

**Adoption Resolution to Extend The edTPA Qualifying Scores and Adopt The Special Education Handbook for The edTPA Performance Assessment for Novice Teachers to Receive Certification**

The following is the accessible version of the [comment/response form](#) and [adoption resolution](#).

**State Board of Education  
Comment/Response Form**

This comment and response form contains comments from the August 19, 2020, meeting of the State Board of Education when the discussion resolution was considered.

**Topic:** Extending edTPA Qualifying Scores  
**Meeting Date:** September 9, 2020  
**Code Citation:** N.J.A.C. 6A:9A-3.2 and 5.5 and 6A:9B-8  
**Level:** Adoption Resolution  
**Division:** Academics and Performance  
**Completed by:** Office of Recruitment and Preparation

**Summary of Comments and Agency Responses:**

The following is a summary of the comments received from State Board of Education members and members of the public and the Department of Education's (Department) responses. Each commenter is identified at the end of the comment by a letter or number that corresponds to the following list:

- A. Kathy Goldenberg, President, State Board of Education
- B. Arcelio Aponte, Member, State Board of Education
- C. Mary Beth Berry, Member, State Board of Education
- D. Dr. Ronald K. Butcher, Member, State Board of Education
- E. Dr. Nedd James Johnson, Member, State Board of Education

1. **Comment:** The commenter asked if the edTPA Special Education Assessment would be taken in lieu of, or in addition to, the content area assessment for candidates seeking dual endorsements. The commenter asked if the Department was using was a layered approach and requiring candidates seeking dual endorsements to take both assessments. **(E)**

**Response:** The Department will not be requiring candidates for dual endorsements to take two performance assessments (i.e., edTPA). Candidates will be required to take only one performance assessment, as is currently required. Candidates would consult their educator preparation program to determine the most appropriate assessment for the setting in which they are teaching. Candidates seeking the Teachers of Students with Disabilities endorsement and an endorsement in a content area will be able to take the edTPA Special Education Assessment in lieu of the edTPA in their content area. The Department is asking the State Board to adopt the edTPA Special Education Assessment Handbook because candidates use the handbook aligned to the particular endorsement sought as their guide for completing the performance assessment.

2. **Comment:** The commenter stated that New Jersey Association of Colleges for Teacher Education (NJACTE), which is the association of deans of education at the State's colleges and universities, has often raised concerns that the Department makes policy recommendations without consulting the association. The commenter asked whether the Department worked with

the deans on the current recommendations. The commenter also stated that consensus among the deans is important. **(D)**

**Response:** The Department has a strong working relationship with the deans of education by meeting with NJACTE regularly and providing updates to the association, as well as its president, (John Henning, Dean of Education at Monmouth University). While the deans have varied opinions about edTPA in general, the Department has been working with NJACTE to navigate their concerns. Before the pandemic, the Department held several meetings with deans to discuss and analyze the performance assessment and to learn how it is being implemented.

- 3. Comment:** The commenter asked whether the deans have expressed concerns about the current performance assessment cut scores and whether the concerns are that the current cut scores are too high or too low. The commenter also asked whether the deans have requested that the cut scores be lower to attract more students. **(B)**

**Response:** The Department has heard a variety of opinions from NJACTE members. The Department continues to have conversations with NJACTE about the usefulness of the performance assessment and validity in the classroom. The Department has reached out to NJACTE and will provide the State Board with the association's feedback as soon as possible.

Anecdotally, NJACTE was in favor of waiving the performance assessment for candidates completing educator preparation programs in the spring or summer since candidates could not complete the edTPA with the same group of students due to the pandemic. NJACTE also has expressed appreciation for the incremental change in the cut score that has taken place since the requirement for candidates to take a performance assessment was first adopted. Based on feedback from the deans during the rulemaking process, the Department allowed the performance assessment to be rolled out over the course of a pilot year and two additional years with no cut score requirement. The 2019-2020 school year was the first time a cut score was in place. The Department will work closely with the test vendor, educator preparation programs, and NJACTE to learn about the performance assessment's impact in this different environment.

- 4. Comment:** The commenter expressed support for the resolution and stated it would be beneficial to hear NJACTE's position about how to move forward with implementing the performance assessment in the current environment. **(B)**

**Response:** The Department has reached out to NJACTE and will provide the State Board with the association's feedback as soon as possible.

- 5. Comment:** The commenter asked for the number of candidates who may be returning home to New Jersey and are seeking certification due to the pandemic. The commenter also asked if the Department is receiving more out-of-State certification applications this year as compared to previous years. **(A)**

**Response:** The Department is not aware of an increase this summer in applications for certification from candidates who completed educator preparation programs in other states. The busiest months for receiving application are May, August and September, so the Department may have data in the fall and will provide an update to the State Board when the data are available.

- 6. Comment:** The commenter asked if out-of-State applicants pay more for their applications to be reviewed than candidates who live in New Jersey. **(A)**

**Response:** N.J.A.C. 6A:9B-5.6 contains the fee structure that determines cost for all applicants based on certification type. Out-of-state applicants pay the same fee for examination as New Jersey applicants.

7. **Comment:** The commenter stated that school districts are seeking CTE teachers with industry experience and asked what the process is for in State or out-of-State candidates seeking a certificate of eligibility (CE) in career and technical education (CTE). (C)

**Response:** The Department's [website](#) lists the requirements for candidates seeking an instructional certification with a CTE endorsement either as an in-State applicant or through reciprocity. The CTE endorsement is similar to other endorsement areas except the CTE endorsement accepts industry experience.

8. **Comment:** The commenter asked how the Department is collecting data regarding program entry requirements for educator preparation programs such as grade point average (GPA) and the basic skills assessment (Praxis CORE). The commenter asked what are the effects of the entry requirements on the diversity of candidates so the State can understand how to cast a broader net to diversify the educator workforce. (E)

**Response:** The Department continues to collect and publish the referenced data via the New Jersey Performance Report for Educator Preparation Programs (NJ-PREPP) to provide transparent data on educator preparation providers and candidate outcomes. The reports include information on newly certified CE and certificate of eligibility with advanced standing (CEAS) holders and their hiring, placement, classroom assignment, demographics, education program, and assessment results. The diversity of the teacher candidate pool is highlighted in these reports. The Department is holding a Diversifying the Teacher Workforce convening in October and will share details as they become available.

9. **Comment:** The commenter expressed concern with the current 3.0 GPA requirement for candidates entering an educator preparation program because it is more of a gatekeeper policy than an actual measure of performance. The commenter also expressed support for efforts to examine the effects of the entry requirements. (D)

**Response:** The Department is committed to analyzing the requirements for educator certification and entry into educator preparation programs and their effects on the teacher pipeline and the diversity of the State's educator workforce.



**A Resolution to Extend The edTPA Qualifying Scores and Adopt The Special Education Handbook for The edTPA Performance Assessment for Novice Teachers to Receive Certification**

**Whereas**, the State Board of Education adopted resolutions on August 3, 2016 and April 11, 2018, that established and extended the initial cut scores and handbook alignment for the Commissioner-approved performance assessment edTPA in accordance with N.J.A.C. 6A:9B-8.7(a)4i; and

**Whereas**, the August 3, 2016, State Board of Education resolution also permitted the Department to study flexibility options for candidates completing the Commissioner-approved performance assessment; and

**Whereas**, the Department’s plan to convene a panel of New Jersey stakeholders in spring 2020 to participate in a standard setting study to review and analyze New Jersey-specific data and to recommend a cut score to the State Board for the 2020-2021 school year and beyond has been impeded by the COVID-19 state of emergency; and

**Whereas**, the Department has studied flexibility for the alignment of allowable edTPA handbooks for New Jersey certification areas and has determined that the Special Education edTPA handbook should also be deemed allowable for the Teacher of Students with Disabilities Endorsement; now therefore, be it

**Resolved**, that a cut score of 44 on the combined elementary assessment, a cut score of 32 on the world and classical languages assessment, and a cut score of 37 on all other assessments remain acceptable from September 1, 2020, through August 31, 2021, to satisfy all relevant regulatory requirements; and be it further

**Resolved**, that the State Board of Education hereby supports allowing New Jersey-specific standard setting to be conducted on or before June 1, 2021, to determine an appropriate cut score for September 1, 2021, and beyond to recommend to the State Board; and be it further

**Resolved**, that the State Board of Education hereby supports that the edTPA handbooks described in the table below be allowable for the endorsement area listed effective immediately.

Code	Endorsement Area	Allowable edTPA Handbook(s)
2475	Teacher of Students with Disabilities	1. Candidate completes assessment in initial content area or 2. Special Education