

Statement of Jeff Leake, CEA President

edTPA Taskforce

January 15, 2020

As Connecticut prepares our aspiring educators to be profession-ready, I would like us to consider the efficacy of using pre-service performance assessments—specifically edTPA—and their impact on our aspiring educators. While CEA is aware that edTPA has been adopted by this state and many others across the country, we would be remiss if we did not bring the Taskforce’s attention to some of the considerations that should factor into the decision to continue to use edTPA.

Performance assessments should complement information collected from university faculty and cooperating teachers, and should help provide additional points that should be key factors in determining our aspiring educators’ readiness to teach. Any performance assessment, including edTPA, must not prove so onerous that it becomes counterproductive, nor so expensive that it becomes cost-prohibitive. It is CEA’s understanding, as related by our aspiring educators, that some of the edTPA content area assessments are scored using anywhere from 15 to 18 different rubrics, and that scorers from our state are often in short supply as a result. CEA has also heard our aspiring educators express concern about the cost of participating in edTPA, which is \$300 for each assessment. This cost, combined with the cost of taking Praxis assessments and other fees required to obtain one’s teaching certificate—such as fingerprinting, initial certification, and the requisite university fees—all combine to make entry into the teaching profession costly, thus creating an additional barrier for many of our economically-disadvantaged students.

NEA recently released a policy brief to outline some of the criteria that any quality performance assessment should include. It outlines the following as being important:

- Demonstration of the candidate’s ability to plan, implement, assess, reflect, and analyze data.
- Multiple and continued forms of observation and assessment of the classroom experience through lesson planning, teacher-student interactions, pedagogical practice, content knowledge, and impact on student learning.
- Demonstration of knowledge beyond current trends in pedagogical practices, research, and theories in education, and the ability to articulate application to the classroom.
- Demonstration of knowledge and ability to adapt and teach diverse student populations.
- Exhibition of cultural competence.

- The active involvement of preparation program faculty, PreK-12 teachers, and teacher candidates in the development and implementation of a pre-service performance assessment.
- Opportunities for local scoring by experienced teacher preparation program faculty and school-based teaching professionals.
- Formative feedback provided to candidates and faculty.
- Strengths and areas for improvement communicated candidates and faculty.
- Administration of the assessment over a developmentally appropriate period.
- Data from the pre-assessment tool that measures attitudes and dispositions.

Though it may be that edTPA includes many of these, CEA would like to ensure that all are considered, and as such, asks this Taskforce to examine edTPA with a critical lens, ask crucial questions regarding its validity, reliability and implementation, talk to our beginning teachers and aspiring educators about their experiences with this pre-service performance assessment, and consider other, possibly locally-created, more authentic, and less time- and resource-consuming alternatives. Thank you.