

**ATTACHMENT V**  
**edTPA Considerations and Responses**

<b>Consideration</b>	<b>TEA Response</b>
1. Is the test a glorified writing test?	No. edTPA is designed as an assessment of pedagogy and not writing skill; scorers are trained and monitored to ensure that writing quality does not bias a scoring decision. edTPA is an assessment of reflection on practice—it's about the evidence candidates provide. Long, elaborate prose is not required. Candidates can use bullet points to identify evidence and to justify their decisions in reflective commentaries.
2. Are other states dropping out of using edTPA?	<p>No. This is false. 19 states have policy requiring or allowing edTPA as a requirement for program completion or licensure. Individual programs in 22 other states have chosen to use edTPA as a tool for teacher development.</p> <p>In response to actions from the Illinois General Assembly in its examination of issues impacting the state's teacher shortage, the Illinois State Board of Education reviewed and discussed issues that may be impacting the pipeline of available educators, including edTPA, at its April 17, 2019, meeting. The ISBE heard public testimony and reports from its staff on the topic. At the conclusion of the discussion, the ISBE was supportive of retaining both content licensure assessments and edTPA as a requirement for licensure and authorized its staff to advocate for that position in forthcoming legislative hearings.</p> <p>The Illinois General Assembly dismissed in May. The bills related to educator licensure that passed did not impact edTPA or the content licensure assessments.</p>
3. edTPA will lead to a teacher shortage, especially with teachers of color.	<p>Numerous states have faced a decline in teacher production that is occurring regardless of edTPA policy or fees.</p> <p>The differences in performance between candidate groups are much less than we see on traditional multiple-choice assessments for educators.</p> <p>A performance assessment may help remove some of the barriers candidates of color face while providing more support during their preparation.</p>
4. If a candidate is not successful on edTPA, what happens to them for next year?	If candidates receive more than one condition code per task (meaning the item was incomplete or unscorable), they may choose to resubmit for \$111 per task in the subsequent window (as soon as within 14 days) or take the EC-12 PPR. As is the case under the current system, if candidates are unable to meet the assessment requirements for certification, they will need to work with their program and district on alternative placement opportunities.
5. Is edTPA really needed?	<p>Yes. Our current system has significant opportunities for improvement.</p> <p>1) Teachers indicate that they are not adequately prepared. 2) Principals indicate teachers are not adequately prepared.</p>

	<p>3) Over 700 teachers completing their internships abandon their students during the school year.</p> <p>4) School districts pay for the gaps in preparation.</p>
6. Why are we piloting edTPA?	<p>The current system and test create a false positive for teacher candidates and educator preparation programs.</p> <p>For candidates, the multiple-choice test does not mirror the realities of the classroom.</p> <p>For EPPs, performance on the multiple-choice test does not differentiate their ability to successfully prepare teachers or provide them educative data to continuously improve.</p>
7. Why can't Texas create their own performance assessment?	<p>The development time and cost needed to create a new performance assessment is not conducive to responding to immediate needs of students.</p> <p>TEA has continued discussions with Sam Houston State University and Texas State University on a T-TESS aligned performance assessment. Additional details can be found in Appendix 7.</p>
8. Is it going to improve teacher quality?	<p>There are currently positive, early indications from North Carolina and Washington.</p> <p>EPIC (Education Policy Initiative at Carolina) found that overall, these predictive validity results show that edTPA measures significantly predict first-year teacher performance.</p> <p>Goldhaber, Cowan, and Theobald (2016) found that edTPA scores were “highly predictive of employment in the state’s public teaching workforce” and continuous edTPA scores are a “significant predictor of student mathematics achievement in some specifications.”</p>
9. What other alternatives were considered outside of edTPA?	<p>An educator certification assessment must be reliable and valid for certification/licensure purposes. The other performance assessment that meets this bar is the PPAT. The PPAT is not grade or content-specific.</p>
10. edTPA is not aligned to Texas expectations.	<p>edTPA incorporates the TEKS into the various tasks and rubrics.</p> <p>TEA has conducted a thorough review of edTPA and T-TESS and found significant degrees of alignment.</p>
11. Is this so far down the road that turning back is the only option?	<p>No. TEA requests the Board’s support in piloting edTPA and recommends completing the edTPA pilot before discussing and developing additional options.</p>
12. This will replace current successful EPP practices.	<p>No. edTPA supports practice-based preparation focused on planning, instruction, assessment, and reflection.</p>

	Programs that are not providing practice-based preparation focused on planning, instruction, assessment, and reflection will likely need to alter their preparation.
13. Can the video be gamed?	<p>No. edTPA videos must meet specific criteria and are scored with an objective rubric. Furthermore, video-based assignments and reflections are a longstanding best practice used by EPPs.</p> <p>It is the responsibility of the educator preparation program to provide guidance to candidates throughout the edTPA process. If the program feels that the video is inauthentic, then they should discourage the candidate from using it.</p>
14. edTPA scorers are unqualified.	No. Scorers must be PK–12 teachers or EPP teacher educators with significant pedagogical content knowledge in the field in which they score, as well as with experience working as instructors or mentors for novice teachers.
15. Pearson is leading this change	No. TEA selected Pearson to provide testing services based on their strength and alignment to the criteria for effective performance assessments.
16. How is the pilot happening if no rule changes have taken place?	TEA is bringing Chapter 230 to the Board in July for adoption that will allow the completion of edTPA as an option for issuance of a standard certification. If the Board approves staff’s recommended amendments to Chapter 230, staff will present to SBOE in September. The proposed rule has an effective date of mid-October, which is in time for the second edTPA submission window.
17. What is the purpose of the pilot?	<p>The purpose of the pilot is two-fold:</p> <ol style="list-style-type: none"> <li>1. to identify and develop best practices on implementation of edTPA by EPPs and</li> <li>2. to measure early outcomes for candidates and EPPs who complete edTPA.</li> </ol>
18. What data will demonstrate success in the pilot?	<p>To identify and develop best practices on implementation for edTPA by EPPs, TEA will summarize information about implementation at the EPP level. We will work with the collection of pilot EPPs to collaboratively identify best practices. In this way, successful practices for implementation in Texas will be identified by the field.</p> <p>To measure early outcomes for candidates and EPPs who complete the edTPA process, TEA will use robust methods to compare candidates completing the edTPA with highly similar candidates completing the current PPR. These candidates will be compared on several dimensions, including employment, retention, appraisal, and efficacy in the classroom (to the extent such data are available). Staff will present the results of these comparisons to the SBEC. Ultimately, it will be up to the Board to determine future action informed by the results of the pilot.</p>
19. How do the intern/probationary	TEA staff have discussed this potential issue with stakeholders since early in the fall and agree that this issue may be something to address pending

<p>rules align to edTPA implementation?</p>	<p>experience with the pilot. In each of our previous stakeholder meetings, representatives from alternative certification programs have been decidedly split on this issue. Because the pilot maintains a safeguard for candidates to take and pass the current Pedagogy and Professional Responsibilities exam to earn their probationary or standard certification if they do not complete edTPA, there is no need to make this change until and if edTPA is adopted as the only assessment. This safeguard is in place in the current rule, and a change at this time would be premature. Additionally, the experience with the pilot will provide actual data as to whether there is an issue of significant numbers of candidates being unable to successfully pass edTPA during their intern year.</p>
<p>20. What was meant by constructed response and T-TESS statements?</p>	<p>Options provided by testifiers that are not currently developed included adding in constructed response (short answer) questions to the Pedagogy and Professional Responsibilities (PPR) examination as well as creating a performance assessment that is aligned to T-TESS.</p>
<p>21. This is too much change all at once.</p>	<p>The proposed changes for the Pre-Admission Content Test (PACT), edTPA, and intensive pre-service are all options for programs to consider. PACT is currently and will continue to be an admissions option for programs to utilize. Intensive pre-service is an option that programs can apply to offer. edTPA is a being proposed as an opt-in pilot.</p> <p>Updates and changes to the current content/content pedagogy have continued to be made to ensure that the teacher examination is aligned to changing student expectations.</p>