

Dear Representative Sanchez, McCrory, and the Other Members of the Education Committee,

On Wednesday, March 15th, the Education Committee of the CT State Legislature will hear testimony on whether or not edTPA is a policy worth continuing (see, raised bill SB1035).

For years, a small group of mostly educational administrators have served as “champions of edTPA,” claiming that requiring teacher candidates to pay for and pass yet another high-stakes test somehow results in helping close the achievement gap, bring equity and social justice to our schools, and generally makes the world a better place. ☺

Although these hopes are laudable, the relationship between the EdTPA test and these outcomes is empirically unconvincing.

Some of my dear colleagues, who serve as “champions of edTPA,” often fail to mention their conflicts of interest - many of them are paid consultants for SCALE, Pearson, or other education consulting firms who have a direct conflict of interest with EdTPA.

For this reason, anyone who testifies before this committee should be asked, “Do you have any (personnel, professional, or financial) conflicts of interest to the EdTPA mandate?”

So, in this letter, I would like to provide a bulletproof answer the question, “**To what degree is edTPA supported by research and evidence?**”

Below, I summarize **All Peer-Reviewed Studies on edTPA in the Scientific Literature.**

Note: My review does not contain any ‘research’ that is produced by SCALE or PEARSON, as these reports contain obvious conflicts of interest and are not held up to the standards of peer-review.

As of March 2020, there were 36 full text, peer-reviewed journal articles published on “edTPA” in the EBSCOhost database, an international database containing research from the top academic journals in the field of education.

In my review, only four out of the 36 studies found positive results associated with the edTPA. It should be noted that the authors in three of those four studies disclosed financial ties associated with organizations responsible for promoting edTPA (e.g., SCALE, Pearson, etc.). Regardless of this conflict of interest, only 11% of all published, peer-reviewed articles are supportive of edTPA as a requirement for teaching licensure. See an annotated bibliography of the 36 peer-reviewed, published articles on “edTPA” below:

1. “(50% of participants in the study) were against the edTPA because they experienced it as producing too much stress among students concerned with passing the assessment and paying for the test, and being evaluated by Pearson, a for-profit education and assessment company.” (Bae, 2018) – *Studies in Art Education*
2. “Structurally, edTPA puts significant economic pressures on the university, professors, supervisors, and PSTs, and opens the door to privatized alternative certification routes as the back-up if and when programs do not ratchet up to escalating standards (p.33) ... “edTPA should not be allowed to (re)configure how we use time as an educational resource” (p.35). (Sherfinski, Hayes, Zhang, 2019) – *Education Policy Analysis Archives*

3. “As a state initiative, implementing edTPA as a licensure requirement was angst-ridden in Georgia...data suggested that juggling and attending to competing demands, responsibilities, and roles caused immense levels of stress” (Many et al., 2019, p. 20) - *Education Policy Analysis Archives*
4. “This study found a negative correlation between self-efficacy means at the end of the student teaching semester and overall edTPA score.” (Whitley, Park, Warner, & Horne, 2019) – *Career and Technical Education Research*
5. “Participants (Teacher educators in world language programs) felt that less support was offered by edTPA developers and that SCALE was even less responsive to their concerns. Participants agreed that edTPA diminished teacher educators' influence by ignoring local expertise and disagreed that the inclusion of corporations such as Pearson into education helped develop better language teachers...it had become more challenging to place student teachers in schools since edTPA became a requirement (Hildebrandt & Swanson, 2019) – *Foreign Language Annals*
6. “...tenure-track faculty viewed edTPA’s standards as a mark of diminished professional status—requiring the ceding of judgment, discretion, and autonomy in the name of reform.” (Cohen et al., 2019, p.21). – *Journal of Teacher Education*
7. “I encourage my students to consider edTPA as a great opportunity to learn how to construct learning activities that are meaningful, engaging, and deep.” (Kim, 2019, p. 26). – *Art Education*
8. “We hope that our analysis helps students understand the structure of the exam, to better cope with its performance requirements and be able to speak intelligently about why the edTPA fails to capture many important events of art education in classrooms, during teacher preparation, and when performing the tasks of the exam.” (Holland & Sheth, 2018, p. 346) – *Studies in Art Education: A Journal of Issues and Research*
9. “High-stakes assessments, like edTPA, represent a barrier to the profession at a time of critical shortage of foreign language teachers. (Okraski & Kissau, 2018, p. 684) - *Foreign Language Annals*
10. “As supervisors, we became part of our candidates' transaction towards certification. Likewise, our candidates viewed us as arbitrators who could help them align themselves and their work to edTPA's specifications.” (Donovan, & Cannon, 2018, p. 28) - *Education Policy Analysis Archive*
11. “The results of the study indicated that edTPA did not measure all aspects of teacher readiness. Factors such as diversity, relationship building, collaboration were valued by participants as important for teacher readiness in the classroom. edTPA as an effectiveness tool to measure teacher readiness was uncertain.” (Zhou, 2018, p. 51) - *Georgia Educational Researcher*
12. “three findings from the emerging edTPA scholarship in response to this question: (1) mixed and alarming results from edTPA racial bias reviews, (2) institutional resources and unequal distribution, and (3) how the exam may constrain or permit justice. (Petchauer, Bowe, & Wilson, 2018, p. 323) - *Urban Review: Issues and Ideas in Public Education*
13. “We expose disconnections between a mission for art education to create teachers as inquirers and the type of teacher education sought and assessed by the edTPA. Holland, Holland, & Sheth, 2018, p.328) - *Studies in Art Education*
14. This study suggests “early implementation of the edTPA as a licensure requirement...did constrict the potential for learning to teach during student teaching.” (Clayton, 2018, p.119) - *Teacher Education Quarterly*

15. Music students taking edTPA felt detached from their cooperating teacher and students, abandoned by university faculty, and a sense of loss of individuality as well as a focus on "teaching to the test" (Heil & Berg, 2017), *Contributions to Music Education*
16. "The findings reveal the possibility of further decline of social studies in elementary teacher education programs due to elementary edTPA's singular focus on literacy and math..." (An, S. 2017, p.1) – *Journal of Social Studies Research*
17. "...numerous participants believed edTPA to be overwhelming and confusing...(although) they did think it a quality assessment of their teaching practice." (Lundsford et al., 2016, p.213) – *Career and Technical Education Research*
18. "...postpone linking candidate certification and teacher preparation program evaluation to candidate performance on the edTPA until programs have administered the edTPA multiple times under low-stakes conditions, as has been done in many other states...." (Ratner & Kolman, 2016, 2016, p.23) – *Education Policy and Analysis Archives*
19. "...measures of teacher content knowledge and target language proficiency did not correlate well with candidates' edTPAes. The disparity....was most apparent for the two nonnative English speakers." (Russell & Davidson, 2016) – *Foreign Language Annuals*
20. "...among the six states that adopted and enacted statewide policies involving the edTPA as of 2014, there is significant variation in terms of the purposes and rationale for implementing the edTPA..." (Reagan et al., 2016). *Education Policy Analysis Archives*
21. "...tendency for interview participants to vent their frustrations about an assessment that had caused them a significant amount of stress at a busy time of change in their lives..." (Behney, 2016) – *Foreign Language Annuals*
22. "... many of these tensions (associated to edTPA), and the process of adapting to them, had more to do with managing the technical and administrative demands of the assessment than authenticating or improving teaching practice." Meuwissen & Choppin, 2016) - *Education Policy Analysis Archives*
23. "(Adam) received glowing reviews on all program assessments, including 12 clinical observations and firsthand evaluations by his principal and one student..." and failed edTPA (Kuranishi & Olyer, 2017) – *Teacher Education & Special Education*
24. "TCs overwhelmingly noted benefits in learning aspects that connected directly to the requirements of the exam, but also lamented missing out on the opportunity to practice and be supported through the seminar on other key competencies that they had learned about in prior coursework..." (Bacon & Blachman, 2017) - *Teacher Education & Special Education*
25. "The rapid adoption of this high-stakes test raises many questions and controversies.... How and why is the edTPA being adopted so quickly around the country?" – (Rice & Drame, 2017) - *Teacher Education & Special Education*
26. "Given the many unknowns, it will take years to determine whether the benefits identified by the initial workgroup truly outweigh the costs (of edTpa)." – Honley-Maxwell & Wycoff-Horn, 2017) - *Teacher Education & Special Education*
27. "We document the disruptive and disempowering impact experienced by teacher educators charged with enacting edTPA policy in special education programs" (Bartlett, 2017) - *Teacher Education & Special Education*
28. "The mismatch between the realities of today's special education classrooms and the edTPA requirements raises the question of whether the effects of the edTPA experiences are short-lived..." (Othman et al., 2017) - *Teacher Education & Special Education*
29. "... edTPA provides a new occasion for faculty in teacher education to attempt to engage together in transformative programmatic dialogue."* – (Pugach, 2017) - *Teacher Education & Special Education*

30. “edTPA is significantly predictive of teacher effectiveness in reading but not in mathematics...Hispanic candidates in Washington were more than 3 times more likely to fail the edTPA after it became consequential in the state than non-Hispanic White candidates.” (Goldhaber et al., 2017) – *Journal of Teacher Education*
31. “...it is the responsibility of TESOL faculty to strike the delicate balance between test preparation and teacher preparation in graduate programs and courses...” – Clark-Gareca, 2015 – *CATESOL Journal*
32. “...(edTPA) is in the best interest of teacher preparation programs across the disciplines to consider the impact of its implementation.”*** (Hildebrandt, 2014) – *Foreign Language Annals*
33. “...adoption of edTPA: (a) Corporate involvement and wealth building, (b) Outsourcing of evaluation away from teacher educators, and (c) The likelihood of differential results (especially by race, language, and class) for different teacher education programs, based on resources, and who is in the classroom. (Tuck & Gorlewski, 2016) – *Education Policy*
34. “Compared to students I had before the advent of edTPA, the students over the last two years were increasingly less interested in learning about social studies methods because “social studies has nothing to do with edTPA” (An, 2016) – *Elementary and Early Childhood*
35. “we recommend abandoning the edTPA as a standardized measure of teacher readiness. Certainly the edTPA should not be implemented as standard policy. It should not even be considered until more TPPs have established that they are actually prepared for implementation (Parkes & Powell, 2015) – *Arts Education Policy Review*.
36. “content and construct validity can be argued as being technically sound in the edTPA....The face validity of the assessment, however, will continued to be called into question by those teacher educators and teacher candidates who hold a fundamentally different conception about what teaching is or ought to be.”*** (Sato, 2014) – *Journal of Teacher Education*

In response to others’ opinions of edTPA, I believe the evidence should speak for itself.

Respectfully yours,

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