
- **Phase III: Developing Test Items**
- **Phase IV: Implementation**

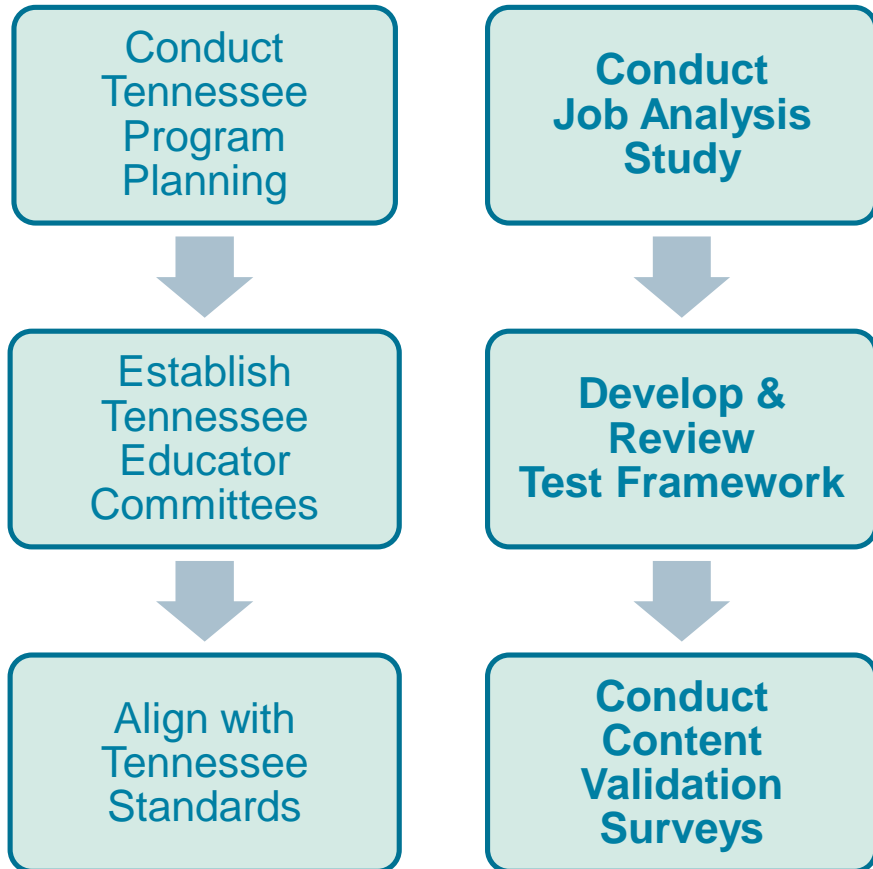
Custom Development: Alignment and Validation

Phase I: Preparing for the Program



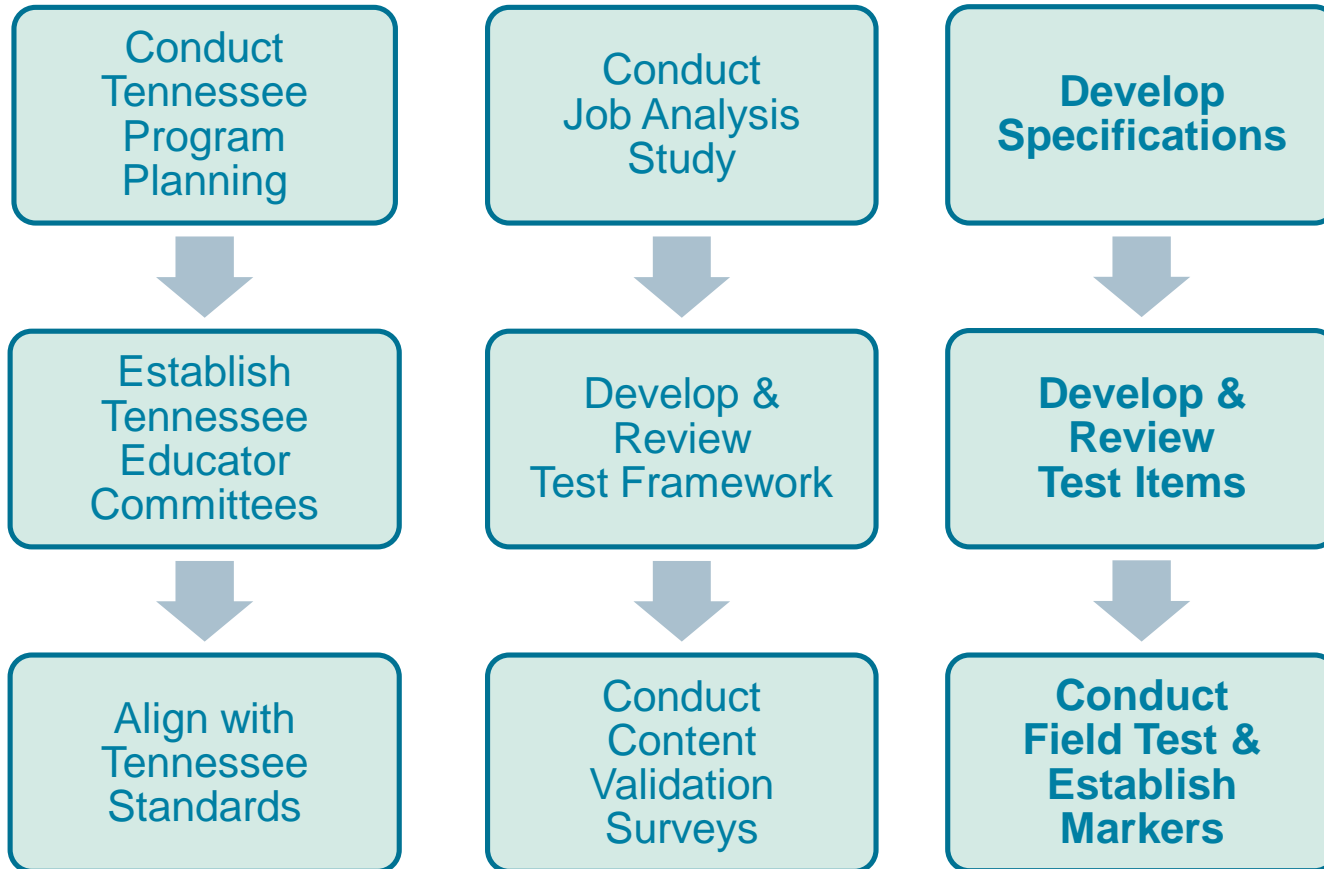
Custom Development: Alignment and Validation

Phase II: Developing Test Frameworks



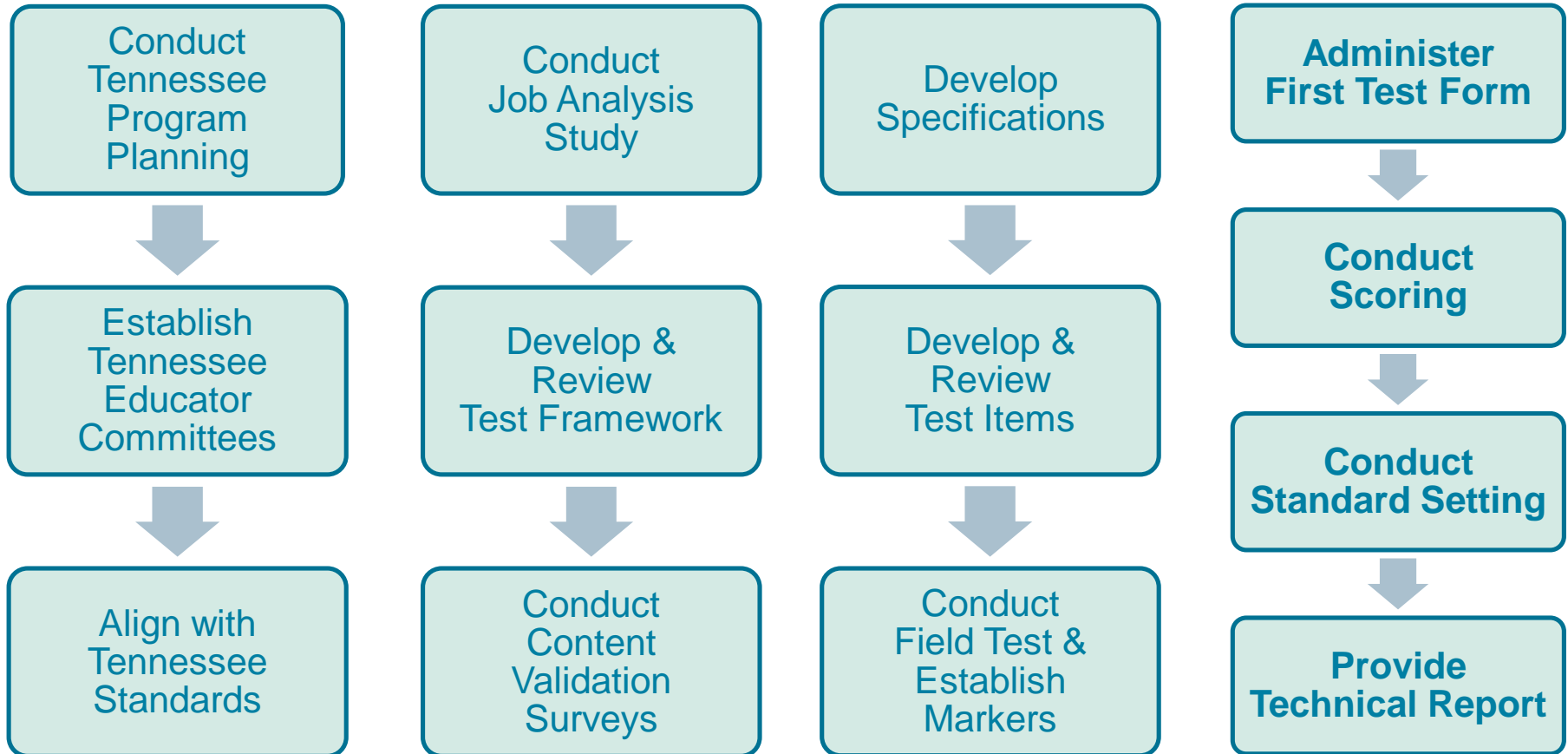
Custom Development: Alignment and Validation

Phase III: Developing Test Items



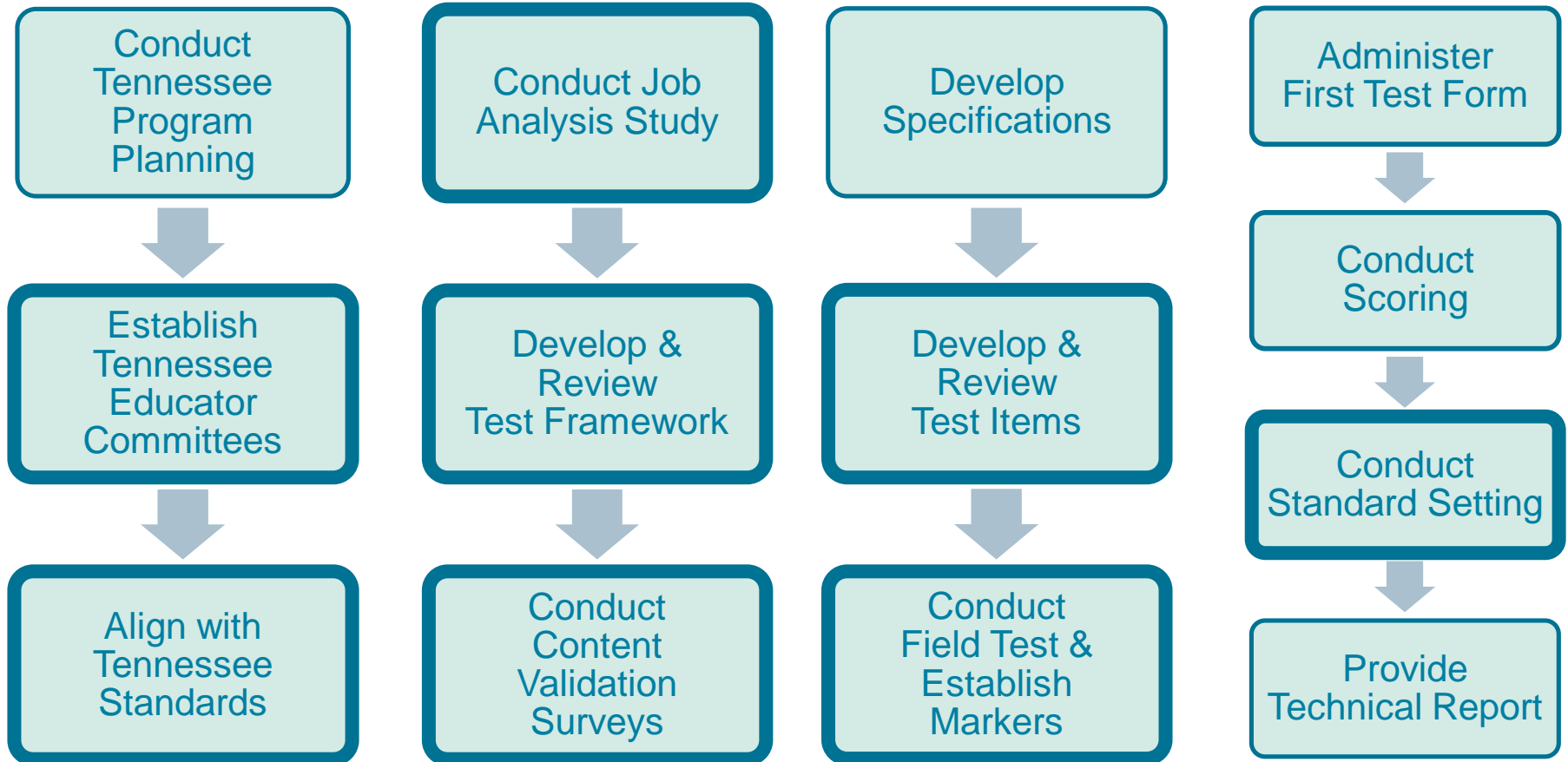
Custom Development: Alignment and Validation

Phase IV: Implementation



Custom Development: Alignment and Validation

Phases I-IV: Tennessee Educator Involvement



Evaluation Systems Program States



Customized Content Licensure Assessments

- More than 1,000 state-specific tests, nearly 250 content areas
 - Basic Skills
 - Pedagogy
 - Reading Instruction
 - Subject-specific Content Areas
 - Special Education
 - Learning Behavior Specialist
 - World Language Content Areas
 - World Language Proficiency Tests for Bilingual Education
 - Administrator
 - Pupil Personnel Services
 - Paraprofessional

Customized Content Licensure Assessments

Illinois

- Test of Academic Proficiency
- Assessment of Professional Teaching
- Subject Matter Tests (45+ content areas)
 - Literacy
 - Content-specific pedagogy
- Content Area Tests – Administrator
- Language Proficiency Tests
- Learning Behavior Specialist
- edTPA



**Illinois Licensure
Testing System (ILTS)**

Customized Content Licensure Assessments

California

- Basic Education Skills
- Subject Matter Tests (40+ content areas)
- Reading Instruction
- Language Proficiency Tests
- Teacher of English Learners
- Administrator
- California Teacher Performance Assessment (CalTPA)
- California Administrator Performance Assessment (CalAPA)



Customized Content Licensure Assessments

Massachusetts

- Communication and Literacy Skills
- Foundations of Reading
- Subject Matter Tests (40 content areas)
- Adult Basic Education
- Language Proficiency Tests
- Performance Assessment for Leaders (PAL)



MA PAL



Foundations
of Reading

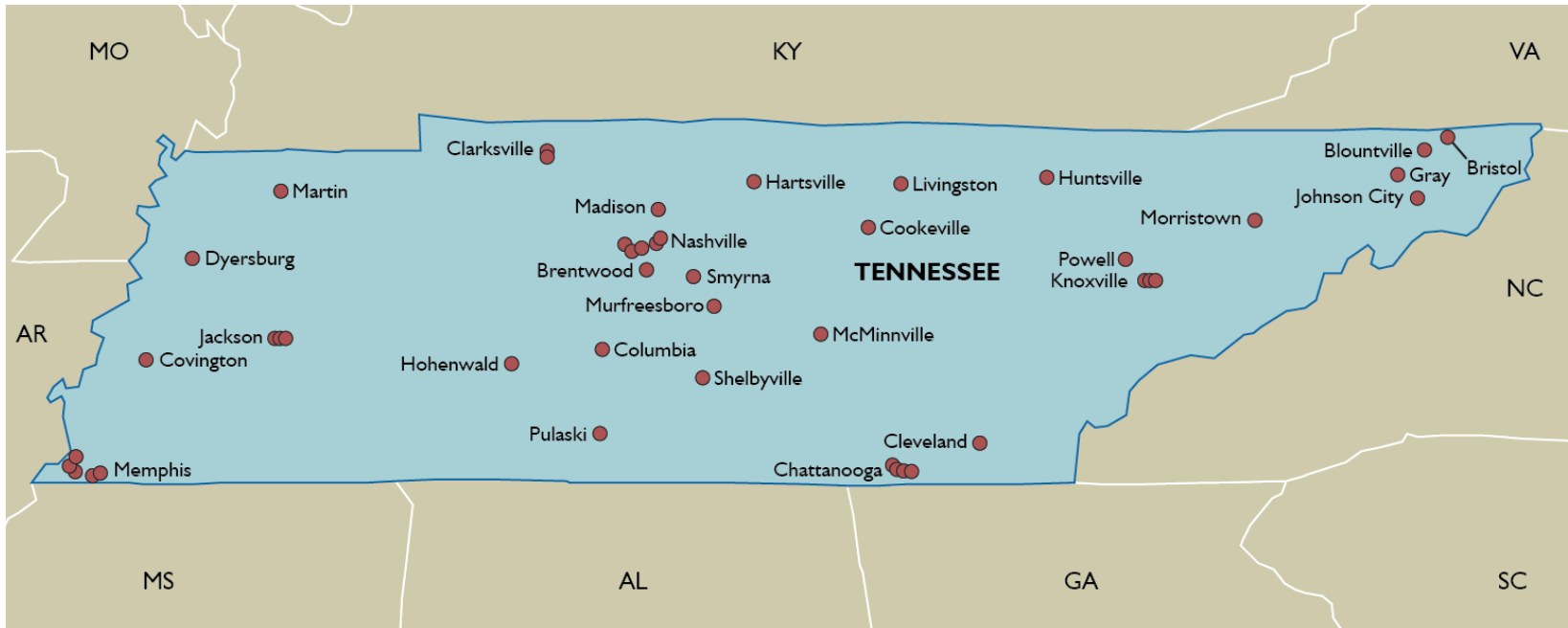
Foundations of Reading

- Scientifically based reading research
- States
 - Connecticut
 - Mississippi
 - New Hampshire
 - North Carolina
 - Ohio
 - Wisconsin



Testing Access

- Tennessee
 - 45 test centers in Tennessee
 - Average of 8 miles from educator preparation programs



Testing Access

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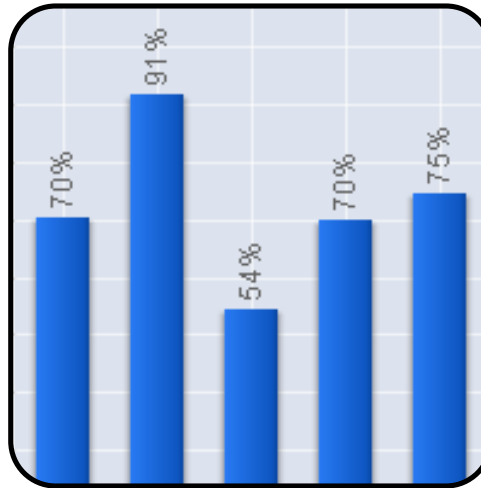
Testing Access

- Centers in 180 countries worldwide
- More than 1,600 centers in U.S.
- More than 340 centers in bordering states:
 - Alabama – 21
 - Arkansas – 17
 - Georgia – 76
 - Kentucky – 28
 - Missouri – 34
 - Mississippi – 16
 - North Carolina – 57
 - Virginia - 92



ResultsAnalyzer®

- Secure, web-based, interactive
- Access multiple years of test and registration data
- Customize reports based on current data
- View, download, and print reports
- Inform program evaluation
- Support remediation for teacher candidates
- Facilitate reporting for state and national accreditation
- Support state and educator research



Best Attempt	
Subarea Scores - Best	
Subarea Key	
Test	Subarea #
Early Child Educ Test II (11/06-Present)	0
	0
	0

Date	
Program Year	Program YTD
Month	
Assessment / Test	
Assessment	
Test	
Reporting Type	
Inst. Type	
Examinee Name/SSN	
Examinee	

	P/F Status	Assessment Date
●	P	2011-05-
	P	2011-03-
	P	2011-03-
	P	2011-03-
	F	2011-03-
	F	2011-05-
	P	2011-01-
	P	2010-10-
	P	2011-01-
	P	2011-05-

Questions?



ALWAYS LEARNING

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**Preparation:
Comprehensive &
Interim Reviews**

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EPP Approval



Annual Reports

- **What:** Reports that provide EPPs with data at provider, category, program and candidate levels, as appropriate.
- **Why:** The annual reports are designed to provide EPPs with data that can drive changes to support continuous improvement. In addition, the annual reports provide the department with data that can trigger interim reviews.
- **When:** published annually on November 1
- **Who:**
 - Educator Preparation Providers
 - Tennessee Department of Education

Report Card

- **What:** A report that assesses the effectiveness of an educator preparation provider using aggregated data and pre-determined benchmarks and thresholds.
- **Why:** The report card is designed to provide external stakeholders with a high-level snapshot of EPP performance to support decision-making, such as enrollment and hiring decisions.
- **When:** published annually on November 1
- **Who:**
 - Districts and Schools
 - Prospective Candidates
 - External Stakeholders

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Comprehensive Reviews

Comprehensive Reviews

- **Cycle:** Once every seven (7) years

- **Review Components:**
 - EPP self-study
 - On-site review
 - CAEP Accreditation (national team; state representatives)
 - State Approval (state team)
 - On-site report
 - Rejoinder
 - Department action recommendation
 - Board action

Review Teams

Site-visitors

Reviewers come from multiple stakeholder groups including EPPs, LEAs and other education related organizations (e.g., TEA, local school boards).

CAEP Expectations for site-visitors

- Demonstrated **expertise** in the field of professional education, educator preparation, teaching, research, and/or evaluation
- Excellent **analytical and evaluation skills**
- Ability to clearly and concisely **convey observations and findings** in writing
- Ability to make **unbiased conclusions** about EPPs based on the application of national standards

Review Teams

Training

All reviewers must attend training.

- To serve on a national review team, individuals must be trained by CAEP.
 - 3 full day trainings
 - Additional online training
 - Summative assessment
- To serve on a state team, individuals will be required to participate in training offered by the department, likely co-facilitated by CAEP staff.

Team composition

National Accreditation – includes national reviewers and TN representatives

State Approval – TN representatives

CAEP Standards

- **Standard 1 – Content and Pedagogical Knowledge**
 - Alignment Matrices
 - **Annual Report** – Candidate Performance on Assessments (e.g., Praxis II, edTPA)
 - Narrative
- **Standard 2 – Clinical Partnerships and Practice**
 - Partnership Agreements
 - Partnership Outcome Template
 - **Annual Report** – Employer Satisfaction data
 - Narrative
- **Standard 3 – Candidate Quality, Recruitment and Selectivity**
 - Primary Partnership Agreement – Recruitment goals
 - Partnership Outcome Template – Recruitment goals
 - **Annual Report** - Selection data (e.g., GPA/ACT/Praxis/edTPA)
 - Narrative

CAEP Standards

- **Standard 4 – Program Impact**

- **Annual Reports** –Level of effectiveness, observation data, and individual growth scores, completer satisfaction, employer satisfaction
- Narrative

- **Standard 5 – Provider Quality Assurance and Continuous Improvement**

- Required Responses to State-developed Prompts
 - Demonstrate use of **Annual Reports data** to drive continuous improvement
- Narrative

DRAFT PLAN - Comprehensive Review

	Below Expectations	At Expectations	Exceeding Expectations
Standard 1 (5/6)		X	
Standard 2 (4/4)		X	
Standard 3 (5/6)		X	
Standard 4 (6/8)	X		
Standard 5 (5/5)		X	

SBE Action: Probationary Approval with Major Stipulations

The provider would not be able to enroll new candidates until the deficiency has been adequately addressed.

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Interim Reviews

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ANNUAL REPORTS

Program Outcomes:



Program Impact:



DRAFT PLAN - Annual Report - EPP Outcomes

	Below Expectations	At Expectations	Exceeding Expectations
Recruitment		X	
Selection		X	
Placement	X		
Retention		X	
Completer Satisfaction		X	
Employer Satisfaction		X	
Completer Outcomes			X
Completer Impact			X

DRAFT PLAN - Interim Reviews

An interim review would be triggered when an EPP falls below expectations on:

- **three or more** metrics in one annual report
- any **prioritized** metric in one annual report
- any metric in **three consecutive** annual reports

DRAFT PLAN – Interim Review



- **Interim reviews** (schedule and required actions) are driven by the nature of the indicators or standards below expectation
 - Could include:
 - Contextual narrative (e.g. describe why placement rate is low)
 - Additional evidence (e.g. structured interview)
 - Improvement plan with specified timeline
 - On-site visit (e.g. content-specific review team)

Considerations

- How should the department set priorities for each of these components of the review processes?
 - **Standards** (comprehensive)
 - **Indicators** (comprehensive)
 - **Metrics** (interim and comprehensive)



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork