



**DATE:** 7-10-15

**TO:** Georgia Educator Preparation Providers (EPPs) and  
P-12 Local Units of Administration (LUAs)

**FROM:** Kelly Henson  
Executive Secretary

**SUBJECT:** edTPA Standard Setting Decision

Thank you very much for your continued focus toward educative implementation of edTPA aimed at our shared responsibility of ensuring effective teachers. The strength of intentional partnerships and strong collaboration among Educator Preparation Providers (EPPs), P-12 partners, state agencies, and others is highly evident as we approach this first consequential academic year of edTPA in 2015-16.

After very careful consideration, including input from the representative edTPA Policy and Implementation Advisory Committee and edTPA Standard Setting Committee, along with close examination of Georgia and national edTPA data over time, the Commission has established the passing standard for edTPA for the next three (3) years.

The Georgia edTPA Standard Setting Committee, consisting of EPP faculty and P-12 teachers and leaders, recommended a passing standard of 38, which is -1/2 Standard Error of Measurement (SEM) below the national edTPA recommendation of 42. The lowest score set by any state so far is 35, which is -1 SEM below the national recommendation. This score, 35, is -1/2 SEM below the Georgia standard setting committee recommendation. It was important to the Commission to give candidates, EPPs, and P-12 partners time to build capacity for achieving the Georgia standard setting committee recommendation.

The following table represents the Commission's decision on the edTPA passing score:

	<b>13 Rubric Fields (65 Possible)</b>	<b>15 Rubric Fields (75 Possible)</b>	<b>18 Rubric Fields (90 Possible)</b>
9/1/2015-8/31/2016	29	<b>35</b>	42
9/1/2016-8/31/2017	29	<b>35</b>	42
9/1/2017-8/31/2018	32	<b>38</b>	45

The Commission also deemed of critical importance the ability to examine consequential data over time before setting a timeline to move toward the national recommendation beyond the initial three (3) years outlined in the table above.

In addition, the Commission wished to examine consequential data to establish at some point in the future a “Passing with Distinction” score with the intent of recognizing exemplary edTPA performance by candidates and their EPPs, which could potentially be used to award extra points toward Preparation Program Effective Measures (PPEM) performance.

### Our Collaborative Opportunity

We have an opportunity to use the edTPA for maximum benefits for EPPs, candidates, P-12 schools, and most importantly P-12 students. Initial teaching program completers will be able to use their edTPA experience and data to clearly articulate their strengths and areas that could be improved. EPPs will have more information than ever before to inform their programs. In addition, employing districts will have more information than ever before by having prospective teachers share their edTPA experiences, evidence, and results, all of which can be used to inform individualized induction programs.

Let’s continue working not toward compliance, but to inquiry, and use the edTPA to:

- foster professional dialogue that will mutually benefit both veteran teachers and candidates;
- foster enhanced partnerships between EPPs and local school systems;
- prepare new teachers to provide evidence of effective teaching and student learning;
- help schools identify new teachers’ professional learning needs; and
- emphasize instruction that is focused, coherent, reflective, and centered on student learning aligned with state goals.

### More Information

More information about edTPA is available at: <http://www.edtpa.com>

EPP/Faculty Resource Library and Online Community are available at: <http://edtpa.aacte.org>

Again, thank you for your work with edTPA and your contribution to effective education in Georgia.