


## **MEMORANDUM**

**TO:** The Honorable JB Pritzker, Governor  
The Honorable Emanuel “Chris” Welch, Speaker of the House  
The Honorable Tony McCombie, House Minority Leader  
The Honorable Don Harmon, Senate President  
The Honorable John Curran, Senate Minority Leader

**FROM:** Dr. Tony Sanders   
State Superintendent of Education

**DATE:** October 31, 2024

**SUBJECT:** Teacher Performance Assessment Task Force Report

The Illinois State Board of Education respectfully submits the Teacher Performance Assessment Task Force Report to the Governor and General Assembly to fulfill the requirements of Public Act 103-0488.

This report is transmitted on behalf of the State Superintendent of Education. For additional information, please contact Dana Stoerger, Executive Director, Legislative Affairs at (217) 782-6510 or [dstoerge@isbe.net](mailto:dstoerge@isbe.net).

**cc:** Secretary of the Senate  
Clerk of the House  
Legislative Research Unit  
State Government Report Center

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## Executive Summary

Public Act 103-0488 called for the creation of a Teacher Performance Assessment Task Force. The charge of the task force was to evaluate potential teacher performance assessment (TPA) systems for implementation across Illinois, with the intention of ensuring consistency across programs and supporting a thoughtful and well-rounded licensure system. The task force met 21 times between January 30, 2024, and October 28, 2024.<sup>1</sup>

Initial meetings provided information of TPA usage in other states as well as capturing the vision and values of individual members as a point of departure for subsequent work of the task force.

To further inform the considerations of the task force, three panels consisting of cooperating teachers and college/university supervisors, practicing teachers required to complete the edTPA for initial licensure, and building and district administrators shared perspectives on the use of the edTPA as part of the student teaching experience. So, too, task force members heard about “lessons learned” during the development and implementation of a state-developed TPA from staff at the Missouri Department of Elementary and Secondary Education, as well as about national use of TPAs from staff at the Education Commission of the States.

Task force members provided ideas on different models of TPAs that Illinois could use for consistent implementation in support of a thoughtful and well-rounded licensure system through information collected via surveys. Initially, members identified attributes, evidence, and evaluation of a TPA and the model of a TPA (e.g., commercially available, a state-developed TPA from another state, an Illinois-developed TPA, and a framework for a TPA codified in Illinois Administrative Code). Discussions on TPA models and through the lenses of attributes, evidence, and evaluation in subsequent full task force meetings resulted in the emergence of the following themes and broad questions:

- **Purpose:** What is/are the purpose(s) of requiring a TPA for initial licensure?
- **Quality:** What constitutes a TPA “of quality”?
- **Cost:** What are or should be the monetary, logistical, operational, and other costs for a TPA be for candidates, institutions of higher education (IHEs), school districts, and the state?
- **Consistency:** What does “consistency” mean for a TPA required for initial licensure in terms of implementation and evaluation?
- **Alignment:** What standards should serve as the “test blueprint” for a TPA in light of the responsibilities of a professional teacher in Illinois? How should a TPA align with work that occurs subsequent to initial licensure?

The emergent themes were refined through an iterative process that included full task force meetings, small group sessions within full task force meetings, and consideration of reflections and the like between meetings that were collected using Microsoft Forms.

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<sup>1</sup> The Teacher Performance Assessment Task Force was originally written into legislation with an end date of August 1, 2024. PA 103-0846 amended the end date to October 31, 2024.

Task force members believed that a TPA cannot -- and should not -- be indicative of all aspects of teacher preparation. Moreover, whatever the “form” a TPA in Illinois takes, it must be consistent in administration across institutions and part of the work that is the responsibility of a teacher of record, not something apart from that. It also must support the development of the teacher candidate. Additionally, a TPA should be “fee-free” for the teacher candidate.

Tied to the theme of “consistency,” the topic of a “third-party evaluator” was a particular focus for the task force. Members provided various perspectives on the topic grounded upon questions of cost, qualifications of evaluators, reliability and validity of the assessment, and context or circumstances in which a third -party evaluator may be needed. The task force members did not come to an agreement on how to investigate these aspects of the issue.

Concurrent with the development of a recommendation was the identification of subsequent means through which this recommendation could come to fruition -- in particular, the use of a multiyear pilot that would include an independent and concurrent program evaluation and creation of a Teacher Performance Assessment Advisory Committee made up of Illinois educators and stakeholders with expertise in performance assessments to develop the assessment.

The Teacher Performance Assessment Task Force recommends that Illinois develop a teacher performance assessment for consistent statewide administration as a requirement for initial licensure. The development of the TPA will occur via a multiyear pilot and concurrent program evaluation.

The state-developed TPA should be valid and reliable and aligned to applicable Illinois Professional Educator Standards, Culturally Responsive Teaching and Leading Standards, and performance evaluation system as specified in the Performance Evaluation Reform Act and include:

- Evidence of a teacher candidate’s ability to:
  - Plan, deliver, and provide feedback on instruction that builds on the interests and assets of students (including formal and informal observations within student teaching as well as the TPA).
  - Communicate and collaborate with others in support of student learning and professional growth as a teacher.
- Development of a Professional Learning Plan based upon evaluation of TPA/student teaching experience and, generally, the candidate’s emergence as a professional teacher in light of the totality of experiences in/through/around preparation.

At the October 28, 2024, meeting, the Teacher Performance Assessment Task Force approved the report, with 11 members voting in favor and 10 members in opposition.

Introduction

## Performance Assessments in Education<sup>2</sup>

The use of performance assessments as a means of “authentically” demonstrating competency or the possession of identified skills (and the knowledge upon which the skills are grounded) is long-standing within<sup>3</sup> and outside<sup>4</sup> of P-20 education.<sup>5</sup> Certain disciplines within the former (e.g., the fine and performing arts and Career and Technical Education) seemingly require an “authentic” approach in order for an individual to show “what they know and how they know it.”

Thus, to evaluate if an individual is developing the skills and knowledge necessary to rebuild an engine or cut and style hair or play an instrument suggests that the primary means of demonstrating the possession of the skills and knowledge as agreed upon by a profession is by and through the evaluation of the individual rebuilding an engine or cutting and styling hair or playing the instrument.

Apart from the use of performance assessments to ascertain the degree to which an individual possesses the necessary knowledge and skills required to engage in the work of a profession, they also often are used as a way of projecting the “identity” of a profession. In particular, the agreements that frame the values, practices, and the ways of “showing and knowing” support accountability and advocacy that are important for a profession. The use of performance assessments in educational settings, although part of practices in disciplines for decades, accelerated in the early 1990s in the context of widespread critiques of standardized achievement testing.<sup>6</sup>

*Within the P-20 continuum, the term “teaching performance assessment” most often refers to work samples or “portfolios” that integrate the collection, analysis, and evaluation of artifacts and related products derived from actual classroom teaching practice. Portfolios may consist of relatively informal collections of artifacts gathered over several months of practicum work in the classroom, or they may be highly standardized processes in which specific artifacts of teaching are required to be collected and analyzed by the candidate over the course of several lessons. These typically include data from (P-12) student classroom assessments, lesson plans, video records of teaching,<sup>7</sup> and samples of student work, accompanied by analytic and reflective commentaries.<sup>8</sup>*

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<sup>2</sup>French, D., & Berry, B., (2017). *Teachers, Micro-Credentials, and the Performance Assessment Movement*. Voices in Urban Education, 46.

<sup>3</sup> For a succinct brief on the development and implementation of performance assessments in higher education, please see [A Historical Overview of Assessments: 1800s-2000s](#). Although subtly different in substance than that which occurs within the P-12 space, it is a helpful history that shows the dynamic of how new reforms are identified and change over time.

<sup>4</sup> Fields such as medicine, cosmetology, and massage therapy require the demonstration of skills outside and part from a computer-based/fill-in-the-bubble sheet assessment for licensure.

<sup>5</sup> Shepard, L. (1991). Psychometricians’ beliefs about learning. *Educational Researcher*, 20(7), 2-16.

<sup>6</sup> *Ibid.*, 3

<sup>7</sup> Note that the evidence suggested includes data sources that allow for the “triangulation” of a candidate’s performance inclusive of instructional planning instructional delivery, assessment of student work, and reflection on practice. The broad range of evidence provided in this citation is not necessarily indicative of all potential evidence or the only evidence that is necessary in order to evaluate a TPA.

<sup>8</sup> *Ibid.*, 4.

## Teacher Performance Assessment in Illinois

Prior to teacher performance assessments being used in Illinois, ISBE required all teaching candidates demonstrate their knowledge related to pedagogy via a paper-and-pencil (and later, a computer-based) “bubble-in” standardized assessment called the Assessment of Professional Teaching (APT), which was offered from July 1, 2009, to August 31, 2015, at a cost to candidates of approximately \$100.<sup>9</sup> The APT was available via four, grade-band specific tests (early childhood, elementary, secondary, and K-12) until July 12, 2014, before moving to a single PK-12 assessment on September 8, 2014. ISBE leaders, in partnership with some Illinois IHEs, eventually looked to replace the APT with a more authentic assessment by which a teacher candidate would demonstrate their knowledge of ability to engage in the work of a professional teacher (e.g., plan, deliver, and assess instruction).<sup>10</sup> The Educative Teacher Performance Assessment (edTPA) was a joint effort led by Stanford University and the Stanford Center for Assessment, Learning, and Equity (SCALE), with leadership by the American Association of Colleges for Teacher Education. The edTPA was developed because education professionals recognized the need for a common standards- and performance-based assessment of student teacher effectiveness.<sup>11</sup>

In Illinois, the requirement for a teacher candidate to successfully complete a teacher performance assessment in order to obtain a teaching license was first codified in the Illinois School Code in 2012.<sup>12</sup> This requirement was further clarified in updates to Illinois Administrative Code, which stated that institutions of higher education must begin to pilot the edTPA<sup>13</sup> with some of its students on or before July 1, 2013, and that the consequential implementation of an TPA would commence for all teacher candidates on September 15, 2015.<sup>14</sup>

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<sup>9</sup> The APT consisted of multiple-choice questions and two essays. In addition to the APT, a teacher candidate was required to pass a test of basic skills as well as a content test specific to the area(s) in which the individual wished to receive initial certification.

<sup>10</sup> Throughout the development and implementation of edTPA, SCALE conducted research on validity (i.e., edTPA scores are highly predictive of employment in the public teaching workforce [Goldhaber, Cowan, and Theobald, 2017]) and reliability of the instrument (e.g., reviews of the literature indicates that there are no founded psychometric concerns with the assessment [Gitomer et al., 2021; Goldhaber et al., 2017; Pecheone et al., 2021]). Additional data on performance is available at [EdTPA Administrative Reports webpage](#).

<sup>11</sup> It is important to recognize the myriad of change to the licensure requirements occurring concurrently with the piloting of the edTPA. In addition to that requirement, there was the updating of the Illinois Professional Teaching Standards and the required realignment/resubmission of programs from IHEs to ISBE, movement from a system of certification to a system of licensure, changes to professional development requirements, removal of “tiered licensure,” strictures pertaining to the number of times an individual could attempt the Test of Basic Skills, and -- albeit less directly affecting program delivery (at least for initial teaching licenses) -- changes to teacher evaluation. All of these occurred as a suite of changes in order to “professionalize teaching.”

<sup>12</sup> “Beginning September 1, 2015, all candidates completing teacher preparation programs in this state are required to pass an evidence-based assessment of teacher effectiveness.” All recognized IHEs must begin phasing in the approved TPA no later than July 1, 2013 (105 ILCS 21B-30).

<sup>13</sup> It is important to note that the reference to a teacher performance assessment in School Code was agnostic and that when rules were developed, a specific teacher performance assessment was identified. Work with the edTPA in Illinois began as early as 2009 with the participation of State Education Agency staff and faculty from Illinois IHEs in a nationwide TPA consortium sponsored by the Council of Chief State School Officers and the American Association of Colleges for Teacher Education).

<sup>14</sup> **25.720 – Educator Testing:** No later than July 1, 2013, each IHE must use the edTPA with at least some of its students, but before September 1, 2015, the IHE shall not require passing the edTPA as a condition for program completion for students in the pilot (unless the requirement is in place for all students).

Illinois Administrative Code was updated between 2013 and 2015 to include reporting requirements inclusive of edTPA implementation for annual program renewal<sup>15</sup> and required assessments for licensure.<sup>16</sup> Illinois Administrative Code was updated in 2016 to include when the edTPA is required for completion by candidates in an alternative licensure program<sup>17</sup> and the waiving of the TPA requirement for out-of-state educators with previous teaching experience who apply for a Professional Educator License (PEL).<sup>18</sup>

In addition to the statutory and regulatory changes necessary for the formalization of a statewide requirement, ISBE worked with SCALE and Pearson to share resources with IHEs that anticipated some of the challenges of implementation of a nascent program. (See Appendix A - edTPA Recommendations and FAQs for IHEs.) Passing score recommendations were developed based upon work from two national score-setting panels. (See Appendix B – edTPA Passing Scores.) ISBE developed and administered a survey that informed the setting of passing scores, their gradual roll up/out, and maintenance of the passing scores. (See Appendix C – edTPA Survey, Appendix D – edTPA Board Memo 2014, Appendix E – edTPA Board Memo 2019). ISBE collected data on pass rates from the inception of the requirement to monitor implementation. (See Appendix F – edTPA TPA Performance Data.)

Additionally, ISBE established an Implementation Planning Council to gather additional feedback from those closer to the work of implementation. (See Appendix G – Planning Implementation Council.) That council consisted of members from IHEs and other statewide organizations and focused upon identifying challenges to implementation of the new requirement and, more importantly, the development of potential solutions for each. The Implementation Planning Council was able to anticipate some areas of implementation and provide resources and guidance for them (e.g., the use of video and permission forms for capturing student engagement via a video and the sample policies for ensuring responsible use of video clips by teacher candidates).

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<sup>15</sup> **25.127 – Reporting Requirements:** Each educator preparation program shall submit a separate annual program report for each state authorized program to the state superintendent of education ... [and] (C) – provide the results of the applicable content-area test and the TPA ... (iii) - beginning with reports submitted in October 2016, if at least 80% percent of candidates during their student teaching experience have passed the TPA, the institution shall be deemed to be adequately addressing the standards set forth in Section 25.120.

<sup>16</sup> A further update to 25.720: Educator testing in light of phasing out the APT for in-state applicants and that a TPA must be completed during the “student teaching experience”:  
*Starting September 1, 2015, the TPA will be used to assess teaching proficiency, so the APT is no longer needed. As proposed, candidates completing student teaching by August 31, 2015, will be given up to five years to complete the APT before it is no longer offered. This allowance is necessary since the TPA is a performance-based assessment that is conducted as part of a student teaching experience. APT, on the other hand, is a computer-based test that must be successfully completed before qualifying for a Professional Educator License.*

<sup>17</sup> **25.60: Alternative Licensure:** EdTPA is required no later than the first semester of the second year of residency (was previously required prior to starting the second year of residency) (25.60[(b)[3][B]).

<sup>18</sup> **25.425(a)(4)(B): Individuals Prepared in Out-of-State Institutions:** The previous requirement of three years of teaching experience to waive the edTPA was replaced with one year of teaching experience.

IHEs, school and district leaders, and teacher candidates identified and shared benefits and challenges of the use of the edTPA with ISBE during the pilot and initial implementation.<sup>19</sup> Benefits included a common framework indicative of the work of the teacher of record; the provision of data for IHEs to review and, as applicable, modify program structure and delivery;<sup>20</sup> and the use of common language by teacher candidates when speaking about their work in interviews and other professional settings.

There were unanticipated challenges, too, which were shared with ISBE by IHEs and teacher candidates during the initial implementation. Broadly, these unanticipated challenges and their consequences may be understood as:

- A diminishment of professional judgment by those working with teacher candidates in Illinois IHEs.<sup>21</sup>
- Concern for the evaluation process in light of:
  - “Who” is evaluating the submission (i.e., the “distance” of the evaluator(s) from the teacher candidate).
  - The value/importance of knowing something of the “candidate” and the environments in which the instruction submitted for the edTPA occurs.

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<sup>19</sup> It is important to keep the benefits and challenges in perspective. When feedback was shared, it occurred through meetings with ISBE (e.g., public comment), the State Educator Preparation and Licensure Board (e.g., public comment), meetings of professional organizations (e.g., deans of education for/in public and private colleges/universities), and individual meetings with ISBE staff.

<sup>20</sup> The edTPA requirement afforded universities across Illinois opportunity to work together to embed the edTPA into programs and as a consequence of this shared that it both helped them structure the student teaching experience and yielded coursework that was more practical and similar to the actual job of teaching. Some IHEs reported that the edTPA provided structure to lower performing programs and also as a means through which candidates could become familiar with and prepare subsequent professional growth (e.g., National Board for Professional Teaching Standards). A collaborative of teacher preparation programs met over multiple years to improve their programs’ effectiveness; edTPA data was critical to that improvement.

<sup>21</sup> Put differently, from the inception of the TPA requirement in Illinois, concern from university and college faculty and cooperating teachers regarding the role of their informal feedback and formal evaluations to teacher candidates was believed minimized in light of the consequential evaluation of a submitted TPA by an evaluator “outside” of the college/university and school district. This notion is particularly relevant for the considerations of the Teacher Performance Assessment Task Force insofar as it is related to subsequent discussions of the “third-party evaluator.”

The edTPA approach to evaluation utilizes evaluators who, while trained to engage in that work and endorsed or licensed in the content area in which the teacher candidate undergoing preparation, do not know the candidate or their context. In other words, bias is “controlled” due to the training required and developed upon the validity and reliability of the instrument. The notion of the third-party evaluator, at least in part, emerged as a suggestion to control for bias that may occur if the approach to evaluation is more “local.”



- Bias. The pressure/anxiety for a teacher candidate as a result of the reported “dog-and-pony shows” in which a candidate must script, direct, and “film” a video<sup>22</sup> due to the high-stakes nature of the edTPA.<sup>23</sup>
- Cost to the teacher candidate.<sup>24</sup>
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As consequential implementation continued, the benefits shared with ISBE were overshadowed by the challenges.

Limitations between the then-current system of program delivery and state licensure requirements were uncovered as consequential administration continued. This, in particular, was in regard to the timing of the edTPA as a requirement for licensure and its “co-mingling” with degree attainment and subsequent offers of employment was an emergent concern. In particular, many IHEs included the successful completion of state licensure requirements (e.g., student teaching, testing requirements) for degree attainment. When a candidate did not successfully complete the edTPA during the student teaching experience, the unintended consequences became readily apparent as that individual could not, in many instances, *either* obtain a degree *or* receive a Professional Educator License to serve as a teacher of record in an Illinois public school.<sup>25</sup>

To address this, two correctives were identified in the creation of:

1. A “resubmission” approach in which a candidate could resubmit those tasks that were not successfully completed.
2. An Educator License with Stipulations whereby an individual could obtain a one-year, non-renewable license to serve as a teacher of record in an Illinois public school, assuming the IHE/educator preparation program (EPP) could issue a bachelor’s degree if an individual did not complete all program requirements.<sup>26</sup>

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<sup>22</sup> The issue of video as *the central source of evidence* emerged almost immediately from the piloting of the edTPA in Illinois. Without wishing to oversimplify, this emergence, while initially “logistical” in nature (i.e., permission for the collection of video evidence), soon also included aspects more “ethical” in nature (i.e., how to approach when a candidate uploaded a video to a publicly accessible internet site). These, then, led to further concerns about the time/effort and anxiety in relationship to what the edTPA was designed to show. This broad set of dynamics led to PA 102-301.

<sup>23</sup> For the Teacher Performance Assessment Task Force, a residual “effect” from this concern is the identification of the core value that a TPA, in whatever form, cannot be something “outside of” the ordinary and usual work of the practicing teacher.

<sup>24</sup> This concern was shared in a few ways. For instance, sometimes this was framed in light of the cost of a bachelor’s degree/PEL and career earnings. In other instances, the challenges of paying for the edTPA for a teacher candidate were emphasized (albeit that institutions did figure out ways to assist candidates through embedding the cost as a “course fee” or offering short term loans to candidates).

<sup>25</sup> So, too, during the April 8, 2024, building and district administrator panel, participants made it clear that they did not use edTPA as a data source that informed an offer of employment.

<sup>26</sup> In 2017, Senate Bill 2912 included language for the creation of an Educator License with Stipulations that may be awarded to an individual who completed an Illinois-approved teacher education program except for successfully completing the edTPA. The educator must hold a bachelor’s degree and have passed the test of basic skills (until this requirement was removed) and the appropriate content test. Educators must receive a minimum edTPA score

In sum, ISBE and its partners thought deeply about the need for a teacher performance assessment as a part of a “thoughtful and well-rounded system of licensure.” As is the case in any move from policy to implementation, a number of concerns were identified or emerged and, to the extent possible, addressed through changes to local program delivery (e.g., how IHEs embedded some or all of the edTPA into pre-student teaching experience) and state levers (e.g., the creation of the Educator License with Stipulations). Moreover, many of these issues were further discussed by the Capstone Assessment Working Group, which issued a report in October 2020. (See Appendix H - Capstone Assessment Group Final Report.)

In light of the aforementioned, the charge of the Capstone Assessment Working Group when it was created was to “discuss and recommend a capstone assessment that would best reflect teacher quality.”<sup>27</sup> A number of possible alternatives to the edTPA were considered, including:

- No change to current practice. (Require edTPA of all licensure candidates.)
- Pilot Candidate Preservice Assessment of Student Teaching (CPAST)<sup>28</sup> with the intent to gather data on candidate performance and workability to inform a decision on replacing edTPA with CPAST.
- Require both edTPA and CPAST.
- Eliminate state-mandated licensure performance assessment altogether.
- Return to the formerly required APT exam.
- Develop a new assessment that is specifically aligned with soon-to-be-completed revised Illinois Professional Educator Standards (IPES) and Interstate Teacher Assessment and Support Consortium (InTASC) standards.
- Conduct a pilot, gather validity and reliability data, and implement it to replace edTPA.
- Consider developing a Danielson Framework tool similar to<sup>29</sup> those used to evaluate practicing teachers.<sup>30</sup>

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that has been approved by the State Educator Preparation and Licensure Board to be eligible for this license. It is valid for one year (full fiscal year) and cannot be renewed. The particulars of the requirements are in Illinois Administrative Code Part 25 (25.25).

<sup>27</sup> The purpose of [the] Capstone Assessment Working Group was to identify an appropriate licensure capstone assessment and discuss considerations for its implementation. (Capstone Working Group Final Report, 7).

<sup>28</sup> The CPAST is a summative performance assessment instrument. It uses rubrics with 21 performance criteria and is designed to assess pedagogical skills in four categories (Planning for Instruction and Assessment, Instructional Delivery, Assessment, and Analysis of Teaching) and dispositions in three categories (Professional Commitment and Behaviors, Professional Relationships, and Critical Thinking and Reflective Practice) that teacher candidates across disciplines are expected to demonstrate. The rubric is aligned to multiple sources, including the Council for the Accreditation of Educator Preparation standards, the InTASC standards, and the Ohio Standards for the Teaching Profession (Ohio Department of Education, 2005).

<sup>29</sup> As mentioned by members of the Teacher Performance Assessment Task Force, the Danielson Framework was not designed for teacher candidates. Thus, its mention in the Capstone Assessment Working Group report (i.e., “... similar to ...”) is an acknowledgement of this and that if the idea was acted upon would require modification to meet the experiences and work of a teacher candidate.

<sup>30</sup> Capstone Assessment Working Group Final Report, 11.

Several rounds of constructed polling were conducted, but no consensus between the considered alternatives was reached. The vote between recommending edTPA<sup>31</sup> as the “majority” choice and making “no recommendation” was even (8-8, N=16).<sup>32</sup>

Deliberations of the Capstone Assessment Working Group pertaining to use of the edTPA during student teaching were affected by the COVID-19 pandemic. Upon the cessation of in-person instruction, more pressing concerns of student, teacher candidate, cooperating teacher, and college/university supervisor well-being were top of mind for ISBE and IHEs. “What constitutes a student teaching experience in a public health emergency?” was another important question being asked of ISBE on account of the requirement that an edTPA must be completed *and* that that must occur during student teaching. ISBE created emergency administrative rules modifying state licensure requirements due to the pandemic<sup>33</sup> and provided guidance to the field on what the pandemic “meant” in light of licensure requirements, generally, and the completion of edTPA, in particular. (See Appendix I -edTPA Licensure Guidance FAQ.) The deliberations of the work group coupled with additional questions about the role and value of the edTPA due to the initial implementation and the pandemic, at least in part, led in 2023 to removing the edTPA as a requirement of initial licensure through August 31, 2025.<sup>34</sup>

### The Teacher Performance Assessment Task Force

The removal of the edTPA as a requirement for initial licensure, coupled with the recommendations from the Capstone Assessment Working Group, served as a means through which to further deliberate about the purpose of and role in initial licensure served by a teacher performance assessment in Illinois. This is what the Teacher Performance Assessment Task Force is focusing on.

The charge of the Teacher Performance Assessment Task Force is to “... evaluate potential performance-based and objective teacher performance assessment systems for implementation across all educator preparation programs in Illinois, with the intention of ensuring consistency across programs and supporting a thoughtful and well-rounded licensure system ... [and... [o]n or before August 1, 2024, the task force shall report on its work, including recommendations on a teacher performance assessment system in Illinois, to the State Board of Education and the General Assembly.”<sup>35</sup>

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<sup>31</sup> An individual who served on both the Capstone Assessment Working Group and Teacher Performance Assessment Task Force made mention that “... some members [of the Capstone Assessment Working Group] were unclear with the line of questioning in those polls and others expressed they chose the edTPA option because it wasn't clear at that point what an alternative would look like.”

<sup>32</sup> Ibid.

<sup>33</sup> PA 101-643 and Emergency Rules 25.25, 25.425, and 25.720 provided a waiver of the edTPA for individuals who have completed all other aspects of a preparation program (excluding student teaching) until September 1, 2020. Subsequent emergency rules in 2021 waived the edTPA during a public health emergency.

<sup>34</sup> SB 1488.

<sup>35</sup> During the May 6, 2024, meeting task force members discussed the need to extend the report submission deadline beyond August 1, 2024, to allow for more thoughtful consideration and avoid rushed decisions. At the May 20, 2024, meeting, members were informed that the extension of the task force has been written into an amendment on House Bill 5057. That day, all members present voted to approve and move forward with the extension. On August 9, 2024, HB 5057 was signed into law as PA 103-0846, which amended the submission date to October 31, 2024.

The task force met every other week beginning January 30, 2024. (See Appendix J – Teacher Performance Assessment Task Force Membership List.)

Initial meetings provided information to frame subsequent considerations, including, but not limited to, introduction of the task force charge, procedural requirements (e.g., adoption of rules of procedure), data on the use of teacher performance nationally and for the purposes of initial licensure.<sup>36</sup> (See Appendix K – Meeting I PowerPoint.) Examples of different models of teacher performance assessments also were considered.<sup>37</sup>

Task force members indicated during the initial meetings that to develop a recommendation for a TPA that could work in Illinois, they would have to learn from those most closely impacted by a TPA -- the states that developed a TPA for purposes of licensure. And a national perspective would be beneficial. Thus, subsequent meetings included three panels:

- Cooperating teachers and college/university supervisors,
- Currently practicing teachers in Illinois who were required to successfully complete a teacher performance assessment for initial licensure, and
- Building and district administrators.

The Missouri Department of Elementary and Secondary Education and Education Commission of the States also made presentations.

Task force members responded to the three questions<sup>38</sup> listed below to begin learning about perspectives on the teacher performances assessments, their use and utility broadly, and for purposes of initial licensure. (See Appendix L – Mentimeter Meeting I.)

1. What are your first thoughts on the work of this task force?
  - Remove barriers for students to become teachers.
  - Are our qualifications a barrier?
  - Is the current test too difficult or burdensome?
  - Defining skills and criteria needed to produce quality, well-prepared educators?
  - Desire for measurable, data-driven decisions.
  - Appreciation for diverse perspectives on task force.
2. If you were developing a TPA, what are your “non-negotiables” (e.g., categories of assessment, evidence submissions, evaluation process, etc.)?
  - Evaluation based on in-person observation.

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<sup>36</sup> There are 31 states (including the District of Columbia) in the United States that do not require the passage of a teacher performance assessment prior to initial licensure. Of the remaining states, there are four that allow -- but do not require -- one and 16 states that require a passing score on a teacher performance assessment prior to initial licensure.

<sup>37</sup> See materials for all Teacher Performance Assessment Task Force meetings on the [ISBE Teacher Performance Assessment Task Force webpage](#).

<sup>38</sup> There was also a fourth question that asked task force members to identify any additional questions or share final thoughts on the ideas discussed in the meeting. No responses were submitted.

- Submission of candidate artifacts.
  - Cooperating teacher should model and provide candidate evaluation.
  - Data-driven decisions.
  - Assessment should be aligned to educator employee evaluations that come later.
  - Evaluations that occur at beginning, middle, and end of student teaching experience.
  - Consistent across institutions.
  - Assessment should be objectively reviewed.
  - Free to candidate.
  - Aligned to standards.
  - Candidates have opportunity to reflect
  - Aligned to student literacy and reading comprehension.
3. What other teacher performance assessments, if any, are you aware of?
- Candidate Preservice Assessment of Student Teaching (CPAST)<sup>39</sup>
  - edTPA<sup>40</sup>
  - Praxis Performance Assessment for Teachers (PPAT)<sup>41</sup>
  - Resident Educator Summative Assessment (RESA)<sup>42</sup>
  - National Board for Professional Teaching Standards<sup>43</sup>
  - Performance Evaluation Reform Act (PERA)<sup>44</sup>
  - Renaissance Teacher Work Sample<sup>45</sup>
  - Danielson Framework for Teaching<sup>46</sup>
  - Missouri Educator Evaluation System (MEES)<sup>47</sup>

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<sup>39</sup> CPAST is a tool that was originally created by Ohio State University. It is now used by approximately 100 institutions to evaluate teacher candidates' pedagogical skills and dispositions.

<sup>40</sup> The edTPA is a performance-based, subject-specific assessment that was originally created by faculty and staff at SCALE. The edTPA, which is now administered by Pearson, is used to evaluate teacher candidates' planning, instruction, and assessment skills.

<sup>41</sup> PPAT is a performance-based assessment that was developed and administered by Educational Testing Service. This assessment evaluates teacher candidates' instructional skills and ability to impact student learning.

<sup>42</sup> RESA is a performance-based assessment that is used in Ohio. The assessment requires educators to demonstrate their skills through lesson reflections and written commentaries.

<sup>43</sup> The National Board for Professional Teaching Standards is an organization that offers a voluntary rigorous certification process that is intended to recognize and promote effective teaching practices.

<sup>44</sup> PERA was passed by the Illinois General Assembly in 2010. It created to reform the evaluation process for teachers and principals. This Act requires evaluations to include multiple measures of student growth and professional dispositions.

<sup>45</sup> The Renaissance Teacher Work Sample is a tool used to assess teacher candidates' planning, instruction, and assessment skills.

<sup>46</sup> The Danielson Framework for Teaching is an evaluation system, created by the Danielson Group, that assesses teachers in four domains: planning and preparation, classroom environment, instruction, and professional responsibilities.

<sup>47</sup> MEES is a rubric used during student teaching that is aligned to the Missouri Teacher Standards. This rubric assesses teacher candidates' knowledge, skills, and professional behaviors.

- Missouri Pre-Service Teacher Assessment (MoPTA)<sup>48</sup>
- Quasi-TPA (Minnesota)
- TPAs developed by faculty at/in specific EPPs

Many of the responses shared by task force members were resonant with the values of the Capstone Assessment Working Group. So, too, some TPAs identified by members also were a focus of consideration for the working group. The Teacher Performance Assessment Task Force is charged with “... evaluat[ing] potential performance-based and objective teacher performance assessment systems for implementation across all educator preparation programs in Illinois,” so staff presented information on the edTPA, CPAST, PPAT, MEES, New Hampshire Teacher Candidate Assessment of Performance, and RESA. (See Appendix M – Meeting II PowerPoint.) Each TPA was considered in light of when it is administered (e.g., during student teaching); attributes measured and the evidence through which these are measured (e.g., instructional planning, assessment of student learning, instructional delivery, and the like); who evaluates the TPA; and cost to candidates.

### Panels

Each of the three subsequent panels<sup>49</sup> requested by task force members assisted in informing the development of a recommendation for the identification and use of a TPA in Illinois.<sup>50</sup> Beyond the “when, what, who, and for how much,” each panel assisted in identifying notions that “prefigure” the architecture and implementation of any TPA. Put differently, the panels, in particular, led to the emergence of categories that frame the recommendation (e.g., purpose, quality, cost, and alignment).

### Cooperating Teachers and College/University Supervisors Panel

Members of the cooperating teacher and college/university panel received the following questions, which would guide their discussion.

1. In your experience as a cooperating teacher, what do you believe is the relationship between the student teaching experience and completion of a teacher performance assessment?
2. Beginning in 2020, the Illinois teacher performance assessment was waived as an initial licensure requirement. What differences, if any, did you notice in student teachers who completed the performance assessment in contrast with student teachers who did not complete the performance assessment?
3. In your experience, are there characteristics of educator preparation that lead to greater candidate readiness and success with the teacher performance assessment?

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<sup>48</sup>MoPTA is an assessment used during a teacher candidate’s final two semesters, including their student teaching experience. The MoPTA assesses teacher candidates’ ability to apply their learning in real classroom settings.

<sup>49</sup>Note that task force members were asked to submit names of individuals for the cooperating teachers and college/university supervisors, currently practicing teachers in Illinois who were required to successfully complete a TPA for initial licensure, and building and district administrators panels.

<sup>50</sup>Note that the panels for cooperating teachers/university supervisors, teachers required to complete a TPA, and building and district administrators occurred prior to the extension of the task force through October 31, 2024, whereas the information shared by states and Education Commission of the States occurred after the extension was approved by the Illinois General Assembly. The latter panels were a request from task force members, at least in part due to the additional time provided by PA 103-0846.

Panelists shared that the TPA served as a checklist rather than a reflective tool for the teacher candidate and the importance of using *any* assessment as a means to first and foremost support the development of the teacher candidate. More specifically, panelists noted that teacher candidates often engineered their lesson plans to meet TPA requirements, which might not accurately reflect their true teaching abilities. Concerns also were raised about the lack of consideration given to cooperating teachers' feedback in the evaluation process. For example, panelists shared that there were not always processes available for cooperating teacher feedback to be taken into consideration in the decision of whether or not to pass a teacher candidate, depending on the IHE. Panelists found it critical for cooperating teachers to have some say in a candidates' program/licensure outcome, though it also was noted that they should not be the only source of evaluation for student teachers.

### Teachers Who Were Required to Complete the edTPA

Prior to the edTPA completer panel meeting, members received the following questions, as submitted by task force members, that would guide the discussion.

1. What impact, if any, did the edTPA have on your student teaching experience?
2. Considering your pre-student teaching experiences in your educator preparation program, how prepared did you feel to complete the requirements of the edTPA?
3. In your own experience, what are the responsibilities/roles of a cooperating teaching and university/college supervisor in supporting the development of a teacher candidate in field experiences?
4. What supports and resources did you receive prior to and during student teaching to help you prepare and complete the edTPA?

The panelists shared a range of experiences regarding the edTPA's impact on their student teaching. Some found that the edTPA provided structure and clarity to their student teaching experience. Others, upon subsequent reflection as a licensed teacher, felt that the assessment added significant stress and divided their focus between the "ordinary and usual work" of the teacher of record and meeting a requirement. In particular, the stress was acute:

- Especially for those who did not successfully complete the edTPA and needed to balance the timeline for the preparation of evidence for resubmission,
- Due to the length of the student teaching experience in which to complete the edTPA, and
- In light of the consequences for degree completion and licensure if the assessment was not successfully completed during student teaching.

Preparation levels prior to completing the edTPA varied among the panelists. Some felt well-prepared due to integrated coursework and practice assessments, while others felt underprepared due to lack of introduction of scope and expectations of the assessment prior to student teaching.

The panelists generally agreed that components of the edTPA were valuable, especially those that encouraged reflection on the relationship between the planning and delivery of instruction. However, many other aspects of the edTPA were not deemed useful in their daily teaching activities, such as the stress that came with audio and video recordings. Many of the panelists said that they created a lesson

specifically for the audio and video recording portion of the edTPA because of the high-stakes nature of the assessment, even if it was not a lesson that was scheduled to be taught at that time.

The importance of support from cooperating teachers, university faculty, and peers was emphasized, with successful completion often relying heavily on this support network. Panelists highlighted the need for a teacher performance assessment that is appropriately developmental, reflective, and aligned with the daily work of a licensed teacher. They also stressed the importance of clear communication of expectations and consistency in the assessment process prior to and during student teaching.

### Building and District Administrators

Similar to the other panels, the building and district administrators panel received a list of questions suggested by task force members prior to the meeting:

1. What do you believe is the role of a teacher performance assessment within educator preparation?
2. What sorts of knowledge and skills should a teacher candidate demonstrate prior to serving as a teacher of record and in what ways should these be shown?
3. In what ways can colleges/universities and school districts work together to support the transition between teacher candidate and teacher of record?

The panelists provided a range of thoughts on the use and utility of a TPA. Some acknowledged it should be used to inform instruction, while others questioned its value, suggesting it adds unnecessary stress to an already intense experience and in doing so may inhibit skill development. The panelists agreed that scores on TPAs are not considered in hiring decisions. Instead, more emphasis is placed on performance in interviews and practical teaching demonstrations. Panelists stressed the importance of an applicant for a teaching position to possess strong communication skills and desire to problem-solve; evidence of ability to collaborate with peers; passion for the act of teaching; and, especially, in supporting students. Panelists also noted the need for “better” preparation in working with students requiring additional support and that although communication skills are essential for successful teaching, it appears that recent graduates do not possess these with the same depth as teachers prepared prior to the pandemic.

The panelists acknowledged that they rely on and trust IHEs and the licensure process to ensure that any candidate who is licensed possesses the skills needed to serve as a teacher of record and advocated for stronger partnerships between universities and school districts to support teacher candidates. In particular, panelists emphasized the importance of mentoring and practical classroom experience over the completion of a performance assessment.<sup>51</sup> They discussed the types of knowledge and skills teacher candidates should demonstrate, agreeing on the importance of being coachable and willing to learn. They also highlighted the need for university faculty to observe candidates in various classroom settings to better understand the challenges their candidates face and offer targeted assistance.

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<sup>51</sup> To be clear, the central issues here are not those of focus *within* a performance assessment (e.g., instruction planning, delivery, and assessment of student work). Rather, it is the way that these skills are “packaged” and evaluated and the residual time/effort that was, at least according to the panelists, not useful to make hiring decisions, built relationships between the district and college/university, and, most importantly, develop the teacher candidate.



## Missouri<sup>52</sup>

The coordinator of educator preparation at the Missouri Department of Elementary and Secondary Education (MoDESE) discussed the transition from the edTPA to the Missouri Pre-Service Teacher Assessment and then to the Praxis Performance Assessment for Teachers. He highlighted issues with these assessments, such as difficulty uploading videos and the additional workload for cooperating teachers.

These issues prompted MoDESE to develop a new student teaching evaluation called the Missouri Educator Evaluation System (MEES) in collaboration with stakeholders (e.g., practicing teachers, building and district administrators, higher education faculty) to replace the then-current TPA model, aligning it with state-approved standards and integrating it more into the practice of teaching. MoDESE staff mentioned the need, should Illinois move in the direction of developing a TPA, to be cognizant of concerns about validity and cost, and to be clear on the purpose of and use for a TPA with the range of “users.”

MoDESE staff were asked about the importance of identifying a means to regularly collect and consider feedback from stakeholders and the need for a consistent method for data analysis and dissemination. They stressed the need for continued training in the evaluation of the TPA process and noted the importance of integrating the assessment into teacher candidates’ preparation, making it feel more authentic. Feedback received by MoDESE suggests that candidates believe there is a lack of alignment between purpose and consistent administration of the assessment (i.e., the identified purpose of the assessment may not result due to how it is implemented and monitored).

## Education Commission of the States

Staff from Education Commission of the States (ECS)<sup>53</sup> were invited to present to the task force to provide a national scan of teacher performance assessments. ECS staff discussed the varying goals of teacher performance assessments across the nation, such as assessing readiness for teaching or identifying areas for growth. Examples from Tennessee, Ohio, Massachusetts, and Delaware showed differences in approaches and requirements for TPAs in these states. As noted, many states are moving away from the edTPA due to feedback from candidates and the impact of the pandemic and are instead integrating scope and substance of a TPAs into educator preparation programs (e.g., formalization within student teaching instructional planning, instructional, delivery, assessment of students’ work, and reflection on practice). (See Appendix N – ECS Teacher Performance Assessments Presentation.)

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<sup>52</sup> The task force requested that states that developed a TPA as a licensure requirement share their learning. Staff reached out to Missouri, Ohio, Washington, and New Hampshire through the assistance of Education Commission of the States. Staff spoke with personnel from these states. Scheduling difficulties resulted in only Missouri presenting to the task force. Staff presented a summary of the conversations from the states unable to meet with the task force.

<sup>53</sup> The Education Commission of the States is a group that researches and tracks education policy and provides support to policymakers across the United States.

## Surveys

Members of the task force were asked periodically to complete surveys to provide feedback on topics identified by members and to inform and build upon themes important to meeting the charge of the legislation. As indicated previously, first thoughts on the use of/purpose for a TPA were captured at the meeting of January 30, 2024. Subsequent meetings used this information for the framing of meeting agendas and, more importantly, to hone in on the “why” (i.e., values that would lead to the identification of purpose(s) for a TPA in light of the task force charge) and through the “what” (i.e., elements of a TPA) and “how” (i.e., other “operational elements” that would be necessary in order to administer a TPA).

At the March 25, 2024, meeting, for instance, task force members considered topics germane to attributes, evidence, and evaluation of a TPA. (See Appendix O– Mentimeter Meeting VI.)

In response to the query, “What teaching **attributes** should be assessed through a TPA?,” members identified extant frameworks (e.g., Danielson<sup>54</sup>); pedagogical elements (e.g., differentiation, cultural responsiveness, classroom management); and means of organization (e.g., a TPA could be organized using broad categories of instructional planning, instructional delivery, and assessment of student work).

In response to the question, “What forms/types of **evidence**<sup>55</sup> should be submitted as part of a TPA?,” members identified lesson plans; assessments; teaching observation evidence (e.g., cooperating teacher, college/university supervisor); student surveys; and video evidence/no video evidence.<sup>56</sup>

In response to the question, “How/in what ways/who should **evaluate** a submitted TPA?,” task force members identified a “set” of who should do the evaluating and as well as the importance of the cadence of continuous feedback. This is important information for any individual teacher candidate, and it ensures an assessment is and continues to serve the purposes under which it was initially created. It is important to ensure that the work of constructing a TPA is part of the “ordinary and usual” work of a practicing teacher and that a central part of student teaching is, in fact, preparation to serve as a teacher of record.<sup>57</sup>

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<sup>54</sup> There was openness to using a tool that was aligned with Danielson since it could serve as a bridge to pre-service and full-time teaching.

<sup>55</sup> TPA Task Force members also noted that whatever evidence is determined to be best needs to have an associated measurement tool (e.g., rubric) with clear criteria and be scored by trained evaluators with content expertise in the area they are evaluating.

<sup>56</sup> Whereas PA 102-301 no longer requires/allows a candidate to submit video evidence, the question in this survey was predicated upon ascertaining respondents’ thoughts on the range of possible evidence that could be collected for evaluation.

<sup>57</sup> Put differently, a critique of the edTPA and TPAs generally by some task force members was the “extra” work that is outside of the regular work of a licensed teacher. In particular, the concern was shared in terms of what was being asked on a teacher candidate at a time during which so many other important learnings were occurring. This idea was shared through language tied to the “dog and pony shows” that candidates often scripted, directed, and starred in to complete the edTPA. Teachers at any level of experience acknowledge the “forced” nature of requiring candidates to reflect upon those aspects of teaching and learning that are nascent in development and to which a teacher candidate may not be prepared at the time to consider in ways that are useful.

It is important to note that the consideration of who should evaluate and in what ways should evaluation be done was a topic revisited by task force members in numerous meetings. In particular, the former (i.e., the “who”) resonated with task force members and was often mentioned in subsequent meetings. The notion of “the triad” (i.e., cooperating teacher, college and university supervisor, teacher candidate) emphasized emergent values tied to a critique of the edTPA requirement for external evaluators not at all familiar with the teacher candidate or particulars on context that are often -- if not always -- relevant to teaching and learning in the public school system (e.g., location of school, resources available, limited autonomy of the teacher candidate within a system of licensure overseen by a state and within the student teaching experience).

None of the aspects were presented as mutually exclusive. Rather, the “threads” of attributes, evidence, and evaluation resulted in suggestions on the possible *forms* a TPA, including:<sup>58</sup>

1. A commercially available TPA (e.g., edTPA, PPAT).
2. A TPA developed in another state and implemented in Illinois (e.g., RESA, MEES, CPAST).
3. An Illinois-specific TPA developed in partnership between ISBE, PK-12 educators, and IHE faculty.
4. TPA framework in Part 25 (i.e., EPPs would develop their own TPA given the framework in Part 25).

A subsequent survey was developed to ascertain opinions on each TPA form that included elements, evaluation, training, resources, and accountability. Members were invited to respond to the four models using a combination of open-ended questions and Likert scale questions. (See Appendix P – Survey Results.)<sup>59</sup>

Note that some task force members believed that focusing on the “what” and “how” without clarity on the “why” was problematic. The sharing of this concern was pivotal in the work of the task force for two reasons. First, the recognition that the task force likely needed additional time to develop a

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<sup>58</sup> The possibility of “no TPA” was not included as an option insofar as the guiding question for the survey was an attempt to ascertain the form of a TPA assuming that some form is required.

<sup>59</sup> This survey was very long. The purpose of the survey was not as initially intended due to several reasons (e.g., some task force members were unable to save or submit initial responses and, understandably, did not possess the time to complete the survey again). However, as provided above, the categories for consideration and the subsequent identification of needing more time to “reset and revisit” occurred.

recommendation became evident.<sup>60</sup> Second, the additional time afforded the task force the opportunity to “reset and revisit” to further refine the “why” in the development of a recommendation.<sup>61</sup>

### Emergent Themes

The focus upon attributes, elements, and evaluation coupled with the recognition of the need for further clarity on the use of a TPA in a thoughtful and well-rounded licensure system provided a point of departure from which five emergent themes were identified and served as the cornerstone for the recommendation.

Broadly, the task force members felt strongly that a teacher performance assessment cannot, and should not, be indicative of all aspects of teacher preparation. Moreover, whatever the “form” a TPA in Illinois takes, it must be consistent in administration across institutions and part of the work that is the responsibility of a teacher of record, not something apart from that. It also must support the development of the teacher candidate. Additionally, a TPA should be “fee-free” for the teacher candidate, which was identified when the task force commenced. From these, the following themes were identified and refined as a final recommendation.

- **Purpose:** What is/are the purpose(s) of requiring a TPA for initial licensure?
- **Quality:** What constitutes a TPA “of quality”?
- **Cost:** What are or should be the monetary, logistical, operational, and other costs for a TPA be for candidates, IHEs, school districts, and the state?
- **Consistency:** What does “consistency” mean for a TPA required for initial licensure in terms of implementation and evaluation?
- **Alignment:** What standards should serve as the “test blueprint” for a TPA in light of the responsibilities of a professional teacher in Illinois? How should a TPA align with work that occurs subsequent to initial licensure?

These themes were discussed during meetings in small groups and by the full task force. (See Appendix Q – Meeting XIII PowerPoint, Appendix R – Small Group Summary I, Appendix S – Meeting XIV PowerPoint, and Appendix T – Small Group Summary II). Also, task force members could share ideas in

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<sup>60</sup> During the May 6, 2024, meeting, task force members discussed the need to extend the report submission deadline beyond August 1, 2024, to allow for more thoughtful consideration and avoid rushed decisions. Members suggested aligning the new deadline with the General Assembly’s veto session.

There also was debate over whether to extend the date when the teacher performance assessment becomes consequential. Some members felt this decision was premature and should be kept separate from the report deadline extension. Members discussed the time needed for institutions to prepare for a new TPA, with suggestions to extend the consequential date to December 2025 or even September 2026 to ensure adequate preparation.

<sup>61</sup> At the May 20, 2024, meeting, members were informed that the extension of the task force through October 31, 2024, was written into an amendment on HB 5057. That day, all members present voted to approve and move forward with the extension.

the development and refinement of a draft recommendation via a Microsoft Form between the times when the full group met.

### Purpose

Generally, a purpose of a TPA is to ensure that new teachers are “Day 1 ready,” demonstrating key abilities such as team integration, preparedness, independence, and knowing how to seek support. The focus is on proficiency rather than perfection, assessing specific attributes and skills necessary for effective teaching without overwhelming candidates. An individual assessment cannot and should not be indicative of all aspects of teacher preparation, but the purpose of a TPA within a thoughtful, well-rounded licensure system considering its role through the lenses of multiple audiences is important.

The task force identified the following “audiences” as central when considering the purpose of a TPA:

- State of Illinois – A TPA assists in building or supporting public trust in public education through a requirement that focuses upon demonstration of a set of generally agreed upon professional skills and habits of mind in order to best ensure that a newly licensed teacher is equipped to enter the classroom and support students’ academic progress.
- Educator Preparation Programs – A TPA provides a source of data that EPPs may use for purposes of program implementation and continuous improvement.
- School Districts – A TPA supports teacher candidates as they move from preparation to serving as a teacher of record.
- Teacher Candidates – A TPA provides opportunity for reflection and feedback on assets and areas that required additional attention.
- Students – A TPA provides an assurance that teachers are prepared to support and build upon the interests and assets of each child served by a teacher of record.

### Quality

Generally, the task force identified that a “quality” TPA is:

- Indicative of the regular work of a teacher of record and, importantly, that a TPA must focus upon this suite of “ordinary and usual” tasks (e.g., instructional planning, delivery of instruction, assessment of student work, receipt of and response to and reflection on feedback provided by cooperating teacher and college/university supervisor, among others).
- Valid and reliable (i.e., the TPA assesses what it is designed to assess and by those who are appropriately positioned to serve as evaluators).
- Complementary of existing elements of educator preparation and licensure.
- Used to consider *both* the purposes of a TPA as well as for possible refinements to a TPA over time (e.g., considers annual and longitudinal data in ways that include, but are not limited to, ensuring reliability and validity of the TPA, guaranteeing inter-rater reliability of evaluation/evaluators, measuring and minimizing bias).

## Cost

Generally, the task force believes that cost considerations for a TPA must consider fiscal, operational, and human capital “impact” on development and administration (including the work of cooperating teacher, college/university supervisor, teacher candidate, and others engaged in the development and evaluation of the TPA among others).

The task force was, from its initial meetings, particularly interested in ensuring that costs are controlled or eliminated for teacher candidates.

## Consistency

Generally, the notion of consistency was a means through which necessary details that led to the recommendation were identified and refined. In particular, implementation across all Illinois institutions with approved educator preparation programs requires:

- Consistency of **when** the TPA is administered.
- Consistency in evaluation of a TPA:
  - **Who** evaluates?<sup>62</sup>
  - **What** is evaluated (e.g., evidence submitted)?
  - **How** is a TPA evaluated (e.g., rubrics, supporting resources, and trainings for qualified evaluators)?
- Consistency in monitoring:
  - Need for requirements to be set forth in Illinois Administrative Code.<sup>63</sup>
  - Need for a committee to develop and oversee the implementation of TPA.
  - Need for external program evaluation developed and undertaken concurrently with the piloting of a state-developed TPA.

## Alignment

Generally, the task force believed that a TPA should be aligned to applicable Illinois Professional Educator Standards and Culturally Responsive Teaching and Leading Standards, and, to the extent appropriate, the requirements of PERA.<sup>64</sup>

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<sup>62</sup> Throughout many of the task force meetings, the notion of a third-party evaluator was considered in no less than two ways. The first, a “third-party evaluator” was a central consideration in multiple meetings. The task force did not reach consensus on this matter. Additional information on the third-party evaluator is found in the “Next Steps” section of this report. The second consideration was regarding content knowledge of the evaluator (i.e., need for) and especially in light of teacher candidates who work in bilingual classrooms.

<sup>63</sup> This, to make clear the scope/substance of what is being monitored.

<sup>64</sup> PERA sets forth the requirements for teacher evaluation in Illinois. Task force members considered this important as, upon receiving a professional educator license and serving as a teacher of record in a Illinois school, the individual completing the TPA is ‘ beholden ’ to these requirements. Also, but diminishing importance during the work of the task force, most districts in Illinois use the Danielson Framework for the evaluation of professional practice. Thus, the desire for alignment between a TPA and what one is most likely evaluated upon when a teacher of record was a point of consideration (albeit with the acknowledgment that the Danielson Framework was not designed initially for the work that occurs in an educator preparation program).

The TPA should include a structure that ascertains a teacher candidate’s ability to plan, deliver, and provide feedback to students, and communicate and collaborate with others in support of student learning. Moreover, the TPA should include a professional learning plan through which the candidate identifies areas in need of additional attention as well as interests and assets where additional growth is desired to tie the work at the conclusion of preparation to that of when a candidate serves as a teacher of record.

The subsequent recommendation resulted from five drafts refining the scope of the emergent themes.<sup>65</sup> Each draft was shared with the task force, and the final form of the based upon feedback received from committee members and tied to the task force charge of considering “place” of a TPA in a thoughtful and well-rounded licensure system. The evolution of the recommendation through the refinement of the emergent themes is memorialized in an appendix to this report. (See Appendix U – Draft Recommendations.)

### Recommendation

The Teacher Performance Assessment Task Force recommends that Illinois develop a teacher performance assessment for consistent statewide administration as a requirement for initial licensure. The development of the TPA will occur via a multiyear pilot and concurrent program evaluation.

The state-developed TPA should be valid and reliable and aligned to applicable Illinois Professional Educator Standards, Culturally Responsive Teaching and Leading Standards, and performance evaluation system as specified in PERA<sup>66</sup> and include:

- Evidence of a teacher candidate’s ability to:
  - Plan, deliver, and provide feedback on instruction that builds on the interests and assets of students (including formal and informal observations within student teaching as well as the TPA).
  - Communicate and collaborate with others in support of student learning and professional growth as a teacher.

Development a Professional Learning Plan based upon evaluation of TPA/student teaching experience and, generally, the candidate’s emergence as a professional teacher in light of the totality of experiences in/through/around preparation.<sup>67</sup>

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<sup>65</sup> During the October 15, 2024, meeting, the recommendation with the accompanying “draft V” statement identifying purpose, quality, cost, and consistency was voted upon. Seven members voted in favor of the recommendation and eight members voted in opposition to it. Concerns shared were tied to the additional evaluator and a need for greater specificity in “next steps.” Please see the meeting minutes for the October 15, 2024, Teacher Performance Assessment Task Force for additional detail.

<sup>66</sup> 105 ILCS 24A

<sup>67</sup> The task force suggests that the professional learning plan is not part of the evaluated materials due to the purpose of it (i.e., to identify areas of development as one serves as a teacher of record) and the particulars of

## Next Steps

The task force, in addition to its recommendation, identified related “next steps” to provide the infrastructure needed for the state-developed TPA to come to fruition as part of a well-rounded and thoughtful licensure system: The TPA would be developed and refined using a pilot and a means of monitoring/oversight of the development and implementation of the instrument.

In respects to the former, a multiyear pilot provides the cadence during which the development, data collection, and needed refinement can occur. It can support an iterative process during which the TPA and supporting resources, materials, and trainings are developed, “tested,” and refined based upon data collected.

A suggested timeline for the multiyear pilot is provided below.

### Pilot Year I (Fiscal Year 2026)

- Phase 1 - Fall/(summer), %<sup>68</sup> of each IHE – December 31, 2025. Data to committee for consideration, interim report out by March 31, 2026.
- Phase 2 – Spring, % of each IHE – May 31, 2026. Data to committee for consideration, final Pilot Year I report out by June 30, 2026.
- Pilot Year II (Fiscal Year 2027)
  - Phase 3 - Fall/(summer), % of each IHE – December 31, 2026, Data to committee for consideration, interim report out by March 31, 2027.
  - Phase 4 – Spring, % of each IHE – May 31, 2026. Data from Pilot Year II and any relevant data from the Pilot Year I report to committee for consideration, final Pilot Year II report out by June 30, 2027.<sup>69</sup>
- Full implementation – September 1, 2027. eeded statutory and regulatory changes, informed by the pilot, will occur prior to and during pilot.

At the October 23, 2024, task force meeting, members commented that while a multiyear pilot is important for the development and refinement of the instrument, it is also the case that the dates initially suggested (as above) should be further considered by the subsequent advisory committee to best ensure time for institutions to determine if they wish to take part in the pilot (see footnote 77), provide time for the development of some/all of the instrument and subsequent data collection, and

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it are “part and parcel” of the program study that the teacher candidate is completing (i.e., inclusive of course work, field experiences, and student teaching experiences).

<sup>68</sup> Note that the percentage of portfolios submitted during each phase of the proposed pilot would be determined by the Teacher Performance Assessment Advisory Committee. As stated in a subsequent section of this report, the multiyear pilot and feedback loop that is a part of it provide the needed time for school districts and institutions of higher education faculty to become familiar with and provide feedback on the state-developed TPA in a way that also will not place unnecessary and undue burden on them.

<sup>69</sup> The data in the Year II report could also include any relevant “follow-up data” from those candidates that submit a TPA in the Year I pilot (i.e., placement information tied to geography, school characteristics, and the like).



create and deliver training for the implementation and evaluation of the instrument. In sum, the pilot would occur over three years, beginning in FY 2026 and concluding in FY 2028 (i.e., the date for full implementation would be in FY 2028).

In respects to the latter, a committee to oversee the creation, piloting, and subsequent monitoring of the state-developed TPA that recognizes and *uses* the vast expertise housed in school districts and institutions of higher education and other organizations with experiences relevant to education preparation and licensure in Illinois honors the vision and values identified by this task force.

In particular, ISBE will require an additional advisory body to aid in operationalizing and piloting the state-developed TPA. The advisory body shall include individuals with expertise in assessment development (including statisticians and psychometricians) and individuals with expertise in the elements of effective teaching (including current Illinois educators). The advisory body shall be representative of the geography of the state and racially/ethnically diverse, and include expertise across early childhood, elementary, middle, and high school settings as well as expertise in the instruction of English learners and students with disabilities. The advisory body shall support ISBE in developing a rubric for the assessment, operationalizing the process and mechanics of the assessment, developing training for evaluators of the assessment, score-setting, implementing the pilot, supporting evaluation of the assessment using data gathered during the pilot, and recommending refinements to the assessment as needed.

The draft legislative language that follows was developed upon current committees identified in the Illinois School Code.<sup>70</sup> The purpose of the draft language is to serve as a point of departure as the particulars of membership are determined in the fall of 2024 and in preparation to submit legislative language in the 104<sup>th</sup> Illinois General Assembly. Prior, during, and subsequent to the October 23, 2024, task force meeting, members provided suggestions on the numbers and qualifications for participation.<sup>71</sup>

#### Recommended Next Steps (Draft Legislative Language)

1. Create a Teacher Performance Assessment Advisory Committee, with specifications defined in the Illinois School Code (105 ILCS 21B).<sup>2</sup> Persons nominated to serve on this committee must possess expertise in the development of performance assessments and systems. This committee shall consist of:
  - The state superintendent of education or a representative appointed by him or her, who shall be ex-officio chairperson.

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<sup>70</sup> Note that the numbers of individuals recommended from each organization are based upon language for the State Educator Preparation and Licensure Board and Performance Evaluation Advisory Committee. This is draft language, so numbers may change as language is negotiated.

<sup>71</sup> For instance, some members requested further clarity on the qualifications of those members who could be appointed at the discretion of the state superintendent to further specify the type(s) of expertise that are required as well as membership to further specify areas of content expertise (e.g., English learners, special education). Other members requested “shifts” in numbers identified in the draft language for purposes of balance between individuals nominated by different organizations and ensuring geographic representation.

- Six classroom teachers employed in the public schools (two of whom must be members of and nominated by a statewide professional teachers' organization and two of whom must be members of and nominated by a different statewide professional teachers' organization). At least two of the teachers so appointed must be employees of a school district that is subject to the provisions of Article 34 of this Code.
  - Three practicing district administrators nominated by the respective professional organization representing district administrators (at least one of whom must be from a school district that is subject to the provisions of Article 34 of this Code).
  - Three practicing building administrators nominated by the respective professional organization representing building administrators (at least one of whom must be from a school district that is subject to the provisions of Article 34 of this Code).
  - Three administrative or faculty members from public universities located in this state with educator preparation programs approved by the State Board of Education and nominated by the respective professional organizations representing educator preparation programs at public universities.
  - Three administrative or faculty members of private colleges or universities located in this state with educator preparation programs approved by the State Board of Education and nominated by the respective professional organizations representing educator preparation programs at private colleges or universities.
  - One regional superintendent of schools nominated by the respective professional organizations representing regional superintendents.
  - Two persons with demonstrable expertise in the development of performance assessments from organizations that advocate for educational policy in Illinois.
    - Nominations from organizations that advocate for educational policy in Illinois shall be submitted to the state superintendent of education, and the state superintendent will appoint two individuals from the submitted nominations.
    - Additional members of the committee shall be selected by the state superintendent and include, without limitation, persons with demonstrated expertise in the development of teacher performance assessments and systems (e.g., credentials and/or publications).
    - The State Board of Education shall provide administrative support for the Teacher Performance Assessment Advisory Committee.
    - The Teacher Performance Assessment Advisory Committee shall hold regular meetings at least quarterly and such other special meetings as may be necessary.
    - For purposes of program renewal and accountability, the Teacher Performance Assessment Advisory Committee shall provide annual recommendations, as applicable, on data collected on the Teacher Performance Assessment to the State Educator Preparation and Licensure Board.
    - The necessary expenses of the Teacher Performance Assessment Advisory Committee shall be provided through the State Board of Education.
    - The State Board of Education, in consultation with Teacher Performance Assessment Advisory Committee, may adopt such rules as may be necessary for the administration of this Article.
2. Create necessary materials and resources for implementation (e.g., the TPA writ large, alignment to support instructional documents for candidates, colleges/universities, school districts, evaluation rubrics, trainings, and the like).
  3. Identify sources of evidence required for the evaluation of a TPA (including, but not limited to, lesson plans, student work, audio transcripts, audio clips, observations, observation notes, among others).

4. Monitor the multiyear pilot and throughout and make recommendations informed by collected data to modifications to the TPA. (In particular, are there differences in evaluations between the cooperating teacher and college/university supervisor?)<sup>72</sup>

Current language in the Illinois School Code “pauses” the TPA requirement for licensure through August 31, 2025, as well as provides that “all candidates completing teacher preparation programs in this State .... are required to pass a teacher performance assessment.”<sup>73</sup>

The creation and piloting of a state-developed TPA would require modification to clarify the institutional role in the piloting of the assessment. Insofar as the TPA will develop over time, a requirement for *all* candidates to complete the assessment during its creation and piloting may place an unnecessary and undue burden on both candidates and IHEs. Thus, increasing the percentage of candidates completing the assessment will create the best likelihood of providing the time needed for IHEs to learn about and provide feedback on the state-developed TPA prior to full implementation.<sup>74</sup> While not necessarily part of any language modification to statute is the recognition that while teacher candidates at IHEs are responsible for the requirement, the multiyear pilot and feedback loop that is a part of it provide the needed time for school districts to become familiar with and provide feedback on the state-developed TPA in a way that also will not place unnecessary and undue burden on them.

A multiyear pilot makes the most sense for the creation of a state-developed TPA, but an IHE would not be required to participate in the pilot. If an IHE chose not to do so, then beginning on September 1, 2025, its candidates would be required to complete the edTPA.

At the October 23, 2024, task force meeting, members identified a lack of correspondence between the current statutory language of “...beginning on September 1,” and the typical academic calendars for institutions of higher education and when student teaching occurs (i.e., a fall semester that begins on or around August 1 and a spring semester which commences during January of the subsequent year). Thus, language in 105 ILCS 21B – 30(f) must be amended.<sup>75</sup>

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<sup>72</sup> While outside of the scope of work for this task force and the pilot, there was mention of questions, too, about the relationship between TPA performance and aspects of in-service “performance” (e.g., length of time in a teaching position, teacher evaluation ratings over time, and the like).

<sup>73</sup> 105 ILCS 21B-30(f)

<sup>74</sup> The determination of the percentages of TPAs considered during the pilot would be a first decision of the Teacher Performance Assessment Advisory Committee as there are numerous ways to contemplate the notion (e.g., by program type, numbers of candidates statewide, size of program(s) at an IHE, among others).

<sup>75</sup> 105 ILCS 21B-30-(f) would require modification for those institutions that choose not to participate in the pilot. Please note that ISBE would communicate with IHEs in the winter of 2024 to provide an update on the task force and its recommendations. More importantly, as part of this update, ISBE will explain the option for participation in the pilot. Those institutions that choose not to participate would still possess ample time to inform their candidates of the need to complete the edTPA in the fall 2024 semester.

This language could read:

*Except as otherwise provided in this Article, beginning on September 1, 2015, until the effective date of this amendatory Act of the 103rd General Assembly and beginning again on ~~September~~ August 1, 2025, all candidates completing teacher preparation programs in this State and all candidates subject to Section 21B-35 of this Code are*

## Other Topics

The topic of a third-party evaluator was a recurrent consideration for this task force. A number of task force members recommended and supported the inclusion of a third-party evaluator, in addition to a student teacher's cooperating teacher and university supervisor who would be from outside of a student teacher's preparation space. They therefore could offer an additional view of the candidate and provide a check on the summative TPA scores provided by those who worked with the candidate throughout their student teaching experience. After extensive discussion of the topic and an acknowledgement that there was insufficient information one way or the other to justify including or not including a third-party evaluator, task force members considered whether or not to test the impact of a third-party evaluator during the pilot. Task force members did not reach consensus on whether or not to test this option and therefore made no recommendation on the issue.

As stated in a previous section of this report, IHEs and teacher candidates shared concerns about the edTPA requirement during the initial implementation. Of particular interest for the task force were:

- Diminishment of professional judgment by those working with teacher candidates in Illinois IHEs, and
- Concern for the evaluation process in light of:
  - "Who" is evaluating the submission (i.e., the "distance" of the evaluator(s) from the teacher candidate).
  - The value/importance of knowing something of the "candidate" and the environments in which the instruction submitted for the edTPA occurs.

It is important to note that the evaluation process of an edTPA requires the submission of materials to an online platform. These materials are then shared with trained evaluators who are outside the district and IHE where the candidate is completing an educator preparation program. There is a logic behind this that is predicated upon the assumed agreement of what constitutes "Day 1 ready" teacher by professionals in the field (i.e., what constitutes "sufficient readiness" to serve as a teacher of record is similarly "seen as" regardless of locale of those evaluating the evidence for a TPA) and is not unlike what occurs in other fields that require professional licensure. However, the concerns of this committee while related to these also were subtly different.<sup>76</sup>

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*required to pass a teacher performance assessment except those candidates enrolled at an institution of higher education in this State that are participating in the Teacher Performance Assessment Pilot.*

Also:

- Companion changes are likely necessary in 105 ILCS 21B-35 and 105 ILCS 21B-50., both of which reference either "evidence-based assessment of teacher performance" or "teacher performance assessment."
- Once a determination is made if the pilot will last two or three fiscal years, language will need to be drafted to identify the "full implementation." For instance, if a three-year pilot is determined, then language could read "... *all candidates completing teacher preparation programs in this State and all candidates subject to Section 21B-35 of this Code are required to pass a teacher performance assessment beginning August 1, 2028 ...*"

<sup>76</sup> See also footnote 23.

The difference may be understood through the role of a TPA in a thoughtful and well-rounded system of licensure in Illinois. That is, the TPA as a requirement can provide an additional pillar of consistency within the teacher preparation landscape. If it is “true” that a TPA is completed during student teaching, that those working most closely with the teacher candidate are the cooperating teacher and college/university supervisor, and that “context matters,” then the common experience/expectation during student teaching provides consistency and its evaluation should recognize and value those most intimately tied to it. Even so, considering what are or could be a reasonable set of “checks and balances” to best ensure that an individual who is “ill-prepared” is not able to receive licensure also are important since the consequences of licensing an individual who may not be sufficiently ready to serve as a teacher of record are great.

The task force brought forward various perspectives on the matter (See Appendix V – Third Party Evaluator I, Appendix W – Third Party Evaluator II.)<sup>77</sup> These are important to memorialize insofar as recognition of the scope of ideas provides a richer sense of why the state-developed TPA is the most appropriate requirement for the system of licensure for Illinois students, teacher candidates, school districts, and IHEs. This includes recognizing the centrality of the “triad” – teacher candidate, cooperating teacher, and college/university supervisor -- in the development of the candidate and the need for a TPA to focus upon the “ordinary and usual” work of a teacher of record in ways that recognize the local context in which student teaching occurs. The different perspectives and questions that emerged from them are as follows:

- For some members of the task force, a third-party evaluator was a means through which the notion of consistent implementation of the TPA across all institutions of higher education and preparation programs in the state would most likely occur,
- For others, a third-party evaluator would ensure that bias in the evaluation by the cooperating teacher and/or college/university supervisor is minimized/eliminated to support the validity and reliability of the assessment.<sup>78</sup>

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<sup>77</sup> Appendices V and W are companion pieces that emerged from a discussion at the September 30, 2024, meeting.

<sup>78</sup> Some task force members, for instance, identified that it may be difficult for a cooperating teacher to provide specific feedback on a consequential assessment for licensure (i.e., formal feedback in distinction to the informal and more regular feedback provided during the student teaching experience) and that the third-party evaluator outside the “triad” would be helpful in this way.

- Others, who are unsure of or hold the position that those closest to the teacher candidate should be the individuals who make the decision of if a teacher candidate should be recommended for licensure, wondered why a third evaluation is needed and, moreover, what this evaluator would provide in the light of the purposes of the TPA in a well-rounded and thoughtful system of licensure.<sup>79</sup>
- In particular, questions about the use of a third-party evaluator were in distinction to those in which the cooperating teacher and university/college supervisor may not agree on the evaluation of a TPA.<sup>80</sup>
- Related to this, members of the task force wondered who would or could serve in this role (e.g., an individual in the building where the candidate is student teaching, within in the district, outside the district).
- Some task force members shared concerns about feasibility of a third-party evaluator in light of costs (e.g., time/effort, fiscal) as well as through identifying that the recommended state training to minimize bias should be sufficient to “controlling” for it in the evaluation of a TPA.

The task force did not reach consensus on this topic. Modifications between Drafts III and V show the evolution of the sorts of queries that could serve as research questions ascertained through the program evaluation as well as provide the spirit of the “wonders” with which the task force grappled. (See Appendix U – Draft Recommendations.)

The Teacher Performance Assessment Task Force did not regularly discuss what constitutes a range of evidence for a state-developed TPA. Rather, the deliberations of this task force focused more upon alignment of a TPA (e.g., alignment of the TPA with Illinois Professional Educator Responsive Teaching

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<sup>79</sup> While not a central topic of consideration in respects to a third-party evaluator, there was mention of and regardless of the “distance” between the candidate and additional evaluator, that the individual(s) engaging in this work should not be the result of solicitation (i.e., identification of an external vendor to provide this service if identified as needed).

<sup>80</sup> Some task force members shared that instances in which there is a lack of agreement between a cooperating teacher and college/university supervisor are small in numbers *and* that in those instances there ought to be a system already in place at an IHE to tend to these instances. Also, it may be worthwhile for ISBE to consider how and in what ways it collects data on these systems and structures related to but separate from the work of a TPA (i.e., in addition to instances during teacher preparation when there is a “disparity” between perceptions of readiness between a cooperating teacher and college and university supervisor during student teaching, candidates undergo a variety of “field experiences”).

and Leading Standards) and performance evaluation systems as specified in PERA through the “form” of instructional planning, delivery, and feedback that builds on the interests and assets of students, the importance of communication and collaboration with others in support of student learning, and professional growth as a teacher.

As indicated previously, the identification of sources of evidence required for the evaluation of a TPA (including, but not limited to, lesson plans, student work, audio transcripts, audio clips, observations, observation notes, among others) will be a responsibility of the Teacher Performance Assessment Advisory Committee.

At the October 28, 2024, meeting, the Teacher Performance Task Force approved the report with 11 members voting in favor and 10 members in opposition.

## Appendices

### **Appendix List**

Appendix A - edTPA Recommendations and FAQs for IHEs

Appendix B – edTPA Passing Scores

Appendix C – edTPA Survey

Appendix D – edTPA Board Memo 2014

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Appendix F – edTPA Performance Data

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Appendix H – Capstone Assessment Group Final Report

Appendix I – edTPA Licensure Guidance FAQ

Appendix J - Teacher Performance Assessment Taskforce Membership List

Appendix K – Meeting I

Appendix L – Mentimeter Meeting I

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Appendix P – Survey Results

Appendix Q – Meeting XIII. ppt

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Appendix T – Small Group Summary II

Appendix U – Draft Recommendations

Appendix V – Third-party evaluator I

Appendix W – Third-party evaluator II

Appendix V – Third Party Evaluator I

Appendix W – Third Party Evaluator II



## Appendix A - edTPA Recommendations and FAQs for IHEs

### edTPA Recommendations to Illinois Institutions of Higher Education

Illinois Institutions of Higher Education teacher preparation programs are in the process of piloting the edTPA™, a teacher performance assessment for teacher candidates. As part of this assessment, candidates will be required to submit a video recording of their student teaching in the classroom along with samples of student work. The Illinois State Board of Education Preparation and Evaluation Division and under counsel of ISBE Legal Division has guidance on certain elements relating to the video recording requirement of edTPA™ to assist in implementing this process within your educator preparation program(s),

ISBE recognizes that the use of technology where students may be video recorded in the classroom presents concerns and challenges for parents and students as well as educators and administrators. ISBE encourages educator preparation programs to assist student teachers by making safe, secure video recording options available to them. For instance, your program or institution may wish to consider providing video cameras to student teachers for their use in completing the assessment rather than students utilizing their own devices, such as smart phones, to record their teaching. Your program or institution may also wish to consider pursuing cooperation with the host school or district in utilizing school or district equipment for recording purposes. While neither of these approaches are required, ISBE believes that they reflect best practices for accomplishing this important assessment process while safeguarding the recorded material.

ISBE encourages institutions and programs to include a provision in their student teaching agreements with teacher candidates that describes the expectations for the candidates' use, transmission, and destruction of classroom recordings for assessment. As an example, consider the following statement: "A teacher candidate engaged in student teaching who is required to submit a video recording of his/her classroom instruction pursuant to a teacher performance assessment agrees to treat as confidential any such video recording made or obtained by that candidate. The candidate agrees to take reasonable precautions to ensure the security and confidentiality of such video recording and agrees to only use such recording as required by the teacher performance assessment. Once the video recording has been transmitted to and received by the entity conducting the teacher performance assessment and/or the candidate's program or institution, the candidate agrees to delete, erase, or physically destroy any local copy of the video recording. The candidate shall not share, post, or use the video recording for any other purpose. Failure to abide by this provision may result in adverse action, up to and including termination of the candidate's student teaching assignment, termination from the program, or rejection of the candidate's application for licensure with the Illinois State Board of Education." A provision incorporating this type of information will help to protect confidential student information as well as set concrete expectations for the use of such video recordings and highlight potential consequences of misuse. Again, such a provision is not strictly required, but ISBE suggests that securing the agreement of candidates to protect confidentiality of teacher assessment video recordings will help to protect students, institutions, and school districts from unwanted consequences of unauthorized use of such recordings.



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001 [www.isbe.net](http://www.isbe.net)

Gery J. Chico

*Chairman*

Christopher A. Koch, Ed.D.

*State Superintendent of Education*

## edTPA: An Evidence-Based Assessment of Teacher Effectiveness

What is edTPA™?

- The Illinois School Code **requires** that teacher preparation programs in Illinois begin phasing in an “evidence-based assessment of teacher effectiveness.” **As of Sept. 1, 2015, all teacher candidates for licensure will have to pass such an assessment in order to complete their teacher preparation programs and apply for licensure.**
- edTPA, an assessment designed by Stanford University, is the “evidence- based assessment of teacher effectiveness” that has been approved by the State Board of Education in consultation with the State Educator Preparation and Licensure Board.
- edTPA has been piloted and/or implemented in various states around the country, including Colorado, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Iowa, Indiana, Maryland, Massachusetts, Minnesota, New York, North Carolina, Ohio, Oklahoma, Oregon, South Carolina, Tennessee, Virginia, Washington, Wisconsin and Wyoming.
- edTPA is meant to serve as a capstone assessment and complements other assessments of teacher readiness required by ISBE and the candidate’s individual program of study.
- edTPA is designed to measure teacher candidate effectiveness in the classroom by focusing on student learning.
- edTPA includes a review of a teacher candidate's authentic teaching materials, including short video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries.

- edTPA assessments are securely submitted via an electronic online platform and are scored by carefully selected evaluators, who include teacher education faculty, clinical supervisors, K-12 teachers, administrators and National Board Certified Teachers.
- edTPA is aligned with the (InTASC) standards, and various professional standards, depending on the subject area, including Common Core State Standards and Specialized Professional Association (SPA) standards. edTPA also aligns with the National Council for Accreditation of Teacher Education (NCATE) standards.

What are the legal authorities and ISBE rules regarding edTPA?

- The Illinois School Code provides, at 105 ILCS 5/21B-30(f): “Beginning on September 1, 2015, all candidates completing teacher preparation programs in this State are required to pass an evidence-based assessment of teacher effectiveness approved by the State Board of Education, in consultation with the State Educator Preparation and Licensure Board. All recognized institutions offering approved teacher preparation programs must begin phasing in the approved teacher performance assessment no later than July 1, 2013.”
- ISBE’s administrative rules, at 23 Ill. Adm. Code 25.720(e), provide: “Beginning September 1, 2015, each candidate completing an educator preparation program in a teaching field shall be required to pass the TPA (see Section 21B-30(f) of the School Code). 1) Each recognized institution offering approved teacher preparation programs shall administer the TPA during a candidate’s student teaching experience. 2) No later than July 1, 2013, each recognized institution offering an approved teacher preparation program shall begin using the TPA with at least some of its students; however, before September 1, 2015, an institution shall not require passage of the TPA as a condition for program completion for students participating in any limited implementation required under this subsection (e)(2) unless the institution requires that all candidates pass the assessment.”

How does edTPA affect school districts?

- Teacher candidates will be completing edTPA during student teaching.
- Teacher candidates will be required to submit examples of their work in the classroom, including: video clip(s) of their instruction, examples of student work, and planning and assessment documentation.
  - **Video-clip(s):** Each teacher candidate will have to make arrangements to record him or herself teaching in the classroom. This component will generally consist of one or more clips totaling no more than 30 minutes.
  - **Examples of student work:** Each teacher candidate will be required to submit examples of student work.

- **Planning and assessment documentation:** Each teacher candidate will be required to submit examples of the candidate's lesson planning and assessment of and feedback to students.

What can school districts do to support teacher candidates?

- Because all teacher candidates in Illinois will soon be **required** to complete edTPA, school districts who host student teachers can do a variety of things to support this process:
  - Evaluate and review policies for the use of video and audio in your classrooms to determine whether current district procedures for obtaining parental permission are adequate.
  - Work with candidates to make sure that they understand district policy for recording and to secure parental permission for the video/audio recording and student work components.
  - Continue to collaborate with teacher preparation programs in ensuring mutually beneficial student teaching placements.
  - Cooperating teachers can support candidates by providing practical support, feedback, and assistance to teacher candidates during their student teaching experiences.
  - Seek additional information. If a district or school needs more information or does not understand a part of the edTPA process, ISBE encourages districts and schools to contact their Regional Offices of Education or ISBE directly. Helpful general information on edTPA is also available online at <http://edtpa.aacte.org/>.

Security and Privacy during the edTPA Process

- ISBE recognizes that the use of technology where students may be video and audio recorded in the classroom presents concerns and challenges for parents and students as well as educators and administrators. Moreover, ISBE recognizes that submission of student work as part of the teacher candidate's portfolio may implicate privacy concerns for parents, students, and schools. In order to address these concerns, please consider the following:
  - ISBE has drafted a sample letter to parents, guardians, and students aged 18 or older, along with a release form to be completed regarding edTPA video and audio recording and student work submission process and has provided this to Illinois teacher preparation programs. It is also attached here. While this form is not the only form by which candidates and programs can secure participant agreement, ISBE believes that the sample letter and release form reflect best practices for seeking agreement from parents, guardians, or students for students to participate in the assessment video and audio recording and submission of student work.
  - ISBE encourages educator preparation programs to assist student teachers by making safe, secure video and audio recording options available to them. For instance, programs may wish to consider providing video cameras to student teachers for their use in completing the assessment rather than students utilizing their own devices, such as smart phones, to record their teaching. Programs may also wish to consider pursuing cooperation with the host school or district in utilizing school or district equipment for recording purposes. While neither of these approaches are required, ISBE believes that they reflect best practices for accomplishing this important assessment process while safeguarding the recorded material.

- ISBE encourages institutions and programs to include a provision in their student teaching agreements with teacher candidates that describes the expectations for the candidates' use, transmission, and destruction of classroom recordings for assessment.
- The materials gathered are submitted securely to the electronic platforms maintained by Pearson, where only scorers may securely access them. The scorers are not able to download or otherwise save the information provided for scoring.
- Pearson may maintain edTPA materials for a short period of time (usually 12-24 months) in order to preserve a record for scores that are challenged and to continue to review the effectiveness and validity of the assessment. The materials will then be destroyed.
- Video recordings can be structured to accommodate students whose parents do not consent to their child being video and audio recorded, such as by positioning the camera such that such students are not visible in the recording. Student materials are submitted without identifying information.
- Failure to ensure the confidentiality of materials obtained and submitted for edTPA may result in adverse action, including rejection of the candidate's application for licensure with ISBE.

### **Teacher Performance Assessment (edTPA) – Release form for student participation**

Dear Parent/Guardian or Student at least 18 years of age:

I am enrolled in the teacher preparation program at [University] and am currently student teaching in your child's classroom. Illinois participates in edTPA™, which means that, in order to complete my student teaching assignment, I have to complete an assessment called the Teacher Performance Assessment, conducted by Stanford University and Pearson, an education services company. This assessment includes submitting a video of me teaching a series of lessons in the classroom and examples of student work completed. In the course of recording my teaching, your child may appear on the video. I will gather samples of student work to submit as evidence of my teaching practice, which may include some of your child's work. This is not an assessment of your child's performance as the primary focus is on my instruction.

No student's name will appear on any materials that are submitted, and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by my program at [University]. My assessment materials may also be used by Stanford University and Pearson under secure conditions for edTPA program development and implementation, including scorer training, and to support continued program improvement activities such as future validity and reliability studies.

This form is a request for your consent to include both your child in the video and his or her class work. Please complete the bottom half of this page and retain the top for your reference. If you have any questions about the use of this video or your child's class work, please contact my academic advisor, [name], at [phone#].

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Thank you for your consideration.

[name - printed and signature]

**RELEASE FORM FOR STUDENT PARTICIPATION**

Student name:

Student's school:

I am the parent or legal guardian of the child named above. I have read and understand the project description given in the letter provided at the top of this form, and agree to the following (please check the appropriate line below):

I DO give permission to include my child's image and voice on video recordings and my child's class work for use in the Teacher Performance Assessment of [Student Teacher]. I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

I DO NOT give permission to include my child's image and voice on video recordings and my child's class work for use in the Teacher Performance Assessment of [Student Teacher].

Signature of Parent or Guardian:

Date:

I am the student named above and am at least 18 years of age. I have read and understand the project description given at the letter provided at the top of this form, and agree to the following (please check the appropriate line below):

I am at least 18 years of age and DO give permission to include my image and voice on video recordings and my class work for use in the Teacher Performance Assessment of [Student Teacher]. I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

I am at least 18 years of age and DO NOT give permission to include my image and voice on video recordings and my class work for use in the Teacher Performance Assessment of [Student Teacher].

Signature of Student:

Date:

Date of birth:    /    /

## Appendix B – edTPA Passing Scores

Illinois Initial Teaching Endorsement Area	edTPA Handbook	Illinois Passing Score
Agriculture Education	Agricultural Education	35
Business/Marketing/Computer Education	Business Education	35
Dance	K-12 Performing Arts	35
Drama/Theatre Arts	K-12 Performing Arts	35
Early Childhood	Early Childhood	35
Early Childhood Special Education	Special Education	35
Elementary Education (K-9)	Elementary Education (contains both Literacy and Mathematics components)	41
	Elementary Literacy	35
	Elementary Mathematics	35
	Middle Childhood Mathematics	35
	Middle Childhood English-Language Arts	35
	Middle Childhood Science	35
	Middle Childhood History/Social Studies	35
English/ Language Arts	Secondary English-Language Arts	35
English as a New Language	English as an Additional Language	35
English as a Second Language	English as an Additional Language	35
Family and Consumer Science— Apparel and Textiles	Family and Consumer Sciences	35
Family and Consumer Science— Living Environments	Family and Consumer Sciences	35
Family and Consumer Science— Nutrition, Wellness and Hospitality	Family and Consumer Sciences	35

Health Education	Health Education	35
Learning Behavior Specialist I (LBS I)	Special Education	35
Library Information Specialist	Library Specialist	35
Mathematics	Secondary Mathematics	35
Middle Grade Mathematics	Middle Childhood Mathematics	35
Middle Grade Literacy/Language Arts	Middle Childhood English-Language Arts	35
Middle Grade Science	Middle Childhood Science	35
Middle Grade Social Science	Middle Childhood History/Social Studies	35
Music	K-12 Performing Arts	35
Physical Education	K-12 Physical Education	35
Science - Biology	Secondary Science	35
Science - Chemistry	Secondary Science	35
Science - Earth and Space Science	Secondary Science	35
Science - Environmental Science	Secondary Science	35
Science - Physics	Secondary Science	35
Social Science - Economics	Secondary History /Social Studies	35
Social Science - Geography	Secondary History /Social Studies	35
Social Science - History	Secondary History /Social Studies	35
Social Science - Political Science	Secondary History /Social Studies	35
Social Science - Psychology	Secondary History /Social Studies	35
Social Science - Sociology and Anthropology	Secondary History /Social Studies	35
Special Education	Special Education	35
Speech Language Pathologist	Special Education	35
Teacher of Deaf and Hard of Hearing	Special Education	35
Teacher of Blind and Visually Impaired	Special Education	35



Technology Education	Technology and Engineering Education	35
Technology Specialist	Educational Technology Specialist	35
Visual Arts	Visual Arts	35
Foreign Languages: Arabic Chinese (Cantonese) Chinese (Mandarin) French German Italian Japanese Korean Russian Spanish	World Language	31
Hebrew Latin	Classical Languages	31

Illinois has established a ramp up policy for incrementally increasing the edTPA passing scores over the next 3 years. The timeline for implementation is listed below:

	13 Rubric Fields	15 Rubric Fields	18 Rubric Fields
9/1/2015-8/31/2016	31	35	41
9/1/2016-8/31/2017	31	35	41
9/1/2017-8/31/2018	33	37	43
9/1/2018-8/31/2019	35	39	45
9/1/2019	37	41	47

## Appendix C – edTPA Survey

The edTPA standard-setting conference was held in August 2013. The purpose of this conference was to identify the performance expectation of an initially licensed, classroom-ready teacher (2013 edTPA Field Test: Summary Report, SCALE, 26).

A practitioner panel (higher education faculty and P-12 teachers) and policy panel (NEA, AFT, and state departments of education) independently examined edTPA field test data and, from this, suggested a professional performance standard (PPS). The practitioner panel and policy panel recommended a maximum score (PPS) of no more than 42 (2013 edTPA Field Test: Summary Report, SCALE, 26-7).

Illinois was represented on both panels.

ISBE has decided to utilize the PPS from the 2013 score setting conference. Keeping in mind that any new assessment instrument requires time in order for candidates and faculty to develop familiarity and well as supports (for candidates, faculty, and institutionally), ISBE has developed a series of models for the PPS.

Please rank each model with ‘1’ being most preferable and ‘4’ being least preferable.

1.

Model One:

2014 – Usage Credits – allow IHE to see how their candidates score

2015 – Cut score at 39

2016 – Cut score at 40

2017 – Cut score at 41

Model Two:

2014 – Usage Credits – allow IHE to see how their candidates score

2015 – Cut score at 38

2016 – Cut score at 40

2017 – Cut score at 41

Model Three:

2014 – Usage Credits – allow IHE to see how their candidates score

2015 – Cut score at 37

2016 – Cut score at 39

2017 – Cut score at 41

Model Four

2014 – Usage Credits – allow IHE to see how their candidates score

2015 – Cut score at 41

2.

Is your institution public or private?

Public RADIO BUTTON

Private RADIO BUTTON

3.

In what program(s) do you teach (math education or elementary education, for example)? Please list all that apply. TEXT BOX

4. How many years of P-12 public school teaching experience do you have?

None

1-3 years

3-7 years

8-10 years

11-15 years

16-20 years

21 or more years

5.

What is your title? CHECK BOX

Instructor

Lecturer

Clinical Assistant Professor

Assistant Professor

Clinical Associate Professor

Associate Professor

Clinical Professor

Professor

6.

OPTIONAL: Please identify your institution

TEXT BOX

## Appendix D – edTPA Board Memo 2014

## ILLINOIS STATE BOARD of EDUCATION MEETING

December 17, 2014

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Schools Susie Morrison, Deputy Superintendent/Chief Education Officer 

Agenda Topic: Action Item: Approve Passing Scores for the edTPA

Materials: None

Staff Contact(s): Jason Helfer, Assistant Superintendent, Center for Educator Effectiveness

**Purpose of Agenda Item(s)**

The purpose of this agenda item is to approve the passing score roll out for the edTPA.

**Relationship to/Implications for the State Board's Strategic Plan**

The setting of a passing score supports Goal 2, ensuring that every student will be supported by highly prepared and effective teachers and school leaders.

In order to ensure Goal 2 of the State Board's strategic plan is met, candidates in teacher preparation programs are required to successfully complete a series of licensure exams assessing candidate knowledge on content and pedagogy. A test of basic skills and content test must be successfully completed prior to student teaching and the Assessment of Professional Teaching (APT), which focuses on pedagogical practice, must be completed during student teaching. Beginning on September 1, 2015, candidates must also successfully complete the edTPA. These exams provide assurance that, prior to licensure, educators have demonstrated a level of mastery of the content necessary to begin a career as a teacher.

**Background Information**

The edTPA is a performance assessment and consists of three tasks: planning, instructional delivery, and assessment. Unlike 'traditional' licensure exams which consist of multiple choice questions and constructed response items, the edTPA requires a candidate to submit the following: lesson plans and supporting materials (planning), an unedited video clip (instructional delivery), and assessment and feedback on student work (assessment). Each of these tasks is augmented by short narratives that assist in understanding the unique context of the classroom in which the edTPA occurred. Work with the edTPA has been ongoing in Illinois since 2010.<sup>1</sup>

The edTPA has been field tested for reliability and validity. In 2012, edTPA was field tested in 21 states, including Illinois, by more than 9,000 teacher candidates. In 2013, more than 3,000 teacher

candidates participated in further field testing. Data from this field test was used to set a passing score for the edTPA. Currently, 34 states, including Illinois and the District of Columbia, are participating in edTPA at some level. edTPA is evaluated by trained, qualified scorers who use rubrics to evaluate candidate submissions consistently and fairly. Scorers must meet rigorous qualifications, including subject-matter experience, recent teaching experience, and experience mentoring or supporting beginning teachers. As of October 2014, more than 14,000 portfolios have been officially scored.<sup>2</sup>

The edTPA standard-setting conference was held in August 2013. The purpose of this conference was to identify the performance expectation of an initially licensed, classroom-ready teacher. The results of this work were released in November 2013.

A practitioner panel (higher education faculty and P-12 teachers) and policy panel (NEA, AFT, and state departments of education) independently examined edTPA field test data and, from this, suggested a professional performance standard (PPS). Illinois was represented on both panels.<sup>3</sup>

The practitioner panel and policy panel independently recommended the same PPS score of no greater than 42 for handbooks consisting of 15 rubrics.<sup>4</sup> In order to avoid erroneous decisions in scoring, developers also applied a half standard error of measurement to the PPS that resulted in a cut score range between 37 and 42. The integrated three-task design of edTPA and factor analysis findings support the assignment of one total score to the candidate upon which a pass/fail decision about readiness to teach is made. The total score is calculated as the sum of the scores on all the rubrics associated with the full collection of artifacts and commentaries, where all rubrics are given the same weight and contribute equally to the total score. Total scores can range from 15 to 75. In this compensatory model, a candidate may “compensate” for lower scores on some rubrics with higher scores on other rubrics. The use of compensatory scoring for professional certification systems is standard practice (See, for example, the National Board for Professional Teaching Standards certification assessment and most state licensure tests).

Standard setting is an evidence-based process for determining which score on a test or assessment demonstrates a specified level of performance. The Briefing Book process for determining a passing score, documented by Dr. Edward Haertel, in Haertel (2002, 2008) and Haertel & Lorie (2004)) was used for edTPA.

Very broadly, the process begins with a statement of the intended performance level description—that is, a description of what people meeting the performance standard should know and be able to do. The goal is then to determine a cut score, or professional performance (passing) standard (PPS) on an accompanying test or assessment that separates those who meet the performance standard from those who do not.

A *single* recommended PPS was set for edTPA for use across all content areas and grade levels. The single PPS is a result of the integrative structure and evaluation process of edTPA, in which a single total score is assigned to each candidate’s entire integrated edTPA submission. The

candidate's single total score is then compared to the single recommended PPS, which is the same PPS applied to each of the 27 edTPA subject-specific assessments.

For some credential areas (e.g., World Language) that have more or fewer than the 15 rubrics, it is necessary to use an adjusted PPS because the score scale (number of possible scores) differs. A proportional adjustment is made such that the average rubric score corresponding to the total scores remains constant across fields. To achieve this adjusted PPS, edTPA began with the PPS based on 15 rubrics set during a national standard setting event. This PPS was adjusted upwards for areas with more than 15 rubrics (where higher total scores are possible) and downwards for areas with fewer than 15 rubrics (where lower total scores are possible). This results in PPSs that are proportional to the number of rubrics and maintain the same average rubric score.

Illinois was represented on both panels. Using the data from the field test summary document, input from stakeholders in Illinois, and guidance from staff at the Stanford Center for Assessment, Learning, and Equity, agency staff sent out a survey in February 2014 to ascertain the best approach to setting a cut score for teacher candidates in Illinois.

The survey provided individuals the opportunity to respond to four cut score options as well as provide suggestions for the implementation of the edTPA. Three of the four options provided a 'roll out' option in which the passing score would increase during the first five years of implementation. The fourth option was a single score for passing beginning on September 1, 2015. ISBE received almost 400 responses to the survey (n=396). The overwhelming majority of respondents supported a roll out of scores. This approach, in addition to aligning with the implementation guidance from SCALE, provides institutions time to become more familiar with the edTPA and develop appropriate supports for their candidates based upon context.

The proposed score roll out is as follows:

	15 Rubrics	13 Rubrics	18 Rubrics
9/1/2015-8/31/2016	35	31	41
9/1/2016-8/31/2017	35	31	41
9/1/2017-8/31/2018	37	33	43
9/1/2018-8/31/2019	39	35	45
9/1/2019 –	41	37	47

ISBE has provided resources to institutions and school districts with the implementation of the edTPA such as permission forms translated into French, Japanese, Polish, and Spanish; webinars that explain the edTPA; and guidance documents developed upon questions from the legal departments of school districts. Additionally, in order to best ensure ISBE can assist institutions, staff in the Center for Educator Effectiveness have received access to the training modules that edTPA scorers must successfully complete prior to officially scoring edTPA submissions. Staff meet monthly with the edTPA Illinois advisory group comprised of faculty from colleges and universities to hear concerns

and, if necessary, craft materials to continue to support the roll out of edTPA in Illinois. Also, NCS, Pearson, Inc. has provided a limited number of vouchers for scoring an edTPA to all institutions (based upon enrollment) in order to assist with the transition to this requirement for licensure.

On December 5, 2014, the State Educator Preparation and Licensure Board (SEPLB) approved the recommendation for the edTPA cut score.

**Expected Outcome(s) of Agenda Item:** It is expected that the Board will approve the recommended cut score roll out for the edTPA.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

**Policy Implications:** Approving the cut score roll out will ensure that the ISBE is meeting the requirement set forth in 105 ILCS 21B-30(f) of the Illinois School Code.<sup>5</sup>

**Budget Implications:** None

**Legislative Action:** None

**Communications:** Information regarding the cut score roll out will be communicated with the field.

**Pros and Cons of Various Actions:**

Approving the cut score will allow candidates who complete a teacher preparation program after September 1, 2015 to receive licensure.

**Superintendent's Recommendations:**

The Superintendent recommends the following motion be adopted:

The State Board of Education approves the passing score for the edTPA.

**Next Steps:**

ISBE staff will provide information concerning the cut score roll out to institutions of higher education.

**Appendix E – edTPA Board Memo 2019****ILLINOIS STATE BOARD OF EDUCATION MEETING****October 16, 2019****TO: Illinois State Board of Education****FROM: Dr. Carmen I. Ayala, State Superintendent of Education  
Dr. Ernesto Matias, Education Officer****Agenda Topic: edTPA Cut Score****Expected Outcome: Maintaining the current edTPA cut scores will be approved.****Materials: None****Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning  
Jennifer Kirmes, Ed.D., Executive Director, Teaching and Learning  
Emily Fox, Director, Educator Effectiveness****Purpose of Agenda Item**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to approve maintaining the current September 1, 2018 – August 31, 2019 edTPA cut scores, retroactive to September 1, 2019.<sup>1</sup>

**Background Information/History**

The edTPA is a performance assessment that consists of three tasks: instructional planning, instructional delivery, and assessment. The edTPA requires a candidate to submit the following: lesson plans and supporting materials (planning), an unedited video clip (instructional delivery), and assessments and feedback on student work (assessment). Each of these tasks is augmented by short narratives that assist in understanding the unique context of the classroom in which the edTPA occurred. Work with the edTPA has been ongoing in Illinois since 2010<sup>2</sup>.

The edTPA underwent field testing for reliability and validity. In 2012, the edTPA was field tested in 21 states, including Illinois, by more than 9,000 teacher candidates. In 2013, more than 3,000 teacher



candidates participated in further field testing. Data from this field test was used to set a passing score for the edTPA. Currently, 41 states, including Illinois and the District of Columbia, are participating in edTPA at some level. The edTPA is evaluated by trained, qualified scorers who use rubrics to judge candidate submissions consistently and fairly. Scorers must meet rigorous qualifications, including subject-matter expertise, recent teaching experience, and experience mentoring or supporting beginning teachers.

The edTPA standard-setting conference occurred in August 2013. The purpose of this conference was to identify the performance expectation for an initially licensed, classroom-ready teacher. A practitioner panel (higher education faculty and P-12 teachers) and policy panel (National Education Association, American Federation of Teachers, and state departments of education) independently examined edTPA field test data and, from this, suggested a professional performance standard (PPS). Illinois was represented on both panels.<sup>3</sup> The results of this work were released in November 2013.

The practitioner panel and policy panel independently recommended the same PPS score of no greater than 42 for handbooks consisting of 15 rubrics.<sup>4</sup> In order to avoid erroneous decisions in scoring, developers also applied a half standard error of measurement to the PPS that resulted in a cut score range between 37 and 42. The integrated three-task design of edTPA and factor analysis findings support the assignment of one total score to the candidate upon which a pass/fail decision about readiness to teach is made. The total score is calculated as the sum of the scores on all the rubrics associated with the full collection of artifacts and commentaries, where all rubrics are given the same weight and contribute equally to the total score. Total scores can range from 15 to 75 for handbooks consisting of 15 rubrics. Utilizing a compensatory model, a candidate may “compensate” for lower scores on some rubrics with higher scores on other rubrics. The use of compensatory scoring for professional certification systems is standard practice and is employed in Illinois for state licensure tests.

Agency staff used the data from the field test summary document, input from stakeholders in Illinois, and guidance from staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) to compile and send out a survey in February 2014 to ascertain the best approach to setting a cut score for teacher candidates in Illinois.

The survey provided individuals the opportunity to respond to four cut score options as well as to provide suggestions for the implementation of the edTPA. Three of the four options provided a rollout option in which the passing score would increase during the first five years of implementation. The fourth option was a single score for passing beginning on September 1, 2015. ISBE received almost 400 responses to the survey (n=396). The overwhelming majority of respondents supported a rollout of scores. This approach, in addition to aligning with the implementation guidance from SCALE, provided institutions time to become more familiar with the edTPA and develop appropriate supports for their candidates based upon context.

More specifically, a single recommended PPS was established for edTPA for use across all Illinois content areas and grade levels. The single PPS is a result of the integrative structure and evaluation process of edTPA, in which a single total score is assigned to each candidate’s entire edTPA

submission. The candidate's single total score is then compared to the single recommended PPS, which is the same PPS applied to each of the edTPA subject specific assessment handbooks. (See table 1.)

<b>Table 1</b>		
<b>13 Rubrics<sup>5</sup></b>	<b>15 Rubrics</b>	<b>18 Rubrics</b>
World Language Classical Languages	Elementary Literacy Elementary Mathematics Secondary English-Language Arts Secondary History/Social Studies Secondary Mathematics Secondary Science K-12 Physical Education Special Education Early Childhood Visual Arts Middle Childhood Mathematics Middle Childhood Science Middle Childhood English-Language Arts Middle Childhood History/Social Studies K-12 Performing Arts Agricultural Education Business Education Educational Technology Specialist English as an Additional Language Family and Consumer Sciences Health Education Library Specialist Technology and Engineering Education Literacy Specialist Elementary Education: Mathematics with Literacy Task 4	Elementary Education <sup>6</sup>

In December 2014, the State Board approved the edTPA rollout option. (See **Table 2.**) Pursuant to 105 ILCS 21B-30, all candidates completing teacher preparation programs in Illinois since Sept. 1, 2015, have been required to pass an evidence-based assessment of teacher effectiveness approved by the State Board of Education.

Date Range	Passing Score, 13-Rubrics	Passing Score, 15-Rubrics	Passing Score, 18-Rubrics
9/1/2015–8/31/2016	31	35	41
9/1/2016–8/31/2017	31	35	41
9/1/2017–8/31/2018	33	37	43
9/1/2018–8/31/2019	35	39	45
9/1/2019 and beyond	37	41	47

Agency staff has monitored edTPA pass rates annually since the test became consequential in 2015. Illinois candidates continued to exhibit demonstrated readiness for teaching as the rollout schedule progressed.

ISBE received requests from legislators, institutions of higher education, district and school leaders, and other stakeholders during the spring 2019 legislative session recommending that the cut score remain at its current level beginning Sept. 1, 2019, rather than increasing as called for in the original rollout schedule. This approach aligns with other surrounding states as Illinois already surpasses many of them by several points. (See Table 3.)

State	13 Rubrics	15 Rubrics	18 Rubrics
<b>Illinois</b>	<b>35</b>	<b>39</b>	<b>45</b>
Arkansas	32	37	44
Iowa	31	39	47
Tennessee	33	38	46
Wisconsin	32	38	45

- **Current Status:**

The edTPA became effective and required for Illinois candidates for program completion and licensure in September 2015, per School Code 21B-30 (b). In December 2014, the State Board approved the cut scores, per rubric, with a ramp up annually, as shown in **Table 2**.

- **Relevant Data:**

**Table 4** below shows performance by rubric and ethnicity annually since 2015. In addition, **Table 5** provides *projected* pass rate data should the cut score increase on September 1, 2019.

<b>13 Rubrics</b>
-------------------

Date	10/22/15-9/7/17		10/19/17-8/23/18		9/1/18-6/13/19	
<b>Cut Score</b>	<b>31</b>		<b>33</b>		<b>35</b>	
	<b>N</b>	<b>% Pass</b>	<b>N</b>	<b>% Pass</b>	<b>N</b>	<b>% Pass</b>
All	230	89%	103	74%	90	82%
<b>Ethnicity</b>						
Black	2	50%	6	100%	1	0%
Native American	0	NA	0	NA	0	NA
Asian	8	100%	34	74%	3	100%
Hispanic	64	88%	58	72%	25	76%
White	138	89%	5	60%	56	86%
Multiracial	10	90%	0	NA	2	50%
Other	1	100%	0	NA	0	NA
Undeclared	7	86%	0	NA	3	100%
<b>15 Rubrics</b>						
Date	10/22/15-9/7/17		10/19/17-8/23/18		9/1/18-6/13/19	
<b>Cut Score</b>	<b>35</b>		<b>37</b>		<b>39</b>	
	<b>N</b>	<b>% Pass</b>	<b>N</b>	<b>% Pass</b>	<b>N</b>	<b>% Pass</b>
All	9427	97%	4254	94%	4057	96%
<b>Ethnicity</b>						
Black	390	93%	179	91%	169	92%
Native American	21	86%	1	100%	3	67%
Asian	307	98%	154	99%	159	95%
Hispanic	816	97%	383	95%	460	95%

White	7386	97%	3328	94%	3066	96%
Multiracial	263	96%	127	94%	115	95%
Other	79	96%	36	89%	29	97%
Undeclared	165	97%	46	91%	56	84%
<b>18 Rubrics</b>						
<b>Date</b>	<b>10/22/15-9/7/17</b>		<b>10/19/17-8/23/18</b>		<b>9/1/18-6/13/19</b>	
<b>Cut Score</b>	<b>37</b>		<b>43</b>		<b>45</b>	
	<b>N</b>	<b>% Pass</b>	<b>N</b>	<b>% Pass</b>	<b>N</b>	<b>% Pass</b>
All	214	96%	75	95%	38	97%
<b>Ethnicity</b>						
Black	3	100%	2	100%	2	50%
Native American	2	100%	0	NA	0	NA
Asian	12	100%	4	100%	2	100%
Hispanic	39	95%	7	100%	5	100%
White	138	96%	56	93%	28	100%
Multiracial	10	100%	1	100%	1	100%
Other	4	75%	2	100%	0	NA
Undeclared	6	83%	3	100%	0	NA

<b>Table 5</b>			
<b>Projected Pass Rates (9/1/2019 and beyond)</b>			
13 Rubrics	Cut Score =37	N=90	71%
15 Rubrics	Cut Score=41	N=4059	91%
18 Rubrics	Cut Score 47	N=36	81%

- **Pros and Cons:**

**Pros:** Maintaining the edTPA cut score will continue to hold candidates to a high level of preparation and is in alignment with passing scores in other states.

**Cons:** Increasing the cut score will result in a projected decline in candidate completers and, ultimately, educators in Illinois.

**Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts**

*Every child in each public school system in the State of Illinois deserves to attend a system wherein...*

- All students are supported by highly prepared and effective teachers and school leaders.

**Financial Background**

Not applicable.

**Business Enterprise Program**

Not applicable.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communications**

**Policy Implications:** Maintaining the current edTPA cut score will ensure that ISBE is meeting the requirement set forth in 105 ILCS 21B-30(f) of the Illinois School Code.<sup>5</sup>

**Budget Implications:** Not applicable.

**Legislative Action:** Not applicable.

**Communication:** Upon approval, information regarding the cut score will be communicated with the field.

**Board Member(s) Who Will Abstain:** \_\_\_\_\_

**Recommendations:**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to approve maintaining the current September 1, 2018 – August 31, 2019 edTPA cut scores, retroactive to September 1, 2019.

**Date of Board Action:**

## Appendix F – edTPA Performance Data

	All Takers			Female			Male			Not Provided		
	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate
Administration Dates: 09/2015 through 03/2020	Agricultural Ed	111	99%	Agricultural Ed	73	99%	Agricultural Ed	38	100%	Agricultural Ed	0	NA
	Business Education	51	98%	Business Education	22	100%	Business Education	28	96%	Business Education	1	Low N
	Classical Languages	9	Low N	Classical Languages	4	Low N	Classical Languages	5	Low N	Classical Languages	0	NA
	Early Childhood	1656	98%	Early Childhood	1605	98%	Early Childhood	43	95%	Early Childhood	8	Low N
	ElemEd: Lit/Math Task 4	351	98%	ElemEd: Lit/Math Task 4	307	99%	ElemEd: Lit/Math Task 4	42	93%	ElemEd: Lit/Math Task 4	2	Low N
	ElemEd: Math/Lit Task 4	14	100%	ElemEd: Math/Lit Task 4	12	100%	ElemEd: Math/Lit Task 4	2	Low N	ElemEd: Math/Lit Task 4	0	NA
	Elementary Literacy	4871	98%	Elementary Literacy	4385	99%	Elementary Literacy	465	97%	Elementary Literacy	21	90%
	Elementary Math	1567	99%	Elementary Math	1382	99%	Elementary Math	180	98%	Elementary Math	5	Low N
	Family and Cons Sci	84	99%	Family and Cons Sci	81	99%	Family and Cons Sci	3	Low N	Family and Cons Sci	0	NA
	Health Education	38	95%	Health Education	28	93%	Health Education	10	100%	Health Education	0	NA
	K-12 Performing Arts	1056	98%	K-12 Performing Arts	610	98%	K-12 Performing Arts	443	98%	K-12 Performing Arts	3	Low N
	K-12 Phys Ed	808	94%	K-12 Phys Ed	263	96%	K-12 Phys Ed	541	94%	K-12 Phys Ed	4	Low N
	Library Specialist	66	97%	Library Specialist	59	97%	Library Specialist	6	Low N	Library Specialist	1	Low N
	MC English-Language Arts	315	99%	MC English-Language Arts	249	100%	MC English-Language Arts	65	95%	MC English-Language Arts	1	Low N
	MC History/Social Studies	172	98%	MC History/Social Studies	101	99%	MC History/Social Studies	69	96%	MC History/Social Studies	2	Low N

MC Mathematics	367	99%	MC Mathematics	263	99%	MC Mathematics	103	97%	MC Mathematics	1	Low N
MC Science	228	97%	MC Science	151	98%	MC Science	74	95%	MC Science	3	Low N
Secondary ELA	1285	99%	Secondary ELA	910	99%	Secondary ELA	365	99%	Secondary ELA	10	100%
Secondary HSS	1238	99%	Secondary HSS	478	99%	Secondary HSS	750	98%	Secondary HSS	10	100%
Secondary Math	841	92%	Secondary Math	463	93%	Secondary Math	371	91%	Secondary Math	7	Low N
Secondary Science	825	96%	Secondary Science	459	96%	Secondary Science	356	95%	Secondary Science	10	100%
Special Education	3147	99%	Special Education	2563	99%	Special Education	562	97%	Special Education	22	95%
Tech and Eng Ed	36	100%	Tech and Eng Ed	4	Low N	Tech and Eng Ed	32	100%	Tech and Eng Ed	0	NA
Visual Arts	419	99%	Visual Arts	354	100%	Visual Arts	58	96%	Visual Arts	7	Low N
World Language	423	93%	World Language	332	93%	World Language	89	92%	World Language	2	Low N
	19978	98%		15158	98%		4700	96%		120	97%



## edTPA Data: Aggregate and by Gender

Program Year 2015- 2016	All Takers			Female			Male			Not Provided		
	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate
	Agricultural Ed	20	100%	Agricultural Ed	9	Low N	Agricultural Ed	11	100%	Agricultural Ed	0	NA
	Business Education	19	100%	Business Education	10	100%	Business Education	9	Low N	Business Education	0	NA
	Classical Languages	3	Low N	Classical Languages	2	Low N	Classical Languages	1	Low N	Classical Languages	0	NA
	Early Childhood	398	99%	Early Childhood	384	99%	Early Childhood	12	100%	Early Childhood	2	Low N
	ElemEd: Lit/Math Task 4	101	98%	ElemEd: Lit/Math Task 4	81	99%	ElemEd: Lit/Math Task 4	19	94%	ElemEd: Lit/Math Task 4	1	Low N
	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA
	Elementary Literacy	1274	99%	Elementary Literacy	1120	99%	Elementary Literacy	148	98%	Elementary Literacy	6	Low N
	Elementary Math	332	100%	Elementary Math	292	100%	Elementary Math	38	100%	Elementary Math	2	Low N
	Family and Cons Sci	19	95%	Family and Cons Sci	18	94%	Family and Cons Sci	1	Low N	Family and Cons Sci	0	NA
	Health Education	13	100%	Health Education	8	Low N	Health Education	5	Low N	Health Education	0	NA
	K-12 Performing Arts	235	99%	K-12 Performing Arts	133	99%	K-12 Performing Arts	101	99%	K-12 Performing Arts	1	Low N
	K-12 Phys Ed	186	98%	K-12 Phys Ed	54	100%	K-12 Phys Ed	131	98%	K-12 Phys Ed	1	Low N
	Library Specialist	19	100%	Library Specialist	17	100%	Library Specialist	2	Low N	Library Specialist	0	NA
	MC English-Language Arts	76	100%	MC English-Language Arts	62	100%	MC English-Language Arts	13	100%	MC English-Language Arts	1	Low N
	MC History/Social Studies	45	98%	MC History/Social Studies	27	100%	MC History/Social Studies	17	94%	MC History/Social Studies	1	Low N
	MC Mathematics	70	100%	MC Mathematics	50	100%	MC Mathematics	19	100%	MC Mathematics	1	Low N
	MC Science	55	100%	MC Science	36	100%	MC Science	19	100%	MC Science	0	NA
	Secondary ELA	280	100%	Secondary ELA	196	99%	Secondary ELA	78	100%	Secondary ELA	6	Low N
	Secondary HSS	293	100%	Secondary HSS	112	100%	Secondary HSS	177	99%	Secondary HSS	4	Low N
	Secondary Math	204	95%	Secondary Math	116	94%	Secondary Math	85	96%	Secondary Math	3	Low N
	Secondary Science	187	99%	Secondary Science	107	99%	Secondary Science	77	100%	Secondary Science	3	Low N
	Special Education	819	99%	Special Education	670	99%	Special Education	144	98%	Special Education	5	Low N
	Tech and Eng Ed	5	Low N	Tech and Eng Ed	1	Low N	Tech and Eng Ed	4	Low N	Tech and Eng Ed	0	NA
	Visual Arts	88	100%	Visual Arts	73	100%	Visual Arts	14	100%	Visual Arts	1	Low N
	World Language	105	98%	World Language	75	99%	World Language	28	96%	World Language	2	Low N
		4846	99%		3653	99%		1153	98%		40	

Program Year 2016- 2017	All Takers			Female			Male			Not Provided		
	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate
	Agricultural Ed	21	100%	Agricultural Ed	14	100%	Agricultural Ed	7	Low N	Agricultural Ed	0	NA
	Business Education	9	Low N	Business Education	3	Low N	Business Education	5	Low N	Business Education	1	Low N
	Classical Languages	5	Low N	Classical Languages	1	Low N	Classical Languages	4	Low N	Classical Languages	0	NA
	Early Childhood	357	99%	Early Childhood	347	99%	Early Childhood	9	Low N	Early Childhood	1	Low N
	ElemEd: Lit/Math Task 4	113	98%	ElemEd: Lit/Math Task 4	102	99%	ElemEd: Lit/Math Task 4	10	90%	ElemEd: Lit/Math Task 4	1	Low N
	ElemEd: Math/Lit Task 4	0	Low N	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA
	Elementary Literacy	1305	99%	Elementary Literacy	1194	99%	Elementary Literacy	109	98%	Elementary Literacy	2	Low N
	Elementary Math	355	100%	Elementary Math	307	100%	Elementary Math	48	98%	Elementary Math	0	NA
	Family and Cons Sci	15	100%	Family and Cons Sci	15	100%	Family and Cons Sci	0	NA	Family and Cons Sci	0	NA
	Health Education	12	92%	Health Education	9	Low N	Health Education	3	Low N	Health Education	0	NA
	K-12 Performing Arts	236	99%	K-12 Performing Arts	137	100%	K-12 Performing Arts	98	98%	K-12 Performing Arts	1	Low N
	K-12 Phys Ed	184	99%	K-12 Phys Ed	55	100%	K-12 Phys Ed	128	98%	K-12 Phys Ed	1	Low N
	Library Specialist	11	100%	Library Specialist	10	100%	Library Specialist	1	Low N	Library Specialist	0	NA
	MC English-Language Arts	92	100%	MC English-Language Arts	72	100%	MC English-Language Arts	20	100%	MC English-Language Arts	0	NA
	MC History/Social Studies	49	100%	MC History/Social Studies	25	100%	MC History/Social Studies	24	100%	MC History/Social Studies	0	NA
	MC Mathematics	83	99%	MC Mathematics	53	100%	MC Mathematics	30	97%	MC Mathematics	0	NA
	MC Science	70	97%	MC Science	44	98%	MC Science	24	96%	MC Science	2	Low N
	Secondary ELA	314	100%	Secondary ELA	234	100%	Secondary ELA	79	100%	Secondary ELA	1	Low N
	Secondary HSS	289	100%	Secondary HSS	114	100%	Secondary HSS	174	99%	Secondary HSS	1	Low N
	Secondary Math	213	97%	Secondary Math	109	97%	Secondary Math	104	97%	Secondary Math	0	NA
	Secondary Science	203	99%	Secondary Science	108	100%	Secondary Science	90	98%	Secondary Science	5	Low N
	Special Education	683	99%	Special Education	562	100%	Special Education	116	97%	Special Education	5	Low N
	Tech and Eng Ed	8	Low N	Tech and Eng Ed	1	Low N	Tech and Eng Ed	7	Low N	Tech and Eng Ed	0	NA
	Visual Arts	98	99%	Visual Arts	80	99%	Visual Arts	16	100%	Visual Arts	2	Low N
	World Language	97	97%	World Language	82	96%	World Language	15	100%	World Language	0	NA
		4822	99%		3678	99%		1121	98%		23	0

Program Year 2017- 2018	All Takers			Female			Male			Not Provided		
	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate
	Agricultural Ed	36	100%	Agricultural Ed	25	100%	Agricultural Ed	11	100%	Agricultural Ed	0	NA
	Business Education	10	100%	Business Education	1	Low N	Business Education	9	Low N	Business Education	0	NA
	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA
	Early Childhood	387	98%	Early Childhood	375	98%	Early Childhood	9	Low N	Early Childhood	3	Low N
	ElemEd: Lit/Math Task 4	75	99%	ElemEd: Lit/Math Task 4	64	100%	ElemEd: Lit/Math Task 4	11	91%	ElemEd: Lit/Math Task 4	0	NA
	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA
	Elementary Literacy	879	98%	Elementary Literacy	792	99%	Elementary Literacy	81	94%	Elementary Literacy	6	Low N
	Elementary Math	329	99%	Elementary Math	298	99%	Elementary Math	30	100%	Elementary Math	1	Low N
	Family and Cons Sci	25	100%	Family and Cons Sci	24	100%	Family and Cons Sci	1	Low N	Family and Cons Sci	0	NA
	Health Education	6	Low N	Health Education	5	Low N	Health Education	1	Low N	Health Education	0	NA
	K-12 Performing Arts	222	98%	K-12 Performing Arts	127	98%	K-12 Performing Arts	95	98%	K-12 Performing Arts	0	NA
	K-12 Phys Ed	173	94%	K-12 Phys Ed	53	94%	K-12 Phys Ed	119	94%	K-12 Phys Ed	1	Low N
	Library Specialist	14	100%	Library Specialist	12	100%	Library Specialist	2	Low N	Library Specialist	0	NA
	MC English-Language Arts	59	97%	MC English-Language Arts	45	100%	MC English-Language Arts	14	86%	MC English-Language Arts	0	NA
	MC History/Social Studies	28	96%	MC History/Social Studies	17	94%	MC History/Social Studies	11	100%	MC History/Social Studies	0	NA
	MC Mathematics	96	98%	MC Mathematics	69	100%	MC Mathematics	27	93%	MC Mathematics	0	NA
	MC Science	45	96%	MC Science	29	97%	MC Science	15	93%	MC Science	1	Low N
	Secondary ELA	307	99%	Secondary ELA	216	99%	Secondary ELA	89	100%	Secondary ELA	2	Low N
	Secondary HSS	281	99%	Secondary HSS	119	99%	Secondary HSS	160	99%	Secondary HSS	2	Low N
	Secondary Math	185	95%	Secondary Math	108	94%	Secondary Math	75	97%	Secondary Math	2	Low N
	Secondary Science	207	95%	Secondary Science	113	95%	Secondary Science	93	96%	Secondary Science	1	Low N
	Special Education	692	98%	Special Education	544	99%	Special Education	140	98%	Special Education	8	Low N
	Tech and Eng Ed	14	100%	Tech and Eng Ed	1	Low N	Tech and Eng Ed	13	100%	Tech and Eng Ed	0	NA
	Visual Arts	99	100%	Visual Arts	89	100%	Visual Arts	9	Low N	Visual Arts	1	Low N
	World Language	85	93%	World Language	65	95%	World Language	20	84%	World Language	0	NA
		4254	98%		3191	98%		1035	95%		28	

	All Takers			Female			Male			Not Provided		
	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate
<b>Program Year 2018- 2019</b>	Agricultural Ed	28	100%	Agricultural Ed	19	100%	Agricultural Ed	9	Low N	Agricultural Ed	0	NA
	Business Education	11	91%	Business Education	6	Low N	Business Education	5	Low N	Business Education	0	NA
	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA
	Early Childhood	452	97%	Early Childhood	437	97%	Early Childhood	13	92%	Early Childhood	2	Low N
	ElemEd: Lit/Math Task 4	39	97%	ElemEd: Lit/Math Task 4	38	97%	ElemEd: Lit/Math Task 4	1	Low N	ElemEd: Lit/Math Task 4	0	NA
	ElemEd: Math/Lit Task 4	3	Low N	ElemEd: Math/Lit Task 4	3	Low N	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA
	Elementary Literacy	989	98%	Elementary Literacy	888	98%	Elementary Literacy	95	97%	Elementary Literacy	6	Low N
	Elementary Math	386	97%	Elementary Math	336	98%	Elementary Math	49	94%	Elementary Math	1	Low N
	Family and Cons Sci	21	100%	Family and Cons Sci	21	100%	Family and Cons Sci	0	NA	Family and Cons Sci	0	NA
	Health Education	3	Low N	Health Education	3	Low N	Health Education	0	NA	Health Education	0	NA
	K-12 Performing Arts	256	98%	K-12 Performing Arts	148	98%	K-12 Performing Arts	108	99%	K-12 Performing Arts	0	NA
	K-12 Phys Ed	170	89%	K-12 Phys Ed	60	91%	K-12 Phys Ed	110	87%	K-12 Phys Ed	0	NA
	Library Specialist	16	94%	Library Specialist	15	93%	Library Specialist	1	Low N	Library Specialist	0	NA
	MC English-Language Arts	57	98%	MC English-Language Arts	46	100%	MC English-Language Arts	11	91%	MC English-Language Arts	0	NA
	MC History/Social Studies	35	97%	MC History/Social Studies	25	100%	MC History/Social Studies	10	90%	MC History/Social Studies	0	NA
	MC Mathematics	78	99%	MC Mathematics	63	98%	MC Mathematics	15	100%	MC Mathematics	0	NA
	MC Science	35	97%	MC Science	26	100%	MC Science	9	Low N	MC Science	0	NA
	Secondary ELA	279	97%	Secondary ELA	187	97%	Secondary ELA	91	98%	Secondary ELA	1	Low N
	Secondary HSS	271	97%	Secondary HSS	104	99%	Secondary HSS	166	96%	Secondary HSS	1	Low N
	Secondary Math	189	87%	Secondary Math	104	92%	Secondary Math	83	80%	Secondary Math	2	Low N
Secondary Science	184	93%	Secondary Science	103	95%	Secondary Science	81	90%	Secondary Science	0	NA	
Special Education	644	99%	Special Education	536	99%	Special Education	105	95%	Special Education	3	Low N	
Tech and Eng Ed	7	Low N	Tech and Eng Ed	1	Low N	Tech and Eng Ed	6	Low N	Tech and Eng Ed	0	NA	
Visual Arts	95	99%	Visual Arts	81	100%	Visual Arts	12	92%	Visual Arts	2	Low N	
World Language	92	86%	World Language	73	85%	World Language	19	89%	World Language	0	NA	
	4340	96%	3323	97%	999	93%	18					

	All Takers			Female			Male			Not Provided		
	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate
<b>Program Year 2019- 2020</b>	Agricultural Ed	6	Low N	Agricultural Ed	6	Low N	Agricultural Ed	0	NA	Agricultural Ed	0	NA
	Business Education	2	Low N	Business Education	2	Low N	Business Education	0	NA	Business Education	0	NA
	Classical Languages	1	NA	Classical Languages	1	NA	Classical Languages	0	NA	Classical Languages	0	NA
	Early Childhood	62	94%	Early Childhood	62	94%	Early Childhood	0	NA	Early Childhood	0	NA
	ElemEd: Lit/Math Task 4	23	100%	ElemEd: Lit/Math Task 4	22	100%	ElemEd: Lit/Math Task 4	1	Low N	ElemEd: Lit/Math Task 4	0	NA
	ElemEd: Math/Lit Task 4	11	100%	ElemEd: Math/Lit Task 4	9	Low N	ElemEd: Math/Lit Task 4	2	Low N	ElemEd: Math/Lit Task 4	0	NA
	Elementary Literacy	424	97%	Elementary Literacy	391	98%	Elementary Literacy	32	94%	Elementary Literacy	1	Low N
	Elementary Math	165	98%	Elementary Math	149	98%	Elementary Math	15	100%	Elementary Math	1	Low N
	Family and Cons Sci	4	Low N	Family and Cons Sci	3	Low N	Family and Cons Sci	1	Low N	Family and Cons Sci	0	NA
	Health Education	4	Low N	Health Education	3	Low N	Health Education	1	Low N	Health Education	0	NA
	K-12 Performing Arts	107	96%	K-12 Performing Arts	65	95%	K-12 Performing Arts	41	98%	K-12 Performing Arts	1	Low N
	K-12 Phys Ed	95	88%	K-12 Phys Ed	41	92%	K-12 Phys Ed	53	84%	K-12 Phys Ed	1	Low N
	Library Specialist	6	Low N	Library Specialist	5	Low N	Library Specialist	0	NA	Library Specialist	1	Low N
	MC English-Language Arts	31	100%	MC English-Language Arts	24	100%	MC English-Language Arts	7	Low N	MC English-Language Arts	0	NA
	MC History/Social Studies	15	93%	MC History/Social Studies	7	Low N	MC History/Social Studies	7	Low N	MC History/Social Studies	1	Low N
	MC Mathematics	40	98%	MC Mathematics	28	96%	MC Mathematics	12	100%	MC Mathematics	0	NA
	MC Science	23	91%	MC Science	16	94%	MC Science	7	Low N	MC Science	0	NA
	Secondary ELA	105	97%	Secondary ELA	77	99%	Secondary ELA	28	93%	Secondary ELA	0	NA
	Secondary HSS	104	96%	Secondary HSS	29	97%	Secondary HSS	73	96%	Secondary HSS	2	Low N
	Secondary Math	50	71%	Secondary Math	26	80%	Secondary Math	24	63%	Secondary Math	0	NA
	Secondary Science	44	82%	Secondary Science	28	82%	Secondary Science	15	80%	Secondary Science	1	Low N
	Special Education	309	98%	Special Education	251	99%	Special Education	57	95%	Special Education	1	Low N
	Tech and Eng Ed	2	Low N	Tech and Eng Ed	0	NA	Tech and Eng Ed	2	Low N	Tech and Eng Ed	0	NA
	Visual Arts	39	97%	Visual Arts	31	100%	Visual Arts	7	Low N	Visual Arts	1	Low N
World Language	44	84%	World Language	37	84%	World Language	7	Low N	World Language	0	NA	
	1716	93%		1313	94%		392	90%		11		

## edTPA Data: African American by Administration Year

09/2015-03/2020			Program Year 2015-2016			Program Year 2016-2017			Program Year 2017-2018			Program Year 2018-2019			Program Year 2019-2020					
Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate			
Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA			
Business Education	2	Low N	Business Education	2	Low N	Business Education	0	NA	Business Education	0	NA	Business Education	0	NA	Business Education	0	NA	Business Education	0	NA
Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA
Early Childhood	103	97%	Early Childhood	24	96%	Early Childhood	19	100%	Early Childhood	21	100%	Early Childhood	34	94%	Early Childhood	5	Low N			
ElemEd: Lit/Math Task 4	9	Low N	ElemEd: Lit/Math Task 4	2	Low N	ElemEd: Lit/Math Task 4	1	Low N	ElemEd: Lit/Math Task 4	3	Low N	ElemEd: Lit/Math Task 4	3	Low N	ElemEd: Lit/Math Task 4	0	NA			
ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA			
Elementary Literacy	184	97%	Elementary Literacy	51	98%	Elementary Literacy	47	100%	Elementary Literacy	29	100%	Elementary Literacy	40	93%	Elementary Literacy	17	88%			
Elementary Math	90	99%	Elementary Math	17	100%	Elementary Math	22	100%	Elementary Math	20	100%	Elementary Math	23	96%	Elementary Math	8	Low N			
Family and Cons Sci	3	Low N	Family and Cons Sci	0	NA	Family and Cons Sci	0	NA	Family and Cons Sci	2	Low N	Family and Cons Sci	1	Low N	Family and Cons Sci	0	NA			
Health Education	2	Low N	Health Education	2	Low N	Health Education	0	NA	Health Education	0	NA	Health Education	0	NA	Health Education	0	NA			
K-12 Performing Arts	43	100%	K-12 Performing Arts	10	100%	K-12 Performing Arts	10	100%	K-12 Performing Arts	8	Low N	K-12 Performing Arts	7	Low N	K-12 Performing Arts	8	Low N			
K-12 Phys Ed	28	96%	K-12 Phys Ed	8	Low N	K-12 Phys Ed	5	Low N	K-12 Phys Ed	9	Low N	K-12 Phys Ed	4	Low N	K-12 Phys Ed	2	Low N			
Library Specialist	2	Low N	Library Specialist	0	NA	Library Specialist	0	NA	Library Specialist	2	Low N	Library Specialist	0	NA	Library Specialist	0	NA			
MC English-Language Arts	20	95%	MC English-Language Arts	3	Low N	MC English-Language Arts	6	Low N	MC English-Language Arts	4	Low N	MC English-Language Arts	5	Low N	MC English-Language Arts	2	Low N			
MC History/Social Studies	1	NA	MC History/Social Studies	0	NA	MC History/Social Studies	0	NA	MC History/Social Studies	0	NA	MC History/Social Studies	0	NA	MC History/Social Studies	1	Low N			
MC Mathematics	18	94%	MC Mathematics	4	Low N	MC Mathematics	3	Low N	MC Mathematics	5	Low N	MC Mathematics	3	Low N	MC Mathematics	3	Low N			
MC Science	14	93%	MC Science	4	Low N	MC Science	3	Low N	MC Science	4	Low N	MC Science	1	Low N	MC Science	2	Low N			
Secondary ELA	60	100%	Secondary ELA	13	100%	Secondary ELA	14	100%	Secondary ELA	13	100%	Secondary ELA	14	100%	Secondary ELA	6	Low N			
Secondary HSS	26	92%	Secondary HSS	4	Low N	Secondary HSS	6	Low N	Secondary HSS	6	Low N	Secondary HSS	8	Low N	Secondary HSS	2	Low N			
Secondary Math	25	76%	Secondary Math	7	Low N	Secondary Math	6	Low N	Secondary Math	6	Low N	Secondary Math	4	Low N	Secondary Math	2	Low N			
Secondary Science	20	90%	Secondary Science	7	Low N	Secondary Science	3	Low N	Secondary Science	9	Low N	Secondary Science	1	Low N	Secondary Science	0	NA			
Special Education	144	97%	Special Education	34	100%	Special Education	36	97%	Special Education	27	96%	Special Education	30	91%	Special Education	15	100%			
Tech and Eng Ed	1	Low N	Tech and Eng Ed	1	Low N	Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA			
Visual Arts	10	100%	Visual Arts	1	Low N	Visual Arts	1	Low N	Visual Arts	2	Low N	Visual Arts	3	Low N	Visual Arts	3	Low N			
World Language	4	Low N	World Language	1	Low N	World Language	1	Low N	World Language	0	NA	World Language	6	Low N	World Language	2	Low N			

809 95%

195 99%

183 100%

170 99%

62

187 95%

78 94%

## edTPA Data: Native American by Administration Year

Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA
Business Education	0	NA
Early Childhood	0	NA
ElemEd: Lit/Math Task 4	2	Low N
ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	9	Low N
Elementary Math	1	Low N
Family and Cons Sci	0	NA
Health Education	0	NA
K-12 Performing Arts	2	Low N
K-12 Phys Ed	0	NA
MC English-Language Arts	0	NA
MC History/Social Studies	1	Low N
MC Mathematics	0	NA
MC Science	1	Low N
Secondary ELA	0	NA
Secondary HSS	1	Low N
Secondary Math	1	Low N
Secondary Science	0	NA
Special Education	6	Low N
Tech and Eng Ed	0	NA
Visual Arts	1	Low N
World Language	0	NA

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Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA
Business Education	0	NA
Classical Languages	0	NA
Early Childhood	2	Low N
ElemEd: Lit/Math Task 4	0	NA
ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	0	NA
Elementary Math	0	NA
Family and Cons Sci	0	NA
Health Education	0	NA
K-12 Performing Arts	1	Low N
K-12 Phys Ed	0	NA
Library Specialist	0	NA
MC English-Language Arts	0	NA
MC History/Social Studies	1	Low N
MC Mathematics	0	NA
MC Science	1	Low N
Secondary ELA	0	NA
Secondary HSS	0	NA
Secondary Math	0	NA
Secondary Science	0	NA
Special Education	2	Low N
Tech and Eng Ed	0	NA
Visual Arts	0	NA
World Language	0	NA

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Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA
Business Education	0	NA
Classical Languages	0	NA
Early Childhood	0	NA
ElemEd: Lit/Math Task 4	2	Low N
ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	6	NA
Elementary Math	0	NA
Family and Cons Sci	0	NA
Health Education	0	NA
K-12 Performing Arts	1	NA
K-12 Phys Ed	0	NA
Library Specialist	0	NA
MC English-Language Arts	0	NA
MC History/Social Studies	0	NA
MC Mathematics	0	NA
MC Science	0	NA
Secondary ELA	0	NA
Secondary HSS	1	Low N
Secondary Math	0	NA
Secondary Science	0	NA
Special Education	2	Low N
Tech and Eng Ed	0	NA
Visual Arts	1	Low N
World Language	0	NA

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Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA
Business Education	0	NA
Classical Languages	0	NA
Early Childhood	0	NA
ElemEd: Lit/Math Task 4	0	NA
ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	0	NA
Elementary Math	0	NA
Family and Cons Sci	0	NA
Health Education	0	NA
K-12 Performing Arts	0	NA
K-12 Phys Ed	0	NA
Library Specialist	0	NA
MC English-Language Arts	0	NA
MC History/Social Studies	0	NA
MC Mathematics	0	NA
MC Science	0	NA
Secondary ELA	0	NA
Secondary HSS	0	NA
Secondary Math	1	Low N
Secondary Science	0	NA
Special Education	2	Low N
Tech and Eng Ed	0	NA
Visual Arts	0	NA
World Language	0	NA

3

Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA
Business Education	0	NA
Classical Languages	0	NA
Early Childhood	0	NA
ElemEd: Lit/Math Task 4	0	NA
ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	0	NA
Elementary Math	0	NA
Family and Cons Sci	0	NA
Health Education	0	NA
K-12 Performing Arts	0	NA
K-12 Phys Ed	0	NA
Library Specialist	0	NA
MC English-Language Arts	0	NA
MC History/Social Studies	0	NA
MC Mathematics	0	NA
MC Science	0	NA
Secondary ELA	0	NA
Secondary HSS	0	NA
Secondary Math	1	Low N
Secondary Science	0	NA
Special Education	2	Low N
Tech and Eng Ed	0	NA
Visual Arts	0	NA
World Language	0	NA

3

Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA
Business Education	0	NA
Classical Languages	0	NA
Early Childhood	0	NA
ElemEd: Lit/Math Task 4	0	NA
ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	1	Low N
Elementary Math	0	NA
Family and Cons Sci	0	NA
Health Education	0	NA
K-12 Performing Arts	0	NA
K-12 Phys Ed	0	NA
Library Specialist	0	NA
MC English-Language Arts	0	NA
MC History/Social Studies	0	NA
MC Mathematics	0	NA
MC Science	0	NA
Secondary ELA	0	NA
Secondary HSS	0	NA
Secondary Math	0	NA
Secondary Science	0	NA
Special Education	0	NA
Tech and Eng Ed	0	NA
Visual Arts	0	NA
World Language	0	NA

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## edTPA Data: Pacific Islander by Administration Year

09/2015-03/2020			Program Year 2015-2016			Program Year 2016-2017			Program Year 2017-2018			Program Year 2018-2019			Program Year 2019-2020		
Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA
Business Education	2	Low N	Business Education	1	Low N	Business Education	0	NA	Business Education	0	NA	Business Education	1	Low N	Business Education	0	NA
Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA
Early Childhood	56	98%	Early Childhood	9	Low N	Early Childhood	15	100%	Early Childhood	15	100%	Early Childhood	15	93%	Early Childhood	2	Low N
ElemEd: Lit/Math Task 4	19	100%	ElemEd: Lit/Math Task 4	6	Low N	ElemEd: Lit/Math Task 4	7	Low N	ElemEd: Lit/Math Task 4	4	Low N	ElemEd: Lit/Math Task 4	2	Low N	ElemEd: Lit/Math Task 4	0	NA
ElemEd: Math/Lit Task 4	2	Low N	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	2	Low N
Elementary Literacy	160	100%	Elementary Literacy	37	100%	Elementary Literacy	38	100%	Elementary Literacy	28	100%	Elementary Literacy	37	100%	Elementary Literacy	20	100%
Elementary Math	81	98%	Elementary Math	20	100%	Elementary Math	11	100%	Elementary Math	17	100%	Elementary Math	22	91%	Elementary Math	11	100%
Family and Cons Sci	3	Low N	Family and Cons Sci	0	NA	Family and Cons Sci	1	Low N	Family and Cons Sci	0	NA	Family and Cons Sci	2	Low N	Family and Cons Sci	0	NA
Health Education	1	Low N	Health Education	0	NA	Health Education	0	NA	Health Education	0	NA	Health Education	1	Low N	Health Education	0	NA
K-12 Performing Arts	45	100%	K-12 Performing Arts	10	100%	K-12 Performing Arts	7	Low N	K-12 Performing Arts	10	100%	K-12 Performing Arts	13	100%	K-12 Performing Arts	5	Low N
K-12 Phys Ed	8	Low N	K-12 Phys Ed	2	Low N	K-12 Phys Ed	2	Low N	K-12 Phys Ed	0	NA	K-12 Phys Ed	2	Low N	K-12 Phys Ed	2	Low N
Library Specialist	2	Low N	Library Specialist	1	Low N	Library Specialist	0	NA	Library Specialist	1	Low N	Library Specialist	0	NA	Library Specialist	0	NA
MC English-Language Arts	12	100%	MC English-Language Arts	2	Low N	MC English-Language Arts	3	Low N	MC English-Language Arts	4	Low N	MC English-Language Arts	1	Low N	MC English-Language Arts	2	Low N
MC History/Social Studies	0	NA	MC History/Social Studies	0	NA	MC History/Social Studies	0	NA	MC History/Social Studies	0	NA	MC History/Social Studies	0	NA	MC History/Social Studies	0	NA
MC Mathematics	19	100%	MC Mathematics	4	Low N	MC Mathematics	2	Low N	MC Mathematics	6	Low N	MC Mathematics	6	Low N	MC Mathematics	1	Low N
MC Science	10	90%	MC Science	4	Low N	MC Science	2	Low N	MC Science	1	Low N	MC Science	2	Low N	MC Science	1	Low N
Secondary ELA	48	100%	Secondary ELA	11	100%	Secondary ELA	10	100%	Secondary ELA	15	100%	Secondary ELA	9	Low N	Secondary ELA	3	Low N
Secondary HSS	36	100%	Secondary HSS	10	100%	Secondary HSS	9	Low N	Secondary HSS	7	Low N	Secondary HSS	7	Low N	Secondary HSS	3	Low N
Secondary Math	53	94%	Secondary Math	14	100%	Secondary Math	12	100%	Secondary Math	14	100%	Secondary Math	12	83%	Secondary Math	1	Low N
Secondary Science	55	98%	Secondary Science	7	Low N	Secondary Science	16	100%	Secondary Science	19	95%	Secondary Science	10	100%	Secondary Science	3	Low N
Special Education	64	100%	Special Education	17	100%	Special Education	11	100%	Special Education	12	100%	Special Education	14	100%	Special Education	10	100%
Tech and Eng Ed	1	Low N	Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA	Tech and Eng Ed	1	Low N	Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA
Visual Arts	27	100%	Visual Arts	3	Low N	Visual Arts	12	100%	Visual Arts	4	Low N	Visual Arts	8	Low N	Visual Arts	0	NA
World Language	17	100%	World Language	2	Low N	World Language	6	Low N	World Language	6	Low N	World Language	3	Low N	World Language	0	NA
	721	99%		160	100%		164	100%		164	99%		167	95%		66	100%



## edTPA Data: Hispanic by Administration Year

09/2015-03/2020			Program Year 2015-2016			Program Year 2016-2017			Program Year 2017-2018			Program Year 2018-2019			Program Year 2019-2020		
Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA
Business Education	0	NA	Business Education	0	NA	Business Education	0	NA	Business Education	0	NA	Business Education	0	NA	Business Education	0	NA
Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA
Early Childhood	211	98%	Early Childhood	33	100%	Early Childhood	45	100%	Early Childhood	44	95%	Early Childhood	77	97%	Early Childhood	12	92%
ElemEd: Lit/Math Task 4	53	98%	ElemEd: Lit/Math Task 4	18	94%	ElemEd: Lit/Math Task 4	20	100%	ElemEd: Lit/Math Task 4	9	Low N	ElemEd: Lit/Math Task 4	4	Low N	ElemEd: Lit/Math Task 4	2	Low N
ElemEd: Math/Lit Task 4	5	Low N	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	2	Low N	ElemEd: Math/Lit Task 4	3	Low N
Elementary Literacy	541	99%	Elementary Literacy	130	100%	Elementary Literacy	155	99%	Elementary Literacy	94	98%	Elementary Literacy	119	97%	Elementary Literacy	43	98%
Elementary Math	196	99%	Elementary Math	34	100%	Elementary Math	42	100%	Elementary Math	39	100%	Elementary Math	66	97%	Elementary Math	15	100%
Family and Cons Sci	4	Low N	Family and Cons Sci	1	Low N	Family and Cons Sci	0	NA	Family and Cons Sci	2	Low N	Family and Cons Sci	1	Low N	Family and Cons Sci	0	Low N
Health Education	1	Low N	Health Education	0	NA	Health Education	1	Low N	Health Education	0	NA	Health Education	0	NA	Health Education	0	Low N
K-12 Performing Arts	72	97%	K-12 Performing Arts	15	93%	K-12 Performing Arts	17	94%	K-12 Performing Arts	12	100%	K-12 Performing Arts	20	100%	K-12 Performing Arts	8	Low N
K-12 Phys Ed	71	99%	K-12 Phys Ed	15	100%	K-12 Phys Ed	14	100%	K-12 Phys Ed	16	100%	K-12 Phys Ed	15	93%	K-12 Phys Ed	11	100%
Library Specialist	5	Low N	Library Specialist	2	Low N	Library Specialist	2	Low N	Library Specialist	0	NA	Library Specialist	1	Low N	Library Specialist	0	NA
MC English-Language Arts	20	100%	MC English-Language Arts	4	Low N	MC English-Language Arts	4	Low N	MC English-Language Arts	5	Low N	MC English-Language Arts	5	Low N	MC English-Language Arts	2	Low N
MC History/Social Studies	14	100%	MC History/Social Studies	4	Low N	MC History/Social Studies	4	Low N	MC History/Social Studies	2	Low N	MC History/Social Studies	3	Low N	MC History/Social Studies	1	Low N
MC Mathematics	32	94%	MC Mathematics	2	Low N	MC Mathematics	11	91%	MC Mathematics	7	Low N	MC Mathematics	7	Low N	MC Mathematics	5	Low N
MC Science	27	96%	MC Science	7	Low N	MC Science	8	Low N	MC Science	4	Low N	MC Science	8	Low N	MC Science	0	NA
Secondary ELA	116	99%	Secondary ELA	20	100%	Secondary ELA	20	100%	Secondary ELA	30	100%	Secondary ELA	28	96%	Secondary ELA	18	100%
Secondary HSS	116	99%	Secondary HSS	20	100%	Secondary HSS	34	100%	Secondary HSS	29	97%	Secondary HSS	25	100%	Secondary HSS	8	Low N
Secondary Math	79	90%	Secondary Math	16	100%	Secondary Math	17	88%	Secondary Math	18	89%	Secondary Math	22	90%	Secondary Math	6	Low N
Secondary Science	66	92%	Secondary Science	15	100%	Secondary Science	14	100%	Secondary Science	13	100%	Secondary Science	22	82%	Secondary Science	2	Low N
Special Education	230	97%	Special Education	47	96%	Special Education	36	100%	Special Education	55	96%	Special Education	55	100%	Special Education	37	100%
Tech and Eng Ed	4	Low N	Tech and Eng Ed	1	Low N	Tech and Eng Ed	1	Low N	Tech and Eng Ed	1	Low N	Tech and Eng Ed	1	Low N	Tech and Eng Ed	0	NA
Visual Arts	36	100%	Visual Arts	8	Low N	Visual Arts	7	Low N	Visual Arts	6	Low N	Visual Arts	8	Low N	Visual Arts	7	Low N
World Language	127	90%	World Language	30	97%	World Language	28	96%	World Language	28	89%	World Language	28	78%	World Language	13	85%
	2026	97%		422	98%		480	98%		414	97%		517	94%		193	96%

## edTPA Data: Multiracial by Administration Year

09/2015-03/2020			Program Year 2015-2016			Program Year 2016-2017			Program Year 2017-2018			Program Year 2018-2019			Program Year 2019-2020		
Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA
Business Education	1	Low N	Business Education	0	NA	Business Education	0	NA	Business Education	0	NA	Business Education	1	Low N	Business Education	0	NA
Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA
Early Childhood	51	98%	Early Childhood	13	92%	Early Childhood	11	100%	Early Childhood	12	100%	Early Childhood	15	100%	Early Childhood	0	NA
ElemEd: Lit/Math Task 4	12	100%	ElemEd: Lit/Math Task 4	4	Low N	ElemEd: Lit/Math Task 4	6	Low N	ElemEd: Lit/Math Task 4	1	Low N	ElemEd: Lit/Math Task 4	1	Low N	ElemEd: Lit/Math Task 4	0	NA
ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	113	99%	Elementary Literacy	25	100%	Elementary Literacy	33	97%	Elementary Literacy	27	100%	Elementary Literacy	17	100%	Elementary Literacy	11	100%
Elementary Math	47	98%	Elementary Math	5	Low N	Elementary Math	13	100%	Elementary Math	11	100%	Elementary Math	15	93%	Elementary Math	3	Low N
Family and Cons Sci	1	Low N	Family and Cons Sci	0	NA	Family and Cons Sci	0	NA	Family and Cons Sci	1	Low N	Family and Cons Sci	0	NA	Family and Cons Sci	0	NA
Health Education	1	Low N	Health Education	0	NA	Health Education	0	NA	Health Education	0	NA	Health Education	0	NA	Health Education	1	Low N
K-12 Performing Arts	41	98%	K-12 Performing Arts	10	100%	K-12 Performing Arts	8	Low N	K-12 Performing Arts	7	Low N	K-12 Performing Arts	13	100%	K-12 Performing Arts	3	Low N
K-12 Phys Ed	22	95%	K-12 Phys Ed	5	Low N	K-12 Phys Ed	4	Low N	K-12 Phys Ed	4	Low N	K-12 Phys Ed	6	Low N	K-12 Phys Ed	3	Low N
Library Specialist	2	Low N	Library Specialist	0	NA	Library Specialist	1	Low N	Library Specialist	0	NA	Library Specialist	1	Low N	Library Specialist	0	NA
MC English-Language Arts	18	94%	MC English-Language Arts	4	Low N	MC English-Language Arts	4	Low N	MC English-Language Arts	4	Low N	MC English-Language Arts	3	Low N	MC English-Language Arts	3	Low N
MC History/Social Studies	11	100%	MC History/Social Studies	4	Low N	MC History/Social Studies	3	Low N	MC History/Social Studies	1	Low N	MC History/Social Studies	3	Low N	MC History/Social Studies	0	NA
MC Mathematics	5	Low N	MC Mathematics	0	NA	MC Mathematics	2	Low N	MC Mathematics	1	Low N	MC Mathematics	2	Low N	MC Mathematics	0	NA
MC Science	10	100%	MC Science	2	Low N	MC Science	3	Low N	MC Science	2	Low N	MC Science	1	Low N	MC Science	2	Low N
Secondary ELA	45	100%	Secondary ELA	9	Low N	Secondary ELA	16	100%	Secondary ELA	13	100%	Secondary ELA	6	Low N	Secondary ELA	1	Low N
Secondary HSS	37	100%	Secondary HSS	7	Low N	Secondary HSS	5	Low N	Secondary HSS	12	100%	Secondary HSS	10	100%	Secondary HSS	3	Low N
Secondary Math	18	88%	Secondary Math	7	Low N	Secondary Math	3	Low N	Secondary Math	5	Low N	Secondary Math	3	Low N	Secondary Math	0	NA
Secondary Science	31	100%	Secondary Science	9	Low N	Secondary Science	5	Low N	Secondary Science	6	Low N	Secondary Science	9	Low N	Secondary Science	2	Low N
Special Education	85	96%	Special Education	27	100%	Special Education	14	93%	Special Education	17	100%	Special Education	15	93%	Special Education	12	92%
Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA
Visual Arts	10	100%	Visual Arts	2	Low N	Visual Arts	3	Low N	Visual Arts	0	NA	Visual Arts	4	Low N	Visual Arts	1	Low N
World Language	16	94%	World Language	6	Low N	World Language	3	Low N	World Language	4	Low N	World Language	2	Low N	World Language	1	Low N
	577	98%		139	98%		137	98%		128	100%		127	98%		46	96%



## edTPA Data: Other by Administration Year

09/2015-03/2020		
Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA
Business Education	0	NA
Early Childhood	10	100%
ElemEd: Lit/Math Task 4	6	Low N
ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	36	97%
Elementary Math	14	100%
Family and Cons Sci	0	NA
Health Education	0	NA
K-12 Performing Arts	5	Low N
K-12 Phys Ed	2	Low N
Library Specialist	0	NA
MC English-Language Arts	3	Low N
MC History/Social Studies	1	Low N
MC Mathematics	3	Low N
MC Science	4	Low N
Secondary ELA	18	94%
Secondary HSS	7	Low N
Secondary Math	13	85%
Secondary Science	9	Low N
Special Education	23	100%
Tech and Eng Ed	0	NA
Visual Arts	7	Low N
World Language	2	Low N
	163	96%

Program Year 2015-2016		
Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA
Business Education	0	NA
Classical Languages	0	NA
Early Childhood	3	Low N
ElemEd: Lit/Math Task 4	1	Low N
ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	12	100%
Elementary Math	4	Low N
Family and Cons Sci	0	NA
Health Education	0	NA
K-12 Performing Arts	3	Low N
K-12 Phys Ed	0	NA
Library Specialist	0	NA
MC English-Language Arts	0	NA
MC History/Social Studies	0	NA
MC Mathematics	0	NA
MC Science	1	Low N
Secondary ELA	4	Low N
Secondary HSS	1	Low N
Secondary Math	5	Low N
Secondary Science	3	Low N
Special Education	6	Low N
Tech and Eng Ed	0	NA
Visual Arts	2	Low N
World Language	1	Low N
	46	100%

Program Year 2016-2017		
Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA
Business Education	0	NA
Classical Languages	0	NA
Early Childhood	3	Low N
ElemEd: Lit/Math Task 4	3	Low N
ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	10	100%
Elementary Math	3	Low N
Family and Cons Sci	0	NA
Health Education	0	NA
K-12 Performing Arts	1	Low N
K-12 Phys Ed	0	NA
Library Specialist	0	NA
MC English-Language Arts	3	Low N
MC History/Social Studies	0	NA
MC Mathematics	1	Low N
MC Science	3	Low N
Secondary ELA	3	Low N
Secondary HSS	0	NA
Secondary Math	1	Low N
Secondary Science	0	NA
Special Education	4	Low N
Tech and Eng Ed	0	NA
Visual Arts	0	NA
World Language	0	NA
	35	100%

Program Year 2017-2018		
Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA
Business Education	0	NA
Classical Languages	0	NA
Early Childhood	2	Low N
ElemEd: Lit/Math Task 4	2	Low N
ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	3	Low N
Elementary Math	3	Low N
Family and Cons Sci	0	NA
Health Education	0	NA
K-12 Performing Arts	0	NA
K-12 Phys Ed	0	NA
Library Specialist	0	NA
MC English-Language Arts	0	NA
MC History/Social Studies	0	NA
MC Mathematics	1	Low N
MC Science	0	NA
Secondary ELA	6	Low N
Secondary HSS	5	Low N
Secondary Math	4	Low N
Secondary Science	2	Low N
Special Education	7	Low N
Tech and Eng Ed	0	NA
Visual Arts	2	Low N
World Language	0	NA
	37	

Program Year 2018-2019		
Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA
Business Education	0	NA
Classical Languages	0	NA
Early Childhood	2	Low N
ElemEd: Lit/Math Task 4	0	NA
ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	7	Low N
Elementary Math	3	Low N
Family and Cons Sci	0	NA
Health Education	0	NA
K-12 Performing Arts	0	NA
K-12 Phys Ed	1	Low N
Library Specialist	0	NA
MC English-Language Arts	0	NA
MC History/Social Studies	1	Low N
MC Mathematics	1	Low N
MC Science	0	NA
Secondary ELA	4	Low N
Secondary HSS	0	NA
Secondary Math	0	NA
Secondary Science	4	Low N
Special Education	4	Low N
Tech and Eng Ed	0	NA
Visual Arts	3	Low N
World Language	0	NA
	30	

Program Year 2019-2020		
Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA
Business Education	0	NA
Classical Languages	0	NA
Early Childhood	0	NA
ElemEd: Lit/Math Task 4	0	NA
ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	4	Low N
Elementary Math	1	Low N
Family and Cons Sci	0	NA
Health Education	0	NA
K-12 Performing Arts	1	Low N
K-12 Phys Ed	1	Low N
Library Specialist	0	NA
MC English-Language Arts	0	NA
MC History/Social Studies	0	NA
MC Mathematics	0	NA
MC Science	0	NA
Secondary ELA	1	Low N
Secondary HSS	1	Low N
Secondary Math	3	Low N
Secondary Science	0	NA
Special Education	2	Low N
Tech and Eng Ed	0	NA
Visual Arts	0	NA
World Language	1	Low N
	15	

## edTPA Data: Undeclared by Administration Year

09/2015-03/2020			Program Year 2015-2016			Program Year 2016-2017			Program Year 2017-2018			Program Year 2018-2019			Program Year 2019-2020		
Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate
Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA	Agricultural Ed	0	NA
Business Education	0	NA	Business Education	0	NA	Business Education	0	NA	Business Education	0	NA	Business Education	0	NA	Business Education	0	NA
Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	0	NA
Early Childhood	26	96%	Early Childhood	10	100%	Early Childhood	4	Low N	Early Childhood	2	Low N	Early Childhood	5	Low N	Early Childhood	5	Low N
ElemEd: Lit/Math Task 4	9	Low N	ElemEd: Lit/Math Task 4	2	Low N	ElemEd: Lit/Math Task 4	4	Low N	ElemEd: Lit/Math Task 4	3	Low N	ElemEd: Lit/Math Task 4	0	NA	ElemEd: Lit/Math Task 4	0	NA
ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA
Elementary Literacy	55	96%	Elementary Literacy	23	100%	Elementary Literacy	16	94%	Elementary Literacy	6	Low N	Elementary Literacy	8	Low N	Elementary Literacy	2	Low N
Elementary Math	25	100%	Elementary Math	4	Low N	Elementary Math	7	Low N	Elementary Math	2	Low N	Elementary Math	6	Low N	Elementary Math	6	Low N
Family and Cons Sci	0	NA	Family and Cons Sci	0	NA	Family and Cons Sci	0	NA	Family and Cons Sci	0	NA	Family and Cons Sci	0	NA	Family and Cons Sci	0	NA
Health Education	1	NA	Health Education	0	NA	Health Education	1	Low N	Health Education	0	NA	Health Education	0	NA	Health Education	0	NA
K-12 Performing Arts	15	100%	K-12 Performing Arts	5	Low N	K-12 Performing Arts	5	Low N	K-12 Performing Arts	1	Low N	K-12 Performing Arts	2	Low N	K-12 Performing Arts	2	Low N
K-12 Phys Ed	11	91%	K-12 Phys Ed	4	Low N	K-12 Phys Ed	1	Low N	K-12 Phys Ed	2	Low N	K-12 Phys Ed	3	Low N	K-12 Phys Ed	1	Low N
Library Specialist	1	Low N	Library Specialist	1	Low N	Library Specialist	0	NA	Library Specialist	0	NA	Library Specialist	0	NA	Library Specialist	0	NA
MC English-Language Arts	6	Low N	MC English-Language Arts	1	Low N	MC English-Language Arts	3	Low N	MC English-Language Arts	1	Low N	MC English-Language Arts	0	NA	MC English-Language Arts	1	Low N
MC History/Social Studies	3	Low N	MC History/Social Studies	3	Low N	MC History/Social Studies	0	NA	MC History/Social Studies	0	NA	MC History/Social Studies	0	NA	MC History/Social Studies	0	NA
MC Mathematics	4	Low N	MC Mathematics	1	Low N	MC Mathematics	1	Low N	MC Mathematics	0	NA	MC Mathematics	2	Low N	MC Mathematics	0	NA
MC Science	5	Low N	MC Science	2	Low N	MC Science	1	Low N	MC Science	0	NA	MC Science	2	Low N	MC Science	0	NA
Secondary ELA	34	94%	Secondary ELA	10	100%	Secondary ELA	6	Low N	Secondary ELA	7	Low N	Secondary ELA	9	Low N	Secondary ELA	2	Low N
Secondary HSS	25	96%	Secondary HSS	6	Low N	Secondary HSS	4	Low N	Secondary HSS	5	Low N	Secondary HSS	9	Low N	Secondary HSS	1	Low N
Secondary Math	11	91%	Secondary Math	2	Low N	Secondary Math	2	Low N	Secondary Math	3	Low N	Secondary Math	3	Low N	Secondary Math	1	Low N
Secondary Science	24	96%	Secondary Science	9	Low N	Secondary Science	5	Low N	Secondary Science	6	Low N	Secondary Science	3	Low N	Secondary Science	1	Low N
Special Education	35	100%	Special Education	16	100%	Special Education	4	Low N	Special Education	5	Low N	Special Education	4	Low N	Special Education	6	Low N
Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA	Tech and Eng Ed	0	NA
Visual Arts	13	85%	Visual Arts	1	Low N	Visual Arts	4	Low N	Visual Arts	3	Low N	Visual Arts	4	Low N	Visual Arts	1	Low N
World Language	10	90%	World Language	4	Low N	World Language	1	Low N	World Language	1	Low N	World Language	4	Low N	World Language	0	NA
	313	95%		104	100%		69	94%		47			64			29	





## edTPA Data: White/non-Hispanic by Administration Year

09/2015-03/2020			Program Year 2015-2016			Program Year 2016-2017			Program Year 2017-2018			Program Year 2018-2019			Program Year 2019-2020		
Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate	Test Name	Total # Takers	Pass Rate
Agricultural Ed	111	99%	Agricultural Ed	20	100%	Agricultural Ed	21	100%	Agricultural Ed	36	100%	Agricultural Ed	28	100%	Agricultural Ed	6	Low N
Business Education	46	98%	Business Education	16	100%	Business Education	9	Low N	Business Education	10	100%	Business Education	9	Low N	Business Education	2	Low N
Classical Languages	9	Low N	Classical Languages	3	Low N	Classical Languages	5	Low N	Classical Languages	0	NA	Classical Languages	0	NA	Classical Languages	1	Low N
Early Childhood	1199	98%	Early Childhood	306	99%	Early Childhood	260	98%	Early Childhood	291	98%	Early Childhood	304	98%	Early Childhood	38	92%
ElemEd: Lit/Math Task 4	241	99%	ElemEd: Lit/Math Task 4	68	100%	ElemEd: Lit/Math Task 4	70	99%	ElemEd: Lit/Math Task 4	53	98%	ElemEd: Lit/Math Task 4	29	100%	ElemEd: Lit/Math Task 4	21	100%
ElemEd: Math/Lit Task 4	7	Low N	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	0	NA	ElemEd: Math/Lit Task 4	1	Low N	ElemEd: Math/Lit Task 4	6	Low N
Elementary Literacy	3773	99%	Elementary Literacy	994	99%	Elementary Literacy	1000	99%	Elementary Literacy	692	98%	Elementary Literacy	761	98%	Elementary Literacy	326	98%
Elementary Math	1113	99%	Elementary Math	248	100%	Elementary Math	257	100%	Elementary Math	236	99%	Elementary Math	251	98%	Elementary Math	121	98%
Family and Cons Sci	73	99%	Family and Cons Sci	18	94%	Family and Cons Sci	14	100%	Family and Cons Sci	20	100%	Family and Cons Sci	17	100%	Family and Cons Sci	4	Low N
Health Education	32	97%	Health Education	11	100%	Health Education	10	100%	Health Education	6	Low N	Health Education	2	Low N	Health Education	3	Low N
K-12 Performing Arts	833	98%	K-12 Performing Arts	181	99%	K-12 Performing Arts	187	99%	K-12 Performing Arts	184	98%	K-12 Performing Arts	201	98%	K-12 Performing Arts	80	95%
K-12 Phys Ed	666	94%	K-12 Phys Ed	152	98%	K-12 Phys Ed	158	99%	K-12 Phys Ed	142	94%	K-12 Phys Ed	138	87%	K-12 Phys Ed	75	85%
Library Specialist	54	96%	Library Specialist	15	100%	Library Specialist	8	Low N	Library Specialist	11	100%	Library Specialist	14	93%	Library Specialist	6	Low N
MC English-Language Arts	236	100%	MC English-Language Arts	62	100%	MC English-Language Arts	69	100%	MC English-Language Arts	41	100%	MC English-Language Arts	43	98%	MC English-Language Arts	21	100%
MC History/Social Studies	141	98%	MC History/Social Studies	33	97%	MC History/Social Studies	42	100%	MC History/Social Studies	25	96%	MC History/Social Studies	28	96%	MC History/Social Studies	13	100%
MC Mathematics	286	99%	MC Mathematics	59	100%	MC Mathematics	63	100%	MC Mathematics	76	99%	MC Mathematics	57	100%	MC Mathematics	31	97%
MC Science	157	97%	MC Science	34	100%	MC Science	50	96%	MC Science	34	97%	MC Science	21	100%	MC Science	18	94%
Secondary ELA	964	99%	Secondary ELA	213	100%	Secondary ELA	245	100%	Secondary ELA	223	99%	Secondary ELA	209	98%	Secondary ELA	74	97%
Secondary HSS	990	99%	Secondary HSS	245	100%	Secondary HSS	230	100%	Secondary HSS	217	99%	Secondary HSS	212	97%	Secondary HSS	86	96%
Secondary Math	641	94%	Secondary Math	153	95%	Secondary Math	172	99%	Secondary Math	135	96%	Secondary Math	144	90%	Secondary Math	37	72%
Secondary Science	620	96%	Secondary Science	137	99%	Secondary Science	160	99%	Secondary Science	152	95%	Secondary Science	135	94%	Secondary Science	36	81%
Special Education	2560	99%	Special Education	670	99%	Special Education	576	99%	Special Education	569	99%	Special Education	518	99%	Special Education	227	99%
Tech and Eng Ed	30	100%	Tech and Eng Ed	3	Low N	Tech and Eng Ed	7	Low N	Tech and Eng Ed	12	100%	Tech and Eng Ed	6	Low N	Tech and Eng Ed	2	Low N
Visual Arts	315	100%	Visual Arts	71	100%	Visual Arts	70	99%	Visual Arts	82	100%	Visual Arts	65	100%	Visual Arts	27	100%
World Language	247	94%	World Language	61	98%	World Language	58	98%	World Language	46	96%	World Language	55	89%	World Language	27	85%
	15344	98%		3773	99%		3741	99%		3293	98%		3248	96%		1288	93%

## Appendix G – Planning Implementation Council

### edTPA Implementation Planning Council

After a conversation between Illinois State Superintendent, Dr. Chris Koch and Dr. Linda Darling-Hammond, and Dr. Ray Pecheone of Stanford University, it was realized that a planning council for the implementation of the edTPA would be helpful to both PK-12 schools and institutions of higher education to design a two-year implementation plan for the ramping up of this valuable tool. The goal of this council is to determine recommendations and collaboratively provide the necessary tools, communication pieces/opportunities and trainings needed for the successful implementation of the edTPA throughout Illinois.

Your organization has been chosen as one that can make a significant difference in the outcome of the work. Therefore, you or your designee is being asked to be a member of this edTPA Implementation Planning Council. Below is a list of the organizations that are being invited to be a part of the edTPA Implementation Planning Council with a current ISBE contact person. If the person listed or another leader of that organization wishes to designate another representative for that organization, feel free to do so.

Public Institutions from Higher Education—Amee Adkins, ISU; Kathleen Sheridan, University of Illinois at Chicago; Elisa Palmer, ISU; Cindy Dooley, WIU

Private Institutions from Higher Education—Jan Fitzsimmons, Associated Colleges of Illinois; Joan McQuillan, IC; Ava Chatterjee, Columbia College Chicago; Teresa Spesia, University of St. Francis

Illinois Education Association—Audrey Soglin

Illinois Federation of Teachers—Dan Montgomery

Chicago Teachers Union—Kurt Hilgendorf

American Association of Teacher Educators—Michelle Patterson

Illinois Association of Teacher Educators—Betty Bergeron, SIUE

Illinois Principals Association—Jason Leahy

Illinois Association of School Administrators—Brent Clark

Large Unit Districts Association—Diane Rutledge

Illinois Human Resource Directors Association—Randy Davis

Illinois School Board Association—Roger Eddy

Illinois Board of Higher Education—Debbie Meisner-Bertauski

The first meeting of this council will take place at Illinois State University, Alumni Center on August 22, 2013 from 10 am to 3 pm. Please rvsp to Neva Sawicki at [nsawicki@isbe.net](mailto:nsawicki@isbe.net) by August 15 so we can have an accurate count for lunches, which will be provided as a working lunch.

**BEFORE we meet, please prepare for the meeting by viewing a 30 minute webinar at \_\_\_\_\_ . By asking participants to view this before our first meeting, we will save valuable meeting time that can be used for questions/answers and/or collaboration on the goals of the meeting.**

Below is a draft copy of the planned agenda:

- I. Welcome & Introductions
- II. Explanation of the vision, mission, and goals of the Implementation Council
- III. Breaking into two groups—
  - I. group for the implementation of PK-12
  - II. group for the implementation within IHE's.
- IV. Follow up and reporting out of each group
- V. Planning for next steps

**Appendix H – Capstone Assessment Group Final Report**

# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

**Darren Reisberg**  
*Chair of the Board*

**Dr. Carmen I. Ayala**  
*State Superintendent of Education*

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**MEMORANDUM**

**TO:** Dr. Carmen I. Ayala  
State Superintendent of Education

**FROM:** ISBE Capstone Assessment Working Group

**DATE:** October 30, 2020

**SUBJECT:** Illinois Capstone Assessment Recommendations

The Illinois State Board of Education (ISBE) Capstone Assessment Working Group met virtually for six different sessions between February 28, 2020, and August 24, 2020. The report chronicles the journey of this group of education stakeholders to respectfully collaborate and examine the ideal characteristics of a Day-One Ready Teacher. Using multiple lenses and perspectives, the group set out to identify an appropriate licensure capstone assessment and discussed considerations for its implementation in Illinois at a time of many uncertainties and an increasing teacher shortage.

This report is transmitted on behalf of the Educator Effectiveness Department at the Illinois State Board of Education. For additional copies of this report or for more specific information, please contact Emily Fox at

(217) 782-5262 or [efox@isbe.net](mailto:efox@isbe.net).

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## **Executive Summary**

Working group members explored the characteristics, knowledge, and dispositions essential in a Day-One Ready Teacher during their first meeting. The task force used a process of goal-setting, sharing information, polling, and discussion to identify the importance of pedagogy, practice, and content expertise, as well as equity and inclusion, communication, and relationships.

Next, the group examined best methods for measuring characteristics, knowledge, and dispositions and identified key qualities for the measurement methods and instruments, including validity, reliability, and equity. The importance of methods of measurement, such as performance, portfolio, work samples, references, and artifacts, was also discussed. The

complexities of teaching and challenges in measuring authentic acts of teaching were duly noted, along with the importance of feedback from practitioners.

In all, four assessments were explored to discern their benefits and usefulness -- the Candidate Preservice Assessment of Student Teaching (CPAST), the edTPA, the Assessment of Professional Teaching (APT) and an assessment created by Illinois institutions of higher education (IHEs). The strengths, costs, and weaknesses of each instrument were detailed, and consensus-building activities ensued. Based on those initial discussions and polls, the edTPA and CPAST were identified as the most viable options for the group.

Considerations regarding critical issues of diversity were examined and discussed, and included the following:

- Preparing candidates to serve linguistically and culturally diverse students
- Racial bias of different assessments
- Supporting candidates with practicums in hard-to-staff schools within teacher performance assessments

There was general consensus that the capstone assessment should include performance observation of teaching in order to best evaluate beginning teacher quality and be conducted through a valid and reliable instrument or mechanism. The group also discussed the importance of multiple observers, including mentor teachers, university supervisors, and others, in a team approach.

Considerations for implementation are discussed in the following pages and include ideas related to: cost-saving for candidates (local edTPA scoring as a possibility); impact on diverse and under-represented groups; tiered licensure that would allow an initial license upon successful program completion with additional time to achieve full licensure upon successful completion of a capstone licensure assessment; and the opportunity to provide a national comparison that demonstrates the quality of preparation programs in Illinois.

The charge of this group was to identify an appropriate licensure capstone assessment and discuss considerations for its implementation. To that end, a majority of the group recommends continuing the edTPA, with ongoing work to address current concerns about its cost, bias, privacy, timing, and reliability/validity. The group also recommends that a report sharing both successes and concerns (and opportunities to address both) be published on an annual basis. In addition, members of the working group advise that the role of the edTPA as the sole determinant for licensure should be open to continued discussion. ISBE should consider including equally valued input on candidates from their cooperating teacher and university supervisor.

## Introduction

There has been some debate about the knowledge, skills, and dispositions that define a Day-One Ready Teacher in Illinois -- and perhaps even more debate regarding how best to measure that readiness. The Capstone Assessment Working Group was formed to address this issue by the Illinois State Board of Education in early 2020 at the request of State Superintendent Dr. Carmen I. Ayala. The first meeting was held on Friday, February 28, 2020.

Members were asked to prepare for the first meeting by reading *Judging Teacher Candidates' Readiness to Teach* by Mavis Haigh, Fiona Ell, and Vivienne Mackisack and *How Teacher Performance Assessments Can Measure and Improve Teaching*, an October 2010 report by Linda Darling-Hammond. Members were also asked to re-familiarize themselves with the Illinois Professional Teaching Standards.

Membership of the group included representatives from professional organizations, public and private institutions of higher education, unions, PK-12 teachers and administrators, the Illinois General Assembly, ISBE, and Illinois Board of Higher Education. (See Appendix C.) The initial meeting allowed some flexibility, with about half of the group meeting in Chicago, some members meeting in Springfield, and the remainder phoning in. Video-conferencing brought the two groups together around one interactive agenda. The goal was to identify an appropriate licensure capstone assessment for use in Illinois teacher preparation programs.

Achievable objectives were set for each of the six meetings in an effort to accomplish that goal:

**Meeting 1:** Identify characteristics, knowledge, and dispositions essential in a Day-One Ready Teacher.

**Meeting 2:** Identify ways to measure the identified skills, knowledge, and dispositions.

**Meeting 3:** Contemplate logistical considerations for different performance-based assessments.

**Meetings 4 & 5:** Work toward consensus and report development.

**Meeting 6:** Vote for final report to be submitted to State Superintendent.

The group agreed to operate using the following guidelines at each meeting:

- Push and probe each other's thinking respectfully.
- Be present and actively engaged for the entire meeting.
- If you think it, say it.
- All voices are equal.

- Name the perspective you bring.
- Take care of your own needs.

Meetings were originally scheduled in March and April, but they had to be rescheduled in order to allow ISBE and everyone else time to focus on issues impacted by school closures and give attention to supporting districts. The working group reconvened beginning May 15 by meeting remotely with the same agenda.

### **Qualities of a Day-One Ready Teacher**

Before considering how to best assess and measure educator readiness, the working group first identified the characteristics, knowledge, and dispositions essential for a Day-One Ready Teacher. To do this, the group reviewed the aforementioned reports by Darling-Hammond and Haigh, et. al., and the Illinois Professional Teaching Standards. Additionally, members of the working group relied on their own firsthand knowledge, professional judgment, and expertise to provide additional context and expand upon this literature. The group used this process to identify 16 essential characteristics related to pedagogy, practice, and content expertise; equity and inclusion; and communication and relationships. (See Appendix A.) After further discussion and review, the group ultimately determined that 11 of these characteristics were appropriate for measurement using a capstone tool. These 11 essential characteristics, listed in the right-hand column below, include:

<b>Pedagogy, practice, and content expertise</b>	<ul style="list-style-type: none"> <li>• Pedagogical knowledge</li> <li>• Engaging in meaningful instruction</li> <li>• Planning, designing, and delivering differentiated instruction</li> <li>• Using and integrating technology</li> <li>• Adaptability</li> <li>• Generating assessments and data</li> <li>• Reflection</li> </ul>
<b>Equity and inclusion</b>	<ul style="list-style-type: none"> <li>• Cultural relevancy/teaching diverse learners/equity</li> <li>• Understands/supports social emotional learning and development</li> <li>• Basic understanding of English</li> </ul>



	Learners
<b>Communication and relationships</b>	<ul style="list-style-type: none"> <li>• Building relationships with students</li> </ul>

The group did not identify what mastery or competency would look like or need to be demonstrated to be deemed “day-one ready,” but members did acknowledge that mastery for a novice educator would be different than what is expected of an educator with years of experience. (The group often referenced the Danielson Framework as another important context for professional growth, expectations, and development.) Furthermore, the working group acknowledged that many of these attributes would need to be measured with appropriate grade level and subject knowledge context, and that it was important to consider the implication and value of multilingual instruction and learners. At the heart of these conversations was the goal to identify what is needed from all educators to support and serve all Illinois’ students on their path to success.

### **Assessments Considered**

The committee considered, discussed, and evaluated four assessments with respect to their ability to measure/address the quality indicators identified as critical for Day-One Ready Teachers. The assessments considered were the edTPA, APT (a computer-based assessment used by the State of Illinois prior to utilizing the edTPA), CFAST (developed by Ohio State University), and the development of a an assessment created by Illinois IHEs. The committee also reviewed five state-specific capstone assessments as part of the literature review. The review of assessments used in other states provided context for how states are assessing teacher candidates and gave examples through which to compare the four assessments that were considered. The five state-specific assessments reviewed were CalTPA, Missouri Educator Evaluation System, Massachusetts Candidate Assessment of Performance, New Hampshire Teacher Candidate Assessment of Performance, and the Vermont Licensure Portfolio.

A table was created outlining characteristics for each of the assessments that were considered. (See Appendix D.) Characteristics considered included which states were utilizing the assessment, the format of the assessment (e.g., paper/pencil, video recordings, etc.); which attributes were measured; the timing of the assessment (e.g., entirely during student teaching/clinical experiences, across the time span of the entire program, etc.); who scores the assessment and training required for scoring; cost of the assessment (to the state/IHE and the candidate); initial in-kind resources (including IHE staff time for scoring, ISBE staff time, etc.); research on validity and reliability; and any reports on difference in scores by race.

### **Assessment(s) Selected – Rationale**

The purpose of this Capstone Assessment Working Group was to discuss and recommend a capstone assessment that would best reflect teacher quality. Over the last decade, the responsibility for assessing readiness for entering the teaching profession in Illinois has shifted most recently from the APT to the edTPA. Members of the Capstone Assessment Working Group held a series of guided meetings to compare various facts and data about four plausible capstone assessments -- edTPA, CFAST and APT, as well as the potential for a state-developed assessment.

The edTPA (the current capstone assessment) received considerable support, but it has significant disadvantages (e.g., negatively impacting students of color and cost associated with the test). The CFAST assessment also received considerable support; however, it was designed to work in conjunction with other capstone assessments and is not recognized by the Council for Accreditation of Educator Preparation (CAEP).

### **Implementation Considerations**

There was general consensus that the capstone assessment should include observation of teaching in order to best evaluate beginning teacher quality and be conducted through a valid and reliable instrument or mechanism. Multiple observers, including mentor teachers, university supervisors, and others, feel a team approach is desirable. The group did not give the APT further consideration because it is not a performance assessment.

Key attributes of the remaining three potential student teaching capstone assessments were explored, and a number of implementation considerations and issues were raised, including cost to candidates, educator preparation programs (EPPs), and school partners, in terms of time and resources.

### **Cost to Candidates**

Currently, edTPA submissions are scored by evaluators contracted by Pearson Assessments. The \$300 fee, which includes official scoring and score reporting to both candidate and their respective EPP, is a significant additional cost to candidates. Retakes cost \$100 per task, or \$300 to resubmit a complete edTPA portfolio. In all, the first-attempt pass rates for Illinois completers range from 84%-92%. (See Appendix B.) The cost of edTPA may serve as a disincentive for prospective candidates who are considering teaching as their profession. Various ways to address the cost were discussed, such as availability of test vouchers from Pearson, negotiating with Pearson for reduced cost to Illinois candidates, and possible legislation to refund the cost to educators working in high-needs schools.

Some EPPs have established a fee structure whereby edTPA costs are included in the university or course- specific fees rather than paid directly by the candidates at the time of test

registration. The required costs then may become eligible costs in a candidate's financial aid package. This pass-through fee does not generate supplemental income for the university, but it does require some additional paperwork, such as a voucher purchase and tracking.

Currently, there is no cost to candidates for the CFAST, but statewide implementation could result in a cost being included in a memorandum of understanding (MOU). A state-developed capstone assessment might have a cost comparable to content area tests currently required for licensure.

Additional administrative costs to EPPs would occur for any capstone assessment that required internal fee processing. (An especially timely consideration is the impact on the EPP for refunding a significant test fee, such as for edTPA, if that test is waived as a licensure requirement.)

The edTPA requires a considerable time commitment by candidates. Student teachers may not focus on their assignments or practice the essential mastery level the essential attributes the working group identified if they are diverting attention/time to the edTPA or to any capstone assessment. The capstone assessment should be built in as a "routine" rather than a high-stakes/pressure situation.

Implementation of any capstone assessment requires EPPs to systematically incorporate instruction in the essential characteristics, knowledge, and dispositions that will be assessed, communicate clearly to candidates the purpose of the assessment and its use, and explain to candidates what they are expected to do/show in order to be judged ready to teach. We want to evaluate good teaching, not teach to the test. This may help to reduce candidate stress and performance anxiety.

### **Cost to EPPs**

The edTPA is completed by candidates with support from their EPP faculty, clinical supervisors, and cooperating teachers. EPPs expend money and faculty/staff time to develop materials and procedures that incorporate edTPA language, lesson plan formats, submission requirements, etc. into their curricula. Most EPPs have already done this. CFAST is a clinical observation evaluation tool that does not require compiling or presenting teaching evidence in a prescribed way.

CFAST is designed to be used as a coaching tool. The clinical observation evaluation scored by EPP staff conducting multiple observations looks at growth of the candidate over time. Most EPPs already have a clinical observation tool that is used during student teaching. However, the approach varies by EPP, and many EPPs do not have reliability established due to cost and varied placements year to year. There is no cut score, so if CFAST were adopted in Illinois we

would need to identify the benchmark, score profile, or some mechanism to evaluate candidates within and across EPPs if that is an important outcome of the capstone assessment. ISBE would also need to do a standards alignment process that would require considerable time and resources.

Costs that would have to be absorbed by EPPs in regard to the CFAST include training for supervisors who conduct observations and training to help staff and candidates understand the scoring rubrics. Ohio State University charges approximately \$5 per supervisor per year for online training, but personnel time for participating EPPs is a reoccurring cost. University supervisors are required to complete a self-paced 90-minute online training module before using CFAST in order to ensure consistent evaluation. Training consists of case studies wherein the scorer rates the hypothetical candidate based on their performance in the classroom teaching scenario, mimicking the real observation and completing the rubric process.

### **Cost to School Partners**

We are also sensitive to any additional burden or responsibility a capstone assessment places on cooperating teachers. A cooperating teacher recommendation is just as critical to receive a passing score for student teaching as it is for edTPA. Cooperating teachers must be trained on the edTPA requirements, the support and guidance they are permitted to provide, and the specifics of teaching and engagement that student teachers must capture in their edTPA lesson segment.

The edTPA may be too intrusive on cooperating teacher's schedules and classroom routines if they are asked to make alterations in order to accommodate the student teacher's selected lesson topic or objective. Similarly, some candidates are hampered by a lesson segment that may be selected for them by their cooperating teacher based on the class schedule.

Cooperating teachers are involved specifically at midterm and final evaluation with CFAST in the required three-way conference when the candidate, cooperating teacher, and university clinical/field supervisor meet after having completed the CFAST individually. The meetings occur in real time and are designed to reach consensus about the candidate's performance and evaluation with the voices of the cooperating teacher and student teacher included.

### **Other Considerations**

The implementation of any capstone assessment will have to consider the impact on diverse and underrepresented groups. The CFAST requires EPPs to report candidate demographics, including race, gender, level, and placement setting. Only subgroups of five or more generate a score in the summary reports that can be used to compare the performance of subgroups,

including race. CCAST can be used in English as a Second Language or bilingual classrooms. The capstone assessment must include an objective way to measure racial disparity.

A rubric would be needed if we consider using a “work sample” or “portfolio” approach that integrates disposition and content knowledge and instructional assessments over the duration of the teacher prep program. We prefer a rubric that aligns with the Danielson Framework (“junior Danielson”). This approach raised concerns about interrater reliability and subjectivity when incorporating different graders/EPPs.

Concerns with video recording were expressed, particularly videos getting out to the public. The recorded lesson is that part of the edTPA that shows the student teacher engaging all students and actually teaching the lesson that he/she/they prepared and submitted. As such, it defines it as a performance assessment. Video recording in schools is not unique to edTPA. P-12 schools also use it for professional development and in-service teacher evaluation. Following standard protocol, pseudonyms should be used for all students, parent permission must be obtained before recording, and recordings need to be maintained or uploaded to secure sites.

Guidance for virtual teaching arrangements is available for edTPA, but not for CCAST.

Submission of edTPA is early in the student teaching semester and not really a capstone, which should be submitted at or toward the end. A lot of growth is expected and demonstrated between Week 6 and Week 16 of student teaching.

Candidates in some states, such as Indiana, obtain a two-year license and complete additional requirements during that time before obtaining their five-year license.

A capstone assessment involving a third party would require a contract or agreement of some kind. The current edTPA contract can end any time. Each EPP would have to have an MOU (or intergovernmental agreement) with Ohio State University if the CCAST were adopted.

Some EPPs want a capstone assessment that has national comparison data (such as edTPA) that can be used by programs to demonstrate quality, especially when the assessment is aligned with CAEP, the Interstate New Teacher Assessment and Support Consortium (InTASC), and national/professional standards for the purposes of accreditation (CAEP, the Association for Advancing Quality in Educator Preparation).

### **Recommendations**

A number of possible alternatives were discussed for next steps in the process during the working group’s discussions. Among those alternatives were:

- No change to current practice. (Require edTPA of all licensure candidates.)

- Pilot CCAST with the intent to gather data on candidate performance and workability to inform a decision on replacing edTPA with CCAST.
- Require both edTPA and CCAST.
- Eliminate state-mandated licensure performance assessment altogether.
- Return to the formerly required APT exam
- Develop a new assessment that is specifically aligned with soon-to-be-completed revised Illinois Professional Teaching Standards (IPTS) and InTASC standards,
- Conduct a pilot, gather validity and reliability data, and implement to replace edTPA.
- Consider developing a Danielson Framework tool similar to those used to evaluate practicing teachers.

Several rounds of constructed polling were conducted, but no consensus between the considered alternatives was reached. A majority of those polled favored the edTPA over other alternatives, and yet the vote between recommending edTPA as the “majority” choice and making “no recommendation” was even (8-8, N=16).

Fewer members voted to recommend CCAST as the sole licensure capstone assessment, and fewer yet voted for developing a new assessment at this time, with the caveat mentioned that a newly adopted IPTS may create the need to develop a new assessment. There was little to no support for returning to the APT examination, nor was there support for requiring both edTPA and CCAST. Despite a majority of edTPA supporters in the group, other members raised serious objections to continuing the edTPA requirement as currently practiced. Issues that were discussed included cost to the candidates, student privacy, the required time frame of the assessment and its commensurate disruptions to the student teaching field experience, and debates over validity and reliability in the professional literature. Arguments against implementing CCAST centered around its originally described intention to be an observation tool, rather than a capstone assessment, and the locus of control for evaluation of student teaching. Some members argued for local control (supervisors, cooperating teachers) over the assessment (which CCAST has) and others argued for a third party “objective” assessment (which does not include CCAST).

A majority of the group recommends continuing the edTPA, with ongoing work to address current concerns regarding the cost and bias, along with an annual report sharing both successes and concerns that would provide opportunities to address both. The group recommends revisiting the question of a capstone assessment following adoption of a new IPTS, perhaps considering the Danielson Framework as a guide and including a crosswalk

between the IPTS and the edTPA -- then continuing the edTPA while the cost and possibility of exploring a new framework is examined.

The group recommends the suspension of required licensure capstone performance assessments until COVID- related modifications to educational delivery systems have ended. It also recommends establishing a process to stay abreast of new research on the effectiveness of teacher performance assessments and the broad category of capstone student teaching assessment tools, as well as new literature addressing issues of equity and bias in teacher assessment.

The Capstone Assessment Working Group met on Monday, August 24, 2020, to examine and review each section of the report for completeness and accuracy. Recommendations for each section of the report were made and included in this final report. The task force then focused its attention on the proposed recommendations and next steps. After rigorous and rich dialogue, a final recommendation that combined a variety of voices was supported in the following concluding recommendation: A majority of the group recommends continuing the edTPA, with ongoing work to address current concerns about its cost, bias, privacy, timing, and reliability/validity. The group also recommends that a report sharing both successes and concerns (and opportunities to address both) be published on an annual basis.

## **Appendix A**

### **Group Generation of Characteristics, Knowledge, and Dispositions Essential for Day-One Ready Teachers**

Cultural relevancy/teaching diverse learners/equity Understands social and emotional learning/development Engaging, meaningful instruction

Strong communication

Building relationships with students Collaboration with teachers Collaboration with family/community Content knowledge

Pedagogical knowledge

Planning, designing, and delivering differentiated instruction Technology

Adaptability

Assessment/data-generation, usage, and analysis Student advocacy/love of children

Reflective

Awareness of one's own emotions/self-care

**Appendix B**

**edTPA Pass Rates with Racial Breakdowns**



edTPA-Illinois Performance by Handbook and EPP (September 1, 2018 - August 31, 2019) Cuts=35 39 45)								
Statewide		N	% Pass	Total	Task			
					1	2	3	4
13 Rubrics	All	92	100.0%	39.4	13	13.6	12.6	
	Classical Languages	0						
	World Language	92	100.0%	39.4	13	13.6	12.6	
15 Rubrics	All	4187	99.0%	46.6	15.8	15.1	15.7	
	Agricultural Education	27	100.0%	48.6	16.4	16.1	16.2	
	Business Education	11	91.0%	43.8	14.9	14.4	14.5	
	Early Childhood	451	97.0%	43.0	14.9	14.1	14	
	Educational Technology Specialist	0						
	Elementary Literacy	989	98.0%	46.6	15.5	15	16.1	
	Elementary Mathematics	386	97.0%	45.9	15.4	14.9	15.6	
	Family and Consumer Sciences	21	100.0%	45.2	15.7	14.6	14.9	
	Health Education	3	Low N	Low N	Low N	Low N	Low N	
	K-12 Performing Arts	254	98.0%	47.7	16.3	14.9	16.5	
	Library Specialist	16	94.0%	51.0	16.9	16.8	17.3	
	Middle Childhood English-Language Arts	56	98.0%	52.0	18.3	16.9	16.8	
	Middle Childhood History/Social Studies	35	97.0%	47.9	16.3	15.2	16.4	
	Middle Childhood Mathematics	78	98.0%	46.7	15.7	15.1	15.9	
	Middle Childhood Science	35	97.0%	48.6	17	15.1	16.5	
	Physical Education	166	89.0%	42.1	14.1	14.3	13.7	
	Secondary English-Language Arts	277	97.0%	47.2	15.9	15.3	16	
	Secondary History/Social Studies	269	97.0%	45.9	15.2	15	15.7	
Secondary Mathematics	187	87.0%	42.3	13.8	13.7	14.8		
Secondary Science	181	92.0%	44.2	15	14.1	15.1		
Special Education	643	99.0%	47.1	16.2	15.5	15.4		
Technology and Engineering Education	7	Low N	Low N	Low N	Low N	Low N		
Visual Arts	95	99.0%	49.5	17.5	16	16		
18 Rubrics	All	40	98.0%	52.8	14.3	14.1	15.5	8.9
	Elementary Education: Literacy with Mathematics Task 4	37	98.0%	52.8	14.3	14.1	15.5	8.9
	Elementary Education: Mathematics with Literacy Task 4	3	Low N	Low N	Low N	Low N	Low N	Low N

edTPA-Illinois Performance by Handbook and Ethnicity (September 1, 2018 - August 31, 2019): Cuts=35, 39, 45)							
13 Rubrics	Statewide			Task			
	N	% Pass	Total	1	2	3	
All	92	85.0%	39.1	13.0	13.5	12.6	
Ethnicity							
Black	0						
Asian	3	Low N	Low N	Low N	Low N	Low N	
Hispanic	27	78.0%	38.2	12.7	13.5	12.1	
White	55	88.0%	39.5	13.0	13.5	12.9	
Multiracial	2	Low N	Low N	Low N	Low N	Low N	
Other	0						
Undeclared	4	Low N	Low N	Low N	Low N	Low N	

15 Rubrics	Statewide			Task			
	N	% Pass	Total	1	2	3	
All	4,187	97.0%	46.0	15.6	14.9	15.5	
Ethnicity							
Black	178	93.3%	44.7	15.1	14.6	15.0	
NatAmer	3	Low N	Low N	Low N	Low N	Low N	
Asian	162	96.3%	45.8	15.5	14.8	15.5	
Hispanic	480	96.7%	45.6	15.5	14.8	15.3	
White	3,148	97.1%	46.2	15.6	15.0	15.6	
Multiracial	124	96.8%	46.3	15.7	14.9	15.7	
Other	30	100.0%	47.8	16.6	15.3	15.9	
Undeclared	62	85.5%	43.7	15.1	14.5	14.0	

edTPA-Illinois Performance by Handbook and EPP (September 1, 2018 - August 31, 2019) Cuts=35 39 45)								
Statewide		N	% Pass	Total	Task			
					1	2	3	4
13 Rubrics	All	92	100.0%	39.4	13	13.6	12.6	
	Classical Languages	0						
	World Language	92	100.0%	39.4	13	13.6	12.6	
15 Rubrics	All	4187	99.0%	46.6	15.8	15.1	15.7	
	Agricultural Education	27	100.0%	48.6	16.4	16.1	16.2	
	Business Education	11	91.0%	43.8	14.9	14.4	14.5	
	Early Childhood	451	97.0%	43.0	14.9	14.1	14	
	Educational Technology Specialist	0						
	Elementary Literacy	989	98.0%	46.6	15.5	15	16.1	
	Elementary Mathematics	386	97.0%	45.9	15.4	14.9	15.6	
	Family and Consumer Sciences	21	100.0%	45.2	15.7	14.6	14.9	
	Health Education	3	Low N	Low N	Low N	Low N	Low N	
	K-12 Performing Arts	254	98.0%	47.7	16.3	14.9	16.5	
	Library Specialist	16	94.0%	51.0	16.9	16.8	17.3	
	Middle Childhood English-Language Arts	56	98.0%	52.0	18.3	16.9	16.8	
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Secondary Science	181	92.0%	44.2	15	14.1	15.1		
Special Education	643	99.0%	47.1	16.2	15.5	15.4		
Technology and Engineering Education	7	Low N	Low N	Low N	Low N	Low N		
Visual Arts	95	99.0%	49.5	17.5	16	16		
18 Rubrics	All	40	98.0%	52.8	14.3	14.1	15.5	8.9
	Elementary Education: Literacy with Mathematics Task 4	37	98.0%	52.8	14.3	14.1	15.5	8.9
	Elementary Education: Mathematics with Literacy Task 4	3	Low N	Low N	Low N	Low N	Low N	Low N

edTPA-Illinois Performance by Handbook and Ethnicity (September 1, 2018 - August 31, 2019): Cuts=35, 39, 45)							
13 Rubrics	Statewide			Task			
	N	% Pass	Total	1	2	3	
All	92	85.0%	39.1	13.0	13.5	12.6	
Ethnicity							
Black	0						
Asian	3	Low N	Low N	Low N	Low N	Low N	
Hispanic	27	78.0%	38.2	12.7	13.5	12.1	
White	56	88.0%	39.5	13.0	13.5	12.9	
Multiracial	2	Low N	Low N	Low N	Low N	Low N	
Other	0						
Undeclared	4	Low N	Low N	Low N	Low N	Low N	Low N

15 Rubrics	Statewide			Task		
	N	% Pass	Total	1	2	3
All	4,187	97.0%	46.0	15.6	14.9	15.5
Ethnicity						
Black	178	93.3%	44.7	15.1	14.6	15.0
NatAmer	3	Low N	Low N	Low N	Low N	Low N
Asian	162	96.3%	45.8	15.5	14.8	15.5
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White	3,148	97.1%	46.2	15.6	15.0	15.6
Multiracial	124	96.8%	46.3	15.7	14.9	15.7
Other	30	100.0%	47.8	16.6	15.3	15.9
Undeclared	62	85.5%	43.7	15.1	14.5	14.0

18 Rubrics	Statewide		Task				
	N	% Pass	Total	1	2	3	4
All	40	98.0%	53.3	14.8	14.1	15.7	8.7
Ethnicity							
Black	2	Low N	Low N	Low N	Low N	Low N	Low N
NatAmer	0						
Asian	2	Low N	Low N	Low N	Low N	Low N	Low N
Hispanic	6	Low N	Low N	Low N	Low N	Low N	Low N
White	29	100.0%	53.8	14.9	14.2	15.9	8.8
Multiracial	1	Low N	Low N	Low N	Low N	Low N	Low N
Other	0						
Undeclared	0						

## Appendix C

### Capstone Assessment Working Group Members

- **Rosalinda Balinas**--Teacher, Joliet School District 86
- **Tom Bennett**--Illinois State Representative, 106<sup>th</sup> District
- **Christy Borders**--Director of the Teacher Education Center, Illinois State University
- **Dana Butler**--Field Service Specialist, Illinois Principals Association
- **Meredith Byers**—Early Career Development and Student Director, Illinois Education Association
- **Kathleen Conlin**--Student Teacher, Eastern Illinois University
- **Fred Crespo**--Illinois State Representative, 44<sup>th</sup> District
- **Tim Duggan**--Educational Inquiry & Curriculum Studies Faculty, Northeastern Illinois University, representing the Illinois Federation of Teachers
- **Shannon Fehrholz**--Assistant Regional Superintendent, Illinois Association of Regional School Superintendents
- **Jan Fitzsimmons**--Director, Center for Success, North Central College
- **Sophia Gehlhausen-Anderson**--Associate Director, Illinois Board of Higher Education
- **Suellen Goebel**--Teacher, Illinois Federation of Teachers Representative
- **Tywanda Jiles**--Assistant Professor of Early Childhood Education/edTPA Coordinator, Chicago State University
- **Andy Manar**--Illinois State Senator, 48<sup>th</sup> District
- **Nancy Mundschenk**--Director of Teacher Education, Southern Illinois University-Carbondale
- **Richard Nettles**--Training and Curriculum Manager, Chicago Public Schools

- **Courtney Orzel**--Associate Director of Professional Development, Illinois Association of School Administrators
- **Jenny Parker**—Associate Vice Provost for Educator Licensure and Preparation, Northern Illinois University
- **Joi Patterson**--Director of Educator Preparation, Governors State University
- **Tom Phillion**--Dean of the College of Education, Roosevelt University
- **Dale Righter**--Illinois State Senator, 55<sup>th</sup> District
- **Janelle Scharon**-- Dean of STEM Instruction, Gary Comer College Prep High School, Chicago Public Schools
- **Jennifer Smith**--Middle School Teacher/State Educator Preparation and Licensure Board Member, Monticello School District 25
- **Tracy Spesia**--Field Experience Coordinator/Partnership Liaison, University of St. Francis
- **Robin Steans**--President, Advance Illinois
- **Kathy Taylor**--Associate Dean of the School of Education, Greenville University
- **Rebecca Vonderlack-Navarro**--Director of Education Policy & Research, Latino Policy Forum
- **Ann Whalen**—Policy Director, Advance Illinois

## Appendix I – edTPA Licensure Guidance FAQ



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

**Darren Reisberg**  
*Chair of the Board*

**Dr. Carmen I. Ayala**  
*State Superintendent of Education*

## Educator Licensure Changes FAQ

On April 24, 2020, Governor Pritzker signed Executive Order Executive Order 2020-31. The executive order provides relief on various licensure requirements including those candidates who were to complete student teaching, internships, required exams, among other requirement during the spring 2020 semester. ISBE filed companion emergency rules on April 27, 2020. This document provides additional clarity to candidates in educator licensure programs, individuals who wish to obtain a paraprofessional license, educators from other states who are seeking licensure in Illinois and practicing educators whose credentials are expiring June 30, 2020.

### 1. Who is eligible for the edTPA exemption?

Individuals who completed all other aspects of the program (excluding student teaching) during the Gubernatorial Disaster Proclamations are eligible to receive the professional educator license without passing the edTPA. To qualify for this exemption, a teacher candidate is unable to complete the edTPA due to COVID-19 related school closures and is entitled by the institution of higher education prior to the lifting of the disaster proclamation.

### 2. Who is eligible for the student teaching exemption?

Individuals who completed all other aspects of the program (excluding the edTPA) during the Gubernatorial Disaster Proclamations are eligible to receive the professional educator license without completing student teaching. To qualify for this exemption, a teacher candidate is unable to complete student teaching successfully due to COVID-19 related school closures. Teacher candidates must fulfill all institutional and programmatic requirements to graduate, and institutions of higher education retain the authority to determine if a candidate successfully completes their licensure program.

### 3. Who is eligible for the exemption for school support personnel and administrative program internships?

Individuals who completed all other aspects of the program during the Gubernatorial Disaster Proclamations are eligible to receive the professional educator license without completing the hours of internship required by Illinois Administrative Code. To qualify for this exemption, a

candidate is unable to complete the requisite internship hours due to COVID-19 related school closures.

**4. How is licensure renewal impacted for educators whose licenses are due to be renewed by June 30, 2020?**

There is no change to this requirement due to Executive Order 2020-31. Individuals whose licenses are due for renewal on June 30, 2020 should make every effort to renew their licenses by that date. ISBE already offers educators a two-month grace period for licensure renewal. Licenses, in order not to lapse, must be renewed by August 31, 2020. Individuals who are scheduled to renew their licenses by June 30, 2020 and who already completed required professional development should log into their ELIS accounts and renew their licenses as soon as possible. Note: the above timelines are not applicable to holders of substitute teaching licenses and licenses endorsed for paraprofessional.

Educators still in need of professional development hours or administrator academies should work with their districts, Regional Office of Educations, or [other approved providers](#) to identify online professional development opportunities. Professional development activities completed online through out-of-state entities are acceptable for use toward renewal requirements if approved by one of the aforementioned entities.

**5. Do educators who hold an approval that is due to expire on June 30, 2020 receive an extension?**

If the emergency proclamations are extended past June 30, 2020, ISBE will extend the validity of the interim sign language approval, short-term approval, and short-term emergency approval on July 1, 2020. The approval will be automatically extended and individuals do not need to contact ISBE to receive the extension. During this one-year extension, educators must successfully complete the applicable content test. To be eligible for the extension, educators will meet all requirements for the full endorsement (or in the case of the interim sign language approval, the full sign language approval) excluding the test.

**6. Explain the content test exemption for entry into student teaching, and alternative educator preparation programs.**

During the Gubernatorial Disaster Proclamations, candidates who enter alternative licensure programs or beginning student teaching or an internship shall be required to pass the content test prior to receiving the professional educator license and not prior to student teaching or program entry.

**7. Explain the content test exemption for individuals currently in school support personnel and administrative programs.**

Candidates in school support personnel and administrative preparation programs are required to successfully complete the content test prior to licensure. During the Gubernatorial Disaster Proclamations, candidates who would otherwise complete school support personnel or administrator preparation programs except for the content exam will receive a short-term approval during which time they must successfully complete the exam in order to receive the applicable endorsement of their PEL. The short-term approval is not renewable and requires a \$50 application fee. During the validity period, educators should complete the content test and earn the professional educator license endorsed in the applicable school support personnel or administrative area.

**8. Will ISBE honor licensure coursework grades that are lower than a C-, and will ISBE honor grades of “pass” or “credit” for licensure credential issuance?**

Yes. Acknowledging that many Illinois colleges and universities offered students the option to receive credit or no credit using a variety of grading scales, and that the threshold for “pass” or “credit” differs from school to school, the requirement that all coursework used toward licensure must be earned with a “C-” or higher will be temporarily lifted for candidates entitled for licensure by an Illinois institution of higher education during the Gubernatorial Disaster Proclamations.

**9. What options are available for individuals who completed all necessary coursework for a subsequent teaching endorsement but are unable to complete the required content test due to testing site closures?**

Individuals who are currently licensed as a teacher (or are planning to concurrently receive initial licensure at the same time as completing subsequent endorsement requirements) are eligible for a short-term approval if they completed all coursework requirements for the endorsement but are unable to complete required licensure content test due to testing site closures. The short-term approval is not-renewable and allows the individual to be assigned to teach the content in the endorsed area. The application fee for the approval is \$50.

During the validity period of the short-term approval, the individual must pass the licensure content test to be eligible for the full endorsement. Prior to receiving the subsequent endorsement, the candidate must either be entitled by an institution of higher education with approved preparation programs or apply through ISBE. Once the entitlement is entered into ELIS or the candidate submits appropriate documentation, candidates must then apply for the endorsement through ELIS.

**10. What options are available for individuals pursuing an ESL or bilingual endorsement who are unable to complete the fieldwork required for the endorsement or the test required for the bilingual endorsement?**

Individuals who are currently licensed as a teacher (or are planning to concurrently receive initial licensure at the same time as completing ESL or bilingual endorsement requirements) are eligible for a short-term approval if they completed all coursework requirements for the endorsement but are unable to complete all required fieldwork experience or the required target language proficiency test (only applicable to the bilingual education endorsement). The short-term approval is valid for three fiscal years and not renewable. The application fee for the approval is \$50. During the three-year validity period, the individual must pass the target language proficiency test and/or complete three months of teaching experience in an ESL or bilingual setting (as applicable to the endorsement sought) to be eligible for the full endorsement. Please note that three months of teaching experience waives fieldwork requirements. Prior to receiving the subsequent endorsement, the candidate must either be entitled by an institution of higher education with approved preparation programs or apply through ISBE. Once the entitlement is entered into ELIS or the candidate submits appropriate documentation, the candidate must apply for the endorsement through ELIS.

**11. Are any exemptions provided to aspiring paraprofessionals who hold a high school diploma and seek to obtain paraprofessional licensure?**

Yes. Individuals who hold a high school diploma will be eligible for a short-term approval endorsed for a paraprofessional educator (ELS-PARA). Before the validity period of this approval expires, the educator must pass the paraprofessional competency test and apply for the ELS-PARA. Doing so will allow the educator to receive the Educator License with Stipulations endorsed for Paraprofessional which is required to continue to work as a paraprofessional. Educators can apply for the approval in their ELIS accounts. The short-term approval is not renewable and requires a \$50 application fee.

**12. What flexibilities are being granted to individuals prepared out of state who are pursuing Illinois licensure?**

There are two options for individuals prepared as educators in other states:

- A. The individual can obtain a license in the other state and submit a copy of it to Illinois along with an official transcript showing the requisite degree for the license sought. ISBE will award the comparable Illinois license. Provisional licenses that are issued in place of full licenses due to school or testing center closures related to COVID-19 will be honored during the Gubernatorial Disaster Proclamations with proper assurance from the college or university via an ISBE form designed for this purpose.

OR

- B. An individual can apply to ISBE for evaluation. The individual will be subject to the same exemptions as Illinois educators in the following areas:



- i. An exemption for the successful completion of the edTPA
- ii. An exemption for the successful student teaching and internships

The exemption is applicable only if the edTPA and student teaching/internships were unable to be completed due to COVID-19 school closures. The college or university that prepared the individual to be an educator will be required to submit paperwork confirming that the requirements could not be completed due to COVID-19 related school closures.

The application fee for a professional educator license is \$150.

**13. Does the Executive Order mean that all candidates in educator preparation programs may be entitled upon graduation?**

Executive Order 2020-31 allows the Illinois State Board of Education (ISBE) to exempt certain requirements for licensure. ISBE continues to require completion of baccalaureate- or master's-level degrees as a condition for licensure. Institutions should continue to implement their academic policies about satisfactory completion of course and program requirements in making determinations about eligibility for degree completion and graduation. IHEs retain the authority and obligation to evaluate candidate readiness and recommend candidates for licensure.

**14. For how long are the exemptions valid?**

All exemptions are only applicable through the end of Gubernatorial Disaster Proclamations. For a candidate to apply and receive a license, institutions of higher education must entitle the candidate first. As the exemptions are only applicable through the end of the Gubernatorial Disaster Proclamations, it is imperative that institutions entitle candidates as soon as possible after confirming which educators qualify to be licensed under the emergency provisions. Candidates are encouraged to contact their licensure officer to ascertain when entitlement will occur. Institutions that fail to entitle candidates during the Gubernatorial Disaster Proclamations will not be able to honor exemptions toward candidate program completion.

**15. When should candidates who qualify for any of the exemptions apply for licensure?**

For a candidate to apply and receive a license, Institutions of higher education must entitle the candidate first. As the exemptions are only applicable through the end of the Gubernatorial Disaster Proclamations, it is imperative that institutions entitle candidates as soon as possible after confirming which educators qualify to be licensed under the emergency provisions. Candidates are encouraged to contact their licensure officer to ascertain when entitlement will occur. Candidates should therefore apply for their entitlement in their ELIS account as soon as they are able. Candidates who do not receive their license within one year will no longer be eligible for the exemptions identified in Emergency Order 2020-31 and emergency rules.

**16. For what length of time are these exemptions in place?**

The exemptions are in place for the duration of the Gubernatorial Disaster Proclamations. Note: The Gubernatorial Disaster Proclamations are separate from the governor's shelter-in-place order. Exemptions are not aligned to the shelter-in-place order.

**17. Will deficiency letter expiration dates of 6/30/2020 be extended?**

No. If an educator's deficiency letter expires and he/she wishes to be re-evaluated for the credential, he/she may submit a new application in ELIS and receive an additional two- fiscal years to meet remaining requirements.

NOTE: ISBE will continue to monitor conditions related to COVID-19 and adjust policies and recommendations as needed. This document will be continuously updated. The agency will work with stakeholders and legislators to craft statutory and regulatory language that will support candidates impacted by the COVID-19 pandemic.

Email additional questions to [licensure@isbe.net](mailto:licensure@isbe.net).

**Appendix J - Teacher Performance Assessment Taskforce Membership List**



**Dr. Tony Sanders**, State Superintendent of Education

**Dr. Steven Isoye**, Chair of the Board

EQUITY • QUALITY • COLLABORATION • COMMUNITY

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**Teacher Performance Assessment Task Force**

**Appointed November 2023**

**Tom Bennett**

Senator  
53<sup>rd</sup> District

**Dr. John Burkey**

Executive Director  
Large Unit District Association

**Dr. Kathryn Chval**

Dean and Professor  
University of Illinois Chicago

**Claire Cullen Siejka**

Director of New Teacher Induction and Mentoring  
Chicago Public Schools

**Elizabeth Dampf**

Director of Professional Learning  
Round Lake Area Schools CUSD 116

**Dr. Vito Dipinto**

Associate Professor  
National Louis University

**Dr. Marie Donovan**

Program Director  
DePaul University

**Shauna Ejeh**

Senior Vice President of Programs  
Illinois Action for Children

**Dr. Terry Husband**

Professor  
Illinois State University

**Dr. Lori James-Gross**

Superintendent  
Unity Point School District 140

**Erika Mendez**

Director of Early Childhood and K-12 Education Latino Policy Forum

**Amy Elik**

Representative  
111<sup>th</sup> District

**Dr. Andrea Evans**

Provost and Vice President of Academic Affairs  
Northeastern Illinois University

**Shannon Fehrholz**

Regional Superintendent of Schools  
ROE 51

**Lori Grant**

Associate Executive Director of Board Development  
Illinois Association of School Boards

**Jessica Handy**

Executive Director/Government Affairs Director  
Stand for Children Illinois

**Katrina Hankison**

Teacher  
Illinois Action for Children

**Dr. Jason Helfer, Ex-officio**

Chief Education Officer - Instruction  
Illinois State Board of Education

**Gloria Helin**

Teacher Leader and Mentor Specialist  
School District U-46

**Bob Langman**

Superintendent  
Darien School District 61

**Dr. Christine McIntyre**

Director of Teacher Education Southern Illinois  
University Carbondale

# Teacher Performance Assessment Task Force

January 30, 2024



## Call to Order & Roll Call



## Agenda

- I. Call to order and roll
- II. Introductions
- III. Norms and Rules of Procedure
- IV. Charge of Task Force
- V. New Business
- VI. Public Comment
- VII. Adjourn

## Member Introductions



- Name
- Title
- Organization

\*Popcorn to the next person\*

## Norms

- Start and end on time
- Be present and actively engaged for the entire committee meeting
- Be open and respectful – All opinions and thoughts on this work are welcome



5

## Rules of Procedure

- Review Rules of Procedure
- Appoint Chairperson
- Roll Call Vote to adopt ROP and appoint Chairperson



6

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## Charge of Task Force

- [105-ILCS 5/21B-30 \(f-5\)](#) creates this task force with the objective to evaluate potential teacher performance assessments to be used in Illinois and make recommendations for implementation to ISBE.
- Goal of teacher performance assessment:
  - Ensure consistency across Illinois educator preparation programs
  - Support well-rounded licensure system
- Report to ISBE by August 1, 2024 to include:
  - Summary of work
  - Recommendations on assessment system to be used in Illinois
- Assessment to be implemented by September 2025



## New Business

- Current professional educator license (PEL) requirements
- Teacher Performance Assessments in Illinois
- Prior working group recommendations regarding teacher performance assessments and alternatives to edTPA





## Requirements for an Initial Professional Educator License (PEL) in Illinois

- All candidates for an initial Professional Educator License in Illinois must adhere to the following requirements:
  - Hold a bachelor's degree
  - Complete an approved Illinois educator preparation program that includes coursework in the following:
    - Methods of instruction for the exceptional child
    - Methods of reading and reading in the content area
    - Instructional strategies for English learners
  - Complete a valid student teaching experience, or other equivalent
  - Pass a content exam

Currently, performance assessment (including edTPA) waived as licensure requirement until September 2025, pending outcome of task force.



## Teacher Performance Assessment in Illinois

APT (Assessment of Professional Teaching), computer-based assessment used by ISBE prior to edTPA

Most recent IL teacher assessment was the edTPA, which was required prior to initial licensure

edTPA requirement was waived during the COVID-19 pandemic and gubernatorial proclamation



## Prior Working Group

- ISBE assembled a group of education stakeholders as the Capstone Assessment Working Group in 2020
- Examined strengths, costs, weaknesses of four assessment instruments:
  - Canadian Preservice Assessment of Student Teaching (CPAST)
  - edTPA
  - Assessment of Professional Teaching (APT)
  - Assessment created by Illinois institutions of higher education
- After several rounds of polling, no consensus was reached among the four options, but majority favored edTPA over other alternatives
- Concerns with edTPA:
  - Cost to candidate
  - Possible biases
  - Student privacy
  - Timeframe of assessment and commensurate disruption to student teaching
  - Validity and reliability of instrument



## Prior Working Group Recommendations

- Continuing use of edTPA with ongoing work to address concerns and annual report of progress
- Revisiting the question of capstone assessment after adoption of new state standards using Danielson Framework method as a guide
- Suspending performance assessment until COVID-19 requirement modifications have ended
- Establishing a process to stay abreast of new research on effectiveness of teacher performance assessments



Questions, thoughts and additional things to consider?

## Public Comment



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**End of Meeting Check In**  
**Mentimeter:** <https://www.menti.com/alb76em6ed9o>

15

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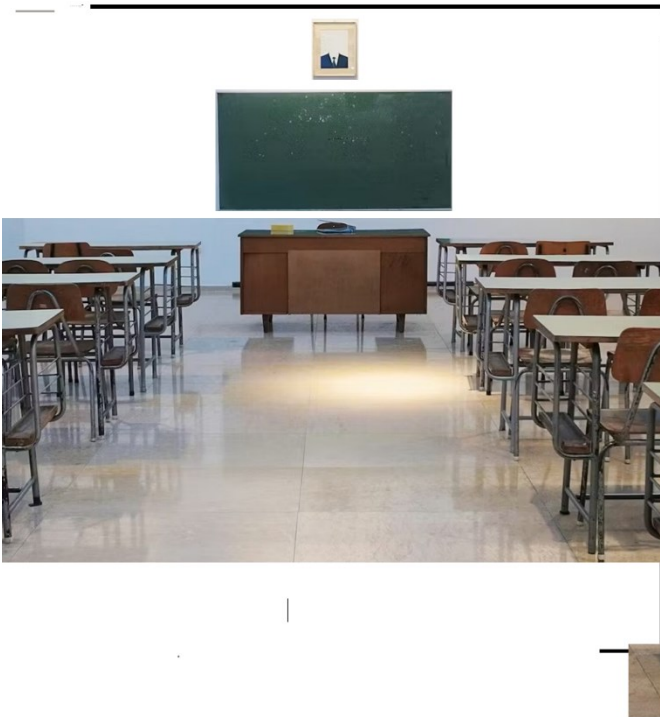
*thank you*

16

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## Appendix L – Mentimeter Meeting I



14 Mentimeter

# Teacher Performance Assessment Taskforce

Check In  
January 30, 2024

Mentimeter

### What are your first thoughts on the work of this task force?

This TF is huge! Interested to learn from everyone.	Any decisions we make should account for the tense environment in which all teachers are working these days. Burnout is rampant and morale is low, so we must NOT make work harder for teachers.	Timely and necessary part of continuous improvement of education in Illinois	Grateful to be part of these important conversations. Appreciate the leadership of those who brought it forward.
This is important to help remove barriers for students to become teachers in Illinois.	I am new to the task force and interested to learn more.	Need honest conversations about what is needed to produce quality teachers. I come with no preconceived notion of what we should do on this. I want to learn and hear from everyone.	I think it is important to decide if our requirements for licensure are actually improving the quality of teachers or if they are solely acting as a barrier for entry for some.

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## What are your first thoughts on the work of this task force?

Making decisions about teachers proficiency

Develop an assessment for teachers

To improve teacher training efforts to better support teacher recruitment and retention.

I am glad we are studying this and not just making knee jerk decisions. I tend to support the EdTPA, but am open to other quality alternatives if they exist.

I hope there will be lively, data-driven discussion. Appreciate the backgrounds represented.

Important. There are no psychometric concerns with the assessment but significant reports of dissatisfaction from teacher candidates. How can we make this process less burdensome and more meaningful?

I believe the work of this team to be invaluable to the preparation of aspiring teachers.

The task is important and should be viewed from a variety of lenses.

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## What are your first thoughts on the work of this task force?

I look forward to this work but also want to make sure the tests evaluate more of the real skills teachers need to be successful and not just what has been assessed in the past

My first thought was about how this Task Force will be able to really set the foundation for our new teachers and how things have changed from even when I was in school to become a teacher.

Defining criteria for a performance assessment to be used across the state will be challenging, but I embrace the opportunity to work with peers on this topic.

I am new to this process

I look forward to the discussions on the different aspects of teacher preparation. We have people that have been involved in a number of ways and bring a rich background. Thank you

It is needed. We all want qualified teachers but we can't make becoming unreasonably difficult.

Excited for collaboration to benefit bringing in competent educators

I look forward to working on effective teacher assessments with practical implementation.

28



### What are your first thoughts on the work of this task force?

There's been a sea change across stakeholders since edTPA was adopted, so we've much to learn about/from them. We also must ask ourselves What we're aiming to measure and what we'll do with the data.

I am in the minority at institution in that I "like" edTPA. However, I think it is not appropriate at the student teaching level. Perhaps having it in the first year of teaching.

Ensuring student teachers are leaving the experience well equipped to become autonomous and reflective educators

the taskforce has an important duty to evaluate different strategies to gauge teacher knowledge, while tending to unintended consequences certain strategies can have for diverse teacher candidate



### If you were developing a TPA, what are your "non-negotiables"? (Categories of assessment, evidence submission, evaluation process, etc.)

Test

test

Evaluation should include in person observation as well as student artifacts (work samples, interviews, etc)

No cost to students. Clear language in questions. Manageable timeline.

Teacher reflection

Data driven decisions

Evaluation from supervising teachers would have impact.

It has to have observation data.





Mentimeter

## If you were developing a TPA, what are your "non-negotiables"? (Categories of assessment, evidence submission, evaluation process, etc.)

Video lesson plans  
Work samples  
Teacher narrative

Evidence submissions and evaluations that are done at the beginning, middle, and end of the process. Mirroring the Planning, Observation, and Reflection process.

Lesson planning, in person observation, teacher reflection including student data analysis

It should be performance-based cover planning, instruction, assessment, cultural competency, classroom management. It should be consistent across institutions and independently/objectively reviewed.

The assessment should be aligned to how the student teachers will be evaluated in their employment.

It must include an element focused on evidence of candidate impact on P-12 learning!

Knowledge of how to assess grade-specific student learning.

Observation component, evidence of teacher reflection and knowledge of students



Mentimeter

## If you were developing a TPA, what are your "non-negotiables"? (Categories of assessment, evidence submission, evaluation process, etc.)

Improvement Plan

work samples; writing that captures decision-making of teacher; component of those who have observed teacher

Flexible. Free to students. Rubric based with accompanying suggested activities that are observed by university faculty/cooperating teacher.

the assessment must be: 1) developmentally appropriate, 2) aligned to standards of language and cultural responsiveness, 3) accounting for early childhood

evidence of ability to apply content knowledge, child development knowledge evaluation by cooperating teacher, university field supervisor

Reflection on how submitted artifacts impact instructional delivery, student relationships and student growth.

Practice in the classroom. Working with a number of different students in a variety of ways and situations. Mentor program that would provide feedback and assistance. Input from advising teacher

Competency in teaching Literacy. A portfolio of artifacts. Observation component.



### If you were developing a TPA, what are your "non-negotiables"? (Categories of assessment evidence submission & evaluation process, etc.)

Evidence of data driven instruction aligned with student outcomes and cultural relevancy.

Include supervising teacher feedback .Include rubric with work samples .Model as much as possible actual teacher .

qualifications of assessor not during student teaching

absolutely must evaluate teacher's ability to teach reading and how they will work with learners who need extra help with reading



### What other teacher performance assessments, if any, are you aware of?

not my area of expertise but i would explore what other states are using

CPAST, RESA,

None I can think of right now

Individual state tests. Evaluations of cooperating and supervising teachers

CPAST, Renaissance Teacher Work Sample, NBPTS, PERA

Danielson Framework

Danielson Framework

NBPTS

## What other teacher performance assessments, if any, are you aware of?

Ohio's PASS, Missouri's TPA that they developed, and MN's quasi-TPA that they use in conjunction with other metrics

Language Assessments given to bilingual teachers

Danielson

Danielson

Danielson Framework

None

Danielson's FFT

Ones developed by faculty in specific educator preparation programs



## What other teacher performance assessments, if any, are you aware of?

We currently have crafted our own at each level early childhood, elementary, ms and secondary

I do not know details but understand there are others besides edTPA. Some states use them. Some states have used EDPTA and dropped it.

State developed versions of edTPA (e.g., CalTPA). There are also the FAST and PPAT assessments. Also, performance assessments that are less formal or led by universities with state-developed rubrics.

Strong evaluation and reflection with cooperating teachers paired with strong mentorship and reflective practice on with areas of growth and additional professional development

Danielson Framework

Is there any correlation data between EDtpa and teacher retention, or quality and success of teachers in the field.



# Teacher Performance Assessment Task Force

February 13, 2024



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## Call to Order & Roll Call



2

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## Agenda

- I. Call to order and roll
- II. Approval of Minutes
- III. Last Meeting Mentimeter Results
- IV. New Business
  - Teacher Performance Assessment Review
  - Teacher Performance Assessment by State
- V. Public Comment
- VI. Adjourn

## (Menti) Initial thoughts on task force

- Remove barriers for students to become teachers
- Are our qualifications a barrier?
- Is the current test too difficult or burdensome?
- Defining skills and criteria needed to produce quality, well-prepared educators?
- Desire for measurable, data-driven decisions
- Appreciation for diverse perspectives on task force

## (Menti) What are your non-negotiables?

- Evaluation based on in-person observation
- Submission of Candidate artifacts
- Cooperating teacher should model and provide candidate evaluation
- Data-driven decisions
- Assessment should be aligned to educator employee evaluations that come later
- Evaluations that occur at beginning, middle, and end of student teaching experience
- Consistent across institutions
- Assessment should be objectively reviewed
- Free to candidate
- Aligned to standards
- Candidate have opportunity to reflect
- Aligned to student literacy and reading comprehension



5

**Questions, thoughts or  
considerations from last week's  
Mentimeter feedback?**



6

## Teacher Performance Assessments Review

- Education Teacher Performance Assessment (edTPA)
- Candidate Pre-Service Assessment of Student Teaching (CPAST)
- Praxis Performance Assessment for Teachers (PPAT)
- Missouri Education Evaluation System (MEES)
- New Hampshire Teacher Candidate Assessment of Performance (NHTCAP)
- Resident Educator Summative Assessment (RESA)



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## Education Teacher Performance Assessment (edTPA)

**Summary:** nationally available performance-based, subject-specific assessment required or optional in 19 states

Timeline	Attributes Measured	Evidence Collected	Evaluation & Scoring	Candidate Cost
Completed during student teaching, portfolio of artifacts built from 3-5 days of instruction	<ul style="list-style-type: none"> <li>-Planning for instruction and assessment</li> <li>-Instructing and engaging students in learning</li> <li>-Assessing student learning</li> </ul>	Artifacts are submitted for evaluation, including lesson plans, sample student work and assessments, videos of candidates delivering instruction to students, candidate reflection	<ul style="list-style-type: none"> <li>Candidates graded and given rubric-level feedback.</li> <li>Evaluators are higher-ed instructors, current or retired teachers, principals. All must have at least 5 years of experience and content-expertise.</li> </ul>	\$300 for initial test, \$100 for retakes per section/task

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## Candidate Pre-Service Assessment of Student Teaching (CPAST)

**Summary:** A formative and summative assessment developed around Seven Ohio Standards for the Teaching Profession and InTASC standards used by Ohio State University

Timeline	Attributes Measured	Evidence Collected	Evaluation & Scoring	Candidate Cost
<p>Candidate receives summative assessment from EPP after Field Experiences (prior to student teaching).</p> <p>Candidate observed delivering instruction at mid-point and end of student teaching experience by educator preparation program (EPP) faculty/staff</p>	<p>Measures 21 observable behaviors, grouped into:</p> <ul style="list-style-type: none"> <li>-Planning for instruction and assessment</li> <li>-Instructional delivery</li> <li>-Assessment</li> <li>-Analysis of teaching</li> </ul>	<p>Candidate observed during student teaching instruction</p>	<p>Scored by EPP staff conducting observations</p> <p>Rubric used to provide feedback to candidate</p>	<p>Appears to be no monetary cost to candidate for CPAST evaluation.</p>

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## Praxis Performance Assessment for Teachers (PPAT)

**Summary:** Performance-based assessment developed around InTASC Model Core Teaching Standards, required or optional in several states

Timeline	Attributes Measured	Evidence Collected	Evaluation & Scoring	Candidate Cost
<p>Administered throughout the student teaching experience</p>	<p>Standards measured:</p> <ul style="list-style-type: none"> <li>-learning development</li> <li>-learning differences</li> <li>-learning environment</li> <li>-content knowledge application</li> <li>-assessment</li> <li>-planning for instruction</li> <li>-instructional strategies</li> <li>-professional learning and ethical practices</li> <li>-leadership and collaboration</li> </ul>	<p>Candidates complete 4 tasks including 15-min video to demonstrate ability to plan and implement a lesson</p> <p>Candidates must submit artifacts to demonstrate their understanding of learning environment (lesson plans, work samples, analysis of assessment, data collection to inform student learning, etc.)</p>	<p>Task 1 is scored by EPP staff and formative feedback provided.</p> <p>Tasks 2,3, and 4 are scored by ETS-trained raters using rubrics that contain quantitative and qualitative evidence.</p> <p>Raters required to completed 20+ hours of training and certification test.</p>	<p>\$300 for initial test, \$75 per task to resubmit</p>

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## Missouri Education Evaluation System (MEES)

**Summary:** Assessment of teaching candidates based on 9 Missouri teacher standards, used by MO (while required, low scores do not prevent licensure)

Timeline	Attributes Measured	Evidence Collected	Evaluation & Scoring	Candidate Cost
Candidates repeatedly observed and evaluated on 9 teaching standards throughout student teaching experience, approximately every 3-4 weeks	<ul style="list-style-type: none"> <li>-Content knowledge</li> <li>-Student learning, growth and development</li> <li>-Curriculum implementation</li> <li>-Critical thinking</li> <li>-Positive classroom environment</li> <li>-Effective communication</li> <li>-Student assessment and data analysis</li> <li>-Professionalism</li> <li>-Professional collaboration</li> </ul>	<p>Districts can decide if observations are in-person or via video submission.</p> <p>EPPs can decide which, if any, artifacts are necessary to support scoring.</p>	<p>Multiple observations, but only final score reported.</p> <p>Each of the 9 standards receive one score from cooperating teacher and one score from EPP supervisor.</p> <p>Evaluators must complete 3-hour training and view scoring video.</p>	Appears to be no cost to candidate

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## New Hampshire Teacher Candidate Assessment of Performance (NHTCAP)

**Summary:** subject-specific portfolio-style performance assessment used in New Hampshire

Timeline	Attributes Measured	Evidence Collected	Evaluation & Scoring	Candidate Cost
Candidates observed during student teaching experiences	<ul style="list-style-type: none"> <li>-Contextualizing learners and learning</li> <li>-Planning and preparing</li> <li>-Instructing students and supporting student learning</li> <li>-Assessing student learning</li> <li>-Reflecting and growing professionally</li> <li>-Using academic language</li> </ul>	Candidates prepare 3-5 lesson unit in their content area, create comprehensive document that outlines unit (lesson plans, student data, plan for tracking progress, assessments), then implement unit in presence of cooperating teacher and EPP faculty.	<p>Evaluating is done by cooperating teacher (certified in candidate's content area).</p> <p>EPPs individually determine passing scores.</p>	Appears to be no cost to candidates

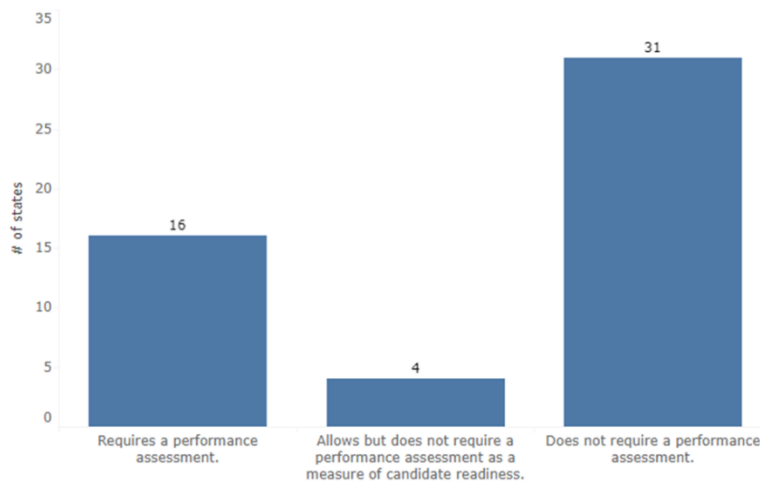
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## Resident Educator Summative Assessment (RESA)

**Summary:** performance assessment for beginning teachers after completing residency mentorship program, required for Ohio professional educators

Timeline	Attributes Measured	Evidence Collected	Evaluation & Scoring	Candidate Cost
<p>Resident educators (beginning teachers) must complete a 2-year resident educator preparation and mentorship program (after they complete student teaching).</p> <p>Resident educators must complete this assessment throughout residency and must pass before earning their Professional Teaching License.</p>	<ul style="list-style-type: none"> <li>-Quality of learning outcomes</li> <li>-Teacher's knowledge of content</li> <li>-Teacher's explanation of content</li> <li>-Classroom environment conducive to learning</li> <li>-Student intellectual engagement</li> <li>-Formative assessment</li> <li>-Overall lesson</li> </ul>	<p>Resident educators submit video evidence of their teaching, along with written artifacts and a reflection on their work.</p>	<p>Resident educators receive score reports with written feedback from an objective assessor.</p> <p>Assessors are experienced Ohio educators with at least 10 years of experience with 10+ hours of training.</p> <p>Resident educators are encouraged to work with mentor for continuous improvement.</p>	<p>No cost to candidate</p>

State requirements for performance assessments



## States that require performance assessment:

- Alabama
- California
- Delaware
- Illinois (*requirement currently paused*)
- Maryland
- Massachusetts
- New Jersey
- New York
- North Carolina
- Oregon
- South Dakota
- Tennessee
- Texas
- Utah
- Washington



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## States that allow but do not require:

- Iowa
- Ohio
- Oklahoma
- South Carolina



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## States that do not require passing performance assessment for initial licensure:

- Alaska
- Arizona
- Arkansas
- Colorado
- D.C.
- Florida
- Georgia
- Hawaii
- Idaho
- Indiana
- Kansas
- Kentucky
- Louisiana
- Maine
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Mexico
- North Dakota
- Pennsylvania
- Rhode Island
- Vermont
- Virginia
- West Virginia
- Wisconsin
- Wyoming



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## Public Comment



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thank you

# Teacher Performance Assessments

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What they are, and what actions state policymakers are considering





**Madeleine Kriech**

**STATRELATIONS ASSOCIATE**

Education Commission of the States



**Tiffany McDole**

**POLICY DIRECTOR**

Education Commission of the States

# WHO WE ARE.

The essential, indispensable member of any team addressing education policy.



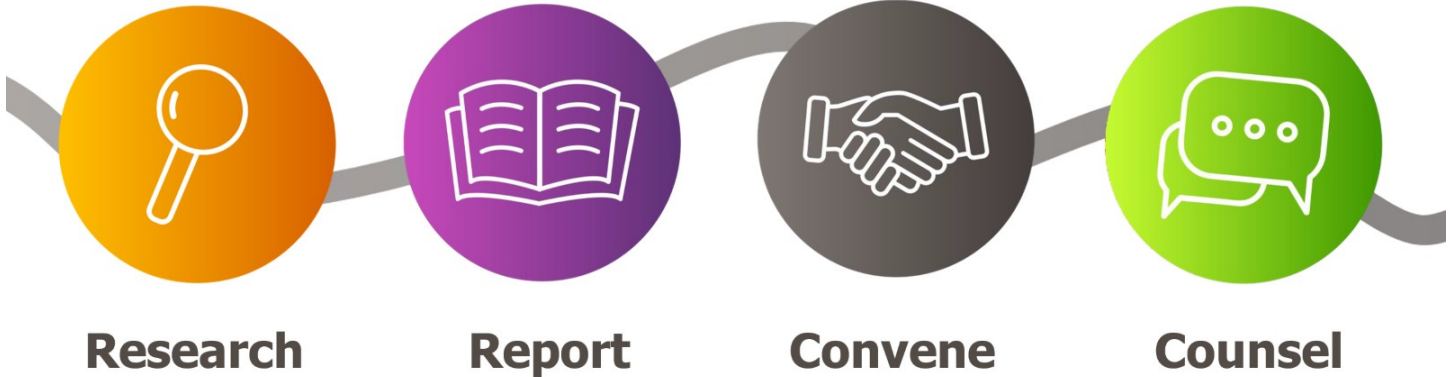
# WHAT WE DO.

We believe in the power of learning from experience, and we know informed policymakers create better education policy.





# HOW WE DO IT.



## Teacher Performance Assessments

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## Performance Assessment Goals

*For the individual:*

- 1) Assess readiness for teaching
- 2) Identify areas for growth and development

*For the system:*

- 1) Strengthen a shared vision for teaching excellence
- 2) Understand trends in candidate readiness



## Tennessee



### Professional Assessment for Tennessee Educators Policy

2023 Exemption for "job-embedded candidates" (almost 1/3 of candidates)



# Ohio



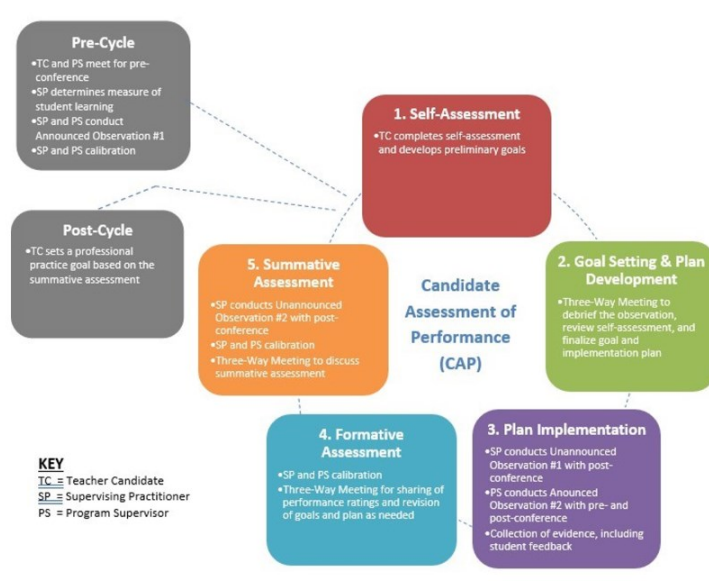
A "Resident Educator" license requires passing the Assessment of Professional Knowledge (APK) OR edTPA



# Massachusetts



## Candidate Assessment of Performance



## Delaware



Delaware **H.B. 207**(2021) removed the performance assessment requirement and launched a statewide taskforce.

### Pedagogical Performance Measure Criteria

The DOE and EPPs agreed to develop recommendations that met a shared criteria.

The Pedagogical Performance Measures:

- Observe and measure teacher-candidate behaviors
- Includes supporting student learning, engaging all students, and maximizing learning
- Is likely to show variation within program cohorts that we want to understand better
- Align to the expectations of the Delaware Teacher Growth and Support System
- Measures pedagogy with reliability
- Connect to PK-12 student outcomes



**EDUCATION  
COMMISSION**  
OF THE STATES

Your education policy team.

## THANK YOU

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## Appendix O– Mentimeter Meeting VI

### What teaching attributes should be assessed through a TPA?

Those include in the updated Danielson Framework for Teaching

tapping into student funds of knowledge. Able to differentiate learning for different student abilities/languages

1. Planning  
2. Assessment  
3. Respect for differentiation  
4. Cultural Responsiveness  
5. Classroom Management  
6. Relationship Development

Danielson Framework (Plan, Teach, Reflect, Apply)

planning and adjustment of plans based on assessment

INTASC standards

planning, instruction, assessment, professionalism and reflection

Ability to develop lesson plans, deliver instruction generally and across differences in learning styles, manage a classroom, create assessments, reflect and adjust instruction. (Danielson elements!)



## What teaching attributes should be assessed through a TPA?

cultural responsiveness

Reasonable likelihood of keeping control of a classroom.

knowledge of curriculum & developmentally appropriate instructional repertoire, ways of learning about students, burgeoning understanding, passion for the role, responsibilities, curiosity, engagement

planning and executing lessons  
compassionate and i  
kindreflective  
practitioner member of  
appropriate professional  
organizations

Providing evidence of planning, teaching, reflecting, assessment, and relationships

Skill set to assess, identify and give next steps for the instructional needs of varying abilities

Demonstrate effect on p-12 learning

Ability to assess student thinking and products

...

## What teaching attributes should be assessed through a TPA?

Cultural awareness and responsiveness

Cultural demographics

Reflection, responsiveness to students, ability to develop and deliver instruction, professionalism

planning, differentiation, classroom management, instruction

Those attributes that are included in the Danielson Framework.

Reflective disposition, too

ability to communicate with students

Teaching effectiveness on literacy, math and core subjects

...

## What teaching attributes should be assessed through a TPA?

compassionate and kind

knowledge of curriculum

ability to collaborate with peers

Effective Relationship building with students and peers

Indeed, ability to recognize and tap into students' funds of knowledge (RIP Luis Moll)

The variability of responses is why an assessment is not practical or applicable. Allow prep program, cooperating teachers, interviewers, and evaluation at hire to do the vetting.

Evidence should be what the teacher candidate has done over a sustained period of time during their entire student teaching experience not just one particular lesson

in addition to lesson and unit plans, documentation of ways the ST used assessment data to plan and adjust instruction (including annotated student work samples)

...

## What teaching attributes should be assessed through a TPA?

The same forms/types of evidence that would be required when they are being evaluated as the teacher of record.

A videotaped lesson continues to be a powerful piece of evidence. Supervising teacher commentary would supplement that nicely, as would lesson plan(s).

In meeting with principals and superintendents last week, they described that applicants teach a lesson during the interview process. They are assessing applicants' ability to connect with students.

Student artifacts, planning materials that reflect candidates' efforts to access student funds of knowledge, and teacher observation evidence that includes aligned activities

observation of actual teaching, using standards-based criteria of the particular field (e.g., elementary, secondary, sped), along with CRTLS evidenced

Evidence showing initial strategies and a progression to demonstrate growing knowledge

Observations, lesson plans, student data, reflections

ST's ongoing reflection upon practice, in writing as well as verbally; examples of engagement with families, community, other professionals in the building/district;

...



## What teaching attributes should be assessed through a TPA?

detailed lesson plans not ones you use every day but ones with the kind of detail that demonstrates the student understands how to teach a lesson and assess student learning

First: It's not 'a' TPA--we need to think of the many, different performances of STs. Next: We need to consider the triad--the cooperating teacher, the student teacher, and the university supervisor.

The university supervisor and the co-op should do the evaluation because they are spending the most time with the student. The co-op has the "outsider perspective" from the university

Clinical supervisors, cooperating teachers, and an educator/supervisor from a different institution - who have all received the same training



## What forms/types of evidence should be submitted as part of a TPA?

Teaching observation evidence including structure, student activities, classroom management and teacher presence.

Observations using the Danielson Framework components selected by student teacher for feedback

lesson plans and assessments with student feedback along with observation notes of cooperating teacher and university professionals

Video recording should NOT be submitted. Waste of time and unfairly punishes those without access or skill to make a great video.

Demonstration of application and reflection without a video component.

Observations by cooperating teachers and university clinical educators, as well as a unit of study with evidence of ST impact on p-12 learning

Videotape of lesson continues to be a powerful piece of evidence, especially if supplemented with supervising teacher commentary and lesson plan(s).

University program provided affirmation of successful completion of student teaching.



## What forms/types of evidences should be submitted as part of a TPA?

Student surveys could be an option as well



## How/in what ways/who should evaluate a submitted TPA?

Teacher Preparation Programs. Our students should not pay an additional fee for a performance assessment.

University clinical educators and cooperating teachers

Teacher Prep programs, the cooperating teacher and university clinical educators collaboratively

Cooperating teachers, clinical supervisors, and trained outside educator for consistency and objectivity

Professionally trained evaluators. While there is merit to university staff or school administrators evaluating students - they should have the opportunity to demonstrate their mastery independently.

Provide training for university clinical educators

The cooperating teacher and university supervisor should evaluate the TPA based on student teaching evaluation rubrics created by the EPP.

Cooperating Teachers and University clinical educators (CT -informal like observations university formal)



## How/in what ways/who should evaluate a submitted TPA?

Bias is a real issue that creeps into all observations - even when there is consistent training. Students should be able to submit evidence that supports their mastery of standards.

Who - Coop Teachers and Field Supervisor  
What ways - observation and feedback  
How - Continuous feedback cycle - which is what happens as a practitioner as well.

Cooperating teacher and university teacher and student teacher collectively.

The cooperating teacher and supervisor should have the greatest weight in evaluating the future educator. specifically, the cooperating teacher who sees the full breadth of growth for entirety

the evaluation by cooperating teachers and university clinical educators can actually show the growth of the teacher candidate, which is much more important than a single snapshot



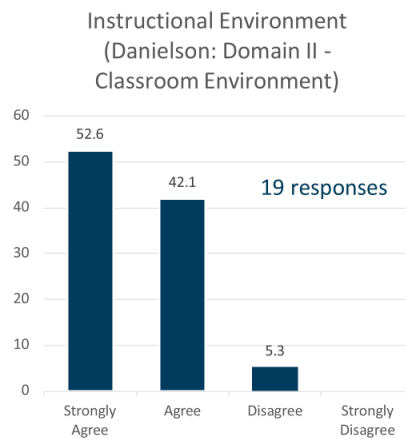
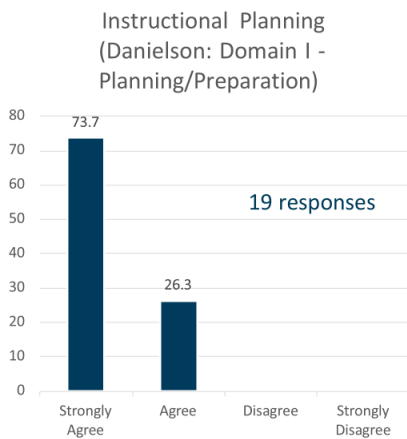
## Appendix P – Survey Results

# Survey Results



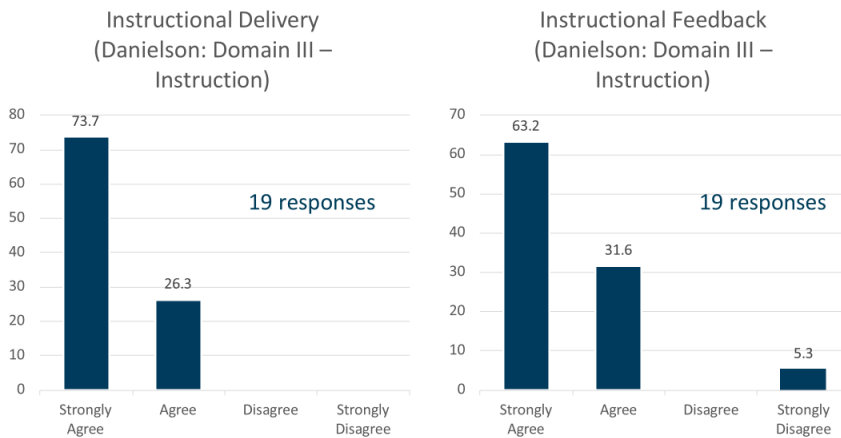
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Please select the degree to which you believe the following elements are included as part of a TPA.

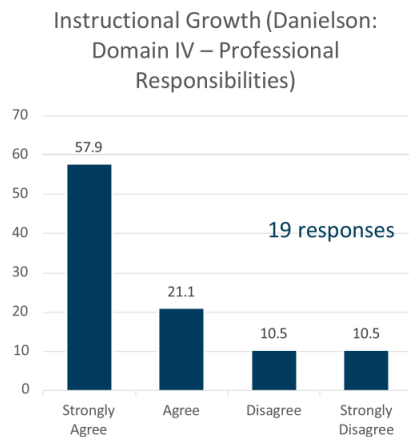


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**Please select the degree to which you believe the following elements are included as part of a TPA.**



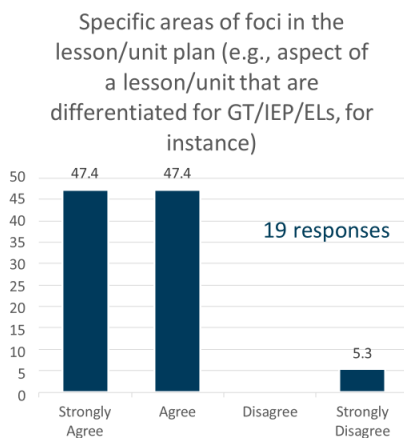
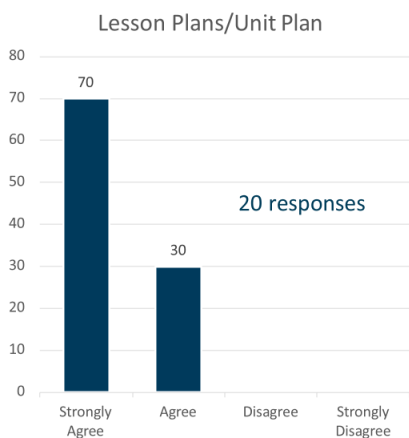
**Please select the degree to which you believe the following elements are included as part of a TPA.**



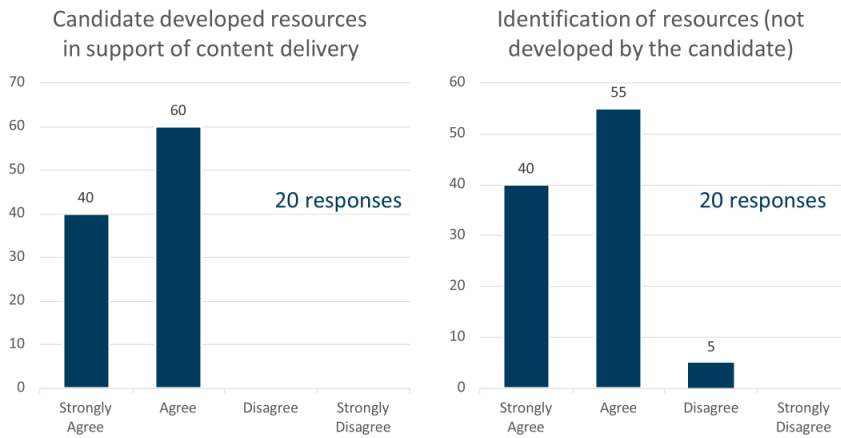
### Please share additional thoughts on important elements included in a TPA that could ensure consistency in form.

Evidence and discussion within the Danielson Clusters may be valuable to student teachers and the assessment.	New teachers need to be able to plan on the what they plan to teach, know how to teach and know who their main audience is. What might we do differently next time?	I don't believe we have to use the Danielson Framework per se, but I believe we should be evaluating how the student teacher plans lessons, delivers lessons, provides feedback to students, and then reflects on the process. I believe it is also important to evaluate the student teacher on how contribute to the school outside of the classroom, for example by being involved in extracurricular activities. In some ways, and depending on the cooperating teacher, the student teacher may not have the opportunity to create the learning environment in a way they would when they are the teacher of record, so I believe it is unfair to evaluate that.
Student teachers should be able to reflect in the TPA.	I think EPPs already do this, and we don't need additional requirements.	With regard to classroom environment, it is a critical component of teaching. However, it may be difficult to gather enough evidence on a student teacher. Often, the student teacher is in a classroom where they don't have the authority to influence existing classroom environment. This is also an area where novice teachers experience the most growth.
My greatest concern is that the TPA focus on skills that directly impact student outcomes (which Danielson covers).	Consistency is not an important consideration.	The purpose of a TPA is to ensure teachers demonstrate the skills they need to support student learning. The actual content of the TPA above all should be evidence-based, cover skills that actually impact outcomes in a classroom, and should align with the state's teacher evaluation system (Danielson). Knowing that many pre-existing tools have limited research on them (outside of the edTPA), whatever tool Illinois uses should be studied for its impact on student learning.
The professional responsibilities domain is totally subjective and should not be part of a formal assessment.		ISBE could provide training academies across universities with clinical educators/supervisors using a single instrument, as they did with administrators for assessing teachers.

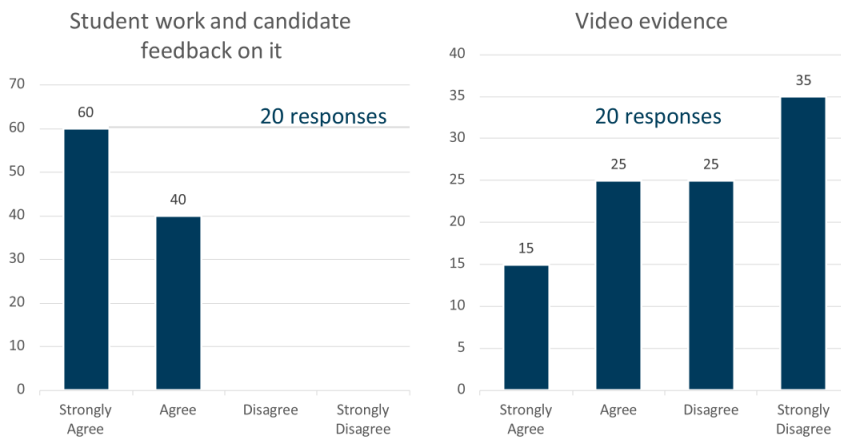
### Please select the degree to which you agree with the following statements on the evidence required in a TPA.



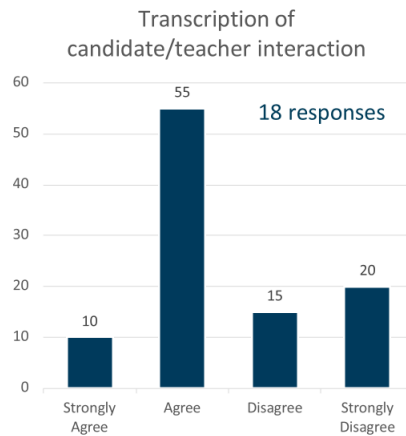
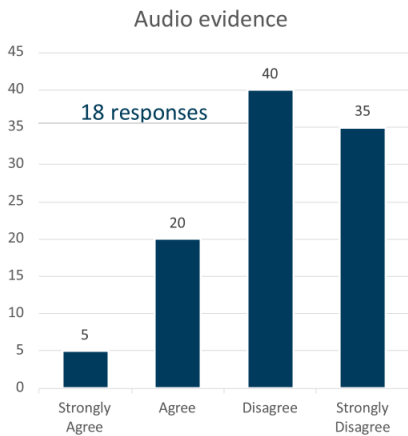
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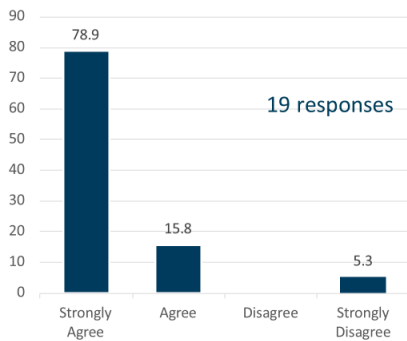


**Please select the degree to which you agree with the following statements on the evidence required in a TPA.**

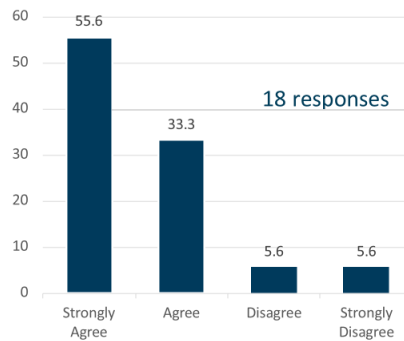


**Please select the degree to which you agree with the following statements on the evidence required in a TPA.**

Reflection on instructional planning (via targeted questions that require concise responses to queries such as: Identify one instance in which you differentiated instruction in your lesson plans. Please provide a rationale for why you chose this in light



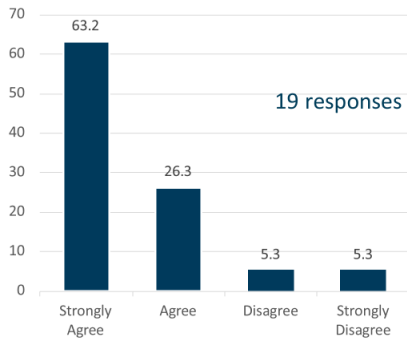
Reflection on instructional environment (via targeted questions such as: Identify one instance in which you deliberately considered the instructional environment as you planned and delivered instruction. How did, if at all, the decision made as part of



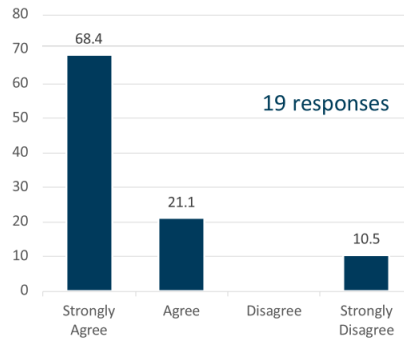


**Please select the degree to which you agree with the following statements on the evidence required in a TPA.**

Reflection on instructional delivery (via targeted questions such as: *Please identify one instance in which you were surprised by the response to an instructional sequence/moment? What was surprising? How did you respond in the moment? How might you us*

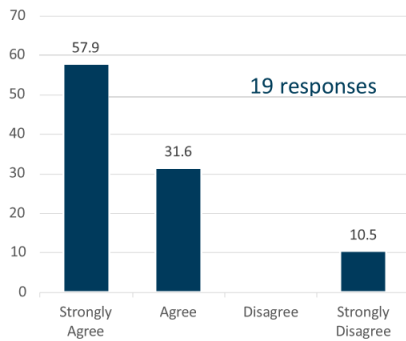


Reflection on instructional feedback (via targeted questions such as: *Using an example of feedback to an artifact of student work, how did you use what you know about the student to personalize the feedback? How did the student respond?*)



**Please select the degree to which you agree with the following statements on the evidence required in a TPA.**

Reflection on instructional growth (via targeted questions such as: *Reflecting on the instructional sequence that served as the foundation for this TPA, what are one or more areas about which you wish to learn more? How might you go about doing so?*)

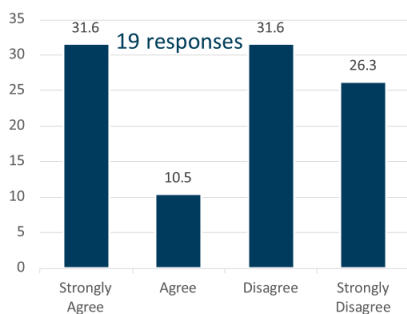


### Please share additional thoughts on important elements included in a TPA that could ensure consistency in evidence.

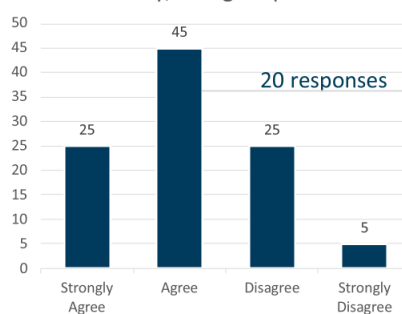
<p>I think the reflection questions are important as internal questions for EPPs, but they should not be on a standardized external assessment.</p>	<p>I believe our teacher prep programs do the work of teaching our teacher candidates how to plan lessons. The most important part of the student teaching process is to have the opportunities to deliver the lessons and then have the opportunity to reflect, both personally and with the cooperating teacher and the university clinical supervisor. Any student teaching experience should focus on allowing ample time for that without adding the burden of completing a burdensome evaluation instrument.</p>	<p>While the section above references video, audio, and transcriptions, it does not include actual observation of the candidate teaching, which is something our trained clinical educators and cooperating teachers do.</p>
<p>In order to be effective at assessing candidates, a teacher performance assessment should include a variety of evidence that actually captures candidates' skills in the classroom and be scored against clear and consistent criteria. The TPA MUST capture evidence of demonstrated skills—through artifacts and observations/video or other component that captures live work in the classroom—in addition to candidate reflection. While candidate reflection is an important and beneficial component of the TPA, it alone does not constitute evidence of the skills this assessment is seeking to assess. We have heard multiple discussions about needing to find an assessment that is more manageable. In that process, I believe that self reflection questions could be cut down (I would NOT recommend the state sacrifice evidence in favor of reflection). Every single component assessed does not need a self-reflection component for the assessment to work as intended. With regard to questions about resources – clarifying that candidates could have either demonstrated development of resources OR identification of resources depending on whether they already have access to high quality curriculum and resources. Additionally, I believe live instruction could be captured via video OR audio OR transcription. It is critical to maintain some record of this component of the exam and itenables third party evaluators who are not able to go to the classroom to participate in the scoring process, which is critical.</p>		
<p>I don't think video or audio recordings are a good use of a student's time - this is one area where the cooperating teacher and faculty observations would be helpful.</p>	<p>I would hope we can find a balance between ensuring that the tool is uniform and research-based, while also being manageable for candidates to complete without detracting from other valuable experiences during their student teaching.</p>	<p>Video and audio evidence should not be required because this is not a requirement for the actual field of teaching, it can be manipulated by student, and it does not improve the candidate's teaching practice.</p>
<p>Is the video and audio the video tape for Pearson. If so, there are much better, more effective, less time consuming ways to do this. Best feedback is that from the cooperating teacher and the advising college teacher that observes and works with the student teacher. A 3 way discussion between student teacher, observing teacher and college teacher adviser are all key parts to a real strong evaluation. These teachers know the environment, the kids, and the entire situation and can help direct along the way.</p>	<p>Given that bilingual is such a high need content area, we have to consider the language of the lesson transcription and artifacts. As a field, we have to be mindful not to put a burden on candidates to translate their lesson and artifacts for an already burdened shortage area. We must ensure there are qualified evaluators and mentors who understand bilingual education and can evaluate in the language of instruction. For early childhood candidates, evaluators must know what is developmentally appropriate.</p>	<p>I selected disagree on video and audio evidence however, if I do believe there is value to both video and audio use in supporting the candidate's reflection on their performance-they could be used as tools to support their own self assessment of their performance and allow for coaching by the cooperating teacher AND the university supervisor.</p>

### Please select the degree to which you agree with the following statements regarding the use of a TPA in Illinois for the purpose of initial licensure.

A TPA should be evaluated for the purposes of initial licensure by individuals outside the preparation space of the teacher candidate (e.g., teachers/leaders outside of Illinois and/or in schools/districts in which the candidate is not completing student

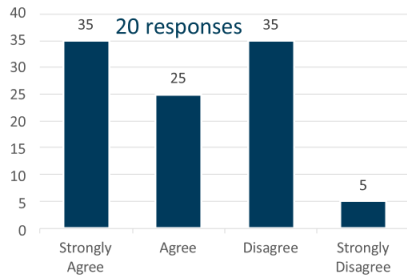


A TPA should be evaluated for the purposes of initial licensure by the cooperating teacher and university/college supervisor.

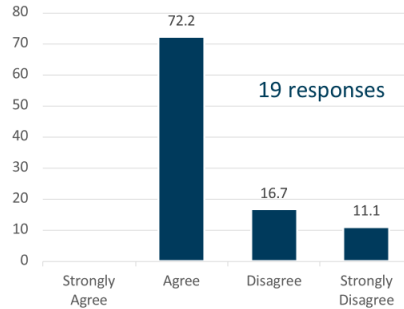


**Please select the degree to which you agree with the following statements regarding the use of a TPA in Illinois for the purpose of initial licensure.**

A TPA should be evaluated for the purposes of initial licensure by the cooperating teacher, university/college supervisor, and student teacher.

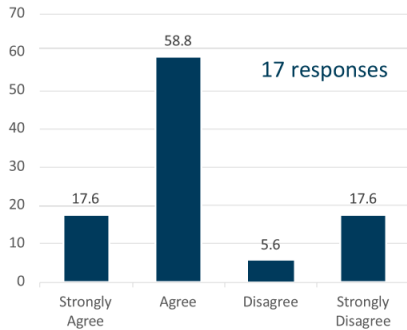


A TPA in Illinois for the purpose of initial licensure should require a teacher candidate submit a provisional professional learning plan tied to Danielson Domains and/or teacher candidate evaluations by the cooperating teacher and college/university supe

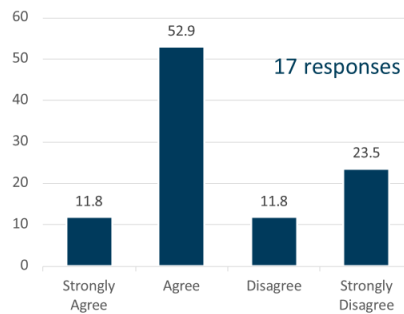


**Please select the degree to which you agree with the following statements regarding the use of a TPA in Illinois for the purpose of initial licensure.**

In order to ensure consistency of administration, each educator preparation program (EPP) should submit a percentage of scored TPAs to evaluators affiliated with other Illinois institutions that prepare teachers in like content areas.

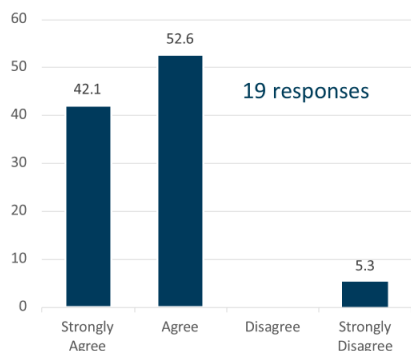


In order to ensure consistency of administration, each educator preparation program (EPP) should submit a percentage of scored TPAs to evaluators affiliated with other Illinois institutions that prepare teachers in like content areas. *Agreement between e*

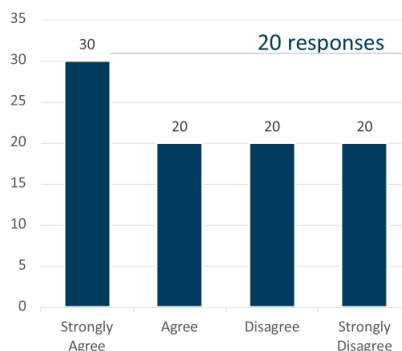


**Please select the degree to which you agree with the following statements regarding the use of a TPA in Illinois for the purpose of initial licensure.**

A TPA identified for initial licensure should be content specific (i.e., rubrics and tasks are specific to the content in which a candidate desires initial licensure)

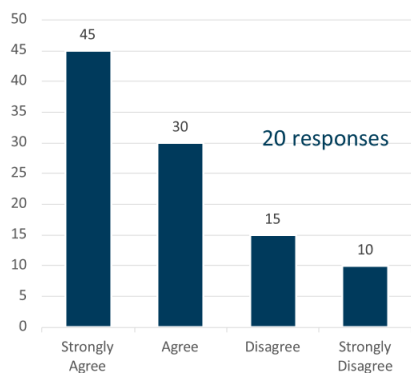


A TPA should be general enough to afford the EPP and its candidate to show minimum 'day one readiness' regardless of content area in which the candidate wishes to receive initial licensure.

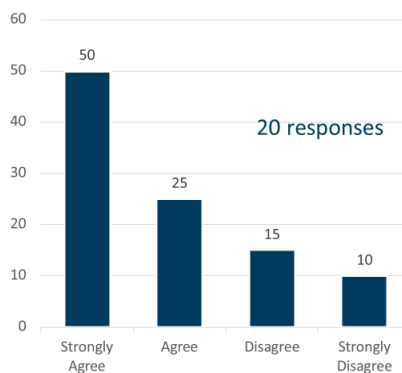


**Please select the degree to which you agree with the following statements regarding the use of a TPA in Illinois for the purpose of initial licensure.**

Illinois should develop a TPA that requires 'minimums' and upon which EPPs can add their own institutional requirements.



Illinois should develop minimum scoring criteria and training to ensure fidelity of application across institutions.

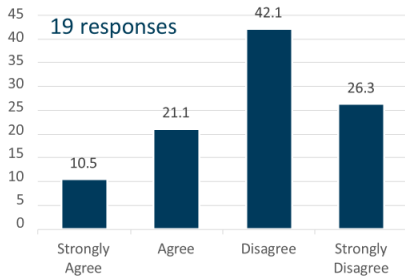


### Please share additional thoughts on important elements included in a TPA that could ensure consistency in evaluation.

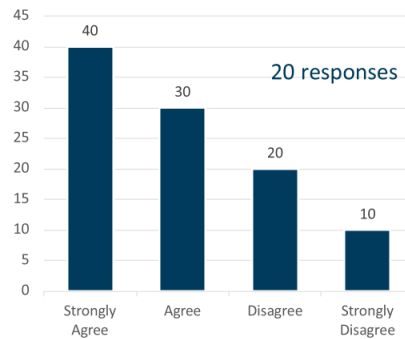
These external expectations are fraught with bias. Cooperating teachers and universities can evaluate candidates.	Consequences should not be harmful to teacher candidates... instead, utilized to calibrate lenses and align teacher prep curriculum across Illinois institutions.	I would trust the professionals who are already doing the work in our schools of education to collectively determine the elements in the evaluation and the standards by which those will be evaluated, and to use the same instrument in all programs.	There has to be a significant degree of uniformity and interrater reliability, which cannot rely solely on individuals within the university to make the determination. Cooperating teachers are interesting and I'm not opposed to it outright, but would want to make sure there is a higher bar for who acts as cooperating teachers if this role is to be put on them.
Sorry I did not answer all of the questions. We need some standardization between schools and consistency for our student teachers. I am not sure how to do that. We need continual discussion between school superintendents/principals, advising teachers, college teachers and students teachers. Those are key. Need some kind of rubric for consistency. I am wondering if we might create an ongoing committee/board made up of superintendents, new teachers, advising teachers, and college advising teachers (10 or less) to meet to focus on the challenging piece of maintaining and keeping as much consistency as possible. Hands on approach. Focus on what is needed - balance			
The TAP needs to be uniform and objective - meaning trained professionals outside of the candidate's educator preparation program should be doing the assessment of the candidate.	Any final projects that EPP's require should be aligned to Danielson Framework	The Program faculty should also be included in the scoring of a TPA of student teachers.	I believe it is in the best interest of the state to use an assessment that is free from institutional bias (i.e., solely allowing faculty/cooperating teachers to evaluate the efficacy of a candidate). A TPA that does not require video or audio, and asks candidates to submit artifacts developed during student teaching and a reflection on the use of those artifacts would be logical.
It is critical that the teacher performance assessment be consistently and objectively evaluated across educator preparation programs. I do believe that the involvement of a third-party scorer with the relevant content expertise who is trained as an evaluator and who is not involved in the candidates' preparation is likely the best way to ensure objectivity. I recommend that third party evaluators work in conjunction with cooperating teachers and university supervisors to evaluate and score the candidate, but I do firmly believe that cooperating teachers, university/college supervisors, and the student teachers themselves should not be the only individuals contributing to the final score. These individuals are not always well-positioned to be objective about candidates in a high-stakes assessment given their prior involvement and coaching of the candidate. Additionally, there are over 5,000 cooperating teachers who have minimal requirements for the role, meaning there's simply a high level of variability in backgrounds and training among these individuals. They are critical to the student teaching experience, but the integrity and reliability of a TPA should not hinge only on this group. Ideally, the state or vendor would maintain a pool of trained evaluators to do this work. While not as strong, using evaluators from other institutions as listed above may be another viable approach. However, in order for this to work, there would need to be sufficient evidence (not just candidate reflection) shared between evaluators/universities. Additionally, I would agree that input from the external institution's scorer should actually be consequential, meaning it should have to align with the first scorer in order for candidates to move forward. It was not 100% clear to me if those were the parameters intended in the second multiple choice question on this topic. I did not understand the option around developing a professional learning plan during the TPA and would need more context and reasoning provided to be able to agree. I do believe there should be some level of content specificity in the TPA, however that does not necessarily need to be across every single endorsement area. There could be some consistent forms across similar areas. I do not think our default assumption should be that Illinois will develop its own TPA. I think that it will require a great deal of resources and time and should be considered a last resort only if we cannot find a pre-existing tool (of which there are many) or a national tool already in development that fits our needs. Additionally, I think that the TPA is a minimum requirement expected of all institutions, and we should assess candidates against whatever we believe is the minimum level of demonstrable skills needed to be able to adequately serve students in their first year.			

### Please select the degree to which you believe the following statements regarding the use of a TPA for the purpose of initial licensure.

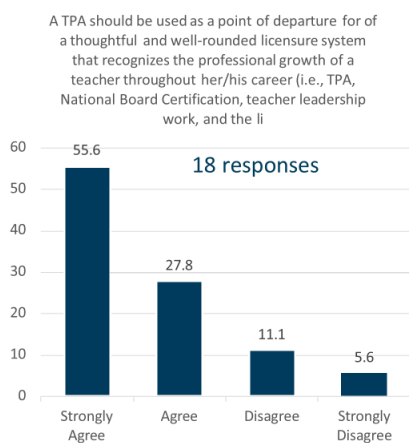
Illinois should use a commercially available TPA (e.g., edTPA, PPAT, CPAST, MEES, RESA, NHTCAP) as a requirement for initial licensure in Illinois



Illinois should develop a TPA with the input of educators and educator preparation faculty.



**Please select the degree to which you believe the following statements regarding the use of a TPA for the purpose of initial licensure.**



**Please share additional thoughts on important elements included in a TPA that could ensure consistency in implementation and/or use as part of a well-rounded and thoughtful system of licensure in Illinois.**

<p>Any external review creates unnecessary barriers to licensure.</p>	<p>A teacher performance assessment is just one piece in the education and training our teacher candidates do. A teacher performance assessment should be designed to help a teacher candidate grow during their student teaching experience, and then ultimately indicate whether the candidate has developed the skill set to be a teacher of record, with the expectation they will continue to improve as they continue in their career.</p>
<p>Whatever teacher performance assessment we use, it should be consistent and consistently implemented across EPPs and studied for its impact on student and teacher outcomes. I think that this task force ought to explore pre-existing tools more to identify what might work or not work to meet our state's needs. Additionally, there are tools in development right now nationally in other states that we may want to seek to understand as part of this task force. I am not ruling out that a state-developed performance-based assessment might be the best solution in the event we determine a pre-existing tool is insufficient. Just know it will take a significant amount of resources that the state may not have. We have not spent sufficient time yet considering available existing tools and their pros and cons. Critically, we must orient around the value that a teacher performance assessment adds to Illinois' licensure system: to ensure candidates possess a minimum level of skills as observed in an actual classroom. This assessment does and should work alongside content exams that test for knowledge and complements the input of cooperating teachers and educator preparation programs in developing and evaluating candidates' skills during the student teaching experience.</p>	
<p>We probably have the expertise to do what we need to do right here. Amazing teachers. I really like the second choice but open to the 3rd with the national board certification. Not really sure what all that might mean. Is it going to push us into the same challenge we have today? We need administrators involved to help balance what is really needed in the classroom. I like hands on approach from folks that develop and hire student teachers. Its rather a check and balance for all.</p>	<p>These types of single factor indicators come from vendors who don't have expertise in bilingual/ESL education. Investment is better served by developing our own and building teacher pipeline initiatives.</p>
<p>I think a TPA can be modeled after Danielson so that there isn't much work to be done by educators and the evaluation process can be consistent and helpful for new candidates.</p>	

### Please share additional thoughts on this work you believe important.

<p>We need to trust EPPs to prepare teachers and need to remove biased barriers to licensure.</p>	<p>I believe the work towards a National Board Certification is highly valuable for teachers, and the state should do anything they can to support teachers seeking such certification. It is possible our schools of education may want to use some of the aims of national board certification as they develop the teacher performance assessment instrument, but I trust their expertise in making that determination.</p>
<p>In the last few meetings there has been discussion about having cooperating teachers and higher ed faculty serve as the people who assess a TPA. Is it possible to have a list of the current institutional requirements for cooperating teachers from at least a few of the IHEs to determine the current level of consistency in the requirements to serve as a cooperating teacher? I think cooperating teachers are a valuable voice in the licensure determination and that it also warrants further discussion regarding the type of training that would need to occur in order for cooperating teachers to evaluate preservice teachers for licensure, specifically in terms of cost (as well as the amount of turnover in cooperating teachers).</p>	
<p>We need an aligned performance based assessment that is not paper/pencil. While this can be time consuming, we are experiencing candidates in our district that have not benefitted from going through a performance based assessment and are challenged by requirements of the teaching role. This assessment 1) professionalizes our industry and 2) prepares candidates to be autonomous educators.</p>	<p>Illinois is experiencing unprecedented growth in newcomer population settling into our school systems. We currently do not have enough teachers to meet the demand. It is important to grow the workforce and to make the point of entry aligned to the linguistic and cultural needs of students. It is often the professionals who work in the communities who understand the needs of the students and can best guide teacher candidates. An external vendor does not have this expertise and local connection and also possesses a different array of interest of making money of the educational system.</p>
<p>I believe it is important to look at the Danielson framework as we identify what components should be included in a TPA but don't think we adapt every part of it for this purpose. The goal here should be growth and preparation for new teacher candidates; rather than an expectation they perform like a seasoned teacher during their student teaching experience.</p>	<p>I think a TPA that is consistent across the state is crucial. Right now there is a lack of consistency in teacher ed programs across the state. For example, some teacher candidates do a takeover for 4 weeks and some do it for the entire time or 8-16 weeks. Some candidates are only evaluated by supervisor and some are evaluated by supervisor and co-op. There is a lack of consistency across the state and we need to fine tune it in a way that prepares all of our teacher candidates in a realistic and meaningful way.</p>
<p>All of this work should be oriented towards how we serve students. Teacher quality matters for students—and estimating more than 100,000 students, disproportionately students of color and students from low-income households, are taught by novice educators (&lt;3 years of experience). While we know teachers will continue to grow in their craft, particularly in these first few years of teaching, our licensure system needs to ensure that new teachers have a minimum set of pedagogical skills (in addition to content knowledge) needed to support students in their first year. I appreciate that these questions are seeking to address the challenge of consistency. It is critical that our system to ensure a consistent baseline of quality across all 700+ educator preparation program that exist across 50+ institutions in this state. A few other things that I have not mentioned in prior answers that I think will be necessary to consider are that the tool we select be: assessed for bias (recognizing that actual gaps in scoring can occur even in an unbiased tool), aligned to state standards and where possible to our mentoring and evaluation systems, and for traditional candidates taken during the student teaching experience (rather than after, as in some states). Additionally, as a state we can separately make the choice to ensure whatever tool we use is affordable for candidates by shouldering any costs.</p>	

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# Teacher Performance Assessment Task Force

July 15, 2024



1

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## Call to Order & Roll Call



2



## Agenda

- I. Call to Order and Roll Call
- II. Approval of Minutes
- III. Public Comment
- IV. New Business
  - Small Groups
  - Share Out
  - Next Steps
- V. Adjourn

## Public Comment



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## Small Groups



5

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## Use, Purpose, and Values

Considering the various uses for and various 'audiences' of a TPA how and in what ways ought a TPA be used to:

- Reasonably ensure 'day one readiness' to serve as a teacher of record?
- Support the development of a novice teacher?
- Inform EPP program scope and implementation?
- Serve as part of a thoughtful and well-rounded licensure system?
- Advocate for teaching as a profession?



6

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## Quality

From your perspective, what constitutes a 'quality' TPA that creates the greatest likelihood of?

- Reasonably ensuring 'day one readiness' to serve as a teacher of record?
- Supporting the development of a novice teacher?
- Informing EPP program scope and implementation?
- Serving as part of a thoughtful and well-rounded licensure system?
- Advocating for teaching as a profession?

## Share Out

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## Next Steps



Questions, thoughts or  
considerations?



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thank you

**Appendix R – Small Group Summary I**

**Dr. Tony Sanders**, State Superintendent of Education  
**Dr. Steven Isoye**, Chair of the Board

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**TEACHER PERFORMANCE ASSESSMENT TASK FORCE**

**Illinois State Board of Education**

**100 North First Street**

**Springfield, Illinois**

**July 15, 2024**

**3:30 – 5 p.m.**

**BREAKOUT ROOM NOTES**

**Higher Education Group Members**

Dr. Kathryn Chval

Dr. Vito Dipinto

Dr. Marie Donovan

Dr. Terry Husband

Dr. Christie McIntyre

Dr. Michelle Stacy

Kesa Thurman-Stovall

**Discussion**

This group discussed the overall purpose of a teacher performance assessment (TPA), stating that many programs across the state do an adequate job of preparing teachers to enter the classroom. With this, the group worked to further define a Day 1 ready teacher. Members stated that a Day 1 ready teacher demonstrates the following abilities:

- Can easily integrate into a team dynamic.

- Participates in team meetings and school activities.
- Shows up prepared with plans in place.
- Can be independent, as needed.
- Knows how to rely on mentor/teammates for support.

Another key conversation point from this group is that assessing everything a Day 1 ready teacher needs to know is daunting. Specific attributes must be determined and measured in an effective way. Additionally, group members emphasized the need to align the performance assessment to the same standards the program coursework is aligned to.

### **Legislator/Advocacy Group Members**

Senator Tom Bennett

Shauna Ejeh

Representative Amy Elik

Jessica Handy

Erika Mendez

Senator Laura Murphy

Robin Steans

Representative Katie Stuart

### **Discussion**

This group discussed many of the same key points that Higher Education group did. The members agreed that the TPA should work hand in hand with teacher preparation programs, including the alignment to the same standards. The conversation then shifted to the overall purpose of the TPA. All members agreed that the cooperating teacher has a role in this process. There was discussion on whether it was appropriate to have an individual who is involved in the student teaching process to also determine their outcome on the assessment. Members stated that there needed to be an uninvolved individual in the process to ensure consistency, a state standard is being upheld, and no bias is present. Ending the conversation, group members discussed that the previous edTPA requirement became something it was never intended to be.

### **PK-12 Education Group Members**

Elizabeth Dampf

Shannon Fehrholz

Dr. Lori James-Gross

Jessica Nunez

Jennifer Smith

Dr. Diana Zaleski

### **Discussion**

This group's conversation started off by determining the attributes a new teacher should show. The members said they need first- year experiences to be reflected in the preparation program coursework. At times, teachers start the school year off not knowing what is expected of them. The members stated that the Danielson framework is effective because it outlines the skills teachers must perform daily, not just for evaluations. The group also mentioned that the teacher performance assessment must not assess more than is necessary. They said that there is no need to overwhelm student teachers. Group members also noted a need for teachers to learn how to build their own systems. From these points of discussion, the group members said they are leaning more toward an observation-forward, rubric-based approach.



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# Teacher Performance Assessment Task Force

July 29, 2024



1

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## Call to Order & Roll Call



2

## Agenda

- I. Call to Order and Roll Call
- II. Approval of Minutes
- III. Public Comment
- IV. New Business
  - Small Groups
  - Share Out
  - Next Steps
- V. Adjourn

## Public Comment



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## Small Groups



5

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## Consistency

In developing a recommendation for a TPA in Illinois:

- What should serve as the structure for a TPA (e.g., instructional planning, instructional delivery, and the like)?
- What aspects of a TPA are most important to ensure consistency (e.g., all institutions use the same instrument and evaluation rubrics, required training for evaluators, and the like)?
- What are different ways to consider the notion of 'consistent implementation' to:
  - Reasonably ensure 'day one readiness' to serve as a teacher of record?
  - Support the development of the novice teacher?
  - Inform EPP program implementation?
  - Serve as part of a thoughtful and well-rounded licensure system?
  - Support of/advocacy for teaching as a profession?



6

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## Cost

In developing a recommendation for a TPA in Illinois:

- In what ways should cost (e.g., monetary and ‘human capital’) be considered in the identification of the ‘form’ of a TPA in Illinois?
- In what ways can/should cost be ‘controlled’ for the teacher candidate, cooperating teacher, school districts, university/college program faculty, and college/university supervisors?

## Share Out

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## Next Steps



Questions, thoughts or  
considerations?



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thank you

**Appendix T – Small Group Summary II**

**Dr. Tony Sanders**, State Superintendent of Education  
**Dr. Steven Isoye**, Chair of the Board

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**TEACHER PERFORMANCE ASSESSMENT TASK FORCE**

**Illinois State Board of Education**

**100 North First Street**

**Springfield, Illinois**

**July 29, 2024**

**3:30 – 5 p.m.**

**BREAKOUT ROOM NOTES**

**Group 1 Members**

Robin Steans

Dr. Michelle Stacy

Jessica Nunez

**Group 1 Discussion**

Group 1 began with a discussion on the consistency of teacher performance assessments (TPAs). Members debated the alignment of TPAs with the Danielson Framework and the Illinois Professional Teaching Standards (IPES). They agreed that while the Danielson language is important, it should reflect IPES to ensure consistent alignment throughout an educator’s preparation. The idea of creating a crosswalk between the two frameworks was suggested to define what it means to be “first-year ready,” leaning toward proficiency rather than perfection.

The conversation then shifted to the development of rubrics aligned with a scale from “needs improvement” to “proficiency,” similar to Danielson rubrics. There was a consensus on the need for all institutions of higher education (IHEs) to use the same rubric and undergo consistent training to ensure fairness and accuracy in scoring. Concerns were raised about the feasibility of the state managing this process annually, given the high number of student teachers.

Cost considerations were a significant topic, with discussions on how to control costs for candidates and ensure state support. The idea of stipends for student teachers and cooperating teachers (CTs) was mentioned. The importance of integrating mentor programs and providing professional development hours for CTs also was highlighted.

The breakout room concluded with a focus on the role of CTs in the assessment process. Members emphasized the need for multiple voices, including those of IHEs, CTs, and candidates, to ensure a comprehensive evaluation. The possibility of hiring vendors like Pearson to create a state-specific assessment was discussed but concerns about cost and the need to strike a balance were raised. Overall, the goal is to build an instrument that is consistent, fair, and supportive of both student teachers and CTs.

### **Group 2 Members**

Representative Katie Stuart

Dr. Vito Dipinto

Jennifer Smith

Dr. Andrea Evans

### **Group 2 Discussion**

Group 2 focused on the critical aspects of assessing student learning across various disciplines. The team emphasized the importance of aligning planning, delivery, and assessment processes. There was a consensus that reflection and student engagement are essential components for effective teaching and learning.

During the discussion, the group members agreed on the need to develop a comprehensive rubric. This rubric would include broad themes and specific areas to ensure a clear and consistent evaluation of student performance. To maintain uniformity, it was decided that consistent training on how to use the rubric is crucial. This training would help ensure that all involved parties are on the same page and can apply the rubric consistently for all candidates.

The implementation of the rubric and the feedback process also were key points of discussion. Members recognized the necessity of regularly reviewing the data that is collected to ensure its effectiveness. They also highlighted the importance of having feedback loops in place. The data collected would allow programs to receive regular feedback on their use of the rubric and make necessary adjustments. Additionally, mentoring new teachers and encouraging self-assessment through video analysis were recommended as ways to help teachers improve their practice and better support their students.

Cost considerations were another important topic. The group stressed that the assessment process should not be prohibitively expensive for candidates. To ensure accessibility, it was suggested that funding for the assessment should come from state appropriations rather than the budgets of EPPs or districts. This approach would help make the assessment fair and equitable for all candidates.

### **Group 3 Members**



Senator Tom Bennett

Representative Amy Elik

Dr. Diana Zaleski

### **Group 3 Discussion**

Group 3 began with a thorough discussion on the structure of a TPA. It was emphasized that maintaining consistency and providing ongoing training for evaluators is crucial to ensure the uniform application of the assessment. Members agreed to incorporate the Danielson framework as it offers a comprehensive approach that can be integrated into both teacher preparation and mentoring programs.

There was a strong consensus on the necessity of continuous training for evaluators to keep them updated and proficient in using the assessment tools. Additionally, the team agreed on the importance of having an appeals process in place to allow candidates to challenge their scores if they believe there has been an error or unfair assessment. Group members also highlighted the additional workload that cooperating teachers would face and underscored the need for proper compensation and robust training to support them in this role.

The importance of a consistent evaluation process was reiterated by members many times throughout the session. A member suggested that principals or superintendents could be involved in the evaluations to add another layer of oversight and consistency. The idea of developing a rubric was supported, with the understanding that teachers should play a significant role in its creation to ensure it is practical and relevant to their work.

The conversation then shifted to the cost and implementation of a consistent evaluation tool. It was pointed out that while an observation-based tool might be more cost-effective, it requires extensive training to ensure accurate and reliable data collection. The group members agreed that funding for the assessment should come from state appropriations rather than the budgets of EPPs or districts.

### **Group 4 Members**

Dr. Marie Donovan

Lori Grant

Gloria Helin

Kesa Thurman-Stovall

### **Group 4 Discussion**

Group 4 discussed using the IPES for the structure of the TPA, which everyone agreed would help maintain consistency across EPPs. They also talked about the importance of focusing on student-based outcomes and aligning the standards with the Danielson framework.

Group members placed strong emphasis on having the TPA being student-centered and setting high expectations. Collaboration among colleagues was seen as essential to support student outcomes. The group also discussed how TPAs can ensure teachers are ready from Day 1, considering various factors. They suggested focusing on competencies and providing a roadmap for growth, along with actionable feedback and goal setting using goals that are specific, measurable, achievable, relevant, and time-bound (SMART).

Concerns were raised about maintaining consistency for student teachers coming from other states. The group agreed that oversight and training are crucial to ensure the assessment tool is used correctly. Members suggested that ISBE provide oversight to ensure consistency. To minimize costs, members proposed using a train-the-trainer model, using state appropriations, and incentivizing institutions of higher education. They also acknowledged the financial burden on EPPs, districts, and candidates and suggested finding ways to support them.

**Appendix U – Draft Recommendations**

To ensure a thoughtful and well-rounded licensure system, The Teacher Performance Assessment Taskforce considered issues of **purpose** and **use, quality, consistency, and cost**.

From these emerge the following:

Draft I (8.12.24)	Draft II (8.26.24)	Draft III (9.16.24)	Draft IV (9.30.24)	Draft V (10.15.24)
<p>The <b>purpose</b> of a teacher performance assessment as part of a well-rounded licensure system.</p> <ul style="list-style-type: none"> <li>• <i>State of Illinois</i> - To provide data informing/supporting the public trust in the teachers prepared in Illinois.</li> <li>• <i>Educator preparation programs</i> – To provide data to inform continuous improvement in program delivery.</li> <li>• <i>Teacher candidates</i> – To provide data to build upon the assets and areas of needed development.</li> </ul>	<p>The <b>purpose</b> of a teacher performance assessment as part of a well-rounded licensure system <b>regardless through which EPP where preparation occurs.</b></p> <ul style="list-style-type: none"> <li>• <i>State of Illinois</i> - To build public trust in the teachers prepared in Illinois through a pedagogical performance assessment that compliments other aspects of the licensure system that altogether ensure <b>data supporting</b> that a newly licensed teacher is equipped to enter the classroom and support students as they develop <b>regardless through which EPP where preparation occurs.</b></li> <li>• <i>Educator preparation programs</i> – To provide data for continuous improvement in program implementation.</li> <li>• <i>School districts</i> – To support teacher candidates as they move from preparation to serving as a teacher of record.</li> <li>• <i>Teacher candidates</i> – To provide data-informed feedback to identify assets and build upon the areas requiring development.</li> </ul>	<p>The <b>purpose</b> of a teacher performance assessment as part of a well-rounded licensure system irrespective of EPP where preparation occurs.</p> <ul style="list-style-type: none"> <li>• <i>State of Illinois</i> - To build public trust in the teachers prepared in Illinois through a pedagogical performance assessment that compliments other aspects of the licensure system that altogether ensure that a newly licensed teacher is equipped to enter the classroom and support students as they develop.</li> <li>• <i>Educator preparation programs</i> – To provide data for continuous improvement in program implementation.</li> <li>• <i>School districts</i> – To support teacher candidates as they move from preparation to serving as a teacher of record.</li> <li>• <i>Teacher candidates</i> – To provide data-informed feedback to identify assets and build upon the areas requiring development.</li> <li>• <i>Students</i>: To ensure that all students are taught by well-prepared teachers able to support the diverse assets and interests of their charges.</li> </ul>	<p>The <b>purpose</b> of a teacher performance assessment as part of a well-rounded licensure system irrespective of EPP where preparation occurs <b>will:</b></p> <ul style="list-style-type: none"> <li>• <i>State of Illinois</i> - <del>To</del> build public trust in the teachers prepared in Illinois <del>through a pedagogical performance assessment that compliments other aspects of the licensure system that altogether</del> and ensure that a newly licensed teacher is equipped to enter the classroom and support students as they develop.</li> <li>• <i>Educator Preparation Programs</i> – <del>To</del> provide data for continuous improvement in program implementation.</li> <li>• <i>School Districts</i> – <del>To</del> support teacher candidates as they move from preparation to serving as a teacher of record.</li> <li>• <i>Teacher Candidates</i> – <del>To</del> provide data-informed feedback to identify assets and build upon the areas requiring development.</li> <li>• <i>Students</i>: <del>To</del> ensure that all students are taught by well-prepared teachers able to support the diverse assets and interests of their charges.</li> </ul>	<p>The <b>purpose</b> of a state developed teacher performance assessment as part of a well-rounded licensure system irrespective of EPP where preparation occurs <b>will:</b></p> <ul style="list-style-type: none"> <li>• <i>State of Illinois</i> - build public trust in the teachers prepared in Illinois and ensure that a newly licensed teacher is equipped to enter the classroom and support students as they develop.</li> <li>• <i>Educator Preparation Programs</i> – provide data for continuous improvement in program implementation.</li> <li>• <i>School Districts</i> – support teacher candidates as they move from preparation to serving as a teacher of record.</li> <li>• <i>Teacher Candidates</i> – provide data-informed feedback to identify assets and build upon the areas requiring development.</li> <li>• <i>Students</i>: ensure that all students are taught by well-prepared teachers able to support the diverse assets and interests of their charges.</li> </ul>
<p>A <b>quality</b> teacher performance assessment will:</p> <ul style="list-style-type: none"> <li>• ‘Actualize’ the aforementioned purposes.</li> <li>• To the extent possible, be part of the ‘ordinary and usual work’ that occurs in the student teaching experience and not distract from it.</li> <li>• Provide the teacher candidate the opportunity to engage in and reflect upon the work of a professional teacher.</li> <li>• <b>Not</b> be/cannot be used in ways that assume it is indicative of all aspects of teacher preparation.</li> </ul>	<p>To actualize the purposes, a <b>quality</b> teacher performance assessment:</p> <ul style="list-style-type: none"> <li>• Is part of the ‘ordinary and usual work’ that occurs in the student teaching experience.</li> <li>• Provides the teacher candidate the opportunity to engage in and reflect upon roles and responsibilities of a teacher of record through the development/delivery of an instructional sequence, supporting resources, and collection of evidence used as part of a professional learning plan that emerges from the larger set of preparation experiences.</li> <li>• <i>Is a valid and reliable assessment of candidate skill that complements existing elements of the licensure system.</i></li> <li>• Is evaluated, at minimum, by cooperating teacher and college/university supervisor, each of whom must successfully complete State developed training to minimize bias and ensure consistency of administration and evaluation.</li> <li>• Uses annual and longitudinal data in ways including but not</li> </ul>	<p>To actualize the purposes, a <b>quality</b> teacher performance assessment:</p> <ul style="list-style-type: none"> <li>• Is part of the ‘ordinary and usual work’ that occurs in the student teaching experience.</li> <li>• Provides the teacher candidate the opportunity to engage in and reflect upon roles and responsibilities of a teacher of record through the development/delivery of an instructional sequence, supporting resources, and collection of evidence used as part of a professional learning plan that emerges from the larger set of preparation experiences.</li> <li>• <i>Is a valid and reliable assessment of candidate skill that complements existing elements of educator preparation.</i></li> <li>• Is evaluated, at minimum, by cooperating teacher and college/university supervisor, each of whom must successfully complete State developed training to minimize bias and ensure consistency of administration and evaluation.</li> <li>• Uses annual and longitudinal data in ways including but not limited</li> </ul>	<p>To actualize the purposes, a <b>quality</b> teacher performance assessment:</p> <ul style="list-style-type: none"> <li>• Is part of the ‘ordinary and usual work’ that occurs in the student teaching experience.</li> <li>• Provides the teacher candidate the opportunity to engage in and reflect upon roles and responsibilities of a teacher of record through the development/delivery of an instructional sequence, supporting resources, and collection of evidence used as part of a professional learning plan that emerges from the larger set of preparation experiences.</li> <li>• Is a valid and reliable assessment of candidate skill that complements existing elements of educator preparation.</li> <li>• Is evaluated, at minimum, by cooperating teacher and college/university supervisor, each of whom must</li> </ul>	<p>To actualize the purposes, a <b>quality</b> state developed teacher performance assessment:</p> <ul style="list-style-type: none"> <li>• Is part of the regular work that occurs in the student teaching experience (e.g., planning and delivery of instruction, assessment of student work, receipt of and reflection on feedback from cooperating teacher and college/university supervisors, and the like).</li> <li>• Provide actionable data to the public, educator preparation programs, and teacher candidates (e.g., Individual assessment outcome data centrally collected</li> </ul>

	<p>limited to: ensuring reliability and validity of the TPA, inter-rater reliability of evaluation/ors, <i>measure and minimize bias</i>, and develop recommendations for modifications to TPA (e.g., scope/substance of the TPA, evaluation instruments and supporting resources, and the like).</p> <ul style="list-style-type: none"> <li>• <i>Provide actionable data to the public, educator preparation programs, and teacher candidates (e.g., Individual assessment outcome data centrally collected by ISBE and rate of assessment passage is reported on the IEPP).</i></li> </ul>	<p>to: ensuring reliability and validity of the TPA, inter-rater reliability of evaluation/ors, <i>measure and minimize bias</i>, and develop recommendations for modifications to TPA (e.g., scope/substance of the TPA, evaluation instruments and supporting resources, and the like).</p> <ul style="list-style-type: none"> <li>• <i>Provide actionable data to the public, educator preparation programs, and teacher candidates (e.g., Individual assessment outcome data centrally collected by ISBE and rate of assessment passage is reported on the IEPP).</i></li> </ul>	<p>successfully complete State developed training to minimize bias and ensure consistency of administration and evaluation.</p> <ul style="list-style-type: none"> <li>• <i>Uses annual and longitudinal data in ways including but not limited to: ensuring reliability and validity of the TPA, inter-rater reliability of evaluation/ors, <i>measure and minimize bias</i>, and develop recommendations for modifications to TPA (e.g., scope/substance of the TPA, evaluation instruments and supporting resources, and the like).</i></li> <li>• <i>Provide actionable data to the public, educator preparation programs, and teacher candidates (e.g., Individual assessment outcome data centrally collected by ISBE and rate of assessment passage is reported on the IEPP).</i></li> </ul>	<p>by ISBE and rate of assessment passage is reported on the IEPP).</p> <ul style="list-style-type: none"> <li>• <i>Provides the teacher candidate the opportunity to engage in and reflect upon roles and responsibilities of a teacher of record through the development/delivery of an instructional sequence, supporting resources, and collection of evidence used as part of a professional learning plan that emerges from the larger set of preparation experiences.</i></li> <li>• <i>Is a valid and reliable assessment of candidate skill that complements existing elements of educator preparation.</i></li> <li>• <i>Is evaluated, at minimum, by cooperating teacher and college/university supervisor each of whom must successfully complete State developed training to minimize bias and ensure consistency of administration and evaluation. Note: The committee discussed and did not reach consensus on the use of, need for, or circumstances under which a neutral third-party evaluator is needed, if at all. Further consideration of the need for or circumstances under which a third party evaluator will occur through the pilot of the state developed TPA (see below).</i></li> <li>• <i>At minimum, collects annual and longitudinal data to monitor implementation and, as applicable, provide recommendations on modification to the TPA and its implementation on::</i> <ul style="list-style-type: none"> <li>• <i>Reliability and validity of the TPA, inter-rater reliability of evaluation/ors, and bias,</i></li> <li>• <i>Scope/substance of the TPA, evaluation instruments and supporting resources, and</i></li> <li>• <i>During the pilot of the state developed TPA, The need for and impact of a third-party evaluator, through examining the:</i> <ul style="list-style-type: none"> <li>• <i>Circumstances under which a third-party evaluation may be necessary (non-adjacent</i></li> </ul> </li> </ul> </li> </ul>
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				<p>scores by the cooperating teacher and college/university supervisor, for instance),</p> <ul style="list-style-type: none"> <li>• Qualifications necessary to serve as a third-party evaluator (i.e, an individual who works <i>within</i> or <i>outside</i> the district or IHE where the teacher candidate is enrolled and student teaching, limited to one who holds a current Professional Educator Licensure endorsed in the content area, and the like),</li> <li>• Role of the evaluator (i.e., the weight of the third evaluation in light of the TPA evaluation completed by the cooperating teacher and college/university supervisor), and</li> <li>• Cost of a third-party evaluator in respects to time and effort of those who would serve in the role and fiscal impact.</li> </ul>
<p>The <b>cost(s)</b> of a teacher performance assessment must be carefully considered in light of <b>purpose</b> and <b>quality</b> and impact on the teacher candidate, cooperating teacher, college/university, and State.</p>	<p>The <b>cost(s)</b>, including fiscal, operational, developmental, and human capital, of a teacher performance assessment must be carefully considered in light of <b>purpose, quality</b>, impact on the teacher candidate, cooperating teacher, college/university, k-12 students, and in light of available funding.</p> <ul style="list-style-type: none"> <li>• <i>Costs should not be borne by students</i> <i>The capacity and cost borne by the state should be reasonable.</i></li> </ul>	<p>The <b>cost(s)</b>, including fiscal, operational, developmental, and human capital, of a teacher performance assessment must be carefully considered in light of <b>purpose, quality</b>, impact on the teacher candidate, school districts, cooperating teacher, college/university, PK-12 students, and in light of available funding.</p> <ul style="list-style-type: none"> <li>• Costs should not be borne by teacher candidates. The capacity and cost borne by the state should be reasonable.</li> </ul>	<p>The <b>cost(s)</b>, including fiscal, operational, developmental, and human capital, of a teacher performance assessment must be carefully considered in light of <b>purpose, quality</b>, impact on the teacher candidate, school districts, cooperating teacher, college/university, PK-12 students, and in light of available funding.</p> <ul style="list-style-type: none"> <li>• Costs should not be borne by teacher candidates.</li> <li>• Capacity necessary for implementation and costs borne by the State should be reasonable.</li> <li>• Capacity necessary for implementation and costs borne by IHEs <b>must be reasonable.</b></li> </ul>	<p>The <b>cost(s)</b>, including fiscal, operational, developmental, and human capital, of a state developed teacher performance assessment must be carefully considered in light of purpose, quality, consistency impact on the teacher candidate, school districts, cooperating teacher, college/university, PK-12 students, and available funding.</p> <ul style="list-style-type: none"> <li>• Costs will not be borne by teacher candidates.</li> <li>• Capacity necessary for implementation and costs borne by the State should be reasonable.</li> <li>• Capacity necessary for implementation and costs borne by IHEs must be reasonable.</li> </ul>
<p>To ensure <b>consistency</b> of experience for the teacher candidate in a student teaching experience, the administration and evaluation of a TPA as part of a well-rounded and thoughtful system of licensure in Illinois is:</p> <ul style="list-style-type: none"> <li>• Administered during the student teaching experience</li> <li>• Evaluated:             <ul style="list-style-type: none"> <li>○ By the cooperating teacher, university/college supervisor for purposes</li> </ul> </li> </ul>	<p>To ensure <b>consistency</b> of experience for the teacher candidate in a student teaching experience and a valid and reliable assessment of candidate skills, the administration and evaluation of a TPA as part of a well-rounded and thoughtful system of licensure in Illinois is:</p> <ul style="list-style-type: none"> <li>• Administered during the student teaching experience</li> <li>• Evaluated:             <ul style="list-style-type: none"> <li>○ At minimum, by the cooperating teacher and university/college supervisor, for purposes of initial licensure and in addition to a neutral evaluator who does not otherwise</li> </ul> </li> </ul>	<p>To ensure <b>consistency</b> of experience for the teacher candidate irrespective of EPP where preparation occurs in a student teaching experience and a valid and reliable assessment of candidate skills, the administration and evaluation of a TPA as part of a well-rounded and thoughtful system of licensure in Illinois is:</p> <ul style="list-style-type: none"> <li>• Administered during the student teaching experience</li> <li>• Evaluated:             <ul style="list-style-type: none"> <li>○ At minimum, by the cooperating teacher and university/college supervisor, for purposes of initial licensure and third qualified evaluator</li> </ul> </li> </ul>	<p>To ensure <b>consistency</b> of experience irrespective of EPP where preparation occurs, the administration and evaluation of a TPA as part of a well-rounded and thoughtful system of licensure in Illinois is:</p> <ul style="list-style-type: none"> <li>• Administered during the student teaching experience</li> <li>• Evaluated:             <ul style="list-style-type: none"> <li>○ At minimum, by the cooperating teacher and university/college supervisor, for purposes of initial licensure and third qualified</li> </ul> </li> </ul>	<p>To ensure <b>consistency</b> of experience irrespective of EPP where preparation occurs, the administration and evaluation of a state developed TPA as part of a well-rounded and thoughtful system of licensure in Illinois is:</p> <ul style="list-style-type: none"> <li>• Administered during the student teaching experience</li> <li>• Evaluated:</li> </ul>

<p>of initial licensure</p> <ul style="list-style-type: none"> <li>○ By the teacher candidate for purposes of identification of current assets and areas of subsequent growth.</li> <li>○ Through rubrics developed by practitioners, faculty from institutions of higher education, stakeholders, and ISBE staff.</li> </ul> <ul style="list-style-type: none"> <li>● Monitored statewide through:             <ul style="list-style-type: none"> <li>○ Memorialization of requirements in Illinois Administrative Code (i.e., Part 25 – TPA as a requirement for initial licensure, rubrics as an appendix, section of rules for submission of data by EPPs for purposes of</li> </ul> </li> </ul> <p>accountability [IEPP/APR], cooperating teacher ‘qualifications.’)</p> <ul style="list-style-type: none"> <li>○ The creation of a committee for the development/oversight of the TPA in/through a multiyear pilot and during consequential implementation (i.e., a feedback loop to ensure the assessment meetings the multiple purposes and, as applicable and supported by data, is refined over time).</li> <li>○ Annual convenings wherein EPPs will exchange a percentage of completed TPAs with other EPPs</li> <li>○ Implementation of program evaluation by an external entity.</li> </ul>	<p><i>work directly with the student teacher.</i></p> <ul style="list-style-type: none"> <li>○ By the teacher candidate for purposes of identification of current assets and areas of subsequent growth.</li> <li>○ <i>Is evaluated using observations and other evidence of candidate work.</i></li> <li>○ <i>Through rubrics and other TPA resources necessary for support and implementation developed by practicing teachers, building and district leaders, faculty from institutions of higher education, assessment experts, stakeholders, and ISBE staff.</i></li> <li>○ <i>All observers are trained periodically and meet some level of inter-rater reliability. Training is designed through the lens of equity and SEL.</i></li> </ul> <ul style="list-style-type: none"> <li>● Monitored statewide through:             <ul style="list-style-type: none"> <li>○ Memorialization of requirements in Illinois Administrative Code (i.e., Part 25 – TPA as a requirement for initial licensure, rubrics as an appendix, section of rules for submission of data by EPPs for purposes of accountability [IEPP/APR], cooperating teacher ‘qualifications.’)</li> <li>○ The creation of a committee for the development/oversight of the TPA (e.g., performance by candidates in the aggregate and relevant disaggregation, score setting/calibration over time and as necessary, and the like) in/through a multiyear pilot and during consequential implementation (i.e., a feedback loop to ensure the assessment meets the multiple purposes and, as applicable and supported by data, is refined over time).</li> <li>○ Annual convenings wherein EPPs will exchange a percentage of completed TPAs with other EPPs for evaluation (another means of getting at inter-rater reliability).</li> <li>○ Implementation of program evaluation conducted by a qualified external entity during/after initial development through a pre-determined cadence and could include but not limited to:                 <ul style="list-style-type: none"> <li>● <i>Feedback from stakeholders’ analysis of the quality of feedback candidates get from all evaluators,</i></li> <li>● <i>Test of predictive validity of assessment as a teacher candidate serves as a teacher of record</i></li> <li>● <i>Analysis of test bias, and</i></li> <li>● <i>A descriptive analysis of passage rates by race/ethnicity, type of preparation, and licensure area.</i></li> </ul> </li> </ul> </li> </ul>	<p>who does not otherwise work directly with the student teacher.</p> <ul style="list-style-type: none"> <li>○ By the teacher candidate for purposes of identification of current assets and areas of subsequent growth.</li> <li>○ Is evaluated using observations and other evidence of candidate work.</li> <li>○ Through rubrics and other TPA resources necessary for support and implementation developed by practicing teachers, practicing principals and superintendents, faculty from institutions of higher education, assessment experts, stakeholders, and ISBE staff.</li> <li>○ All observers are trained periodically and meet some level of inter-rater reliability. Training is designed through the lens of equity and SEL.</li> </ul> <ul style="list-style-type: none"> <li>● Monitored statewide through:             <ul style="list-style-type: none"> <li>○ Memorialization of requirements in Illinois Administrative Code (i.e., Part 25 – TPA as a requirement for initial licensure, rubrics as an appendix, section of rules for submission of data by EPPs for purposes of accountability [IEPP/APR], cooperating teacher ‘qualifications.’)</li> <li>○ Creation of a committee for the development/oversight of the TPA (e.g., performance by candidates in the aggregate and relevant disaggregation, score setting/calibration over time and as necessary, and the like) in/through a multiyear pilot and during consequential implementation (i.e., a feedback loop to ensure the assessment meets the multiple purposes and, as applicable and supported by data, is refined over time).</li> <li>○ Annual convenings funded by ISBE wherein EPPs will exchange a percentage of completed TPAs with other EPPs for evaluation (another means of getting at inter-rater reliability).</li> <li>○ Implementation of program evaluation conducted by a qualified external entity during/after initial development through a pre-determined cadence and could include but not limited to:                 <ul style="list-style-type: none"> <li>● Feedback from stakeholders’ analysis of the quality of feedback candidates get from all evaluators,</li> <li>● Test of predictive validity of assessment as a teacher candidate serves as a teacher of record</li> <li>● Analysis of test bias, and</li> <li>● A descriptive analysis of passage rates by race/ethnicity, type of preparation, and licensure area.</li> </ul> </li> </ul> </li> </ul>	<p>evaluator who does not otherwise work directly with the student teacher.</p> <ul style="list-style-type: none"> <li>○ By the teacher candidate for purposes of identification of current assets and areas of subsequent growth.</li> <li>○ Using observations and other evidence of candidate work.</li> <li>○ Through rubrics and other TPA resources necessary for support and implementation developed by practicing teachers, practicing principals and superintendents, faculty from institutions of higher education, assessment experts, stakeholders, and ISBE staff.</li> <li>○ All observers are trained periodically and meet some level of inter-rater reliability. Training is designed through the lens of equity and SEL.</li> </ul> <ul style="list-style-type: none"> <li>● Monitored statewide through:             <ul style="list-style-type: none"> <li>○ Memorialization of requirements in Illinois Administrative Code (i.e., Part 25 – TPA as a requirement for initial licensure, rubrics as an appendix, section of rules for submission of data by EPPs for purposes of accountability [IEPP/APR], cooperating teacher ‘qualifications.’)</li> <li>○ Creation of a committee for the development/oversight of the TPA (e.g., performance by candidates in the aggregate and relevant disaggregation, score setting/calibration over time and as necessary, and the like) in/through a multiyear pilot and during consequential implementation (i.e., a feedback loop to ensure the assessment meets the multiple purposes and, as applicable and supported by data, is refined over time).</li> <li>○ <del>Annual convenings funded by ISBE wherein EPPs will exchange a percentage of completed TPAs with other EPPs for evaluation (another means of getting at inter-rater reliability).</del></li> <li>○ Implementation of program evaluation conducted by a qualified external entity during/after initial development through a pre-determined cadence and could include but not limited to:                 <ul style="list-style-type: none"> <li>● Feedback from stakeholders’ analysis of the quality of feedback candidates get from all evaluators,</li> <li>● Test of predictive validity of</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● At minimum, by the cooperating teacher and university/college supervisor, for purposes of initial licensure.</li> <li>● By the teacher candidate for purposes of identification of current assets and areas of subsequent growth.</li> <li>● Using observations and other evidence of candidate work.</li> <li>● Through rubrics and other TPA resources necessary for support and implementation developed by practicing teachers, practicing principals and superintendents, faculty from institutions of higher education, assessment experts, stakeholders, and ISBE staff.</li> <li>● All observers are trained periodically and meet some level of inter-rater reliability. Training is designed through the lens of equity and SEL.</li> </ul> <ul style="list-style-type: none"> <li>● Monitored statewide through:             <ul style="list-style-type: none"> <li>● Creation of a committee for the development/oversight of the TPA (e.g., performance by candidates in the aggregate and relevant disaggregation, need for/use of third-party evaluator, score setting/calibration over time and as necessary, and the like) in/through a multiyear pilot and during consequential implementation (i.e., a feedback loop to ensure the assessment meets the multiple purposes and, as applicable and supported by data, is refined over time).</li> <li>● Memorialization of requirements in Illinois Administrative Code (i.e., Part 25 – TPA as a requirement for initial licensure, rubrics as an appendix, section of rules for submission of data by EPPs for purposes of accountability [IEPP/APR], cooperating teacher ‘qualifications.’)</li> </ul> </li> <li>● Implementation of program evaluation conducted by a qualified external entity during/after initial development</li> </ul>
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			<p>assessment as a teacher candidate serves as a teacher of record</p> <ul style="list-style-type: none"> <li>• Analysis of test bias, and</li> <li>• A descriptive analysis of passage rates by race/ethnicity, type of preparation, and licensure area.</li> </ul>	<p>through a pre-determined cadence and could include but not limited to:</p> <ul style="list-style-type: none"> <li>• Feedback from stakeholders’ analysis of the quality of feedback candidates received from all evaluators,</li> <li>• Test of predictive validity of assessment as a teacher candidate serves as a teacher of record</li> <li>• Analysis of test bias,</li> <li>• A descriptive analysis of passage rates by race/ethnicity, type of preparation, and licensure area, and</li> <li>• During the pilot of the state developed TPA, the need for and impact of a third-party evaluator, through examining the:             <ul style="list-style-type: none"> <li>• Circumstances under which a third-party evaluation may be necessary (non-adjacent scores by the cooperating teacher and college/university supervisor, for instance),</li> <li>• Qualifications necessary to serve as a third-party evaluator (i.e, an individual who works <i>within</i> or <i>outside</i> the district or IHE where the teacher candidate is enrolled and student teaching, limited to one who holds a current Professional Educator Licensure endorsed in the content area, and the like),</li> <li>• Role of the evaluator (i.e., the weight of the third evaluation in light of the TPA evaluation completed by the cooperating teacher and college/university supervisor), and</li> <li>• Cost of a third-party evaluator in respects to time and effort of those who would serve in the role and fiscal impact.</li> </ul> </li> </ul>
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<p>The teacher performance assessment is aligned to Illinois Professional Learning Standards and, broadly, the Danielson's Domains including the following elements:</p> <ul style="list-style-type: none"> <li>• Instructional Planning (Planning and Preparation)</li> <li>• Instructional Delivery/Student Engagement (Learning Environments)</li> <li>• Assessment of Student Work (Learning Experiences)</li> <li>• Professional Learning Plan (Principled Teaching and based upon evaluation of TPA/ST experience and in light of TPA 'categories').</li> </ul>	<p>The teacher performance assessment is aligned to applicable Illinois Professional Educator Standards, Culturally Responsive Teaching and Leading Standards, and <i>the state's evaluation system</i>. A TPA for use in Illinois will include:</p> <ul style="list-style-type: none"> <li>• Evidence of a teacher candidate's ability to: <ul style="list-style-type: none"> <li>○ Plan, deliver, and provide feedback on instruction that builds on the interests and assets of students (inclusive of formal and informal observations within student teaching as well as the TPA).</li> <li>○ Communicate and collaborate with others in support of student learning and professional growth as a teacher.</li> </ul> </li> <li>• Development of a Professional Learning Plan based upon evaluation of TPA/ST experience and, generally, the candidate's emergence as a professional teacher/in light of the totality of experiences in/through/around preparation.</li> </ul>	<p>The teacher performance assessment is aligned to applicable Illinois Professional Educator Standards, Culturally Responsive Teaching and Leading Standards, and the state's evaluation system. A TPA for use in Illinois will include:</p> <ul style="list-style-type: none"> <li>• Evidence of a teacher candidate's ability to: <ul style="list-style-type: none"> <li>○ Plan, deliver, and provide feedback on instruction that builds on the interests and assets of students (inclusive of formal and informal observations within student teaching as well as the TPA).</li> <li>○ Communicate and collaborate with others in support of student learning and professional growth as a teacher.</li> </ul> </li> <li>• Development of a Professional Learning Plan based upon evaluation of TPA/ST experience and, generally, the candidate's emergence as a professional teacher/in light of the totality of experiences in/through/around preparation.</li> </ul>	<p>The teacher performance assessment is aligned to applicable Illinois Professional Educator Standards, Culturally Responsive Teaching and Leading Standards, and the <b>Performance Evaluation System (PERA)</b>. A TPA for use in Illinois will include:</p> <ul style="list-style-type: none"> <li>• Evidence of a teacher candidate's ability to: <ul style="list-style-type: none"> <li>○ Plan, deliver, and provide feedback on instruction that builds on the interests and assets of students (inclusive of formal and informal observations within student teaching as well as the TPA).</li> <li>○ Communicate and collaborate with others in support of student learning and professional growth as a teacher.</li> </ul> </li> <li>• Development of a Professional Learning Plan based upon evaluation of TPA/ST experience and, generally, the candidate's emergence as a professional teacher/in light of the totality of experiences in/through/around preparation.</li> </ul>	<p>The state developed teacher performance assessment is <b>aligned</b> to applicable Illinois Professional Educator Standards, Culturally Responsive Teaching and Leading Standards, and the Performance Evaluation System (PERA). A TPA for use in Illinois will include:</p> <ul style="list-style-type: none"> <li>• Evidence of a teacher candidate's ability to: <ul style="list-style-type: none"> <li>• Plan, deliver, and provide feedback on instruction that builds on the interests and assets of students (inclusive of formal and informal observations within student teaching as well as the TPA).</li> <li>• Communicate and collaborate with others in support of student learning and professional growth as a teacher.</li> </ul> </li> <li>• Development of a Professional Learning Plan based upon evaluation of TPA/Student Teaching experience and, generally, the candidate's emergence as a professional teacher/in light of the totality of experiences in/through/around preparation.</li> </ul>
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## **Appendix V – Third Party Evaluator I**

### **The Case for Third-Party Evaluators**

#### **Background**

The Educative Teacher Performance Assessment (edTPA) was a joint effort led by Stanford University and the Stanford Center for Assessment, Learning, and Equity (SCALE) with leadership by the American Association of Colleges for Teacher Education (AACTE). The edTPA was developed because education professionals recognized the need for a common, standards and performance-based assessment of student teacher effectiveness. This assessment also provided more information about the performance of teacher preparation programs. However, due to questions about the utility of the assessment, Illinois Public Act 103-0488 established the Teacher Performance Assessment Task Force (TPATF) to evaluate the edTPA and potential alternative performance-based approaches.

#### **Issue**

After much deliberation, the TPATF has proposed the development and pilot of an observation-based evaluation using a common rubric. As part of this deliberation, several members of the TPATF have voiced support for the inclusion of a qualified third-party evaluator (i.e., an evaluator unaffiliated with the student teacher) as part of the proposed pilot. Other members of the TPATF oppose the inclusion of a qualified third-party evaluator due to concerns about cost and availability of educators to serve as third-party evaluators.

#### **Argument**

Third-party evaluators provide an objective and unbiased perspective on a student teacher's performance. The edTPA was part of a multi-measure system that prepared and evaluated student teachers. It served as the third-party evaluator before the implementation of Illinois Public Act 103-0488 and provided the state with valuable information about the quality of teacher preparation programs.

Third-party evaluators are critical to ensuring the fidelity and reliability of the proposed evaluation process. Multiple evaluators increase the accuracy of an observation-based assessment,<sup>81</sup> and the National Council on Teacher Quality recommends using third-party

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<sup>81</sup> See [Joe et al. \(2013\)](#) and [Gitomer et al. \(2019\)](#) for an overview of this research.

evaluators as part of educator evaluations.<sup>82</sup> Without a third-party evaluator, either as an objective member of the evaluation team or as an option for students to request when concerns about bias and discrimination arise, the TPATF proposal is lacking appropriate oversight provisions for teacher preparation programs. While some teacher preparation programs include an appeals process, not all do, and an appeals process is not required in statute.

If the TPATF is serious about improving the student teacher experience and bolstering the teacher pipeline, then a reasonable financial investment in establishing a meaningful evaluation process with appropriate oversight should not be a concern, but rather a smart investment. For example, a qualified third-party evaluator could be a principal or other administrator in the placement district. This person might conduct two formal observations during the same lessons or class periods observed by the college or university supervisor. Another option might be to legislate a state-level appeals board staffed by the Illinois State Board of Education who could appoint representatives from teacher preparation programs and professional educator organizations to act as third-party evaluators.

The purpose of a pilot is to test theory and hypotheses in a real-world setting on a small scale to find out what works best in practice. To not include some component of a third-party evaluator in the pilot will be a disservice to this important test of the proposed evaluation process. Realistically, there may be many other logical and cost-effective approaches to engaging qualified third-party evaluators – approaches that a pilot could study.

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<sup>82</sup> See [National Council on Teacher Quality \(2011\)](#) for an overview of their recommended policies.

## Appendix W – Third Party Evaluator II

### What is the Purpose of Third-Party Evaluators? 10/11/2024

#### Background

The Educative Teacher Performance Assessment (edTPA) has been in wide use in Illinois since 2015. The edTPA was developed to help address the need for a common, standards- and performance-based assessment of student teacher effectiveness. Further, albeit more indirectly, it was designed to provide more information about the performance of teacher preparation programs. Since its wide-scale adoption nationally, concerns about the edTPA's design and consequential stakes have been raised as faculty, student teachers, and schools as well as university administrators implemented it into their programs. Some of these concerns were documented in a report dated October 14, 2020 as part of the Illinois Capstone Assessment Working Group. As described there, when the Working Group voted on whether or not the EdTPA was fulfilling its promise in meeting Illinois' new teacher licensing needs, the Group's split vote (8-8, *n*-16) indicated these concerns remained.

Over time, more questions and concerns about the edTPA were raised to the point the Illinois General Assembly created a task force to look deeper into the efficacy of the edTPA (Illinois Public Act 103-0488). The legislative intent of the Teacher Performance Assessment Task Force (TPATF; SB 1488 P.A. 103-0488) was to evaluate and consider other teacher performance assessment instruments that either could replace the edTPA or be offered as an alternative to it. Through their months-long research and deliberations, the TPATF considered and uncovered the relative strengths and weaknesses of instruments developed by other states. They concluded the most effective way for Illinois to exert quality control over its student teacher assessment would be to develop an Illinois-tailored instrument, rather than continue using the edTPA. In deliberating its recommendations and parameters for designing this instrument, an issue arose late in the process that is the focus of this position statement.

#### Issue

The TPATF is proposing that the State Board of Education develop and pilot an *in situ*, observation-based student teacher performance evaluation required for use by all teacher preparation programs. This evaluation tool would be used by the cooperating (i.e., supervising) teacher and the university field supervisor at various stages of the student teaching semester/quarter. During the final stages in formulating this proposal, discussion among TPATF members ensued around whether to include a qualified third-party evaluator into the mix. This

later introduction of the third-party evaluator has sparked much discussion and reflection. No clear agreement on its utility has been reached by the Task Force. The initial questions raised about incorporating a third-party evaluator noted the significant increased costs for hiring this professional for each student teacher, as well as difficulty in securing ample qualified evaluators. Given the import of these concerns, further discussion among Task Force members is in order, as is research into the feasibility of including this evaluator in the proposed design recommendations.

### **Argument**

Among the several concerns raised about using 'third' or 'third-party' evaluators is the nomenclature describing them. The only third-party evaluators I was aware of before this proposal was that of videotaping students in the classroom for Pearson to then 'evaluate.' Introducing this third party caused major issues for teachers, student teachers, and university supervisors alike. These videos presented a picture of only a moment in time and were scripted. They were not authentic and required substantial amounts of time to prepare. They took student teachers away from their classroom focus, ironically, because of the large amount of video editing and annotating work required. One superintendent was so frustrated with the entire process that he refused to accept any more student teachers in his district until the videotape requirement was removed.

In discussing the third/third-party evaluator proposal with stakeholders I know, they raised the following questions and identified certain problems that I've compiled and reflected upon in these notes:

1. Where specifically did the third-party evaluator idea come from? When was it introduced? It was not in the report from the Capstone group—unless you considered that to be the videotapes.
2. How is a third-party evaluator being defined? What is the problem that a third-party evaluator would solve? Are there other ways already in play that can address whatever that problem might be? What exactly is their role? What will they be doing or how would they impact the final decision? Is use of a third-party evaluator mandatory? Is it optional? How much weight does their voice carry in determining the final decision? Who or what decides that? What data is this based on? Sounds like this may be a solution searching for a problem. Nothing has been defined. The cooperating teacher (in the classroom) should have the greatest say!

3. It has been noted in Task Force meetings that a third-party evaluator prevents bias. What is bias? How do you define that? What is a nonbiased person? Is there really such a person? We all have bias but training and discussions can help us be aware of it when making decisions. We will never be without bias – comes from our life experiences, good and bad.

4. Some have noted that third-party evaluators are there to help the student. Not sure what that means. Isn't that why the advising and cooperating teachers are there? How often might the student and advising teachers disagree? Should the third-party evaluator have the power to change the result? There is already a review appeal process in place when the student does not agree with a given grade or evaluation.

5. Some have noted that teachers, at times, are not comfortable being in these situations. Meanwhile, teachers have stated that bringing in a third-party evaluator or third-party evaluator is an insult to the teaching profession. Teachers can and need to be the ones to make that decision. Teachers are professionals and take their jobs seriously.

Unfortunately, some Task Force members have discounted this and say that's not really how they feel. We heard firsthand from teachers involved with this Task Force that they take great pride in developing teachers and do object. A superintendent shared with me only a few days ago these comments: "A third-party evaluator adds a layer of cost, time, and redundancy to the process. It also sends a clear message that neither the teacher prep programs or the cooperating teachers have the competency to rate and report on the teacher candidates. The ability for a third-party evaluator to be present with enough time and attention to give an assessment that could/would supersede the opinions of those who are closest to the candidate and activity is not logical, cost effective (time or money), or necessary."

6. There are thousands of K12 and college teachers that evaluate millions of students all across this country daily in chemistry, physics, social studies, language arts, foreign language, industrial arts and so much more. They are professional. There is no third-party evaluator or third-party evaluator of their work. How is this different from evaluating students who want to become teachers? Student teachers are already working daily with experts in the field. It's a struggle to see what real value a third-party evaluator can provide.

7. Personally, I did not have a third-party evaluator or a third-party evaluator with me in my student teaching experience. I only had my advising teacher, college advisor and perhaps my school principal (but more as a mentor). It was a tremendous experience. My cooperating teacher made me a better teacher. She did not mince words. She was gracious, kind, helpful and direct.

8. The cooperating teacher (in the classroom) is the most important part of this process. Part coach, part mentor, part evaluator, part motivator, part leader and role model. Open, honest,

to-the-point dialog. Give the cooperating teacher the benefit of the doubt. If they can't evaluate, they should not be working with student teachers; find someone that can. Teachers on the Task Force have confirmed these changes can happen today.

9. How have we really taken into account the concerns from superintendents and regional office superintendents? They don't use edTPA scores in evaluating a potential hire. There is a disconnect. We need to get them involved to help make the whole system better.

If the TPATF is serious about improving the student teacher experience and bolstering the teacher pipeline, I would encourage we reach out more to the grassroots of the education process. Find out more about what teachers, principals, superintendents and regional office staff have to say. They are the boots on the ground for this whole process. They will give you an earful. We learned from our panels and outside discussions that superintendents do not care about the edTPA. They interview the prospective teachers not based on edTPA but on their communication and personal skills. Moving ahead with edTPA and possible pilots without really listening to the grassroots would be a disservice, again, to the student teachers, field supervising teachers, cooperating teachers, and administrators working together to prepare students to be our next generation of teachers.

