



SCALE Response to Inquiries about Predictive Validity and edTPA¹

The validation of teacher licensure assessments for standardized tests and performance assessment traditionally is anchored in establishing a systematic evaluation of the relationship between the theoretical constructs that define effective teaching and the individual characteristics that define successful job performance. Predictive validity studies for licensure assessments with established levels of reliability and validity generally examine the relationship between teacher effectiveness and student learning, as well as teacher effectiveness and instructional practice on the job. These studies are routinely conducted after the assessment has been in operational use for several years. In fact, examining the validity processes used for other forms of performance assessment of teaching, there is not one instance where predictive validity was established prior to the adoption and operational use of the assessment. Most notably, predictive validity studies for the National Board for Professional Teaching Standards (NBPTS) were conducted after the implementation of the program; the ProTeach performance assessment developed by ETS for Washington State also did not conduct predictive validity studies prior to the implementation and adoption of the teaching assessment. Moreover, it is not possible to analyze predictive validity during clinical practice, as candidates are not the teacher of record during this time. Once candidates finish their studies and become teachers of record, the examination of predictive validity requires following candidates into their teaching practice for several years in order to obtain stable estimates of student learning and teacher effectiveness as captured by student test scores and other assessments of performance, observations of teaching practice and learning environment, supervisor, co-teacher, student, and family evaluations, and/or teacher reports about their own experiences with teaching and with the assessment. Additionally, analyzing these relationships requires gathering data on a sample that is large enough to determine consistent patterns that are not due to chance and are generalizable across settings and populations.

SCALE is committed to conducting predictive validity studies that follow candidates into employment if the state database enables linking teachers to classrooms. SCALE is currently working with a number of states that have the databases needed for these studies, with the edTPA National Technical Advisory Committee of leading psychometricians in the field advising SCALE on the study design. Additionally, several faculty in programs across the country that have the capability to follow their candidates as they have become teachers of record are now working on research that focuses on predictive validity of edTPA. SCALE will establish an online forum to compile existing studies so that such findings and design can be shared with, and replicated by, members of the edTPA community. Finally, SCALE is currently collaborating with researchers to develop projects that focus on the impact of edTPA implementation as an assessment and educational tool on educator preparation programs, faculty, candidates, P-12 educators, and P-12 students' achievement.

In summary, validation of edTPA has been guided by the current standards for psychological and educational testing for AERA, APA, and NCME (American Educational Research Association, 2014) and the EEOC Uniform Guidelines (U.S. Department of Labor, Employment and Training, 1999). See attached references for examples of predictive validity research for other performance-based assessments of teaching.

¹ For a summary of validity and reliability research conducted as part of edTPA development and field testing, see the [2013 edTPA Field Test: Summary Report](#).

Predictive Validity Research: Performance Based Assessments of Teaching

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