

# Minnesota Association of Colleges for Teacher Education

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edTPA Score Setting – October 14, 2016

MACTE encourages the Board of Teaching **not** to make changes in the edTPA passing scores at this point in time. Minnesota Colleges for Teacher Education are working on improving scores of all candidates and are showing improvement toward the current passing scores. Changing the passing scores at this point in time would be a premature decision.

The state of Minnesota has two years of data for edTPA. These two years have been a time of learning and growth for IHEs and for the candidates. The edTPA data shows positive improvements in scores in this short time frame, and IHEs have been using data from edTPA to make improvements to their programs. In other words, IHEs are using the data as it was designed to be used. The impact of program changes will take a number of years to see in the edTPA data. SCALE\* has implemented a National Academy of edTPA Consultants beginning this year to provide ongoing training and support to IHEs as they are reviewing the first two years of data and making decisions regarding program improvements.

We know, from state and national data, that some areas (such as Physical Education and Special Education) are scoring consistently lower than other areas. IHEs are working hard to understand this consistent score variation to improve teacher preparation programs in these areas. Program improvements implemented based on the small data set are just beginning and IHEs need time to implement and evaluate the program improvements. Raising pass scores now could increase teacher shortages in high need areas such as Special Education.

We believe that with the Program Evaluation questions that are answered for PERCA, programs have the opportunity to be intentional about their responses to pass rates in each of their programs. IHEs are still studying and learning from the data set. Investigating why some candidates score better than others is a complex question that takes time to unravel.

MACTE encourages the Board to consider the following:

- edTPA is only one of many data points for IHEs to use in continuous improvement
- Candidates are assessed in multiple ways and this single assessment should provide information to IHEs to improve programs
- The assessment system (tools and passing scores) should be stable and allow IHEs to understand the data and continuously improve their programs
- The professional community has not reached agreement about the use of edTPA as a high stakes assessment. SCALE has stated *“edTPA is meant to be one of multiple measures in a program assessment system used by campuses or states as one measure of readiness to teach. While it may be high stakes – it is ONE measure that contributes to program completion or licensure decisions.”*

We hope the Board of Teaching recognizes and supports the on-going work of MACTE institutions on the implementation of edTPA for program improvement by not changing the edTPA passing scores at this point in time. We recommend revisiting the edTPA scores in an additional two years.

Thank you for considering input from our professional organization.

\*Stanford Center for Assessment, Learning and Equity

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