



Oct. 15, 2014

Report to UUP and PSC members on edTPA Task Force established by the Regents:

The edTPA (educative Teacher Performance Assessment) is a new student teacher performance assessment developed by the Stanford Center for Assessment, Learning and Equity (SCALE). It became a requirement for initial teaching certification in New York State for students applying for certification after April 30, 2014. In response to mounting problems for teacher education students and programs caused by the rushed implementation of the edTPA, the New York State Board of Regents adopted an edTPA safety net resolution at its April 2014 meeting. The resolution included the formation of a Task Force to address problems with this new high-stakes certification requirement.

The Professional Staff Congress/CUNY, United University Professions and NYSUT have representatives on the edTPA Task Force. We participated in the first two Task Force meetings, held in July and September. In addition, we have had a series of discussions with Commissioner John King and other New York State Education Department (SED) officials to discuss the Task Force's operating procedures and scope of work.

The Task Force, as constructed by SED, is more limited in scope than we expected it to be after requesting its formation in April. It will not address important policy issues related to the use and implementation of the edTPA in New York State because those issues have been ruled out of bounds by SED. As a result, we will proceed with a two-pronged approach to address the edTPA and other teacher certification issues of serious concern to teacher education professionals and students around the state.

First, we will remain active Task Force members in order to participate in dialogue about ways to improve and clarify the edTPA handbooks and rubrics. We respect the collegial discussion that took place among Task Force participants at the first two meetings and believe that sharing different perspectives in the context of these meetings will serve the interests of our students and our profession. That said, the top-down, directive style and controlled consultation that has characterized SED's actions with respect to the Task Force make it necessary to broaden our approach.

Second, we have an alternative approach to move forward with the development of an educationally sound student teacher licensure process. The expertise and experience of rank-and-file teacher educators from across the state must be brought into this process in a more substantive way. We will need your input and active participation as we pursue various avenues to address immediate and pressing teacher preparation concerns. We will work with teacher educators, students, and parents around the state to press legislators and Regents to address the following edTPA issues:

- Problems with the edTPA safety net enacted by the Regents in April 2014.
- The need for concrete data on edTPA submission rates, pass/fail rates, and scores (overall and per-rubric) disaggregated in ways to allow for a full analysis of the past year's experience in all subject areas and across different types of institutions.
- Problems with using the edTPA as a high-stakes requirement under the specific circumstances of its use in New York State and possible alternative uses.
- Inequities resulting from the current use of the edTPA in New York State.
- Resource distribution and funding needs to implement the edTPA.
- Alignment of preparation programs with the needs of teachers in the field.

The leadership of PSC, UUP, and NYSUT will continue to seek input from its members and other stakeholders across the state as we proceed to develop an action plan to address the needs of our students and optimal ways to enhance our teacher preparation programs.

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