

Summary of Meeting Related to Equity Issues in
Assessing Performance
Members of the Assessment Accreditation Committee

Summary of Discussion

a. Discussion points and parking lot

1. We discussed at length the manner in which the edTPA was selected as the performance-based assessment for new teachers as required by legislation passed in 2010. This discussion included a question about the likelihood of the edTPA becoming high stakes for candidates and, if so, when this change would occur. Note: Timetables for this exist in BOT documents.
2. Continuing concern exists regarding the economic interest in the instrument from Pearson Education. A consensus seemed to exist that we should, as a unit, continue to follow this debate.
3. Attendees discussed several conclusions from a paper presented at the conference:
 - a. The national edTPA (Sp '13) pilot study showed a difference between black and white candidates that would probably prove significant
 - b. The difference was small (about 1/3 of an SD) but would probably prove significant had tests been run. This difference is smaller than those typically observed in paper-pencil or computerized tests, but remains of concern to SCSU faculty members.
 - c. We reviewed information showing an extremely significant difference in MTLE Basic Skills pass rates between (1) white and African-American teacher candidates and (b) candidates for whom English is and is not their first language. Frankly, the level of difference in pass rates was not just significant, but alarming.
 - d. We need to develop a better understanding of the value of the information that we generate via the edTPA. A related question was posed as to whether any relationship exists between MTLE Basic Skills and edTPA such that we could track changes over time, given when these instruments are administered.
 - e. Though no *specific* action school-wide action step was proposed, we discussed issues with the cultural competence of our candidates and ways to assess these, this discussion stemmed from an observation that the edTPA likely does not measure cultural competence.

b. Action steps

1. We agreed that a letter should be drafted (see below) from Dean Alawiye (perhaps endorsed by his advisory committee) to MACTE regarding concerns with edTPA, including indications of unequal performance, desire for representation on the SCALE bias committee, and the hope that local scoring could be included as part of high-stakes decisions.
2. In summary, we agreed that we should ask, via a letter to the BOT, to agree to a moratorium on making edTPA a high stakes instrument for candidate licensure. This latter decision may require some lobbying at the legislature, probably best undertaken by MACTE. The letter should include questions regarding timetables for implementation, types of uses, and a request that faculty members be more involved.

3. Build a coalition across the MnSCU system to place issues regarding the equity of licensure assessments and student achievement gaps as a central focus.
4. Provide information and professional development for cooperating teachers regarding the edTPA.
5. Undertake a policy study of states that have or are adopting EdTPA in order to determine whether or how educational and policy organizations have pushed back against adoption. This information should be collected and reported to DAC for discussion.
6. Propose reliability and validity studies at the state level.
 - a. Racial ethnic status of scorer by racial/ethnic status of target candidate
 - b. Continued examination of racial-ethnic performance characteristics
 - c. Predictive validity studies: especially correlating edTPA values with holistic ratings of performance and, where available, value added scores.
 - d. Continue, at the state level, to examine concerns about reliability and validity concerns that attend differences in rubric scores.

Language for Letters re edTPA

a. Letter 1—to MACTE

Heading

Dear Kitty Ford,
President, Minnesota Association for Colleges of Teacher Education

I write on behalf of members of the education unit at St. Cloud state and the members of my advisory committee. Recently we convened the faculty to review selected national data from the spring 2013 edTPA pilot study. We concluded that most of the issues that arose would best be addressed via a MACTE-level discussion, especially given that the organization has dedicated resources to lobbying.

Please find our issues below:

- We have some concerns that African American and white candidates scored differentially on the pilot assessment, the two populations were about 1/3 of an SD apart favoring white candidates. We want to explore racial/ethnic differences further and to support the collection of data at the state level.
- Because of this discrepancy, we have recommended to the Board of Teaching that a moratorium be placed on the decision to make edTPA high stakes for candidates until and unless we can learn more about (a) racial/ethnic disparities, and (b) the predictive validity of edTPA *in Minnesota*.. We propose that MACTE join us in this moratorium and study request.
- We understand that the organizations with an interest in these decisions and proposals may need to undertake conversations with members of the legislature. We hope that this can be completed through MACTE

- Stanford Center (SCALE) publications indicates that they have charged an anti-bias group with examining equity issues re the performance assessment. We think that, as an early adopting state, Minnesota (through MACTE) should request representation on this anti-bias group.

I hope that you can place these issues before your executive committee and the next Congress for discussion. We will support this conversation in any way that we can.

Osman Alawiye
Dean, School of Education, SCSU

b. Letter 2—to BOT

Heading

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President, Minnesota Board of Teaching

I write on behalf of members of the education unit at St. Cloud state and the members of my advisory committee. Recently we convened the faculty to review selected national data from the spring 2013 edTPA pilot study. Given our discussion, we offer the following recommendations to members of the BOT.

- It concerns us deeply that African American and white candidates scored differentially on the national pilot assessment, the two populations were about 1/3 of a standard deviation apart, favoring white candidates. We want to explore racial/ethnic differences further and to support the collection of pertinent data at the state level *before* the edTPA becomes high stakes for teacher candidates.
- Because of the observed discrepancy, we recommend that a moratorium be placed on the decision to require the edTPA for licensure until and unless we can learn more about (a) racial/ethnic disparities in Minnesota, and (b) the statewide predictive validity of the instrument
- We request that, if the instrument becomes required for licensure, that both local and national scoring be worked into the decision matrix. We advocate this step because we believe that our faculty members certainly possess a better understanding of the local context than do national assessors.

We will continue to offer our support for this conversation and to offer any technical assistance that would expedite the discussion.

Osman Alawiye
Dean, School of Education, SCSU