Continuous Review Process and the edTPA

Wisconsin Policy Updates

For

Wisconsin
Educator Preparation Programs

January 16, 2013

Welcome

Greetings from the Wisconsin DPI

Dr. Tammy G. Huth

Director

Teacher Education, Professional Development and Licensing

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Target Goal Today

Learn about the edTPA efforts in Wisconsin from a state policy perspective:

- ✓ Provide an abbreviated overview of the Continuous Review Process and the edTPA

- ✓ Share updates on state efforts around edTPA implementation

- ✓ Highlight the Pearson TPA Usage Plan and how it correlates with the Wisconsin timeline

- ✓ Connect other state initiatives that impact the assessment system and our CRP and edTPA work

- ✓ Identify emerging questions, if time

Overview - Continuous Review Process

Work Group Charge…

- *To collaborate in the development of a Continuous Review Process for educator preparation programs*

Guided by pertinent PI 34 citations:

- *PI 34.01 (15) "Continuous review process" means a system of review and approval of teacher education programs whereby program results are reviewed by the department annually and approval is granted by the state superintendent on a 5-year basis.*

Overview - Continuous Review Process

Guided by pertinent PI 34 citations:

– *PI 34.06 (3) "Continuing program approval decisions shall be based on a continuous review process. Every institution shall be visited each year by the SCD department liaison or other department professional staff. The program evaluation shall be based on the performance of candidates measured against the standards in subch. II as described in s. PI 34.15(1)"*

Overview - Continuous Review Process

Performance-Based Assessment of Candidates…

– *Focus on clinical program, assessment system, institutional evaluation of outcomes*

– *Reviewed performance assessments; California, Washington, Minnesota*

– *Recommended inclusion of Teacher Performance Assessment (edTPA) as required element in the assessment system and for initial licensure*

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Wisconsin Continuous Review Process

"The Continuous Review Process Work Group recommends that the Teacher Performance Assessment be adopted as a required element of the assessment system used in the continuous review process and for licensure."

"The TPA will be required for Wisconsin initial teacher licensure."

Approved November 14, 2012~State Superintendent

Overview - Continuous Review Process

Performance-Based Assessment of Candidates…

– *edTPA part of overall assessment system*

– *Educator preparation program (EPP) may develop embedded formative assessments unique to its program or retain those already in place*

– *Successful completion of edTPA portfolio will satisfy requirements of the exit level portfolio; EPP may want to augment as it deems necessary*

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Core Questions

- What is your program learning from your existing assessment system and what are you doing in response to this information/data?

- Have you made any major/meaningful changes to your program? What changes have you made? Why? Why not?

- Share the progress you have made implementing the TPA in your initial teacher preparation program. (This will sunset after the TPA is fully implemented.)

- What technical assistance could the DPI provide your campus?

Continuous Review Process Work Group

Jane Belmore	Edgewood College
William Henk	Marquette University
Linda Neiman	Cardinal Stritch University
Stewart Purkey	Lawrence University
Rhonda Rabbitt	Viterbo University
Reid Riggle	St. Norbert College
Cheryl Hanley-Maxwell	UW-Madison
Tim Kaufman	UW-Green Bay
Susan Masterson	UW-Superior
Brian McAlister	UW-Stout
Karen Stinson	UW-Platteville
Marcie Wycoff-Horn	UW-La Crosse

Sheila Briggs, Julie Brilli, Bev Cann, Cathy Cullen, Jan Haven, Tammy Huth, Elaine Strom, Paul Trilling - DPI

Wisconsin edTPA

Formed a Wisconsin edTPA Work Group

- *Representation from cross section of Wisconsin stakeholders including professional organizations*

- *Deans and Directors nominated representatives from the Educator Preparation Programs (EPPs)*

- *Group was selected – 15 members*

- *Purpose: "To collaborate on the planning, scale up , and implementation of the statewide teacher performance assessment required within the Continuous Review Process and for Wisconsin initial licensure."*

Wisconsin edTPA

The Wisconsin edTPA Work Group will:

– *Provide feedback on state policy and implementation logistical concerns; make recommendations*

– *Assist in identifying professional development needed for a successful statewide scale up and implementation*

– *Identify and plan for support systems and resources needed for a successful statewide scale up and implementation*

– *Implement communication plans to ensure all Wisconsin stakeholders are informed for a successful statewide scale up and implementation*

DPI TEPDL edTPA Work Group

Dana Hagerman	Edgewood College
Tony Frontier	Cardinal Stritch University
Annette Nelson	Northland College
Bob Williams	Lawrence University
Margaret Foss	NORDA
Jean Garrity	CESA 1
Melanie Agnew	UW-Whitewater, WACTE
Penny Garcia	UW-Oshkosh
Hope Longwell-Grice	UW-Milwaukee
Marvin Lynn	UW-Eau Claire
Craig Morris	UW-System
Ron Jetty	WEAC
Deborah Mahaffey	WAICU
Reid Riggle	WICTE
Tammy Huth	DPI

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Wisconsin edTPA

Wisconsin EPP edTPA Contacts

Each Educator Preparation Program (EPP) has identified an edTPA contact

– *EPP edTPA contacts are the direct contact to receive information from DPI during the planning, scale up and implementation of edTPA*

– *They are to share information received from DPI with other personnel at their EPP;*

– *Provide feedback to the edTPA work group when requested; and*

– *Send questions to DPI.*

– *Who is your EPP edTPA Contact?*

National edTPA

Pearson edTPA Usage Plan

- The phases of the usage plan

- Wisconsin is at Exploratory phase now

- During Scale-up phase, Wisconsin will be provided 250 usage credits ($75,000) from Pearson in Spring, 2014 and 250 usage credits ($75,000) in Fall, 2014

- We will collaborate on scale up efforts – work group will be involved in these plans

- This is a collaborative effort – ensure all educator preparation programs are included in scale up

Timeline

Tasks	2012-2013	2013-2014	2014-2015	2015-2016
State	Continuous Review Process begins -Status Report -Annual Review -Liaison Summary Document -edTPA policy decisions -edTPA PD -edTPA Communication -edTPA Scorer Recruitment -embedded assessments and curriculum planning -local pilot assessments ACT 166 -July 1, 2012 ECL Completer data by semester -Develop EPP Evaluation System	Continuous Review Process -Status Report -Annual Review -Liaison Summary Document -edTPA policy decisions? -edTPA PD -edTPA Communication -edTPA Scorer Recruitment -embedded assessments and curriculum planning -local pilot assessments - Start scale up in Pearson platform ACT 166 - Reading Test January 1, 2014 - Report data in EPP Evaluation System	Continuous Review Process -Status Report -Annual Review -Liaison Summary Document -edTPA policy decisions? -edTPA PD -edTPA Communication -edTPA Scorer Recruitment -embedded assessments and curriculum planning -local pilot assessments -Scale up in Pearson platform	Continuous Review Process -Status Report -Annual Review -Liaison Summary Document -Candidates who complete programs after August 31, 2015 must pass an edTPA for licensure. -Candidate edTPA portfolio assessments submitted to Pearson for scoring.
National	Pearson Exploratory Phase -edTPA operational handbooks released beginning 9/2012; accessible by Pearson edTPA coordinator - June, 2013 National Benchmarking for score	September, 2013 consequential scoring available for edTPA operational handbooks	Pearson Scaling Up – 18 months 250 Usage credits ($75,000) – Spring, 2014 250 Usage credits ($75,000 – Fall 2014 *Pearson indicates we could shift these forward one semester	Pearson Implementation Phase

Pearson edTPA Coordinator

Signing up an edTPA Coordinator with Pearson

- *Each educator preparation program will need to identify one edTPA coordinator*

- *When your program is ready, sign up a coordinator*

- *During exploratory phase – access to operational handbooks*

- *During scale up – access to student portfolio system*

- *Who is your Pearson edTPA Coordinator?*

Key State Policy Decisions

1. Selecting the edTPA for each license:

    – What data would be beneficial to the assessment system for each license?

    – Should we consider selecting multiple edTPA handbooks for some licenses, and then allow the EPP to select one from these? For example, select both elementary literacy and elementary mathematics; let IHE choose one from those two?

    – Are there any other recommendations or initiatives that need to be considered that may impact the assessment system?

Key State Policy Decisions

2. Who will need to complete the edTPA for Initial Licensure?

– Does a returning educator adding on a license need to complete an edTPA, if they already completed one with their first license?

– Does a returning educator adding on a license need to complete an edTPA assessment, if they have not completed one before?

– Does an out-of-state applicant to Wisconsin need to complete an edTPA assessment for Initial Wisconsin licensure?

– Will Wisconsin completers be required to complete an edTPA to seek licensure in other states? By what date?

Key State Policy Decisions

3. What implications does the edTPA have on student teaching placements and school districts? How will we support stakeholders with these issues?

4. How will we recruit scorers to add to the national scoring pool to sustain the work? How can we coordinate this recruitment with other state initiatives? (mentors, cooperating teachers, scorers, PDP reviewers, trained evaluators for EE)

5. How can we fund this work for a successful scale up and implementation?

Updates from the edTPA Work Group

November 30, 2012 Meeting

– Conducted an activity to detail the edTPA professional development DPI should provide for various stakeholder groups

– Then focused on one stakeholder group: the educator preparation programs. What immediate PD needs would need to occur Spring, 2013 in a face-to-face format?

1) edTPA conference for private IHEs and Alternative Route Programs, and

2) scoring training from Stanford

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Updates from the edTPA Work Group

November 30, 2012 Meeting

- Began to address policy questions

- Policy Question 1 – Which edTPA handbooks?

- Policy Question 2 – Who needs to complete an edTPA?

- Using the Assessment System Chart

- Leaning towards recommending a list of allowable handbooks that the EPP selects from

Updates from the edTPA Work Group

December 27, 2012 Meeting

- – Focused extensively on the Spring, 2013 PD offerings

- – Detailed how the train-the-trainer model will look for edTPA Local Evaluation and Feedback Protocol Training – regional trainings

- – Continued with policy questions drafting specific language

- – Need feedback from EPP edTPA contacts on special education licensure and handbooks

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Wisconsin edTPA

Spring, 2013 Professional Development

Date	Event
February 8, 2013 Tentative	**DPI edTPA Conference** •*Private IHEs and Alternative Route Programs; others if room* •*Overview of edTPA*
March 4-8, 2013 Week is firm; two days TBD	**edTPA Local Evaluation and Feedback Protocol Training** •Two-day training; deeper exposure to edTPA rubric construct, a process for having conversations with colleagues within the EPP, strategies for providing feedback to candidates in early pilots •One person from each EPP and Wisconsin lead trainers

Wisconsin edTPA

Spring, 2013 Professional Development

Date	Event
March 25, 2013 through end of April 5 regional trainings	**edTPA Local Evaluation and Feedback Protocol Regional Trainings** Milwaukee; Oshkosh/Green Bay; La Crosse; Rice Lake; Madison
May 10, 2013	**UW System –** **Academic Language –** **Collaborative Conversations**
August, 2013	**DPI CRP/edTPA Summer Academy** •One day academy to evaluate year one of CRP process; focus on core question 3

Assessment System -Handbooks

- Used the assessment system charts – current and proposed

- Making edTPA handbook selections to fit within the assessment system

- Multiple measures for a license

- We need feedback on special education licenses

- Architecture of handbooks the same, except for special education

- The selection for special education licenses impacts the answer to the question about additional licenses

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Every Child a Graduate
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The Continuous Review Process Work Group was guided by a shared underlying belief:

"We want high quality candidates entering the field from all of our preparation programs in Wisconsin."

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Thank you for your dedication every day to prepare our educators

What are your questions and thoughts?