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Summary / *Educative Assessment & Meaningful Support: 2014 edTPA Administrative Report*

The Stanford Center for Assessment, Learning and Equity is pleased to summarize results from [Educative Assessment & Meaningful Support: 2014 edTPA Administrative Report](#), which analyzes the results of 18,436 portfolios submitted by teacher candidates in the first full year of edTPA implementation. We encourage teacher preparation programs, states and P-12 partners to read and use the findings to celebrate candidate success and inform preparation practice.

ABOUT edTPA: Developed by and for educators, edTPA is the first nationally available standards-based, subject-specific performance assessment for beginning teachers in the nation. It includes versions for 27 teaching fields. Like other professional licensing examinations in fields such as medicine and law, edTPA seeks to ensure that candidates who pass have met the standards of knowledge and skill required of effective beginning practitioners. edTPA is now used by 626 educator preparation programs in 41 states.

RELIABILITY AND VALIDITY: The report presents evidence for validity of edTPA scores and interpretations, and analyses that demonstrate that edTPA effectively assesses the three tasks for which it is designed – planning, instruction and assessment of student learning. Based on foundational theory, research findings, and multiple statistical analyses, the findings demonstrate that edTPA meets professional standards for validity and reliability (AERA, APA and NCME, 2014).

MEANINGFUL SUPPORT: edTPA, owned by Stanford University, is unique in the level of support it gives faculty and preparation programs. Since its first “online community” launched in 2011, membership has grown to 7,937 faculty members nationwide. These educators can access more than 150 resources and participate in networking and professional development opportunities. Institutions also receive detailed edTPA results quickly at both the candidate and institutional levels. This community has surpassed 100,000 downloads of materials from the edTPA Resource Library.

PERFORMANCE: Candidates did best in lesson planning and instruction, with slightly lower average scores on how well they assess and give feedback to their students. Candidates for high school teaching credentials had slightly higher average scores than counterparts seeking to teach in middle or elementary grades. Candidates also scored higher in states where edTPA is required for licensure, certification or program completion. Differences by racial/ethnic group were small, with differences within groups much larger than differences between groups. Women generally scored more highly than men, and urban teachers on average scored more highly than teachers in other settings. The performance of White and Hispanic candidates was almost equivalent. English speakers and those who speak other languages had comparable performance. The report notes that while small sample sizes for some groups prevent strong generalizations, the results are encouraging and gaps in candidate performance appear to be narrowing.

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