



## Input to SBEC Regarding Item 25: Discussion of EdTPA Pilot

December 10, 2021

The **Association of Texas Professional Educators (ATPE)** offers the following comments to the State Board for Educator Certification (SBEC) regarding Item 25 of the Dec. 2021 agenda and the discussion of the Educative Teacher Performance Assessment (EdTPA) pilot.

The EdTPA pilot aims to determine if EdTPA is an appropriate replacement for the pedagogy and professional responsibilities (PPR) test used in Texas. The shift is meant to “improve the quality and consistency of newly certified teachers” (Dec. 2021 SBEC Board Book, Item 25, p. 1). After reviewing the research surrounding EdTPA, listening to stakeholder discussions, and understanding candidates’ experiences with EdTPA, ATPE offers the following input on whether EdTPA should be used for licensure:

1. The peer-reviewed research on EdTPA suggests that the assessment has more negative impacts on candidate preparation than positive. The cost burden, time-commitment, technology, and other requirements, such as gaining student media releases for the EdTPA video submission, negatively affect the number and diversity of candidates in the pipeline. These impacts spill into similar burdens for districts and cooperating teachers, which detracts from student learning. The few studies that present positive impacts of EdTPA, such as candidates’ ability to receive feedback during their preparation, also include many negatives (Goh, Bishop, & Ciotto, 2021; Voto, Olson, & Gottlieb, 2020).
2. Findings from the literature also raise concerns about the reliability and validity of EdTPA and suggest that EdTPA is an inauthentic assessment. Notably, Gitomer et al. (2019) published a peer-reviewed article in the highly prestigious *American Educational Research Journal* that details serious technical quality concerns with the procedures and statistics used to make claims about EdTPA’s reliability in accurately scoring candidates. Additionally, EdTPA captures a small slice of a candidate’s practice, and Texas teachers who have participated in the pilot testify that even the best teachers can receive a failing EdTPA score by not meeting the EdTPA rubric elements (e.g., not having any special populations in one’s class or doing a specific assignment that is otherwise good but fails to show the grader a specific teaching strategy). Without the validity and reliability necessary to accurately assess candidates, EdTPA should not be used as a high-stakes licensure exam.

To provide the greatest benefit to certification candidates and their students, ATPE recommends that SBEC help educator preparation programs (EPPs) embed growth opportunities by requiring EPPs to use locally scored performance assessments as a mandatory element for program completion. We also recommend updating the existing PPR test to include a more meaningfully constructed response component. Finally, ATPE urges SBEC to examine research on increasing the PPR cut score to improve teacher quality and student achievement.

ATPE appreciates the opportunity to provide feedback during this process and invites board members and TEA staff to contact ATPE Governmental Relations at (800) 777-2873 or [government@atpe.org](mailto:government@atpe.org) for any additional information.

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*The Association of Texas Professional Educators (ATPE) has been a strong voice for Texas educators since 1980. It is the leading educators’ association in Texas with approximately 100,000 members statewide. With its strong collaborative philosophy, ATPE speaks for classroom teachers, administrators, future, retired, and para-educators and works to create better opportunities for the more than 5 million public schoolchildren of Texas.*