

Chair Alonso Leon and members of the House Education Committee,

While working at a behavioral pain clinic at UW Med School I learned the aphorism: "A client never fails a program, rather, the right program has not been found for the client. "

I would apply this to our educator preparation programs. If there are inequitable outcomes to a program, this happens because:

1. The program fails to teach equitably
2. The test fails to assess equitably
3. Both of the above.

I propose that it is essential that we move away from a single summative assessment of teacher candidate competency such as the EdTPA or Praxis if we want both equitable outcomes and the best prepared teachers. Formative assessments are occurring all of the time in good teacher prep programs - observations of student teaching, work samples and lesson plans submitted as part of a class, and participation in mock teaching exercises. The way to move towards equitable outcomes is to link these throughout the program with an interactional feedback loop that lets the student and teacher continuously assess progress. Because this is interactional it may sometimes change the idea of the best way to teach and learn in diverse populations and situations.

With the currently used EdTPA, a candidate is judged on a limited, artificial example of their work. One only has to go to the internet to find the negative impact this has on many students' practice teaching experience. One can also find an offer to train a candidate to pass the EdTPA for only \$3000 (<https://www.tpatutor.com/prices.html>) and many hints of how to succeed such as "make up student work samples and write them with your left hand so that it looks like third graders are writing them". This is often not authentic assessment.

I support the amendment -1 that would allow use of a choice of multiple measures curated by the TSPC to demonstrate teacher candidate content knowledge and teaching performance. Obviously, the devil is in the details. Overlaying a summative assessment on top of the student teaching experience is counterproductive in many situations. The more we can move to authentic engagement, assessment, feedback, and growth within all aspects of educator prep programs, the better we will serve all teacher candidates and the students they will serve.

Finally, for this to succeed, we need fully funded educator prep programs that utilize the best current findings on how children learn and how to most successfully teach.

Thank you for your attention,

Carol Greenough, Ph.D.