

# **Interim Report**

## **edTPA Work Group Recommendations**

**Planning and Implementing the edTPA  
Performance Assessment**

**as part of the**

**Continuous Review Process**

**for**

**Wisconsin Educator Preparation  
Program Approval and Licensure**

*Submitted August 13, 2013 to:*

**Tony Evers, State Superintendent  
Wisconsin Department of Public Instruction  
Madison, Wisconsin**

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## Background

With the enactment of PI 34, Wisconsin shifted to a standards and performance-based system of educator preparation. Each institution of higher education (IHE) would undergo a comprehensive Initial Program Approval to ensure compliance with PI 34. Following the initial approval, continuing program approval decisions would be based on a “Continuous Review Process.” To assist the Wisconsin Department of Public Instruction (DPI) in developing a Continuous Review Process (CRP), a workgroup was established. The Continuous Review Process Work Group included representatives from UW System institutions, Wisconsin private colleges and universities and the Teacher Education, Professional Development, and Licensing Team from the DPI.

The formal charge of the CRP work group was to collaborate in the development of a Continuous Review Process for educator preparation programs. The group was guided by pertinent PI 34 citations and a shared underlying belief:

*“We want high quality candidates entering the field from all of our preparation programs in Wisconsin.”*

### ***The Continuous Review Process Work Group was guided by pertinent PI 34 citations:***

**PI 34.01 (15)** “Continuous review process” means a system of review and approval of teacher education programs whereby program results are reviewed by the department annually and approval is granted by the state superintendent on a 5-year basis.

**PI 34.06 (3)** Continuing program approval decisions shall be based on a continuous review process. Every institution shall be visited each year by the SCD department liaison or other department professional staff. The program evaluation and approval shall be based on the performance of candidates for license measured against the standards in subch. II as described in s. PI 34.15 (1).

**PI 34.06 (3) (b)** If during the years of continual approval, an institution initiates a complete redesign of the professional preparation program, the state superintendent shall review and may approve the redesigned program following the procedure set forth in sub. (2).

**PI 34.06 (4)** Institutions shall submit new programs and substantive changes in previously approved programs to the state superintendent for approval prior to implementing a new program or change.

## Performance-Based Assessment of Candidates

Insights from other states facilitated the CRP work group's understanding of educator preparation program approval in the context of performance-based assessment systems. Specifically, the CRP work group engaged in extensive conversations with representatives from Minnesota, Washington, and California. Each state's processes afforded the work group the opportunity to better understand diverse approaches to the program approval process. Specifically, the states identified performance-based assessments that were embedded in their respective institutions of higher education teacher preparation programs.

Through an extensive review of PI 34 and with a focus on performance-based assessment, the CRP work group identified three areas as crucial to the Continuous Review Process: (1) the *clinical program*, (2) the *institutional assessment system*, and (3) *institutional evaluation of outcomes*. These three performance-based areas would be used by the IHEs to assure candidate proficiency in the Wisconsin Teacher Standards.

In order to document candidate performance at the pre-service level and provide a common outcome measure, teacher performance assessment was studied. The Teacher Performance Assessment (edTPA), which was piloted by some Wisconsin IHEs, was analyzed in detail as becoming the core of the culminating assessment for teacher candidates. The work group did an analysis of both the pros and cons of adopting the edTPA for program approval and/or licensure in Wisconsin.

After weighing the advantages and disadvantages, the edTPA emerged, in the eyes of the CRP work group, as the core of the culminating performance assessment for candidates in Wisconsin educator preparation programs. Additionally, the clinical program/institutional assessment system would address any gaps in the edTPA.

## Decision Point

The state superintendent approved the following recommendation:

*“The Continuous Review Process Work Group recommends that the Teacher Performance Assessment (edTPA) be adopted as a required element of the assessment system used in the continuous review process and for licensure.”*

While institutions would be required to administer the edTPA, it would become a part of the overall assessment system. Further, each IHE would be able to develop embedded formative performance assessments unique to its program or retain those already in place. Successful completion of an edTPA portfolio and content tests would satisfy the requirements of the exit level portfolio for teacher education candidates. The IHE could augment the portfolio as it deemed necessary to meet the teaching standards.

The work group learned that the edTPA was being used by some states for program approval and by other states for teacher licensure. The work group recognized that the recommendation of utilizing the edTPA may have implications for other licensing issues beyond the initial license endorsed by an approved Wisconsin teacher education preparation program. The state superintendent approved the following recommendation:

*“The edTPA will be required for Wisconsin initial teacher licensure.”*

Further, the CRP work group was well aware that requiring the edTPA for additional Wisconsin licenses and out-of-state initial teacher applicants may pose some challenges. As a result, they committed to finding solutions to the potential barriers for using the edTPA as a licensure requirement for out-of-state initial licenses. This work would be done during Phase II.

Phase II of the work would also include forming a work group to recommend policy on other licensure categories such as administrative, pupil services, and supplemental teaching currently not covered by the edTPA.

## Balancing a Performance-Based System and Compliance

The Continuous Review Process work group agreed that the Continuous Review Process would focus on collaboration between institutions of higher education and the Wisconsin Department of Public Instruction. The work group further agreed that the goal was to develop a performance-based system that focused on candidate outcomes. The work group determined that data from key assessments throughout the program would be utilized as evidence of programmatic strengths and potential areas for programmatic change. Additionally, data from surveys of graduates and employers of graduates would provide further evidence to either affirm programmatic decision-making or serve as the impetus for programmatic change. The Continuous Review Process would focus on four core questions:

### CRP Core questions:

- What is your program learning from your existing assessment system and what are you doing in response to this information/data?
- Have you made any major/meaningful changes to your program? What changes have you made? Why? Why not?
- Share the progress you have made implementing the edTPA in your initial teacher preparation program. (This will sunset after the TPA is fully implemented.)
- What technical assistance could the DPI provide your campus?

The CRP work group recommendations were intended for use by Wisconsin IHEs. The approved alternative route programs in Wisconsin reviewed the CRP work and concluded that the process would be beneficial as the program approval process for alternative route program providers, as well. Thus, all educator preparation programs (EPPs) in Wisconsin implemented the CRP process in September 2012. Phase II of the CRP process began in November 2012 with the first meeting of the edTPA Work Group.

## Purpose of the edTPA Work Group

During Phase II of the Continuous Review Process development, a second work group was formed. The formal charge of the edTPA work group is: To collaborate on the planning, scale up, and implementation of the statewide teacher performance assessment required within the Continuous Review Process and for Wisconsin licensure. Specifically the edTPA Work Group will:

- Provide recommendations and feedback on state policy and logistical concerns that will occur during implementation
- Assist in identifying professional development needed for a successful statewide scale up and implementation
- Identify and plan for support systems and resources needed for a successful statewide scale up and implementation
- Implement communication plans to ensure all Wisconsin stakeholders are informed for a successful statewide scale up and implementation

## The Wisconsin Assessment System

Educator preparation programs are required to have an assessment system in place to measure candidate proficiency and for program enhancements. Some assessments are determined by the state superintendent. The assessment system includes these common standardized assessments: basic skills tests in reading, writing, and mathematics to measure candidate communication skills; content tests to measure content knowledge for subject areas; and, beginning in 2015-2016, the edTPA to measure pedagogical content knowledge. Programs develop assessments locally to measure human relations, professional dispositions, clinical program experiences, and other embedded assessments. Graduate and employer follow up studies are also considered key data elements within the assessment system. All of these assessments come together in the educator preparation program's assessment system used within the Continuous Review Process. A chart detailing the assessment system used in Wisconsin can be found in Appendix A.

## The edTPA

The edTPA was developed by Stanford University for use by states. A common architecture was used to create the research and standards-based set of handbooks for subject specific licensure areas. Each edTPA handbook contains detailed step-by-step directions for candidates to use to complete and submit a portfolio of evidence. The handbooks also contain a set of scoring rubrics used by trained assessors to score the assessment. These handbooks have been developed for a national audience and reflect the most common license structures from across the states.

Since Wisconsin has determined that the edTPA is a licensure requirement, each educator preparation program must ensure candidates complete and pass an edTPA in order to endorse a candidate for Wisconsin initial licensure. As such, the edTPA Work Group studied the handbooks, gathered input from Stanford SCALE, and collected feedback from Wisconsin EPPs. The edTPA Work Group recommendations are based on thoughtful consideration of the following:

- Which edTPA handbook fits most appropriately to the license and will add valuable data on candidate proficiency, along with the other assessments for the licensure area?
- How will we be able to provide choice for the Educator Preparation Program (EPP) in selecting the edTPA handbook?
- What impact will the choice of the edTPA handbook have on the student teaching placement?
- Will the choice of edTPA handbook be portable with neighboring and other states?

## edTPA Handbook Selection for Wisconsin

The edTPA Work Group recommended *and the state superintendent approved* the following list of allowable handbook choices. When multiple handbooks are allowed for a single license, the Educator Preparation Program (EPP), not the candidate, will be able to select from the allowable list of Wisconsin choices. Programs are encouraged to consider how the handbook selection fits within their program requirements for student teaching placements and how it fits with neighboring states licensure requirements if they are preparing candidates for licensure in multiple states.

The edTPA work group surveyed all programs offering special education licensure to assist with the selection of the handbook. As a result of the survey, the edTPA work group recommends that the special education handbook be used for special education licensure; however, the EPP could choose other handbooks included on the allowable list to address individual candidate circumstances. These handbooks are included on the allowable list.

<b>Wisconsin License</b>	<b>Allowable edTPA Handbooks</b>
<b>EC</b>	Early Childhood
<b>EC Special Education</b>	Special Education <b>OR</b> Early Childhood
<b>EC-MC</b>	Early Childhood Elementary Education (Literacy with Math) Elementary Literacy Elementary Math
<b>MC-EA</b>	Elementary Education (Literacy with Math) Elementary Literacy Elementary Math Middle Childhood English-Language Arts Middle Childhood History/Social Studies Middle Childhood Mathematics Middle Childhood Science
<b>MC-EA Special Education</b> Cross Categorical Specific Learning Disabilities Emotional Behavioral Disabilities Cognitive Disabilities	Special Education <b>OR</b> Elementary Education (Literacy with Math) Elementary Literacy Elementary Math Middle Childhood English-Language Arts Middle Childhood History/Social Studies Middle Childhood Mathematics Middle Childhood Science

<b>Wisconsin License</b>	<b>Allowable edTPA Handbooks</b>
<b>EA-A Special Education</b> Cross Categorical Specific Learning Disabilities Emotional Behavioral Disabilities Cognitive Disabilities	Special Education <b>OR</b> Middle Childhood English-Language Arts Middle Childhood History/Social Studies Middle Childhood Mathematics Middle Childhood Science Secondary English-Language Arts Secondary History/Social Studies Secondary Mathematics Secondary Science
<b>EA-A English Language Arts</b> Broad Field Language Arts English literature Journalism Speech Communication	Secondary English-Language Arts
<b>EA-A Mathematics</b> Mathematics Computer Science	Secondary Mathematics
<b>EA-A Science</b> Broad Field Science Biology Chemistry Earth and Space Life and Environmental Physical Physics	Secondary Science

<b>Wisconsin License</b>	<b>Allowable edTPA Handbooks</b>
<b>EA-A Social Studies</b> Broad Field Social Studies Economics Geography History Political Science Psychology Sociology	Secondary History/Social Studies
<b>EC-A Career and Technical Education</b> Agriculture Business Education Family and Consumer Education Marketing Education Technology Education	Agriculture Education Business Education Family and Consumer Sciences Business Education Technology and Engineering Education
<b>EC-A Fine Arts</b> Art Dance Music – Choral/General/Instrumental Theatre	Visual Arts K-12 Performing Arts K-12 Performing Arts K-12 Performing Arts
<b>EC-A Physical Education and Health</b> Health Physical Education	Health Education K-12 Physical Education
<b>EC-A World Languages</b> English as a Second Language Foreign Language French German Latin Russian Spanish Other World Languages	English as an Additional Language World Language
<b>EC-A Special Education</b> Deaf or Hard of Hearing Visual Impairment	Special Education Special Education

Further considerations: secondary handbooks for MCEA

## Key Policy Questions

To support the implementation of the edTPA in Wisconsin, the edTPA work group addressed key policy questions and made recommendations to the state superintendent. *The state superintendent has accepted these recommendations and supports the full implementation of edTPA in Wisconsin as part of the Continuous Review Process of program approval and for initial licensure.*

### Policy Questions about Wisconsin Initial Licensure

Upon completing all the Wisconsin educator preparation program requirements, a candidate can be endorsed for an initial license. Initial licensure is the first license(s) a candidate will receive upon completing their initial preparation.

Candidates seeking elementary licensure in EC, EC-MC, and MC-EA must complete the requirements of the program, which represents the equivalent of a major. Beyond the major, MC-EA candidates must also complete a minor. Candidates seeking licensure in EA-A and EC-A are required to complete a "major" or the equivalent of a major. Beyond the primary license, a candidate could also complete a "minor" during this initial preparation.

**Does a candidate completing a major and a minor, such as a MCEA major and a Spanish minor, need to complete an edTPA in both the major and the minor?**

- *While it is preferable to complete the edTPA in the major area(s), the educator preparation program (EPP) will choose one edTPA to match the student teaching placement. This will satisfy the requirement for both licensure areas.*

**Does a candidate who is completing two majors, such as MC-EA and MC-EA Cross Categorical Special Education need to complete an edTPA in each of these licensure areas?**

- *The EPP will choose one edTPA to match the student teaching placement. This will satisfy the requirement for both licensure areas. The program may endorse for both licensure areas by completing one edTPA.*

### Policy Questions about Wisconsin Additional Licensure

After a candidate completes initial licensure and applies for a license, they sometimes return to an educator preparation program for additional licensure.

**Does a returning educator adding on a license need to complete an edTPA, if they already completed one with their first license?**

- *Given that the architecture of the edTPA is the same across all handbooks, candidates who have completed an edTPA in one license area are not required to complete an edTPA in a new license area.*

**Does a returning educator adding on a license need to complete an edTPA, if they have not completed an edTPA before?**

- *The EPP must ensure a candidate completes a portfolio of evidence, similar to the exit portfolio required for students seeking licensure in initial programs. Programs can decide whether the edTPA is the appropriate tool or if they would prefer to ask candidates to complete a portfolio designed by the program.*

## **Policy Questions about Out-of-state Applicants for Initial Wisconsin Licensure**

For out-of-state applicants to Wisconsin, the initial licensure is the first Wisconsin license an applicant applies for. A comparable review is completed to determine issuance of the licensure.

**Does an out-of-state applicant to Wisconsin need to complete an edTPA assessment for Initial Wisconsin licensure?**

- *Wisconsin is interested in out-of-state applicants demonstrating pedagogical content knowledge like Wisconsin prepared educators. We will continue to explore options for the feasibility of allowing out-of-state applicants to complete an edTPA.*
- *Many states are considering the edTPA. Wisconsin will seek out options for portability of the edTPA as the passing score is considered and as we work with other states.*

**Will Wisconsin completers be required to complete an edTPA to seek licensure in other states?**

- *Many states are making policy decisions about the edTPA and state licensure. We will continue to seek information from other states as they make these decisions.*
- *This information will assist our EPPs in making thoughtful decisions when selecting from the allowable list of handbooks for Wisconsin licensure, particularly when their candidates are seeking licensure in both Wisconsin and other states.*

## **Student teaching placements**

The edTPA assessment takes place during the student teaching clinical experience. The work group recognizes the critical importance of this culminating event and the impact on candidates, EPP personnel making the clinical placements, EPP student teaching supervisors, cooperating teachers, and school districts.

**What implications does the edTPA have on student teaching placements and school districts? How will we support stakeholders with these issues?**

- *The edTPA work group is developing a separate guidance document to provide suggestions and considerations in making student teaching placements.*
- *Per state statute 118.19 (3)(a) the student teaching experience consists of full days for a full semester following the daily schedule and semester calendar of the cooperating school. The EPP may determine if the student teaching experience is one 18-week long experience or multiple placements across the 18-week long experience.*
- *EPPs are encouraged to utilize all clinical experiences from pre-student teaching through student teaching to ensure candidates have experiences that are developmental in scope and sequence and provide evidence of both the developmental level and subject area of the license.*
- *A significant concern expressed by EPPs is the edTPA videotaping requirement that will occur in Wisconsin schools when candidates are videotaping their instruction. The edTPA work group refined a video release form that has been reviewed by the UW System Administration legal team. The form will be available for use by Wisconsin programs.*

**PI 34.15 (5)**

(a) *Prestudent teaching.* 1. The program shall require onsite supervised prestudent teaching clinical experiences which are developmental in scope and sequence and occur in a variety of school settings.

(b) *Student teaching.* 1. The program shall require student teaching experiences that are developmental in scope and sequence, occur in school settings and meet the statutory requirements identified in s. 118.19 (3) (a), Stats. Student teaching experiences shall provide candidates opportunities to interact with and adapt instruction for children with disabilities or other exceptionalities.

**118.19 (3)** (a) No license to teach in any public school may be issued unless the applicant possesses a bachelor's degree including such professional training as the department by rule requires, except as permitted under par. (b) and ss. 115.28 (17) (a) and 118.192. Notwithstanding s. 36.11 (16), no teacher preparatory program in this state may be approved by the state superintendent under s. 115.28 (7) (a), unless each student in the program is required to complete student teaching consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating school. No license to teach in any public school may be granted to an applicant who completed a professional training program outside this state unless the applicant completed student teaching consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating school or the equivalent, as determined by the state superintendent.

## Supporting edTPA Implementation and Scale Up

The edTPA work group utilized the Stanford SCALE and Pearson national implementation plan resources and the CRP work group recommendations to develop a timeline for implementation. The Wisconsin Implementation of the CRP and edTPA timeline can be found in Appendix B.

### **How can we fund this work for a successful scale up and implementation?**

- *The edTPA work group utilized funding from the Wisconsin Department of Public Instruction TEPDL team to plan targeted professional development for EPPs during the 2012-2013 year. These efforts included an edTPA conference for all private IHEs and alternative route preparation programs; a local evaluation and feedback protocol (LEFP) training from Stanford SCALE to set up a train-the-trainers model; and 5 regional LEFP trainings. The DPI will continue to commit similar funding for professional development efforts.*
- *The DPI special education team funded LEFP training for special education faculty in the state.*
- *The public universities were successful in writing and being awarded a UW-System Administration grant to bring groups of faculty together to learn about and plan for the edTPA. Two major conferences were held. The edTPA work group and the DPI appreciated being able to collaborate with the UW System grant planning team to coordinate statewide professional development efforts.*
- *The edTPA work group reviewed complete data from each EPP to arrive at a distribution plan for the 500 usage credits awarded to the state by Pearson for conducting a pilot with official scoring. These usage credits will equate to \$150,000 of scoring costs. The distribution chart of usage credits is detailed in Appendix C.*
- *Each EPP committed financial and human resources by allowing faculty to attend professional development trainings and by conducting local learning opportunities.*
- *Additional funding sources would benefit the implementation process.*

### **When will we be fully implemented?**

- *The edTPA will be implemented beginning in the 2015-2016 year. During the 2015-2016 year, candidates will submit an edTPA portfolio for official scoring. During this year, the score results will be utilized by programs as program approval data and will not be used for initial licensure decisions. This will serve as a baseline year.*
- *During the 2016-2017 year, the edTPA will be used for initial licensure decisions and data will be utilized within the CRP. All candidates who complete programs after August 31, 2016 will need to complete an edTPA and post passing scores to be endorsed for Wisconsin initial licensure.*
- *The passing score on the edTPA for initial Wisconsin licensure will be determined by the state superintendent prior to the 2015-2016 year.*

### **Communication Plan**

The DPI established two discrete communication groups to assist with the implementation of the edTPA. The first group is a state wide edTPA Work Group. The work group has provided strong leadership in the collaborative efforts to plan for and implement a successful Wisconsin edTPA scale up.

Then, for the second group, each EPP was asked to identify a person who could serve as an EPP edTPA contact. These individuals are connected on a direct email distribution list. Communication updates are sent to the EPP edTPA contacts periodically to provide information on professional development offerings and edTPA work group activities. The EPP edTPA contacts have been invaluable in disseminating information to their respective programs, providing feedback to the state edTPA Work Group, and providing key leadership at their programs for implementation efforts.

### **How will we recruit scorers to add to the national scoring pool to sustain the work? How can we coordinate this recruitment with other state initiatives?**

- *The edTPA work group is developing a communication plan to be implemented in the 2013-2014 year. Within the plan, various stakeholders across the state will learn about the edTPA, which will assist with scorer recruitment.*
- *The edTPA communication plan will also provide direction for the significant efforts needed to ensure all Wisconsin stakeholders are aware of the edTPA and the impact on school districts and EPPs.*

## **Conclusion**

The edTPA work group will continue to assist with statewide implementation efforts and policy refinement. The work group appreciates the commitment and feedback of all the EPPs as we continue to build our continuum of educator development in Wisconsin.

## **Appendix A - Wisconsin Assessment System**

## **Appendix B - Wisconsin Implementation Timeline**

## **Appendix C - Pearson Usage Credits Distribution**