

**University Faculty Senate
Executive Committee
167th Plenary
Empire State College
May 3, 2014**

Resolution on edTPA

Whereas, the (Teacher Preparation Assessment) edTPA is more appropriate for professional certification after teachers have had full-time teaching experience because of its emphasis on classroom performance; and

Whereas, New York State requirements for student teaching (NY State Education Department Commissioner's Regulation 52.21), coupled with the need to present new material for evaluation if a teacher certification candidate fails the edTPA, limit the candidate's ability to be fairly tested by emphasizing the results of a candidate's initial student-teaching experience; and

Whereas, there were multiple fundamental flaws in the implementation of the edTPA in New York, compared with the current recommendations by the Stanford Center for Assessment, Learning and Equity (SCALE), the developer of the test; and

Whereas the teacher preparation programs have not been given sufficient time to evaluate whether programmatic changes should be made to prepare students for the edTPA or to implement such changes; and

Whereas, there is a near-consensus of opinion among teacher education faculties and leaders that there was not a sufficient period of low stakes participation for proper implementation of edTPA; and

Whereas the teacher preparation programs were not provided final guidance material for edTPA preparation until fall 2013 in many cases; and

Whereas national validity and reliability studies are not applicable to New York's specific implementation, and predictive validity for actual teacher quality has not been established; and

Whereas, the increasing burden of test fees and other fees impacts the ability of low-income students to pursue teacher certification; and

Whereas, this burden may further limit the ability of under-represented and under-prepared students to become teachers, restricting the diversity of future classroom teachers at a time when K-12 students themselves are increasingly from multicultural backgrounds; and

Whereas, the State Assembly of New York has introduced legislation (A09207 and S07001) to delay use of the edTPA in initial teacher certification until July 1, 2015;

Therefore, be it resolved that the Executive Committee of the State University of New York University Faculty Senate emphatically urges the Board of Regents and the State Education Department:

1. To remove the use of the edTPA as a requirement for initial certification in New York beginning May 2014 and thereafter; and
2. To establish a task force involving college faculty and administrators to review the role of externally evaluated performance-based assessment in teacher education programs, and whether or how edTPA (or other measures) might be used in those programs; and
3. To postpone the use of edTPA data in the profiles of teacher education programs until the 2015-16 academic year at the earliest.