

edTPA Myths vs. Facts

Design and Purpose of the Teacher Performance Assessment (edTPA)

Myth: Use of the edTPA is setting New York's future teaching students up to fail.

Fact: edTPA is a pre-service assessment designed by educators to answer the essential question: "Is a new teacher ready for the job?"

edTPA simply serves as a way to allow candidates to demonstrate their readiness to enter a classroom and to become the teacher of record. Candidates are asked to:

- Develop a lesson
- Plan instruction
- Videotape themselves teaching 3-5 consecutive lessons (referred to as learning segments)
- Assess and analyze student achievement
- Reflect and comment on their practice

In a series of short video clips, NY candidates who have already taken the edTPA explain why they feel the edTPA is precisely what every candidate should experience prior to becoming a teacher <http://edtpa.aacte.org/resources/candidate-to-candidate-reflections-on-taking-edtpa>.

The call to raise the bar for entry into teaching has been endorsed by many national organizations including: The American Federation of Teachers, the National Education Association, and the Council of Chief State School Officers (CCSSO).

In a recent report, "Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession," the CCSSO Task Force on Educator Preparation and Entry into the Profession Members wrote:

"As candidates enter educator preparation programs to prepare for a career in teaching or leading schools, they should begin a journey of continuous improvement during which the sophistication of their skills and strategies, application of their knowledge of content and student cognitive development, use of data to drive instruction, and knowledge of their communities grow over time....One of the lessons we have learned from studies of educator preparation programs is that there is tremendous variability among programs. The readiness of candidates to enter classrooms and schools varies from program to program across states, within states, and even within preparation providers. In other words, within the same institution or organization, candidates from some licensure areas are much better prepared than candidates in other licensure areas. For a variety of reasons, the range of program quality is wide. The varieties of routes and programs through which teachers enter classrooms and principals enter schools have different requirements for coursework and clinical practice and set different standards for quality. For example, while candidates in some programs receive extensive preparation in methods for teaching their subject areas and for reaching diverse students effectively, others receive only an overview of different types of student disabilities and a session or two of general ideas for teaching English language learners and students with disabilities....assessments have the potential to serve as an effective means of driving change in educator preparation programs. The assessments, including performance measures, that we put in place to measure a candidate's readiness for the classroom

edTPA Myths vs. Facts

or leadership position are essential to changes needed in the preparation of teachers and principals and should be aligned to a state's college- and career-ready standards."¹

Myth: edTPA cannot be compared to the bar exam or any type of professional licensing exam. Lawyers and other professionals who must pass such exams are not subjected to these tests before completing the appropriate educational program and clinical training.

Fact: edTPA, along with the Department's other new teacher certification examinations (Academic Literacy Skills Test, Educating All Students test, and our more rigorous Content Specialty Tests), serve as a critical benchmark of a candidate's readiness to teach in New York State (NYS), and the Department has incorporated feedback from the field in the design of each of these assessments. Decisions about course sequence and articulation of teaching competencies are unique to each educator preparation program in NYS and the decision as to when a candidate should take the assessment is within the discretion of the teacher education program and the candidate. The State only requires that the teacher candidate receive a satisfactory score on the edTPA before he/she receives an initial certificate to teach in NYS.

edTPA is an entry level assessment. It is a standard of performance that ensures that all prospective teachers are ready for the classroom, or in the language applicable to the other professions we license, "safe to practice."

Several professions licensed pursuant to Title VIII of the Education Law permit and/or encourage candidates to sit for the licensing exams before graduation. For example, in Professional Engineering, if a candidate is within 20 credits of graduating from a baccalaureate level EAC/ABET accredited program, he/she is eligible to apply to take the Fundamentals (FE) exam. Applicants for Pharmacists licenses who are in the last semester of their program may take the Compounding (Written and Practical) part of the licensure exam. Medicine has a three-step progression of exams that start before graduation. Although candidates are not required to take the exam while still in school, the practicalities of professional practice and employment play a very significant role in the timing of taking the exam. It is especially notable with physicians as they progress in the responsibilities of patient care. It is also important to note that professional exams may change aspects of their testing with little advance notice, perhaps 6 months or a year, to the applicants.

Myth: edTPA may not be necessary in light of the other assessments that candidates must take.

Fact: Developed by Stanford University, the edTPA is a multiple-measure assessment system aligned to state and national standards, including the Common Core State Standards and the Interstate Teacher Assessment and Support Consortium (InTASC). Most importantly, the edTPA is on the cutting edge of teacher candidate assessment practices nationally and has been adopted by 34 states and the District of Columbia. The assessment is based on the National Board for

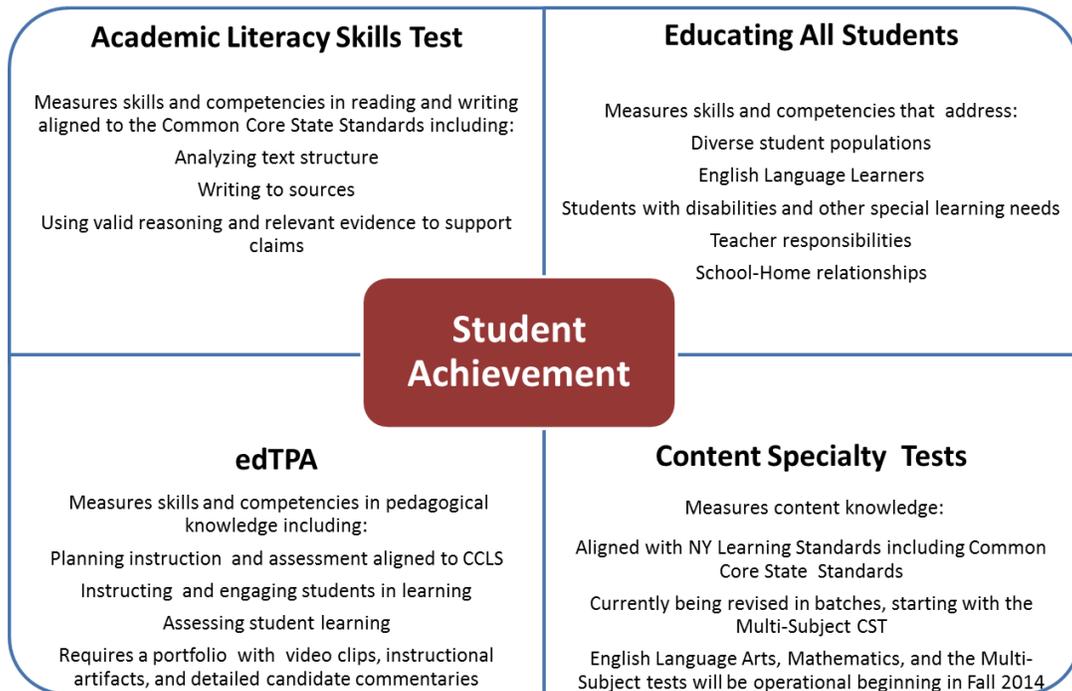
¹ Council of Chief State School Officers. *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*, 2012, p. 7.

edTPA Myths vs. Facts

Professional Teaching Standards (NBPTS). SCALE describes the edTPA in the following manner²:

- One of the most important challenges facing public education is to ensure that the nation’s increasingly young and inexperienced teacher workforce is prepared to meet the academic needs of all students. Teachers must be ready to teach, with the necessary skills needed to support student learning, from the first day they enter the classroom.
- edTPA is transformative for prospective teachers because the process requires candidates to actually demonstrate the knowledge and skills required to help all students learn in real classrooms.
- It is comparable to the licensing exams that demand applications of skills in other professions, such as medical licensing exams, the architecture exam, or bar exam in law. It is designed to evaluate how teacher candidates plan and teach lessons in ways that make the content clear and help diverse students learn, assess the effectiveness of their teaching, and adjust teaching as necessary.
- edTPA is not about theory. It goes beyond classroom credits to ask teacher candidates to demonstrate what they can and will do on the job, translating into practice what research shows improves learning.

The chart below illustrates the purpose of the remaining teacher certification examinations.



² Stanford University Center for Assessment and Learning. About edTPA. Available online at <http://edtpa.aacte.org/about-edtpa>

edTPA Myths vs. Facts

Myth: The edTPA lacks predictive validity to show that a teacher who performs well on the assessment will be a better classroom teacher.

Fact: Predictive validity studies for licensure assessments are routinely conducted *after* a test or assessment has been in operational use. In fact, when 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. Additionally, the ProTeach performance assessment developed by ETS for Washington State did not conduct predictive validity studies prior to the implementation and adoption of the teaching assessment. 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.

The implementation of predictive validity requires following candidates into their teaching practice for several years in order to obtain a stable estimate of student learning based on the research findings of value-added studies conducted for teacher evaluation. Nevertheless, SCALE is committed to conducting predictive validity studies in the future for edTPA that follow candidates into employment. The edTPA National Technical Advisory Committee of leading psychometricians in the field are advising SCALE on the design of criterion and predictive validity studies for the edTPA. In summary, validation of the edTPA has been guided by the current standards for psychological testing for AERA, APA, and NCME (American Educational Research Association, 1999) and the EEOC Uniform Guidelines (U.S. Department of Labor, Employment and Training, 1999).

In regards to validation, the edTPA shares many of the same design characteristics, frameworks and operational uses as current and past educator portfolio assessments designed and implemented by SCALE. edTPA is similar to the InTASC teaching portfolio (as sponsored by the Council of Chief State School Officers), the NBPTS, and the Performance Assessment for California Teachers (PACT) portfolio assessment system that is in place in California to license prospective teachers. These portfolio assessments have been operational for some time and are well researched. Researchers have uniformly shown strong positive relationships between performance on the InTASC, NBPTS, and PACT teaching portfolios and student learning.³⁴ Likewise, researchers have shown very strong and significant relationships between portfolio assessment scores and supervisory ratings.⁵ In conclusion, SCALE is committed to conducting these studies within participating edTPA states after the edTPA is fully implemented.

³ Goldhaber, D., Anthony, E. "Can teacher quality be effectively assessed?" Urban Institute, March, 2004
Wilson, M., Hallam, P.J., Pecheone, R. and Moss, P. "Using student achievement test scores as evidence of external validity for indicators of teacher quality: Connecticut BEST program," Educational evaluation and policy analysis, pending publication, 2014.

⁴ Newton, S. "Pre-service performance assessment and teacher early career effectiveness: Preliminary Findings", SCOPE Stanford University, 2010.

⁵ http://www.pactpa.org/_files/Publications_and_Presentations/PACT_Technical_Report_March07.pdf

edTPA Myths vs. Facts

Availability of Information, Resources, and Time

Myth: Programs have not been provided with ample time to prepare for the edTPA.

Fact: We know that good teaching matters. This is why New York State (NYS) began to transform educator preparation in 2009. In order to ensure that all students are college and career ready we know that we must not only support our current teachers by providing strong systems of support and professional development; we must also ensure that *every* future teacher is ready to support student learning. In support of this work, NYS:

1. implemented new certification examinations for teachers. These new examinations are required for those applying for initial certification and/or completing certification requirements on or after May 1, 2014;
2. provided \$20 million to 13 higher education institutions so that they can offer teacher preparation programs that feature longer school based “residencies” for candidates mirroring a medical school model. Grant recipients are preparing candidates to take roles as teachers in high-need, low-achieving schools, and with high concentrations of underserved and/or underprepared students, like those living in poverty, those with special needs, or those who are learning English as a second language; and
3. supported faculty at CUNY, SUNY and independent colleges by providing approximately \$11.5 million for professional development to enhance collaboration between schools of education and colleges of arts and sciences around the Regents Reform Agenda. The project has funded trainings focused on the Common Core Learning Standards, Data-Driven Instruction, Clinically Rich Teacher Preparation, the new certification examinations, and APPR.

edTPA, along with the Department’s other new certification examinations (Academic Literacy Skills Test and Educating All Students test), was originally required for candidates applying for certification on or after May 1, 2013. However, in response to feedback from the field requesting more time to prepare teacher candidates for these new examinations, the Board of Regents pushed back the implementation date of the certification exams by a full year, to May 1, 2014. This implementation date was selected in order to provide educator preparation programs with an additional year to prepare teaching candidates, while at the same time ensuring that the timeframes in the State’s Race to the Top application are met.

The “Five-Year Implementation Timeline edTPA and Other Teacher Certification Changes” is below

2009

- The Board of Regents reviews initiatives to strengthen examinations for the certification of teachers and school leaders.
- November 2009. The Board of Regents discussion included the development of new examinations and the revision of the current Content Specialty Tests (CSTs).
www.regents.nysed.gov/meetings/2009Meetings/November2009/1109heemscd2.pdf

edTPA Myths vs. Facts

- December 2009. The Board of Regents continued to discuss the certification examinations.

www.regents.nysed.gov/meetings/2009Meetings/December2009/1209hed2.htm

2010

- Certification examination changes included in New York's successful Race to the Top application.
- New York State develops and pilots performance assessment based on the TPA (the precursor to the edTPA)
- Certification changes presented to NYSATE-NYACTE

2011

- Certification changes presented at CUNY Deans Meeting and SUNY Deans Meeting
- edTPA-aligned TPA field tested twice; 500 candidates and 250 faculty participate (spring and fall 2011)

2012

- Board of Regents pushes back implementation of new certification examinations from May 2013 to May 2014.
- March 2012: Board of Regents endorses edTPA, developed in partnership by Stanford University and the American Association of Colleges for Teacher Education, as the NYS performance assessment.
- April 2012: SED announces agreements with SUNY, CUNY and the Commission on Independent Colleges and Universities to provide \$10 million to help higher education institutions assimilate new information on teaching and learning into their programs.

2013

- The Education Reform Commission recommends establishment of a “bar”- like exam for entry into the teaching and principal profession.
- March 2013: State budget includes provision requiring the creation of standards for a teacher and principal bar exam certification program.
- Fall 2013: New certification exams offered for the first time.
- November 2013: SED provides additional \$1.5 million in RTTT funding for faculty professional development.

2014

- May 2014: All education program graduates must take new certification exams, including edTPA, in order to be certified.

Myth: SED adopted the edTPA requirement in 2012. Handbooks from the Stanford Center for Assessment, Learning and Equity (SCALE)—which developed the edTPA assessment—were not made widely available for teacher educators until October 2012. Final handbooks were not available in some subject areas until fall 2013.

edTPA Myths vs. Facts

Fact: With regard to the availability of resources, edTPA handbooks have been available since 2012 in order to support edTPA implementation in New York State. Pre-field test versions of edTPA handbooks were made available in the summer of 2012 through edtpa.com. edTPA handbooks used for the field test were made available to all New York campuses in the fall of 2012 and operational handbooks have been available to New York State campuses in all fields via secure access on the AACTE website, www.edtpa.aacte.org, since August 2013.

The reason that the operational handbooks were not released until August 2013 was to allow for any minor changes and refinements based on field test data. Further, programs had access to handbooks more than one year prior to the operational release. In addition, operational handbook changes were minimal in nearly all handbooks. Support materials and webinars were provided to NYS to support faculty learning about and implementing edTPA.

In addition, to thoroughly support the implementation of edTPA in New York, SCALE provided and coordinated nearly 50 workshops, webinars and campus meetings in 2012-13, including 10 local evaluation events with 85% of New York State campuses attending. Each event included discussion of handbooks and local evaluation training, provided actual samples of candidate portfolios and discussion of performance in reference to rubric criteria.

The notion of programs not having ample time to understand and prepare for edTPA is also problematic because, prior to adopting edTPA, the Department began work with the field on the development of its own performance assessment in 2010. The NYS-developed performance assessment was similar in construct and was field tested in the summer of 2011 and that work continued until we learned about the opportunity to partner with SCALE to implement the edTPA.

Myth: Students are being tested on the edTPA before they have completed the training to prepare them for the test. To receive their edTPA scores before the end of the semester, student teachers must start the edTPA within two to three weeks of starting a seven-week student teaching placement.

Fact: edTPA is an entry level assessment and many of the elements of the portfolio represent the types of culminating experiences that teacher education programs typically included prior to adoption of edTPA. edTPA ensures that all prospective teachers are ready for the classroom, or in the language applicable to the other professions we license, “safe to practice.”

Decisions about course sequence and articulation of teaching competencies are unique to each educator preparation program in NYS. edTPA simply serves as a way to allow candidates to demonstrate their readiness to enter a classroom and to become the teacher of record prior to receipt of their initial certificate to teach in NYS.

Myth: Teacher education faculty members at public and private colleges across the state have scrambled to interpret and apply information in the edTPA handbooks to help students prepare

edTPA Myths vs. Facts

for the edTPA. These guides contain poorly worded and unclear statements; many faculty members have complained that SED has not provided clear and timely responses to their questions.

Fact: SCALE is responsible for the intellectual property, design, and content related to the handbooks. In order to thoroughly support the implementation of edTPA in New York, SCALE provided and coordinated nearly 50 workshops, webinars, and campus meetings in 2012-13, including 10 local evaluation events with 85% of New York State campuses attending. Each event included discussion of handbooks and local evaluation training, provided actual samples of candidate portfolios and discussion of performance in reference to rubric criteria. In addition, SCALE disseminates a newsletter that addresses questions, has developed webinars, and has answered emails from NYS faculty seeking further clarification.

There are also two resources that SCALE developed that provide direction to programs and candidates on this topic. One is a document called “Making Good Choices” which provides candidates with additional guidance on selecting and creating artifacts and offers additional clarification on the ways in which candidates should respond to the prompts in the edTPA handbooks. The second resource is the edTPA handbook itself.

Professional dialogue and engagement about teacher performance assessment and edTPA among college and university representatives was also held at both the 2012 and 2013 joint conferences sponsored by the New York State Association of Teacher Educators in conjunction with the New York State Association of Colleges for Teacher Education.

Any remaining questions regarding the content of the handbooks should be directed to SCALE.

Myth: SED’s own figures show that as many as 40 percent of students who take the edTPA in 2014 are expected to fail. Surely, such a high failure rate indicates that SED’s edTPA implementation timeline has undermined effective use of these funds.

Fact: We have said repeatedly that it is not advisable to make predictions based on field test data. Field test participants typically had very little support in preparing for the edTPA prior to submitting their portfolio. In addition, because there were no stakes tied to their scores on the field tests, the level of effort by field test participants may have varied and thereby impacted performance. In fact, with a small number of operational test takers so far, the Department has estimated that the pass rate is in the low 70s.

Candidates who fail the edTPA may retake a single task or retake the entire assessment. SCALE has provided resources to support candidates and programs in determining retake strategies. Preparation programs across NYS are also establishing campus-level approaches for supporting candidates.

edTPA Myths vs. Facts

Myth: Students, faculty and administrators have invested countless hours of additional work time to understand, decipher, and prepare to meet edTPA requirements without adequate funding, support, and enough time which is necessary for a smooth transition to edTPA.

Fact: The Department realized early on that educator preparation programs across the State would benefit from additional support in order to prepare for edTPA along with the rest of our new certification examinations. We invested \$10 million of federal Race to the Top money to provide ongoing support within CUNY, SUNY, and the independent colleges for faculty professional development on topics such as the Common Core and the new certification examinations. We recently offered an additional \$1.5 million so that this work can continue through 2015. Using this money, the chart below provides a summary of the faculty professional development meetings conducted across the State during this academic year on a variety of topics including all new certification examinations (Academic Literacy Skills Test, Educating All Students test, Revised Content Specialty Tests, and edTPA). The faculty development scope of work is outlined and fully described in each sector’s work plan, available online at <http://www.highered.nysed.gov/mou.html>.

Faculty Professional Development Summary of Meetings and Participants (as reported by the sectors to SED) 2013-14 Alone				
	# of Quarter 1 Meetings	# of Quarter 2 Meetings	Total # of Meetings occurring July 2013 – January 2014	# of Participants for Quarter 2 Only
SUNY	253	311	564	807
CUNY	70	247	317	850
Commission on Independent Colleges and Universities (cIcu)	504	664	1168	838

At the start of edTPA implementation, the Department also initiated strong systems to ensure that each college and university had the information needed to successfully prepare its candidates. For instance, each college and university was asked to identify a person to serve as the edTPA coordinator. These edTPA coordinators serve as the point of contact for the Department and SCALE for the dissemination of announcements and resources. In addition, the Department conducts bi-weekly telephone calls with CUNY, SUNY, and the Commission on Independent Colleges and Universities, seeks input and recommendations on supports, provides important information to the Teacher Education Advisory Group, and has consistently advised programs of their need to communicate regularly and provide support for faculty members, candidates, and P-12 partners.

SCALE has also supported faculty. SCALE planned and delivered several webinars around edTPA implementation and offered local evaluation training sessions on several campuses in NYS. In addition, the level of professional dialogue and engagement about teacher performance assessment and edTPA among college and university representatives at both the 2012 and 2013 joint conferences sponsored by the New York State Association of Teacher Educators in

edTPA Myths vs. Facts

conjunction with the New York State Association of Colleges for Teacher Education has been instructive around this work.

Myth: Only a fraction of the \$11.5 million in Race to the Top funds has been spent to help education institutions transition to the edTPA requirements. Race to the Top funds were also used to fund implementation of the Common Core Standards, clinically rich teacher preparation, and teacher and principal evaluations.

Fact: Common Core Standards and teacher and principal evaluations were funded using a separate set of funds under Race to the Top.

The \$11.5 million allocated for faculty professional development in agreements with CUNY, SUNY, and the Commission on Independent Colleges and Universities, is designed to help transform our teacher preparation programs as a whole, as well as prepare for changes in the certification exams. The scope of work for each faculty development project includes preparation for all new certification exams (Academic Literacy Skills Test, Educating All Students test, Revised Content Specialty Tests, and edTPA), and includes aspects of the reform agenda such as Common Core, teacher and principal evaluations, Data Driven Instruction, and clinically rich teacher and leader preparation. Further, the full sum of \$20 million was provided to 13 teacher education programs to support clinically rich programs. Information about both initiatives, along with the recipients of the clinically rich programs, is available online at <http://www.highered.nysed.gov/facesinfield.html>.

Implementation Concerns

Myth: Some campuses participated in national edTPA pilot studies in spring 2013, and encountered problems that needed to be remedied to successfully prepare students for the edTPA.

Fact: The purpose of a field test is to try out an approach and determine if any refinements are required and to allow participants to have an opportunity to be exposed to the content. During the pilot studies, the Department was informed of the following challenges:

- The need to secure video permissions from parents/guardians. SED communicated information about the edTPA to district superintendents, superintendents, and building leaders and the work of teacher preparation programs.
- Technical difficulties with compressing and uploading video. SCALE and Pearson provided additional guidance for how to resolve these issues.
- Missed deadlines for portfolio submissions. Due to technical issues and/or the initial unfamiliarity with the edTPA, some campuses missed deadlines for the submission of materials. In most cases, the deadline was extended to accommodate the submission of materials from campuses in these situations.

These types of challenges are not unusual in the first year of a new approach and each of the challenges resulted in technical assistance from the Department, SCALE, and/or Pearson.

edTPA Myths vs. Facts

Myth: SED has consistently failed to provide crucial data and clear instructions and directives regarding the edTPA to teacher educators.

Fact: edTPA requires many programmatic decisions at the campus level. Not all decisions can be directed or determined by SED. For example, programs must decide at which point during the student teaching a candidate should complete the edTPA; programs must meet with P-12 partners to discuss video permissions and collaboratively determine the language for the permission form; and programs will need to determine which technology platform to use for uploading edTPA portfolios. The Department and SCALE provide examples to support decision making.

Myth: The edTPA must be submitted electronically to Pearson, Inc.—the private corporation that scores the edTPA.

Fact: Candidate materials are submitted to Evaluation Systems, a Group of Pearson, the operational partner that makes edTPA available nationally. Evaluation Systems provides the technical platform to collect, score, and deliver results to teacher candidates and preparation programs. Stanford University is the exclusive author and owner of edTPA.

Pearson staff members do not score the edTPA. The edTPA is scored by educators who are hired for this purpose. Scorers include teacher educators from the programs participating in edTPA, as well as other qualified teacher education faculty, clinical supervisors of student teachers, K-12 teachers, administrators, and National Board Certified Teachers. All scorers are recruited and selected because of their documented experience both with beginning teachers and subject-matter content. Their efforts help to support the assessment and an evidence-based process that can make objective, comparable, and valid evaluation of teaching skills and readiness for the classroom. The criteria for selecting and training scorers are rigorous. These educators are also carefully monitored during scoring activities to maintain high quality and inter-rater reliability. edTPA scorers are compensated for training as well as for each assessment scored. New York State is well represented in the scorer pool. As of March 2014, NYS has over 600 educators who have been hired as scorers.

Myth: The Department has not assisted students with the costs associated with the edTPA and other recently adopted certification requirements.

Fact: With the implementation of the new examinations, the New York State Education Department released 1800 fee vouchers to programs for dissemination to candidates with a financial need. This was the first year that fee vouchers have been made available, and the Department intends to continue providing fee vouchers to programs in future program years. Vouchers were allocated to programs proportionately to the number of Pell Grant recipients reported by each institution.

edTPA Myths vs. Facts

Myth: The Department set the passing score too high.

Fact: Each state has the opportunity to convene a panel to determine the state cut score that reflects the minimum level of knowledge, skills, and abilities a candidate must demonstrate in alignment with state-specific teaching standards. In NYS, we convened our standard setting panel in October. The panelists included certified teachers, school building leaders and higher education faculty. Panelists were nominated by organizations such as NYSUT along with superintendents, school building leaders and Deans of Schools of Education. Panelists also represented geographic as well as racial and ethnic diversity. The standard setting panel was charged with recommending to the Commissioner and Board of Regents the minimum level of knowledge, skills and abilities a teacher needs in order to be competent in the classroom and positively contribute to student learning. This “cut score,” or *standard*, serves as the minimum threshold needed to pass the examination for certification purposes. Panelists were asked to recommend a cut score within a ½ Standard Error of Measurement of the maximum score of 42 recommended by the edTPA national standard-setting panel. Panelists were also asked to recommend a standard that represents mastery of the skills, knowledge and abilities necessary for effective teaching. This “mastery cut score” will not be used in determining whether a candidate has passed the edTPA. Rather, the mastery cut score will provide a rigorous, aspirational goal for programs and candidates – a high benchmark to strive towards. Identifying this mastery standard provides a common point of reference across programs to inform practice, guide professional development, and evaluate needs and strengths.

One participant noted:

- “While I thought that the standards setting process would be executed by those far removed from what happens in schools and classrooms, I found through my work on the edTPA committee that the cut scores for proficiency levels are based on recommendations from a competent and diverse set of educators. These educators followed a very detailed and intensive process that included significant dialogue and discussion. There was legitimacy to this process which was informed by real world expectations and resulted in a collective and valid recommendation.” –Principal