

OFFICE OF QUALITY PROFESSIONALS
Summary of State Board of Education Items
June 14-15, 2012

OFFICE OF EDUCATOR LICENSURE

23. Approval to begin the Administrative Procedures Act process: To approve the proposal to add/proposed new Praxis II tests Recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development
- A. Proposal to Add the Praxis II Principles of Learning and Teaching Early Childhood Test to Current License 153 for Child Development PreK-K as Recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

 - B. Proposal to Add the Praxis II Principles of Learning and Teaching Early Childhood Test to Current License 209 for Early Oral Intervention Birth – K as Recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

 - C. Proposed New Praxis II Test for Teaching Students With Visual Impairments and Nationally Recommended Cut Score as Recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Background Information:

In September of 2011, the Certification Commission approved four new Principles of Learning and Teaching (PLT) Praxis II tests. Educational Testing Service has concluded a national standard setting review of the Praxis II test 0282 for Teaching Students with Visual Impairments.

Recommendation: Approval

Back-up material attached

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- 23A. Approval to begin the Administrative Procedures Act process: To approve the Proposal to Add the Praxis II Principles of Learning and Teaching Early Childhood Test to Current License 153 for Child Development PreK-K as Recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Background Information:

In September of 2011, the Certification Commission approved four new Principles of Learning and Teaching (PLT) Praxis II tests. One of these was the PLT 0621 for Early Childhood. This was the first time we have had a Professional Education test for Preschool in MS. It was recommended to the Commission at that time that this new PLT would need to be added to some existing preschool licenses that did not previously have a professional knowledge test for licensure.

At the May 4, 2012 meeting of the Commission, the members approved the proposal to add this PLT test for PreK-K to the license for Child Development PreK-K. This license currently requires the Praxis I basic skills test, plus the Praxis II test for Early Childhood education. The PLT test would replace the Praxis I requirement for licensure. The Praxis I is already required for admission into a teacher education program at the approved universities that offer the Child Development degree, so that requirement would not be eliminated.

Recommendation: Approval

Back-up material attached

FIVE YEAR EDUCATOR LICENSE - CHILD DEVELOPMENT (PreK - K) (153)			
License	Requirements	Validity	Renewal#
Class A	1. Bachelor's degree or higher with child development emphasis from a regionally/nationally accredited institution of higher learning 2. Official verification of program accreditation by the American Association of Family and Consumer Sciences or National Association for Education of Young Children (Form #OEL 02-04 E) 3. Praxis I <u>Praxis II PLT for Early Childhood</u> 4. Praxis II (Specialty Area Test) OR 1. Hold a valid five-year license in Elementary Ed. K-3, K-4 or K-6. 2. Complete an approved supplemental endorsement program in PreK-K	5 years	Ten (10) continuing education units (CEUs) in content or job/skill related area OR Three (3) semester hours in content or job/skill related area and Five (5) continuing education units (CEUs) in content or job/skill related area OR Six (6) semester hours in content or job/skill related area
Class AA	1. Meet the requirements for a Five Year Class A License in Child Development 2. Master's degree in the endorsement area in which license is requested OR Master of Education Degree	5 years	Three (3) semester hours in content or job/skill related area OR Five (5) continuing education units (CEUs) in content or job/skill related area
Class AAA	1. Meet the requirements for a five year Class A License in Child Development 2. Specialist degree in the endorsement area in which license is requested OR Specialist of Education Degree	5 years	Same as for AA
Class AAAA	1. Meet the requirements for a Five Year Class A License in Child Development 2. Doctoral degree in the endorsement area in which license is requested OR Doctor of Education Degree	5 years	Same as for AA

NOTE: 1) Individuals who have completed an approved teacher education program in Elementary Education and hold or qualify for a license in Elementary Education K-3 (116), Kindergarten–Grade 4 (152), or Elementary Education 1-9 (115) may obtain a supplemental endorsement in Nursery-Grade 1 (150) by completing an approved program. Mississippi institutions offering a program in Nursery-Grade 1 (150) are Alcorn State University, Mississippi Valley State University, Belhaven College, and Mississippi State University. **2)** Nursery-Grade 1 (150) and Child Development (153) may not be added to Elementary Ed 4-8 (117).

#Additional information on renewal of licenses can be found on page 1.

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- 23B. Approval to begin the Administrative Procedures Act process: To Approve the Proposal to Add the Praxis II Principles of Learning and Teaching Early Childhood Test to Current License 209 for Early Oral Intervention Birth – K as Recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Background Information:

This past September of 2011, the Certification Commission approved four new Principles of Learning and Teaching (PLT) Praxis II tests. One of these was the 0621 PLT for Early Childhood. This was the first time we have had a Professional Education test for Preschool in MS. It was recommended to the Commission at that time that this new PLT would need to be added to some existing preschool licenses that did not previously have a professional knowledge test for licensure.

At the May 4, 2012 meeting of the Commission, the members approved the proposal to add this PLT test for Early Childhood to the license 209 for Early Oral Intervention for Birth - K. This license currently requires the Praxis I basic skills test only. There was no subject area test or pedagogy test available at the time the 209 license was originally approved. It was always the intent of the Commission to add an additional testing requirement to this license as soon as an appropriate test was approved. The license in Early Oral Intervention Birth – K is specific to the Masters Degree program at the University of Southern Mississippi in Early Oral Intervention. This degree program qualifies teachers to work with hearing impaired preschool children birth through kindergarten.

Recommendation: Approval

Back-up material attached

**FIVE YEAR EDUCATOR LICENSE – EARLY ORAL INTERVENTION (209)
(Birth to Kindergarten Hearing Impaired)**

License	Requirements	Validity	Renewal#
Class AA	<p align="center">EITHER</p> <ol style="list-style-type: none"> 1. Hold a five year teaching license 2. Complete a master’s degree program in Early Oral Intervention for Hearing Impaired Children Birth to Kindergarten <p align="center">OR</p> <ol style="list-style-type: none"> 1. Complete an approved master’s degree program in Early Oral Intervention for Hearing Impaired Children Birth to Kindergarten 2. Praxis I (Pre-Professional Skills Test-PPST) 3. <u>Praxis II Principles of Learning and Teaching for Early Childhood</u> 	5 years	<p>Three (3) semester hours in content or job/skill related area</p> <p align="center">OR</p> <p>Five (5) continuing education units (CEUs) in content or job/skill related area</p>

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- 23C. Approval to begin the Administrative Procedures Act process: To Approve the Proposed New Praxis II Test for Teaching Students With Visual Impairments and Nationally Recommended Cut Score as Recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Background Information:

Educational Testing Service has concluded a national standard setting review of the Praxis II test 0282 for Teaching Students with Visual Impairments. This test replaces the current test for the Visually Impaired license, which is 0281. The Praxis II test for Braille Competency is also required for this license.

On May 4, 2012, The Certification Commission approved the recommendation to accept the regenerated Praxis II test 0282 with a national score of 163.

In Mississippi, the Praxis II test 0281 is required, along with the test for Braille Competency, for the initial license in Visual Impaired as well as to add Visual Impaired to their license as a supplemental endorsement.

The new test and cut score will become effective on September 1, 2012 with the new ETS test administration year.

Recommendation: Approval

Back-up material attached



Listening. Learning. Leading.

Multistate Standard-setting Technical Report

**PRAXIS™ SPECIAL EDUCATION:
TEACHING STUDENTS WITH VISUAL IMPAIRMENTS (0282)**

Educational and Credentialing Research

Educational Testing Service

Princeton, New Jersey

December 2011

Executive Summary

To support the decision-making process for state departments of education with regards to establishing a passing score, or cut score, for the Praxis™ Special Education: Teaching Students with Visual Impairments (0282) test, research staff from Educational Testing Service (ETS) designed and conducted a two-panel, multistate standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level teachers of students with visual impairments.

Participating States

Panelists from ten states were recommended by state departments of education to participate on expert panels. The state departments of education recommended panelists with (a) education experience, either as teachers of students with visual impairments or college faculty who prepare teachers of students with visual impairments and (b) familiarity with the knowledge and skills required of beginning teachers of students with visual impairments.

Recommended Passing Score

The recommended passing score for each panel, as well as the average passing score across the two panels, are provided to help state departments of education determine an appropriate operational passing score. For the Praxis Special Education: Teaching Students with Visual Impairments test, the recommended passing score¹ is 69 (out of a possible 100 raw-score points). The scaled score associated with a raw score of 69 is 163 (on a 100 - 200 scale).

Summary of Content Specification Judgments

Panelists judged the extent to which the knowledge and skills reflected by the content specifications were important for entry-level teachers of students with visual impairments. The favorable judgments of the panelists provided evidence that the content covered by the test is important for beginning practice.

¹ Results from the two panels participating in the study were averaged to produce the recommended passing score.

To support the decision-making process for state departments of education with regards to establishing a passing score, or cut score, for the Praxis™ Special Education: Teaching Students with Visual Impairments (0282) test, research staff from Educational Testing Service (ETS) designed and conducted a two-panel, multistate standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level teachers of students with visual impairments. Panelists were recommended by state departments of education² to participate on the expert panels. The state departments of education recommended panelists with (a) education experience, either as teachers of students with visual impairments or college faculty who prepare teachers of students with visual impairments and (b) familiarity with the knowledge and skills required of beginning teachers of students with visual impairments.

The two, non-overlapping panels (a) allow each participating state to be represented and (b) provide a replication of the judgment process to strengthen the technical quality of the recommended passing score. Ten states (see Table 1) were represented by 23 panelists across the panels. (See Appendix A for the names and affiliations of the panelists.)

Table 1

Participating States and Number of Panelists (Across Panels)

Arkansas (1 panelist)	North Carolina (4 panelists)
Hawaii (3 panelists)	Pennsylvania (2 panelists)
Kentucky (1 panelist)	Rhode Island (4 panelists)
Louisiana (4 panelists)	Tennessee (1 panelist)
Maine (1 panelist)	West Virginia (2 panelists)

The panels were convened in December 2011 in Princeton, New Jersey. For both panels, the same processes and methods were used to train panelists, gather panelists’ judgments and to calculate the recommended passing scores.

The following technical report is divided into three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

² State departments of education that currently use this Praxis test were invited to participate in the multistate standard-setting study.

The passing-score recommendation for the Praxis Special Education: Teaching Students with Visual Impairments test is provided to each of the represented state departments of education. In each state, the department of education, the state board of education, or a designated educator licensure board is responsible for establishing the final passing score in accordance with applicable state regulations. The study provides a recommended passing score, which represent the combined judgments of two groups of experienced educators. The full range of a state department of education's needs and expectations cannot likely be represented during the standard-setting study. Each state, therefore, may want to consider the recommended passing score (as well as the separate panels' recommended passing scores) and other sources of information when setting the final Praxis Special Education: Teaching Students with Visual Impairments passing score (see Geisinger & McCormick, 2010). A state may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state's needs.

Two sources of information to consider when setting the passing score are the standard errors of measurement (SEM) and the standard errors of judgment (SEJ). The former addresses the reliability of Praxis Special Education: Teaching Students with Visual Impairments test score and the latter, the reliability of panelists' passing-score recommendations. The SEM allows a state to recognize that a Praxis Special Education: Teaching Students with Visual Impairments test score—any test score on any test—is less than perfectly reliable. A test score only approximates what a candidate *truly* knows or *truly* can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allow a state to consider the likelihood that the recommended passing score from the current panels would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ the more likely that another panel would recommend a passing score for a test consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state should consider the likelihood of classification error. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false positive decision or to minimize a false negative

decision. A false positive decision occurs when a candidate's test score suggests he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false negative occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The state needs to consider which decision error may be more important to minimize.

Overview of the Praxis Special Education: Teaching Students with Visual Impairments Test

The Praxis Special Education: Teaching Students with Visual Impairments *Test at a Glance* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level teachers of students with visual impairments have the knowledge and skills believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the test, and a national survey of the field confirmed the content.

The two hour assessment contains 120 multiple-choice questions³ covering six content areas: *Principles and Educational Rights for Students with Disabilities* (approximately 15 questions); *Development and Characteristics of Students with Visual Impairments* (approximately 23 questions); *Planning and Managing the Learning and Teaching Environment* (approximately 21 questions); *Implementing Instruction* (approximately 27 questions); *Assessment* (approximately 20 questions); and *Professional Practice, Collaboration, and Counseling* (approximately 14 questions)⁴. The reporting scale for the Praxis Special Education: Teaching Students with Visual Impairments test ranges from 100 to 200 scaled-score points.

The first national administration of the new Praxis Special Education: Teaching Students with Visual Impairments test will occur in fall 2012.

³ Twenty of the 120 multiple-choice questions are pretest questions and do not contribute to a candidate's score.

⁴ The number of questions for each content area may vary slightly from form to form of the test.