

edTPA Work Group

Final Report

December 20, 2016

**Planning and Implementing the edTPA Performance
Assessment**

**As part of the Continuous Review Process for
Wisconsin Educator Preparation Program Approval
and Licensure**



**Wisconsin Department of Public Instruction
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edTPA Work Group

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Background

With the enactment of PI 34, Wisconsin shifted to a standards and performance-based system of educator preparation. Each educator preparation program (EPP) would undergo a comprehensive review 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 Assessments 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 understand better 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 for Wisconsin Teacher Standards or InTASC Standards 1-8. The IHE would augment the portfolio as it deemed necessary to meet all 10 teaching standards.

The CRP 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 was done during Phase II.

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

Purpose of the edTPA Work Group

During Phase II of the Continuous Review Process development, the edTPA work group was formed. The formal charge of the edTPA work group was 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:

- Provided recommendations and feedback on state policy and logistical concerns that occurred during implementation.
- Assisted in identifying professional development needed for a successful statewide scale up and implementation.
- Identified and planned for support systems and resources needed for a successful statewide scale up and implementation.
- Implemented communication plans to ensure all Wisconsin stakeholders were informed for a successful statewide scale up and implementation.

A communication system was developed to identify one edTPA contact at each Wisconsin educator preparation program. Information was communicated from the edTPA work group directly to these edTPA contacts. Conversely, the edTPA

contacts shared valuable feedback to the edTPA work group to further implementation efforts.

The Wisconsin Assessment System

Educator preparation programs are required to have an assessment system in place to measure candidate proficiency and to inform program enhancements. Some assessments are determined by the state superintendent. The assessment system includes the following 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 Implementation in Wisconsin

The edTPA was implemented in Wisconsin beginning in the 2015-2016 year. During the 2015-2016 year, candidates submitted an edTPA portfolio for official scoring. During this year, the score results were utilized by programs as program approval data but were not used for initial licensure decisions in Wisconsin. This served as a baseline year.

The edTPA Work Group recommended that the passing score required for initial licensure be set through a state standard-setting process. In June 2016, representatives from SCALE and Pearson Evaluation Systems facilitated a multi-step state standard-setting process. The state standard-setting panel was comprised of educational stakeholders from K-12 and higher education from across Wisconsin. The data used in the state standard-setting process were the official edTPA scores from Wisconsin and nationwide candidates from the 2015-2016 year. The report from the state standard-setting process was provided to the edTPA Work Group. The edTPA Work Group reviewed the report and made a recommendation to the state superintendent. This recommendation was used to make the final policy decisions regarding passing scores required for initial licensure candidates and candidates who completed educator preparation programs outside the state of Wisconsin.

During the 2016-2017 year, the edTPA will be used for initial licensure decisions, and data will be utilized within the Continuous Review Process (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 final passing score was determined by the state superintendent for implementation during the 2016-2017 year.

Policy recommendations that have been approved by the state superintendent are included within this report. These policies are meant to provide a smooth transition to full implementation of the edTPA in Wisconsin.

Key Policy Decisions

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 about edTPA Handbook Selection for Wisconsin

The edTPA was developed by Stanford Center for Assessment, Learning, and Equity (SCALE) as a summative assessment of teacher candidates. 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 SCALE, and collected feedback from Wisconsin EPPs. The edTPA Work Group recommendations on handbook selection were based on thoughtful consideration of educator preparation programs, clinical placement impacts, and portability with other states.

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 and when the handbook selection fits within their program requirements 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 allowable for special education licensure candidates. As a result of the survey, the edTPA work group recommended 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.

Wisconsin License	Allowable edTPA Handbook
EC	Early Childhood
EC Special Education	Special Education OR Early Childhood
EC-MC	Early Childhood Elementary Education (Literacy with Math) Elementary Literacy Elementary Math
MC-EA	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 Secondary English-Language Arts Secondary Mathematics Secondary Social Studies Secondary Science
MC-EA Special Education Cross Categorical Specific Learning Disabilities Emotional Behavioral Disabilities Cognitive Disabilities	Special Education OR 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 Secondary English-Language Arts Secondary Mathematics Secondary Social Studies Secondary Science
EA-A Special Education Cross Categorical Specific Learning Disabilities Emotional Behavioral Disabilities Cognitive Disabilities	Special Education OR 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

Wisconsin License	Allowable edTPA Handbook
EA-A English Language Arts Broad Field Language Arts English Literature Journalism Speech Communication	Secondary English-Language Arts Middle Childhood English-Language Arts
EA-A Mathematics Mathematics Computer Science	Secondary Mathematics Middle Childhood Mathematics
EA-A Science Broad Field Science Biology Chemistry Earth and Space Life and Environmental Physical Physics	Secondary Science Middle Childhood Science
EA-A Social Studies Broad Field Social Studies Economics Geography History Political Science Psychology Sociology	Secondary History/Social Studies Middle Childhood Social Studies
EC-A Career and Technical Education 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
EC-A Fine Arts Art Dance Music - Choral/General/ Instrumental Theatre	Visual Arts K-12 Performing Arts K-12 Performing Arts K-12 Performing Arts
EC-A Physical Education and Health Health Physical Education	Health Education K-12 Physical Education
EC-A World Languages English as a Second Language Foreign Language: French, German, Latin, Russian, Spanish, Other World Languages	English as an Additional Language World Language
EC-A Special Education Deaf or Hard of Hearing Visual Impairment	Special Education Special Education

Policy 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 a candidate will receive upon completing their initial preparation.

The state superintendent set the following policy for the passing score required for initial licensure candidates:

Effective September 1, 2016, initial licensure candidates must earn the following passing scores on the edTPA in order to be endorsed for an initial license:

- 38 for edTPA handbooks with 15 rubrics
- 32 for edTPA handbooks with 13 rubrics
- 45 for edTPA handbooks with 18 rubrics.

Are educator preparation programs allowed to set a higher passing score than the state passing score?

Yes. Educator preparation programs must ensure candidates meet the state requirements, but may set additional requirements for program completion.

Candidates seeking regular education licensure at the EC, EC-MC, and MC-EA developmental levels must complete the requirements of the program, which represents the equivalent of a major. Beyond the major, MC-EA regular education 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 regular education and MC-EA cross categorical special education need to complete an edTPA in each of these licensure areas?

The EPP will choose one edTPA handbook 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 about Exceptions to the Passing Score for Wisconsin Initial Licensure

The edTPA Work Group recommended that the state superintendent set a policy for exceptions to the passing score for initial licensure candidates who completed approved educator preparation programs in Wisconsin. The state superintendent made the following decision about an edTPA exceptions policy:

“An educator preparation program (EPP) may establish an exceptions policy granted to no more than 10% of the total number of students completing professional education programs leading to licensure in each graduation or program completion period. To be considered for an exception, the EPP must ensure that the candidate has earned a minimum score of no less than ½ Standard Error of Measure (SEM) below the passing score. The EPP must ensure the other indicators of readiness based on multiple measures over time designed or adopted by the School/College/Department (SCD).”

The following scores are those that are ½ SEM below the required passing score:

- 35 for edTPA handbooks with 15 rubrics
- 29 for edTPA handbooks with 13 rubrics
- 42 for edTPA handbooks with 18 rubrics.

Is an EPP required to grant exceptions to the edTPA for program completion for initial licensure?

No. Each EPP has the discretion to determine whether or not it will grant exceptions to the edTPA requirement for program completion.

Can an EPP require a candidate to retake the edTPA before granting an exception?

Yes. Each EPP determines the eligibility criteria for exceptions provided that the EPP's exceptions policy is in compliance with the provisions for the exception policy set by the state superintendent. An EPP is not required to include retakes in its edTPA exceptions policy.

If an EPP also grants exceptions to the minimum cumulative grade point average (GPA) required for program completion, does it impact the exceptions policy for the edTPA?

EPPs are allowed to grant exceptions to edTPA or GPA to no more than 10% of the total number of students completing professional education programs leading to licensure in each graduation or program completion period. Program completers are those candidates who have completed all program and licensure requirements, including testing requirements. If a candidate is granted an exception to the edTPA requirement, he or she may also be granted an exception to the GPA requirement for program completion. For example, if an EPP has a total of 40 program completers in a given graduation or completion period, the program may grant up to four exceptions to the GPA requirement AND up to four exceptions to the edTPA requirement for program completion.

Can an EPP use the number of student teachers in a given period to determine the number of exceptions they may grant for the edTPA?

No. The number of exceptions to the edTPA, like those for GPA, are determined by the number of program completers in a given graduation or program completion period. While the number of student teachers may give an indication of the number of exceptions that may be available, the actual number is determined by program completers. For example, if an EPP has 40 student teachers and two candidates do not pass the FORT and two do not pass the edTPA, then the EPP has three exemptions they may grant to the GPA requirement and three that they may grant for the edTPA during that program completion period rather than the four that they had anticipated based on the number of student teachers. This is because the number of program completers is now 36 and exceptions can be granted to no more than 10% of the total number of students completing the professional education program. Also, rounding up is not allowed because that would lead to an exemption rate higher than 10%.

Policy about Wisconsin Clinical Placements

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

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 proficiency in both the developmental level and subject area of the license.

Per Wis. Stat. 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 semester-long experience or multiple placements across the semester-long experience.

The edTPA work group has developed a Frequently Asked Questions and the edTPA in Wisconsin document with suggestions and considerations. The document is available at: <http://dpi.wi.gov/tepd/epp/edtpa>.

Can the edTPA be taken prior to student teaching?

It can be taken at any point in the clinical experience, but programs should ensure that their candidates are adequately prepared to be successful on the edTPA. For most programs, this will mean making the edTPA part of the student teaching clinical placement.

How can candidates meet the video release requirements for edTPA?

The edTPA work group refined a video release form that has been reviewed by the UW System Administration, the Wisconsin Association of School Boards, and the Wisconsin Department of Public Instruction legal teams. These forms are available for use by Wisconsin programs and can be found at: <http://dpi.wi.gov/tepd/epp/edtpa>.

Policy 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 about Individuals Seeking Licensure from Out-of-State into Wisconsin or from Wisconsin to another State

For out-of-state applicants to Wisconsin, the initial licensure is the first Wisconsin license for which an applicant applies. A comparable review is completed to determine issuance of the Wisconsin license. These candidates will have completed an educator preparation program headquartered outside Wisconsin. In the review process, the DPI looks for the same elements of an approved program that we have in Wisconsin including: basic skills, content testing, major, pedagogical skills, clinical experience, and statutory requirements. The state superintendent made the following policy for candidates who were prepared outside the state of Wisconsin and completed their initial educator preparation program on or after September 1, 2016:

“An out-of-state applicant with less than one year of teaching experience of at least one-half time employment in a PK-12, private, or charter school (not a tutoring site), must post a passing score on the edTPA effective September 1, 2016. If a candidate completed an edTPA as part of an educator preparation program in another state and received a passing score in that state, Wisconsin will honor the score as passing in Wisconsin. If the other state has not established a threshold for passing, the individual will need to meet the cut score established for Wisconsin.”

The cut scores that have been established for Wisconsin are

- 38 for edTPA handbooks with 15 rubrics
- 32 for edTPA handbooks with 13 rubrics
- 45 for edTPA handbooks with 18 rubrics.

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

Because the edTPA is part of the Continuous Review Process (CRP) and is required for an initial educator license and Wisconsin educator preparation program completion, an educator preparation program may require all teacher candidates to complete an edTPA, even if they do not intend to seek licensure in Wisconsin. This is true even if the state in which they do intend to seek licensure does not require an edTPA. Many states are making policy decisions about the edTPA and state licensure. Information on each of the other states is available at www.edtpa.com.

Policy Questions during Transition

Beginning September 1, 2015, Wisconsin started to move to full implementation of the edTPA. During the transition from piloting the edTPA to full implementation, interim policy documents were published on August 3, 2013, and August 14, 2014. These interim policy documents provided guidance to educator preparation programs during transition to full implementation. The following policies have been recommended and approved by the state superintendent.

Does a teacher candidate who successfully completes their student teaching prior to September 1, 2015, but has not completed other testing requirements, need to complete an edTPA?

No. Candidates who successfully complete student teaching prior to September 1, 2015, but have not completed all licensure program requirements will not need to complete an edTPA. The candidate's program completion date will be the date upon which the candidate completed outstanding program and/or testing requirement(s). The endorsement may occur after September 1, 2015.

If a candidate successfully student taught between September 1, 2015, and August 31, 2016, must the candidate have an officially scored edTPA to be endorsed for licensure?

Yes. A candidate must have an officially scored edTPA for program completion. If the candidate submitted to Pearson Evaluation Systems for official scoring on or before August 31, 2016, a passing score is not required for program completion. However, the EPP may set a passing score requirement.

Are educator preparation programs allowed to set internal passing scores for their EPP during the 2015-2016 transition year?

Yes. The educator preparation program makes the endorsement decision. While the state will not require a passing score for completion during this year, the EPP may set a passing score.

Conclusion

The edTPA work group has provided valuable assistance with statewide implementation efforts and policy refinement. The work group appreciates the commitment and feedback of all the EPPs as the state moved to full implementation of edTPA.

APPENDIX A WISCONSIN ASSESSMENT SYSTEM for EDUCATOR PREPARATION PROGRAMS

<i>Timeline</i>	ADMISSION TO TEACHER EDUCATION	WHILE IN THE SCHOOL, COLLEGE, DEPARTMENT OF EDUCATION (SCD)			IN A PK-12 SCHOOL-FULL DAYS/FULL SEMESTER	EMPLOYED BY A WISCONSIN PUBLIC SCHOOL
<i>PI 34 Requires</i>	Communication Skills	Human Relations & Professional Dispositions	Content	Pedagogy	Clinical Program	Institutional Evaluation of Outcomes
<p><i>Standards And Performance Based System</i></p> <p><i>10 Teacher Standards</i></p>	<ul style="list-style-type: none"> GPA 2.5 Praxis I: PPST Standardized tests: Reading Writing Mathematics Until 2014 Praxis I: PPST Reading, Writing, Mathematics until 2014 ACT/SAT/GRE as of Sept. 2013 CORE- 2014 	<ul style="list-style-type: none"> Assessments developed by Educator Preparation Program (EPP) 	<ul style="list-style-type: none"> Major Standardized tests: ETS Praxis II ACTFL OPI and WPT Pearson Foundations of Reading 	<ul style="list-style-type: none"> Performance Tasks and Assessments developed by EPP edTPA 2015-2016 	<ul style="list-style-type: none"> Student Teaching 4 evaluations edTPA 2015-2016 <p>2.75 GPA for completion</p>	<ul style="list-style-type: none"> Systematic ongoing collaboration with PK-12 school districts PDP team member participation Graduate follow-up studies from graduates and employers DPI/IHE data on obtaining employment; advancing from IE to PE (ELO + 1202) HEOA Title II reporting data of completers and passing rates
<p><i>Common Assessments For Aggregated Data</i></p>		<ul style="list-style-type: none"> Praxis I: PPST Reading, Writing, Mathematics until 2014 ACT/SAT/GRE as of Sept. 2013 CORE- 2014 	<ul style="list-style-type: none"> Standardized tests: ETS Praxis II ACTFL WPT & OPI Pearson Foundations of Reading 	<ul style="list-style-type: none"> edTPA Planning edTPA Instruction edTPA Assessment 	<ul style="list-style-type: none"> edTPA Planning edTPA Instruction edTPA Assessment 	
<p><i>Data Resources</i></p>	<p>ETS data analyzer</p>		<p>ETS data analyzer ACTFL data analyzer Pearson data analyzer</p>	<p>Stanford SCALE/Pearson edTPA results</p>	<p>Stanford SCALE/Pearson edTPA results</p>	

Pre-student teaching clinical experiences in school settings - developmental in scope and sequence - 2 evaluations

Pre Service Portfolio of Evidence: Used by EPP to measure candidate proficiency in the standards; Review one takes place end of pre-student teaching

Exit Portfolio of Evidence: May use edTPA and augment; exit level proficiency