

# Minnesota Association of Colleges for Teacher Education

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## MACTE Minute September 11, 2013 Update on the edTPA Grant

During the past five years, work on the implementation of the edTPA was collaboratively conducted between representatives from MACTE and the Board of Teaching. This work was generously supported by the Bush Foundation. The ability to build the infrastructure, policies, and capacity for the Board, teacher preparation institutions, and P12 school districts was essential and has led to a more effective implementation of this assessment. While completing the report for the grant, we identified the following impacts which we would like to share with you at this time.

### Leadership and Collaboration

The work that this grant supported led to high levels of leadership and collaboration at the national, state, and local levels. Nationally, we were in constant collaboration with Stanford (SCALE) and Pearson to assure fidelity of implementation and administration. Several Minnesota faculty became leaders who were tapped by SCALE for national standard setting, national presentations, and national training. In the state, we collaborated with the Bush Foundation, MACTE, the BOT, Education Minnesota, and the Minnesota Legislature. The edTPA Steering Committee provided voluntary leadership from MACTE to assure effective implementation, communication, and training for the edTPA. At the local level, the grant produced effective institutional collaboration and leadership for teacher preparation programs, edTPA Campus Coordinators, P12 teachers partnering in student teaching placements, and for P12 administrators.

### Policy Development

Throughout the grant period, discussions and recommendations for statewide policies were developed and implemented by the BOT, teacher preparation institutions, and P12 school districts. Assessment pilots resulted in policy changes that increased clarity, consistency, and fidelity of implementation and clear timelines for implementers. Standard setting resulted in benchmark scores for each task that are policy expectations for the state EPPAS continuous improvement data site.

### Consistent, High Quality Communication, Training and Use of Data for Continuous Improvement

By coordinating the statewide implementation, consistent, high quality communication led to greater ease of implementation in all institutions and schools. Consistent training has led to increased fidelity in the effective implementation of the assessment by cooperating teachers, supervisors, and university faculty. Local evaluation and data analysis has led to discussions on most campuses on how to use the edTPA for curriculum alignment, formative assessment, and continuous improvement of candidate performance.

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## Improved Candidate Preparation and Ability to Reflect

Based on data and comments from candidates, cooperating teachers, supervisors, principles, and faculty, the edTPA has demonstrated that candidates are profession ready on day one. Data over the last two years indicates that candidates are meeting the standard set for a beginning teacher. Comments from school districts and from our candidates indicates that the candidates are able to easily adjust to district teacher evaluation systems possessing the ability to identify evidence and reflect effectively on their teaching.

## Support for Professional Development

Throughout the grant period, MACTE members have supported the implementation through election of steering committee members and sponsoring professional development sessions at our meetings. Many faculty members have presented sessions on how to effectively implement and use the edTPA and these presentations will likely continue at future meetings such as the Fall 2015 Summit sponsored by the BOT who has now assumed all coordination efforts for the edTPA.

**Ongoing Concerns** – We also identified three ongoing concerns which deserve our continued examination and discussion They are:

- 1) Costs of Administration - Although this issue was continually tackled by the steering committee, it was not possible to find central funding. Inconsistent practices for paying for the assessment continue among institutions due to varying policies and constraints at each institution.
- 2) Consequential Use of the edTPA – There have been ongoing discussions about the use of the edTPA as a licensure assessment. Currently, there are institutional consequences in our continuous improvement model. Consequences for candidates are part of their program completion in each institution. Costs and benefits have been analyzed and the Steering Committee and BOT are in agreement that the assessment should only be used for continuous improvement reporting.
- 3) Ongoing reliability and consistency of candidate coaching and support – Since this is a complex assessment, support and coaching are essential and assuring that all faculty, supervisors, and cooperating teachers are doing this both reliably and consistently will be an important ongoing task.

MACTE thanks the Board of Teaching for working so closely with our teacher preparation institutions and with MACTE throughout this process to produce positive results in the implementation of the edTPA. Legislatively mandated changes often aren't accompanied by the funds to assure effective implementation and therefore we are deeply indebted to the Bush Foundation for supporting this most important, collaborative work. Together, we were able to do it better.