MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

MEMORANDUM

To: Professional Educator Licensing and Standards Board

From: Erin Doan, Director of Educator Preparation and Pathways

Date: November 13, 2026

Subject: Board-Adopted Performance Assessment – REPORT

Overview of CPAST and edTPA Essentials Performance Assessment Options

Background

The edTPA was originally established as a state-approved performance assessment of teacher preparation program effectiveness in Fall 2014 by the Minnesota Board of Teaching (the predecessor to PELSB). In July 2024, PELSB scaled back the requirement by mandating that teacher preparation providers require only Tasks 1 and 3 for official scoring, making Task 2 optional at program discretion.

In Fall 2024, the Board granted discretionary variances allowing Minnesota teacher preparation providers to participate in a pilot of the Candidate Preservice Assessment of Student Teaching (CPAST). Currently, 26 of Minnesota's 34 initial licensure teacher preparation programs (76%) have opted into the CPAST pilot.

Over the past three board meetings, the Board has received informational reports, vendor overviews, and stakeholder feedback regarding both performance assessment tools:

1. **August 2026:** Pearson presentation on the national redesign transitioning from current edTPA to edTPA Essentials.
2. **September 2026:** Leaders from MACTE and MCATP presented their feedback on teacher performance assessment tools edTPA and CPAST.
3. **October 2026:** Members of the CPAST working group presented statewide usage and data updates regarding the CPAST instrument.

By the conclusion of the December meeting, the Board will need to make a formal determination regarding whether to require CPAST and/or edTPA Essentials as board-adopted performance measures going forward, as well as establish the effective implementation date for all Minnesota Educator Preparation Programs (EPPs).

Overview of Assessment Options

Candidate Preservice Assessment of Student Teaching (CPAST)

Developer & Costs: Developed by education researchers at The Ohio State University (OSU). OSU provides CPAST to partner institutions at no cost under its land-grant mission. In exchange, EPPs submit de-identified data back to OSU for continuous validity/reliability research and state/national benchmark reporting. Over 100 institutions across the U.S. hold active MOUs.

Structure & Alignment: Features a 21-row rubric divided into 2 subscales: 13 Pedagogy items and 8 Dispositions items. Fully aligned with InTASC standards, CAEP guidelines, and Minnesota's Standards of Effective Practice (SEPs).

Implementation Model: Formative and summative assessment integrated directly into required clinical practice. Conducted through consensus scoring during triad meetings (candidate, cooperating teacher, university supervisor) at midterm and final evaluation points.

Validity & Reliability: Supported by published peer-reviewed research. Evaluators receive required online training (90-min initial, 30-min annual refresher with an 80% minimum mastery score). Inter-rater reliability studies demonstrate 98% scoring agreement within one performance level.

Preparation Provider Feedback: Providers strongly support CPAST, noting that it reduces financial/technical barriers, aligns directly with Minnesota's Teacher Development and Evaluation (TD&E) process, and provides actionable coaching feedback. Recommended safeguards include statewide onboarding and periodic auditing/inter-rater reliability monitoring.

Statewide Adoption Context: OSU agreements are directly with individual IHEs; OSU does not license data directly to state agencies, but participating IHEs can export and share data directly with state licensing boards. No state currently mandates statewide CPAST participation, though several recommend it.

edTPA Essentials (Redesign)

Developer & Costs: Developed and administered externally by Pearson / Evaluation Systems. Requires student registration/scoring fees.

Structural Redesign: Replaces current edTPA starting August 2026.

- **Task Reduction:** Reduced from 3 tasks to 2 tasks (*Task 1: Instructional Decision Making & Implementation* and *Task 2: Assessment & Analysis of Student Learning*).

- **Handbook & Rubric Consolidation:** Streamlined from 32 handbooks down to 5 handbooks (Early Childhood, Multiple Subject, Single Subject, Special Ed Multiple Subject, Special Ed Single Subject) and from 15 rubrics down to 12 aligned rubrics.

- **Flexibility & Technology:** Modular design allowing candidates to feature different student groups across tasks, rich-text platform submissions, reduced video submission requirements, and approved audio/transcript alternatives.
- **Policy Priority Alignment:** Increased emphasis on literacy, inclusive practices, Multi-Tiered System of Supports (MTSS), and Universal Design for Learning (UDL).

Vendor Implementation Timeline:

- **Summer 2027**: A national multi-state standard-setting process is scheduled for edTPA essentials to establish recommended passing scores, allowing states to either adopt these recommended floors or implement state-specific standards informed by local performance data.
- **August 2027:** Last registration window for current edTPA initial submissions.
- **December 2027:** Final submission date for current edTPA initial submissions.
- **December 2028:** Final retake window for current edTPA.

Preparation Provider Feedback: Minnesota preparation providers raised concerns regarding the current edTPA, citing its high financial costs, heavy time burdens, and tendency to measure writing and video-production skills over actual teaching practices. They noted that candidates often find the assessment burdensome, while its rigid requirements create inequitable barriers for multilingual candidates, individuals with disabilities, and teachers-of-record. MCATP highlighted published validity and reliability issues and questioned whether improved scores genuinely reflect better teacher preparation.

Request

At the November meeting, the Board will be discussing their questions and intentions regarding the following decision points. Requests for additional information needed can also be provided to staff at this time. The proposed timeline suggests board action in December, to provide sufficient lead time for institutions to adjust operational workflows, supervisor training, and candidate expectations:

Board-Adopted Measure Selection:

a. Option A: Adopt CPAST as the sole board-adopted teacher performance assessment.
b. Option B: Adopt edTPA Essentials as the sole board-adopted teacher performance assessment.
c. Option C: Allow Minnesota EPPs flexibility to select either CPAST or edTPA Essentials to fulfill board performance assessment requirements.

Effective Implementation Date: Establish an effective date for full statewide compliance across all Minnesota teacher preparation providers.

Options

This is a report. No action is needed.