Minnesota Board of Teaching

Report to the Legislature

January 15, 2013

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The Minnesota Board of Teaching is pleased to present this report in accordance with the requirement set forth in 2012 Session Law, Chapter 270, Section 16. Specifically, the Legislature established the following requirement:

> ***By January 15, 2013, the Minnesota Board of Teaching must report to the committees of the legislature responsible for K-12 and higher education finance and policy, with recommendations for eliminating lower priority tests or assessments to offset the additional fees charged to students for the teacher performance assessment.***

edTPA* Report Outline

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**** edTPA: Teacher Performance Assessment***

2012 Board of Teaching

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edTPA Introduction: What is it?

edTPA is a new step within Minnesota's existing pathways to teacher licensure. It is an assessment process that requires teacher candidates to demonstrate the skills needed to enter the classroom ready to teach and help all students learn. Unlike the tests that are required for teacher licensure in Minnesota, which are computer-based, multiple-choice tests or constructed-response (essay), the edTPA is an assessment for aspiring teachers in the final stages of their preparation in the context of an actual classroom with actual students!

As such, we believe that this assessment is critically important and much needed to ensure that all new Minnesota teachers have demonstrated the knowledge and skills required to help all students learn in real classrooms. The edTPA provides research-based, common expectations for colleges and universities about what should be expected of teacher candidates in planning for instruction, delivering instruction, assessing learning, analyzing the impact of their teaching, and supporting student academic language development.

For these reasons, we are committed to the edTPA work in Minnesota. In this report we have sought to address the specific concerns raised by legislators with respect to the cost of the edTPA and other teacher licensure testing requirements. But we also hope to engage a discussion around the value of the edTPA and the non-monetary costs that we foresee if we do not seize this opportunity – costs that relate to our P-12 students and their outcomes as well as potential costs for local school districts as they seek to attract, support, and retain a highly effective teaching force.

We would be happy to provide additional information about the edTPA and would welcome opportunities to show the edTPA to legislators as you consider the information and recommendations we have provided.

edTPA History: How did we get here?

The idea of requiring teacher candidates to demonstrate competence is not new. The Minnesota Legislature enacted the language below in 1987 (emphasis added).

> ***The board of teaching shall provide the leadership and shall adopt rules by October 1, 1988 for the redesign of teacher education programs to implement a research based, results-oriented curriculum that focuses on the skills teachers need in order to be effective. The board shall implement new systems of teaching education program evaluation to assure program effectiveness based on proficiency of graduates in demonstrating attainment of program outcomes.***
> *https://www.revisor.mn.gov/laws/?doctype=Chapter&year=1987&type=0&id=398*

The 1987 language was amended in 1992 to remove the date and make two technical changes, but otherwise remains intact today. The current language is found in Minnesota Statute 122A.09, Subdivision 4(d). (https://www.revisor.mn.gov/statutes/?id=122A.09)

As part of the Board of Teaching's obligation to approve teacher licensure programs and in response to a renewed sense that we were not yet meeting the intent of the statute above, the Board of Teaching (BOT) initiated a process in 2008 to redesign our program approval system. The Board of Teaching invited representatives from the Minnesota Association of Colleges for Teacher Education (MACTE) to participate in a Redesign Working Group to respond to the objectives set forth by the Board:

1. *Develop a comprehensive system for continuing program approval that is based on the successful demonstration of measures of candidate competence and performance data.*
2. *Develop a system of program approval that will allow for data analysis that will inform policy discussions and decisions as well as practices at the institutional level.*

In February 2009, several MACTE colleagues attended a professional conference hosted by their professional association, the American Association of Colleges for Teacher Education (AACTE), learned about the TPA, and introduced the TPA idea to the Redesign Working Group. The Working Group quickly embraced the TPA as a possible metric within the new program approval system, and the idea was shared broadly with the MACTE community for the first time in October 2009.

Since 2009 the Board of Teaching has continued working in close collaboration with MACTE and the Minnesota Department of Education (MDE) on efforts to adopt the TPA (now called edTPA) as a statewide performance assessment for teacher candidates.

In 2011, the Minnesota Legislature enacted a requirement to make a performance assessment a required part of all teacher preparation programs.

> ***Teacher preparation programs including alternative teacher preparation programs under section 122A.245, among other programs, must include a content-specific, board-approved, performance-based assessment that measures teacher candidates in three areas: planning for instruction and assessment; engaging students and supporting learning; and assessing student learning.***

The chart on page 5 provides a summary of the edTPA progression beginning in the 2008-2009 year through the anticipated work in the current year, 2012-2013.

As a result of the early work by the Board of Teaching alongside MACTE and MDE colleagues as described in this section and in response to the 2011 Legislative mandate, the Board has adopted the edTPA as the performance assessment for Minnesota teacher candidates.

edTPA Progression: 2009 - 2013		
2008-2009	**Spring**	TPA introduced to Redesign Working Group
2009-2010	**Fall**	TPA shared with MACTE as part of Redesign initiative
	Spring	Individual TPA tasks piloted by Stanford with Minnesota participation
2010-2011	**Fall**	1st annual TPA Implementation Summit
		Bush Foundation grant received
		TPA Steering Committee officially established; MACTE representatives elected
	Spring	TPA Coordinator hired
		Legislation enacted making a performance assessment a program requirement by 2013-2014
		Scoring trainers trained and scoring trainings offered across Minnesota
		TPA liaisons established at each institution
		Full TPA pilot in 6 licensure fields with Minnesota participation
		Stanford contract with Pearson as the operational partner
2011-2012	**Fall**	2nd annual TPA Implementation Summit
		TPA Steering Committee elections for MACTE representatives
		Campus-based trainings offered
		Mock scoring event for TPA liaisons
		Pilot data used to make changes made to TPA
	Spring	TPA Field Trial with Minnesota participation
		Special Education TPA faculty event
2012-2013	***BOT expectation:* Full participation;* continued capacity-building with minimum threshold for official scoring in Spring**	
	Fall	3rd annual edPTA Implementation Summit
		Bush Foundation grant received
		edTPA Steering Committee elections for MACTE representatives
		Field trial data used to make changes made to edTPA
	Spring (anticipated)	edTPA Coordinator hired
		Minnesota edTPA website launched
		Continued capacity-building, outreach, and communication efforts
		edTPA contract finalized
		Final edTPA Field Trial
		National technical report and standard-setting process
		Planning for Predictive Validity study
		Board of Teaching annual edTPA review

** Due to changes in other Board of Teaching requirements specific to Special Education fields as well as changes in the edTPA handbook for Special Education, the Board has offered flexibility for Special Education programs in achieving full participation.*

The edTPA Engagement: Who is Involved?

We are fortunate in Minnesota to have a strong working relationship between the Board of Teaching and the Minnesota Association of Colleges for Teacher Education (MACTE). With a shared vision for continuous improvement and further strengthening of teacher preparation in our state, we have worked together to bring the edTPA to life in Minnesota.

In the fall of 2010 a statewide edTPA Steering Committee was established to foster increased collaboration and communication within and across Minnesota teacher preparation programs, to address critical policy issues, and to provide support and resources for faculty members as they began to implement the edTPA within their licensure programs. The Steering Committee has been deeply engaged in every facet of the edTPA work. The table provided on page 7 shows the composition of this group for the 2012-2013 year.

The edTPA work in Minnesota has also benefitted greatly from the support of the Bush Foundation. In 2010 they launched a $40 million, 10-year Educational Achievement initiative "in partnership with 14 higher-education institutions in Minnesota, North Dakota and South Dakota, to radically reform the way teachers are recruited, prepared, placed and supported." http://www.bushfoundation.org/education

As a result of their deep investment in teacher preparation, the Bush Foundation recognized the power of the edTPA and generously provided a grant of $200,000 in the fall of 2010 to support the early implementation efforts and provided a second grant of $300,000 in the fall of 2012. The current funds are dedicated to:

- deepening outreach and collaboration with school-based partners
- supporting and deepening the use of edTPA as measure for ongoing analysis and program improvement
- building capacity of teacher educators around performance evaluation practices

Finally, the edTPA is much larger than a Minnesota-specific initiative. The edTPA has been developed under the leadership of Linda Darling-Hammond and Ray Pecheone at Stanford University. As stated on the national edTPA website:

> *Stanford University is the author and exclusive owner of edTPA and responsible for ongoing development of the assessment, and implementation support resources for participating states and institutions of higher education. Stanford University is also responsible for the design and development of the online scoring training, including selecting and coding subject-specific benchmarks and other training materials.* http://edtpa.aacte.org/faq#18

In partnership with Stanford University, the American Association of Colleges for Teacher Education (AACTE) has championed the edTPA since 2009 and has actively encouraged its member institutions to participate in the edTPA work.

We believe that this is critical context for the recommendations that follow. The Board of Teaching's edTPA work has been thoughtful, strategic, and has been deeply impacted by Minnesota experts as well as national research and discourse.

2012-2013 Minnesota TPA Steering Committee

Members	Representation	Term Expires *
Karen Balmer	Co-Chair	2015
Misty Sato	Co-Chair	2015
Carole Koch	Private Colleges & Universities	2013
Lori Maxfield	Private Colleges & Universities	2014
Sally Baas	Private Colleges & Universities	2015
Roxanne Pickle	MNSCU	2015
Peggy Rittenhouse	MNSCU	2013
Kitty Foord	MNSCU	2014
Joyce Strand	University of Minnesota	2014
Gwen Rudney	University of Minnesota	2015
Elizabeth Finsness	University of Minnesota	2013

** All terms expire in the fall of the year listed; terms can be renewed based on Steering Committee and MACTE elections.*

Ex-Officio Members	Representation
tbd	Board of Teaching
tbd	TPA Coordinator
Kathy Ofstedal	TPA Consultant
Erin Doan	BOT Staff
Garnet Franklin	Education Minnesota
Richard Wassen	MN Department of Education
Rose Chu	MN Department of Education

The edTPA Context: What other assessments are required?

Minnesota law requires three types of testing for teacher licensure:

1. Basic Skills in reading, writing, and mathematics
2. General pedagogical knowledge
3. Licensure-specific teaching skills (content)

These requirements are found in Minnesota Statutes §122A.09, Subdivision 4 and §122A.18, Subdivision 2. *

https://www.revisor.mn.gov/statutes/?id=122A.09
https://www.revisor.mn.gov/statutes/?id=122A.18

The current testing program to deliver these tests is the Minnesota Teacher Licensure Examinations (MTLE). The chart below shows the costs to teacher candidates associated with these tests.

CURRENT Testing Requirements & Costs		
		Cost
Prior to beginning teacher preparation	**Registration**	$ 50
	Basic Skills	
	Reading	$ 25
	Writing	$ 25
	Mathematics	$ 25
At the end of teacher preparation	**Registration**	$ 50
	Pedagogy	
	Subtest 1	$ 35
	Subtest 2	$ 35
	Content	
	Subtest 1	$ 35
	Subtest 2	$ 35
	*Subtest 3 **	$ 35
	TOTAL COST	**$ 315**
	K-6 TOTAL COST	**$ 350**

** Applies only to Elementary Education candidates.*

The cost of the edTPA nationally will be $300 per candidate. No Minnesota candidate or institution has paid this fee to date; the fee is anticipated to take effect in the fall of 2013. In the meantime, the Board of Teaching is currently in the process, in collaboration with the edTPA Steering Committee, of exploring ways to achieve a savings for Minnesota candidates of approximately $30 per candidate, which could be applied to either the edTPA cost or

MTLE costs. As we continue the discussions, we will be happy to provide updates to legislators.

** Note: Additional tests are required by Minnesota Rule for the following fields:*

1. *Special Education: Deaf or Hard of Hearing – fluency in American Sign Language communication on the Sign Language Proficiency Interview (SLPI)*
2. *World Language and Culture – speaking proficiency on the Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages*

The edTPA Recommendations: What's next?

The recommendations that follow were derived as a result of input provided by the edTPA Steering Committee. The Board of Teaching deeply respects the work of the Steering Committee, as these elected representatives from the MACTE community have consistently demonstrated a commitment to the hard work of meaningful improvement, while keeping the Board firmly rooted in the realities of systems change and implementation challenges.

As such, the recommendations represent the collective wisdom of both the Board of Teaching and the edTPA Steering Committee.

Recommendation #1

Using 2013-2014 and 2014-2015 Minnesota edTPA data, the Board of Teaching will conduct Predictive Validity studies to determine whether the edTPA in Minnesota predicts similar positive impact on student achievement as other performance assessments such as National Board Certification and the Performance Assessment for California Teachers (PACT).

Recommendation #2

Beginning in September 2015, the Board of Teaching will analyze Phase I and Phase II Predictive Validity data to determine whether edTPA should replace the required pedagogy testing and whether edTPA should be made a requirement for licensure, and will make recommendations for changes to state laws and rules accordingly.

The chart on page 12 provides a summary of the work proposed through 2015-2016.

Finally, in addition to the invitation to share the edTPA in greater detail with legislators (page 2), the Board of Teaching would also like to offer legislators continued annual reports demonstrating the work and progress in implementing the edTPA over time.

2013-2014	***BOT expectation:* Full participation with official scoring for all candidates*; aggregated scores reported in PERCA to verify full participation; scores NOT consequential**	
	Fall (anticipated)	4th Annual Implementation Summit
		Continued capacity-building, outreach, and communication efforts
		Minnesota technical report and standard-setting process
	Spring (anticipated)	**Predictive Validity study: Phase I**
		Continued capacity-building, outreach, and communication efforts
		Board of Teaching annual edTPA review
2014-2015	***BOT expectation:* Full participation with official scoring for all candidates; aggregated scores reported in PERCA to verify full participation; scores may be consequential**	
	Fall (anticipated)	5th Annual Implementation Summit
	Spring (anticipated)	**Predictive Validity study: Phase II**
2015-2016	***BOT expectation: Full participation with official scoring for all candidates; aggregated scores reported in PERCA to verify full participation; scores consequential***	
	Fall & Spring (anticipated)	Board of Teaching analysis of Phase I and Phase II Predictive Validity data regarding whether edTPA should replace pedagogy testing and be considered for licensure **

** Due to changes in other Board of Teaching requirements specific to Special Education fields as well as changes in the edTPA handbook for Special Education, the Board has offered flexibility for Special Education programs in achieving full participation.*

*** Prior to these discussions, the edTPA will serve as both a program requirement **and** program accountability measure.*

Additional Resources

National edTPA website: http://edtpa.aacte.org/

Council of Chief State School Officers
http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf
"Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession" (2012), page v, emphasis added:

> *States will work together to influence the development of innovative licensure performance assessments that are aligned to the revised licensure standards and include multiple measures of educators' ability to perform, including the potential to impact student achievement and growth.*

American Federation of Teachers: *http://www.aft.org/pdfs/highered/raisingthebar2012.pdf*
"Raising the Bar" (2012), pages 3-4, emphasis added

> *To drive these changes, the AFT recommends that:*

1. *The National Board for Professional Teaching Standards take the leading role in bringing together all stakeholders, including state standards boards and education agencies, to define a rigorous entry bar for beginning teachers, just as it has established a process for becoming an accomplished, board-certified teacher.*
2. *An entry bar for the profession must include rigorous preparation centered on clinical practice as well as theory, an in-depth examination of subject and pedagogical knowledge, and a demonstration of teaching ability through performance assessment.*
3. *The process of establishing the bar and ensuring its professional standards are maintained should involve all stakeholders but be driven by teachers and teacher educators, just as it is for the current NBPTS accomplished-practitioner certification process.*
4. *The stakeholders involved should commit to collaborating to bring their current work and knowledge on teacher preparation programs, standards and assessments together to create a more coherent and genuine profession for all teachers.*

National Education Association: http://www.nea.org/home/49969.htm
Three-Part Action Agenda to Strengthen Teaching Profession and Improve Student Learning (2011), emphasis added:

1. Raising the Bar for Entry

> *… Drawing from recommendations by the Commission on Effective Teachers and Teaching and teacher-accreditation bodies, and to ensure that all teachers are rigorously prepared for the challenges of teaching, the NEA president called for:*

- *…*
- *Every teacher candidate should pass a rigorous classroom-based performance assessment at the end of his or her candidacy. The union will urge broad expansion of the Teacher Performance Assessment now being piloted in states across the country to ensure that no one enters the teaching profession without first demonstrating classroom proficiency through clinical practice.*