

edTPA

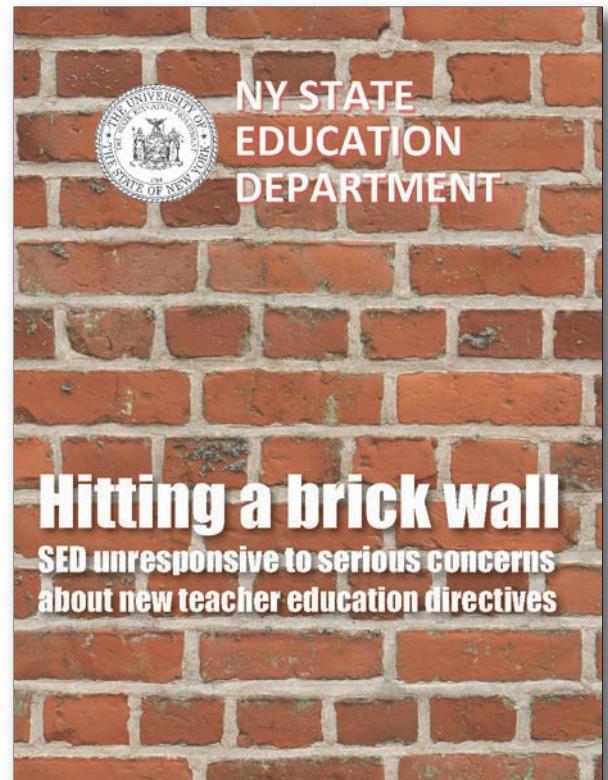
NY's new high-stakes teacher certification requirement has dire consequences for students and SUNY programs

What is edTPA?

The edTPA is a new high-stakes certification requirement for student teachers developed by the Stanford Center for Assessment, Learning and Equity (SCALE). The edTPA is a complex performance assessment with multiple components that include controversial videotaping in K-12 classrooms. Students in teacher preparation programs who plan to graduate in Spring 2014 must pass the edTPA to receive teaching certification in New York state.

Why are educators concerned?

The State Education Department (SED) has refused to push back its May 2014 edTPA implementation date, even though educators have not had enough time to modify their curricula and adequately prepare students to successfully complete the edTPA. SED predicts that up to 40 percent of graduating seniors will fail the edTPA and be denied teaching certification. SED has refused to listen to educators' concerns about the edTPA's validity as a predictor of teaching excellence.



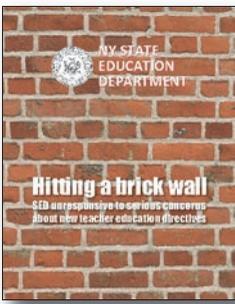
College students and teacher prep programs have been set up for failure!

CALL TO ACTION!

UUP agrees that there should be a rigorous evaluation of student teachers before they are certified to teach in New York. However, we do not believe that the edTPA provides an accurate evaluation of our student teachers. UUP has a **seven-point action plan** to press for changes in the edTPA.

UUP urges SUNY, the Board of Regents, school boards and the Legislature to demand that SED **remove the edTPA as a requirement for teacher certification**. SED needs to develop a **new edTPA implementation plan** to ensure that students who have invested in their college education, successfully completed their teacher preparation program, and been sanctioned by experienced educators as prepared to enter the teaching profession are not unfairly denied teaching certification.





Recommended Actions

◆ **Apply the edTPA for program completion only and eliminate it as a requirement for teacher certification.**

SED's implementation of the edTPA is inconsistent with its use in other states, and disadvantages our students relative to national patterns of education reform. New York is one of only two states that have made edTPA a high-stakes certification requirement. Other states are introducing edTPA with caution to assess its effectiveness, validity, and reliability. Washington state is also using edTPA as a high-stakes certification requirement, but has set a lower passing score than New York has. In this way, New York has distinguished itself as the state that is implementing the edTPA in the most unreasonable and educationally unsound manner.

New York's rush to make the edTPA a certification requirement has put our students at risk for unwarranted and unreasonable failure. SED is implementing the edTPA with an acknowledged failure

rate that could be as high as 40 percent. One SUNY campus reported a 50 percent failure rate for students who completed student teaching in the Fall 2013 semester. Many students who meet qualified educators' standards of excellence and complete their college degrees will be denied certification in New York because of SED's poor planning and implementation of the edTPA. Highly qualified and capable individuals could be denied certification because they did not have adequate time and training to prepare for the edTPA. This will have devastating personal consequences for a cohort of students caught in a poorly planned and executed experiment. It could also have serious consequences for college programs and institutions that will be held accountable for student failures caused by a dysfunctional situation created by SED.

◆ **Require SED to address questions about the validity and reliability of edTPA as a teaching excellence predictor.**

National validity and reliability studies that support the use of the edTPA are not applicable to New York's specific implementation of the assessment, despite SED's claims.

Unlike other states, New York's edTPA requires four tasks instead of three for elementary education students. This fourth task (the math assessment "sidecar" task) makes national edTPA reliability studies inapplicable in New York; those field trials

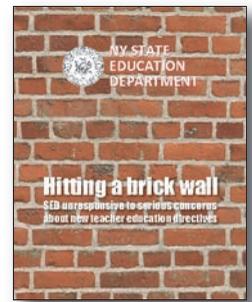
required only three tasks. SED continues to assert that national validity and reliability studies apply to New York, which is methodologically unsound.

There are serious questions about the **predictive validity** of edTPA. There is no research to support claims that the edTPA identifies quality teachers any better than existing certification requirements do. Predictive validity has not yet been established.

◆ **Adjust data profiles so edTPA data are not included until 2015-2016 academic year.**

The edTPA is not fully developed and has not been adequately implemented or tested for validity and reliability in New York. High projected failure rates are likely over the next two years, since teacher preparation programs are not equipped to fully prepare students for this new assessment.

Performance data from a student population that has not been educationally prepared for the edTPA are not valid. Publication of invalid data to be used to "rate" teacher preparation programs will inaccurately portray those programs and the institutions that house them.



◆ **Extend the timeframe for use of the edTPA.**

Teacher educators haven't had enough time to make necessary changes to programs to adequately prepare students for the edTPA. Given the circumstances, it is not possible for teachers to prepare students to successfully complete the edTPA until at least June 2015.

Extending the timeline would give faculty the time they need to align courses with the new assessments, integrate new content into programs, and assess the validity and reliability of the edTPA in view of all tasks required by the state. Due to its accelerated implementation timeline, SED failed to make edTPA assessment criteria available to teacher educators in a timely fashion. The criteria were also unclear in some cases. Curricular modification should begin as early as the sophomore year for effective edTPA use, but this has not been possible in New York. Pilot studies by colleges nationwide caution against introducing edTPA skills and language for the first time in a student teaching semester, yet this is occurring at our campuses.

Tasks to be accomplished during the extension include:

- Collaborate with P-12 to ensure adequate student teacher placements for edTPA administration;
- Obtain guidance from SCALE on **ALL** components of edTPA;
- Assess/apply field study data to fully develop the edTPA;
- Ensure that necessary elements of edTPA are appropriately embedded in college methods courses;
- Ensure that college programs have adequate resources to implement edTPA;
- Ensure that faculty members are adequately trained to implement edTPA; and
- Investigate the possible inappropriate overlap between college program and edTPA certification requirements.

◆ **Update state student teaching regulations to align with the Regents Reform Agenda.**

The edTPA does not align with state regulations requiring two seven-week student teacher placements. Students subjected to the edTPA will be assessed within two to three weeks of entering their first placement; this accelerated schedule is necessary so students can submit the edTPA and receive results from Pearson, Inc.—which designs and owns the edTPA delivery system—before graduation.

Students will be assessed on their teacher training before they have completed that training. SCALE recommends the edTPA be taken at the end of teacher training—not before the bulk of that training occurs. Subjecting our students to this assessment before completing teacher training is absurd. The edTPA cannot be a valid measure of students' teaching ability under the state's current student teaching structure.

◆ **Eliminate SED's recently adopted student teaching waiver.**

Teacher prep programs should have the flexibility to let students complete student teaching in one semester-long placement instead of two seven-week placements without going through a complicated waiver process—until state regulations have been

revised to accommodate education reforms such as the edTPA. This will help address a student teacher placements shortage that has developed due to poorly planned and implemented changes in P-12 and college level education programs.

◆ **Address possible inappropriate infringement on college curriculum by private corporations.**

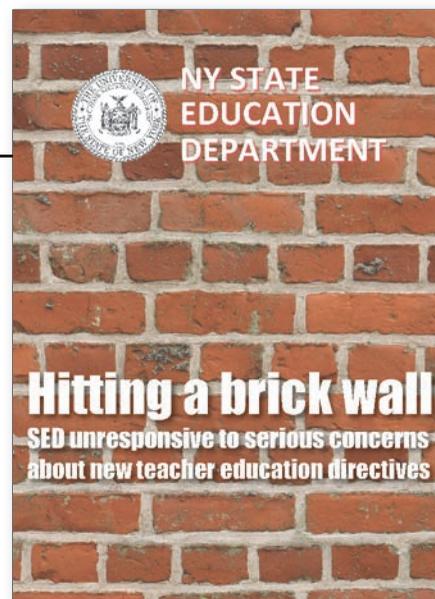
The for-profit Pearson, Inc. is embedded in the development and implementation of the edTPA, and will profit from it. Students pay \$300 to take the edTPA (\$100 per test section). They must pass each section and pay \$100 to retake each

part they fail. Since the edTPA requires modifications to college curricula, serious questions about the boundaries between college programs and certification requirements have yet to be addressed.

Protect the mission of New York's public higher education system.

Take Action Now!

- Call or write your legislators and area Regents to ask them to support UUP's **seven-point action plan**. To identify who represents your area, contact your chapter office, visit UUP's Teacher Education Task Force web page (see address below), or call UUP headquarters at 1-800-342-4206 (ask for staff in Research/Legislation).
- Join UUP colleagues in meetings with legislators and Regents in your area. Call UUP headquarters at 1-800-342-4206 for more information. Our Research/Legislation Department staff will link you with other interested colleagues and schedule group meetings.
- Discuss UUP's concerns and action plan with campus governance/senate leaders to encourage discussions on your campus.
- Contact your UUP chapter officers if you are interested in getting involved in our efforts to monitor and address teacher education issues. Your chapter may have a UUP Teacher Education Committee or be interested in forming one if members are willing to assist.



UUP Contact Information

For more information or guidance, members can contact Jamie Dangler, UUP's statewide vice president for academics and UUP Teacher Education Task Force chair, at 1-800-342-4206 or via email at jdangler@uupmail.org

Visit UUP's **Teacher Education Task Force** web page at <http://uupinfo.org/committees/teached/taskforce.php>