

**V.B.**

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO BE PROPOSED:  
December 7, 2016**

**RESOLVED**, That the State Board of Education adopts the recommendations from the Educator Preparation Advisory Council (EPAC) to implement, effective September 1, 2017, the Council for Accreditation of Educator Preparation (CAEP) standards as the basis for continuing program approval and adopt a pre-service performance assessment, edTPA, for implementation effective September 1, 2019, and directs the Commissioner to take the necessary action.

Approved by a vote of \_\_\_\_\_, this seventh day of December, Two Thousand Sixteen.

Signed: \_\_\_\_\_  
Dr. Dianna R. Wentzell, Secretary  
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION**  
**Hartford**

**TO:** State Board of Education

**FROM:** Dr. Dianna R. Wentzell, Commissioner of Education

**SUBJECT:** Adoption of the Recommendations of the  
Educator Preparation Advisory Council (EPAC)

**DATE:** December 7, 2016

**Executive Summary**

**PURPOSE OF REPORT**

This report and appendices provide the State Board of Education (SBE) with a set of recommendations based on the work of the Educator Preparation Advisory Council (EPAC) in the following areas:

- Educator preparation program review and approval;
- Data reporting and accountability; and
- Candidate pre-service assessment.

**HISTORICAL CONTEXT/BACKGROUND INFORMATION**

On March 7, 2012, the SBE approved a resolution to establish EPAC to advise the SBE on the transformation of Connecticut's system for the approval and oversight of educator preparation programs (EPPs). Please refer to **Appendix A** for a diagram of EPAC's recommended new system for continuing program approval, continuous improvement, and accountability. EPAC was first convened on August 3, 2012, with membership from professional organizations, PK-12 schools and EPPs, representing traditional programs and alternate route to certification (ARC) programs. The current EPAC membership list is provided in **Appendix B**. The establishment of EPAC also fulfilled expectations of Connecticut Special Act 12-3 (see **Appendix C**).

Since 2013, the Connecticut State Department of Education (CSDE) and EPAC have worked with advisory subcommittees, as well as state and national experts, to develop recommendations to align EPPs with six EPAC principles adopted by the SBE in 2013:

1. **Program Entry Standards**
2. **Staffing & Support of Clinical Experiences**
3. **Clinical Experience Requirements**
4. **District-Program Partnerships & Shared Responsibility**
5. **Program Completion & Candidate Assessment Standards**
6. **Program Effectiveness & Accountability**

These principles served to drive EPAC's work, as did their definition of a teacher who is "learner-ready" on day one in order to meet the needs of students (see **Appendix D**).

In 2013, the CSDE competed for and was awarded two national grants that also focused on transforming educator preparation:

- The **Network for Transforming Educator Preparation (NTEP)** Grant of \$200,000 was awarded by the Council of Chief State School Officers (CCSSO) to support the work of reform in program approval, data collection, analysis, and reporting, and certification. These three reform areas are outlined in CCSSO's task force report, [Our Responsibility, Our Promise](#), which served as a call to action for CCSSO Chiefs, members of the National Association of State Boards of Education (NASBE), and the National Governors Association (NGA).
- The **Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center** Grant of \$200,000, funded by the U.S. Office of Special Education Programs (OSEP) is a technical assistance grant designed to help states and institutions of higher education reform their teacher and leader preparation programs to ensure candidates are engaged in practice-based clinical experiences (e.g., tutoring, lesson study, video analysis, etc.) and evidence-based strategies prior to student teaching.

Over the past three years, EPAC subcommittees were formed to develop detailed workplans to pilot potential system components. The results were reported back to the full EPAC for feedback and consensus approval.

## **EPAC RECOMMENDATIONS**

Recommendations were approved by the EPAC on September 30, 2016 and are outlined in the chart on page 3. The foundation for these recommendations was the expectation that Connecticut would be moving to the EPP standards issued by the Council for the Accreditation of Educator Preparation (CAEP), which is the successor to the National Council for Accreditation of Teacher Education (NCATE). Until its dissolution in 2016, NCATE was the accreditation body whose standards guided Connecticut EPP approval. The CAEP standards replace those previously issued by NCATE. Additional recommendations complement the continuing program approval process by defining key quality measures, including a measure of candidate pre-service performance.

<b>EPAC Principle</b>	<b>EPAC Recommendation</b>	<b>Accomplishments</b>	<b>Mandated by:</b>
<b>All Six Principles</b>	<p><b><i>Educator Preparation Program (EPP) Continuing Approval:</i></b></p> <p>Transition to the Council for the Accreditation of Educator Preparation (CAEP) standards for program approval, enter into a partnership agreement with the CAEP, and transition to CAEP's seven year visit cycle for continuing program approval. The new continuing approval process will be implemented effective September 2017. The SBE will make final continuing EPP approval decision based on the recommendations from the Educator Preparation Review Committee and the Commissioner.</p>	<p>Establish partnerships with Connecticut EPPs to develop a standards-based policy and process for national accreditation and SBE approval.</p> <p>See <b>Appendix E</b> for the CAEP Standards.</p>	<p>Special Act No. 16-22 mandates that the CSDE enter into a partnership agreement with CAEP for the purposes of accrediting and establishing standards for EPPs</p>
<b>Principles 2, 3, &amp; 4</b>	<p><b><i>Quality Clinical Experiences:</i></b></p> <p>Develop guidelines for partnerships between school districts and EPPs to ensure shared responsibility and accountability for training and quality of clinical experiences.</p>	<p>Through the CEEDAR Grant, Connecticut has received national attention for its collaboration with EPPs on curriculum reform that ensures candidates are engaged in practice-based clinical experiences (e.g., tutoring, lesson study, video analysis, etc.) and evidence-based strategies prior to student teaching.</p>	<p>CAEP Standard 2: Clinical Partnerships and Practice</p> <p>C.G.S. 10-145a(j) 2016 Supplement</p>
<b>Principle 5</b>	<p><b><i>Culminating Pre-Service Teacher Performance Assessment:</i></b></p> <p>Continue piloting edTPA, a pre-service performance-based portfolio assessment aligned to state and national content-specific teaching standards which requires candidates to demonstrate their pedagogical knowledge and skills in the areas of planning, instruction, and student assessment during student teaching. The CSDE will recommend a passing cut score to the SBE in 2018-19, which will go into effect September 1, 2019, for all candidates completing Connecticut initial EPPs (traditional or ARC).</p>	<p>The CSDE facilitated pilot implementation of edTPA in seven EPPs (public, private, and ARC) during 2015-16 and engaged with a national research organization to conduct an implementation study; in 2016-17, the CSDE continues to facilitate engagement with edTPA in seven EPPs.</p> <p>See <b>Appendix F</b> for a description of edTPA.</p>	<p>CAEP Standard 1: Content and Pedagogical Knowledge</p>
<b>Principle 6</b>	<p><b><i>Educator Preparation Data Dashboard:</i></b></p> <p>Develop and implement a new educator preparation data dashboard with indicators aligned to EPAC principles, CAEP standards, and statutory requirements. This includes implementing a new teacher and employer feedback survey on the quality of teacher preparation.</p>	<p>Educator Preparation Data Dashboard to be implemented in September 2017 to provide data on all EPPs for the purpose of:</p> <ul style="list-style-type: none"> <li>• Public Transparency</li> <li>• Program Improvement</li> <li>• Accountability</li> </ul>	<p>CAEP Standards 3, 4, &amp; 5, Public Act 15-243 and Section 205 of Title II Higher Education Act require annual reporting on the quality of EPPs</p>

## IMPLEMENTATION PLAN

As described in the table below, each EPAC recommendation requires a set of implementation actions in order to operationalize the new system for continuing program approval.

EPAC Recommendation	Implementation Action
<b>Continuing Program Approval Process Based on CAEP Standards</b>	1. The CSDE will finalize a partnership agreement with CAEP.
	2. The CSDE will adjust program approval visits to a seven-year cycle to align with CAEP.
	3. Beginning in fall 2017, the evaluation team report will go to the State Review Committee, along with available data reported from the new Educator Preparation Data Dashboard. <ul style="list-style-type: none"> <li>The State Review Committee</li> <li>recommendation goes to the Commissioner, who in turn, makes a recommendation to the SBE to vote on continuing approval decision (i.e., full, provisional, probationary, or deny).</li> </ul>
	4. The SBE will appoint and CSDE staff will orient new State Review Committee members, as required, based on three-year terms.
<b>Quality Clinical Experiences</b>	5. The CSDE will collaborate with EPPs to improve the quality of clinical experiences for teacher preparation candidates.
	6. The CSDE will develop guidance for a model partnership agreement between EPPs and Connecticut school districts to ensure shared accountability and responsibility for training of teacher candidates during clinical experiences.
	7. EPPs will use annual new teacher/employer feedback survey data to inform and improve the quality of clinical experiences.
<b>Pre-Service Performance Assessment (edTPA)</b>	8. The CSDE will continue to oversee statewide scale-up of edTPA pilot during the 2016-17 and 2017-18 academic years.
	9. The CSDE will recommend a cut score to the SBE in the 2018-19 academic year as determined by a state standards setting committee. <ul style="list-style-type: none"> <li>On or after September 1, 2019, a passing score on edTPA will be required for all candidates completing Connecticut initial EPPs (traditional or ARC).</li> </ul>
	10. The CSDE will propose a supplemental funding option for teacher candidates who meet needs-based criteria.
<b>Educator Preparation Data Dashboard</b>	11. In fall 2017, the CSDE will launch a new educator preparation data dashboard, with new data added as it becomes available. <ul style="list-style-type: none"> <li>Data will be reviewed through appropriate quality control procedures and EPPs will have opportunity to review data and dashboard before public posting.</li> </ul>
	12. Commencing September 1, 2018, available data will be used in conjunction with findings from continuing approval reports (from CAEP or the CSDE evaluation team) to ensure alignment of institution and program-level findings with outcomes data.
	13. The CSDE will annually report to the Connecticut General Assembly on the quality of EPPs, as required by Public Act 15-243.
	14. The CSDE, with stakeholder input, will establish low-performing and at-risk criteria for reporting to the U.S. Department of Education, pursuant to the Title II Higher Education Act.

## CONCLUSION/RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION

The CSDE is proud of the collaborative work with EPAC and the accomplishments to date that have led to the recommendations described herein. The CSDE Bureau of Educator Effectiveness will continue to engage stakeholders on an ad hoc basis to provide advice and guidance on the implementation of EPAC's recommendations concerning EPP approval, continuous improvement, and accountability. The CSDE recommends that the SBE take the following steps:

1. Adopt the CAEP standards as the basis for continuing program approval, effective September 1, 2017, and direct the Commissioner to take the necessary action to implement use of these standards; and
2. Adopt the pre-service candidate performance assessment recommended by EPAC, edTPA, effective September 1, 2019, and direct the Commissioner to take the necessary action to implement the use of this new assessment.

Implementation of these measures aligns to EPAC's vision that all teachers are learner ready on day one of entering the classroom as a result of high-quality preparation that provides a solid foundation in the Connecticut Common Core of Teaching and ensures demonstration of deep content knowledge and content pedagogy.

## NEXT STEPS

Upon adoption of these recommendations, the CSDE will:

1. Disseminate and post on the CSDE website information for the general public, superintendents, and deans/directors of EPPs about the adoption and implementation plans for the new system for continuing program approval;
2. Formalize the partnership agreement with CAEP;
3. Determine the necessary actions for implementation, including any recommendations for updating EPP regulations, as appropriate, to confirm to the recommendations herein; and
4. Report back to the State Board of Education on progress towards these goals in 2018.

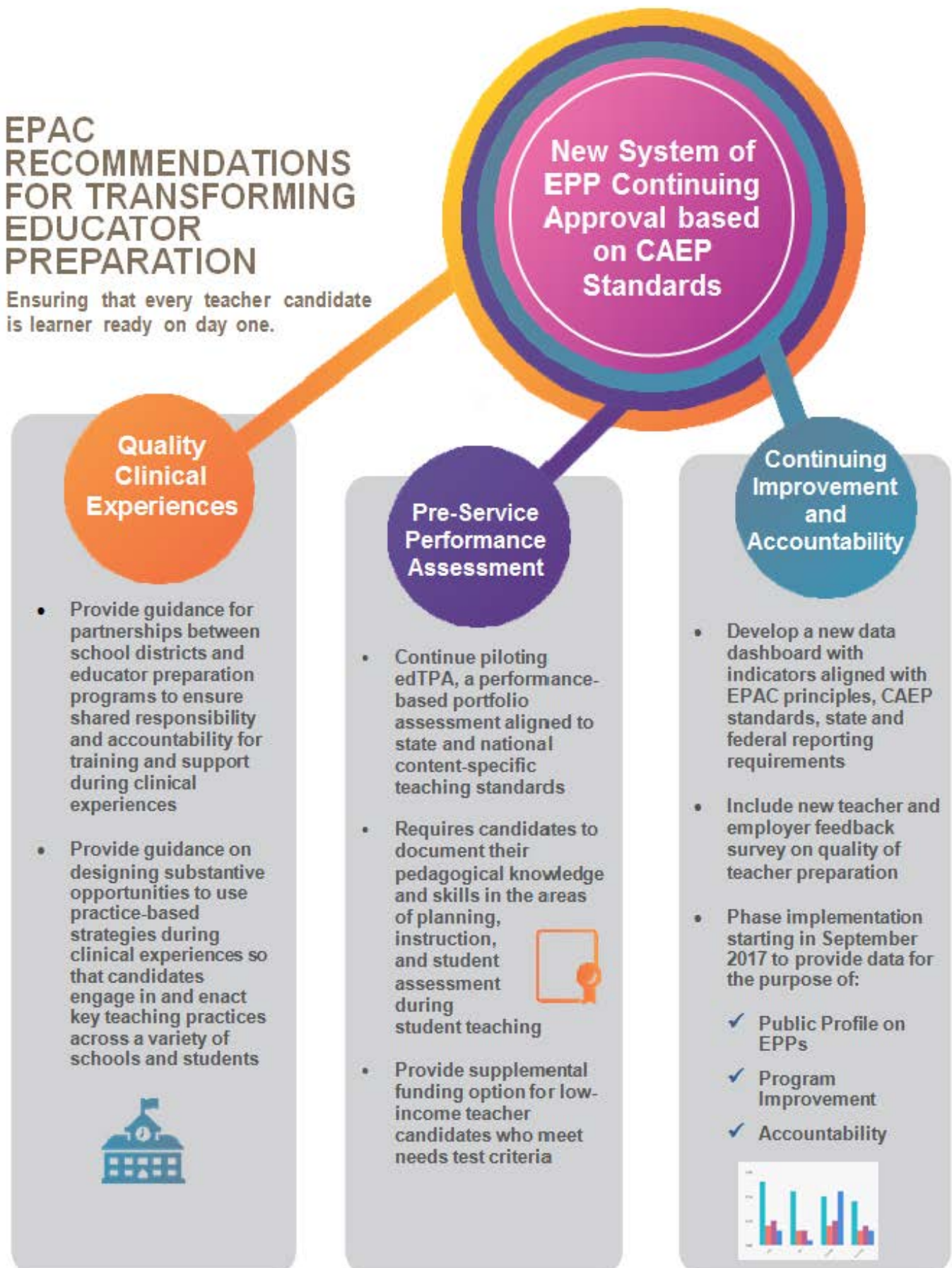
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## EPAC RECOMMENDATIONS FOR TRANSFORMING EDUCATOR PREPARATION

Ensuring that every teacher candidate is learner ready on day one.



## Appendix B

### Current List of Educator Preparation Advisory Committee (EPAC) Co-Chairs and Members

Dianna	Wentzell	Commissioner, Connecticut State Department of Education
Mark	Ojakian	Interim President, Board of Regents for Higher Education
Sarah	Barzee	Chief Talent Officer, Connecticut State Department of Education
Elsa	Nuñez	Vice President, Board of Regents for Higher Education
Jeff	Leake	Vice President, Connecticut Education Association
Jan	Hochadel	President, American Federation of Teachers-Connecticut
Ann	Gruenberg	President, CT Association of Boards of Education
Joe	Cirasuolo	Executive Director, CT Association of Public School Superintendents
Gary	Maynard	President, CT Federation of School Administrators
Michael	Alfano	Dean, School of Education and Professional Studies, CCSU
David	Bosso	2012 State Teacher of the Year, Berlin Public Schools
Kenneth	DiPietro	Superintendent, Plainfield Public Schools
Noah	Dion	Director, Division of Academic Affairs, Office of Higher Education
Patricia	Garcia	Superintendent, Windham Public Schools
Sandy	Grande	Connecticut College, Chair, Education Department
Jess	House	Western Connecticut State University, Dean, School of Prof. Studies
Andrew	Lachman	Executive Director, Connecticut Center for School Change
Greg	Little	Dean, Alternate Route to Certification, Office of Higher Education
Karissa	Neihoff	Executive Director, CT Association of Schools
Colleen	Palmer	Superintendent, Westport Public Schools
Joan	Parris	Norwalk Community College, Program Director of Early Childhood Prog.
Nathan	Quesnel	Superintendent, East Hartford Public Schools
Frances	Rabinowitz	Interim Superintendent, Bridgeport Public Schools
Janet	Robinson	Superintendent, Stratford Public Schools
Jason	Rojas	Representative, Connecticut General Assembly
David	Scata	Chair, Comprehensive System of Personnel Development (CSPD) Council
Richard	Schwab	Dean, NEAG School of Education, UCONN
Don	Slater	Chief Operations Officer, Hartford Public Schools
Nate	Snow	Executive Director, Teach for America-CT
Allan	Taylor	Chair, State Board of Education
James	Thompson	Superintendent, Bloomfield Public Schools
Danuta	Thibodeau	Education Connection
Robert	Villanova	University of Connecticut, Director of the Executive Leadership Program
Shannon	Marimón	CSDE Staff
Georgette	Nemr	CSDE Staff
Katie	Toohey	CSDE Staff
Mandy	Turner	CSDE Staff



## Appendix C



### ***Substitute Senate Bill No. 384***

### ***Special Act No. 12-3***

#### ***AN ACT CONCERNING TEACHER PREPARATION.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (*Effective July 1, 2012*) The State Board of Education, in consultation with the Board of Regents for Higher Education and The University of Connecticut, shall study issues concerning teacher preparation, including, but not limited to, requiring (1) every student enrolled in a program of teacher preparation leading to a professional certificate to (A) spend a minimum number of hours student teaching, beginning in the student's first year in such program and continuing every year thereafter that such student is enrolled in such program, including, but not limited to, a certain number of hours working with special education and gifted students, and (B) complete coursework concerning parental involvement in a child's education and cultural issues that may affect a student's learning environment, (2) any candidate entering such a program of teacher preparation to possess a minimum cumulative grade point average of 3.00, (3) any candidate entering such a program of teacher preparation to meet the requirements of the academic program in the subject area in which such student plans to teach, and (4) each institution of higher education offering such a program of teacher preparation to annually provide each candidate in such program with information regarding subject and geographic areas in which a teacher shortage exists, as determined by the Commissioner of Education in accordance with section 10-8b of the general statutes, and encourage each such candidate to take teaching jobs in such subject and geographic areas. Not later than April 1, 2013, the State Board of Education shall report on such study and deliver a comprehensive set of recommendations regarding such issues to the Department of Education, the Board of Regents for Higher Education, The University of Connecticut and, in accordance with the provisions of section 11-4a of the general statutes, the joint standing committee of the General Assembly having cognizance of matters relating to higher education.

Approved June 15, 2012

# Appendix D

## Educator Preparation Advisory Council (EPAC)

### Connecticut's Definition of "Learner-Ready, Day One Teacher"

#### Demonstration of Foundational Knowledge, Skills and Dispositions by Learner-Ready Teachers

To be ready for the complexity of their work, teachers who enter the profession:

1. Understand the physical, cognitive, social and emotional aspects of child and adolescent growth and development;
2. Value and respect culture and diversity in children and families;
3. Demonstrate the knowledge, skills and dispositions needed for all children to learn effectively;
4. Have a disposition to develop all professional qualities more deeply over time; and

#### Teacher Outcomes

- Demonstrate deep knowledge of content and how to design instruction and use tools and technology to teach it
- Demonstrate understanding of Common Core Standards in relation to his/her subject matter
- Care about, motivate, and actively engage students in learning
- Create a positive classroom/learning environment
- Value and respect the diverse learning needs and cultural backgrounds of students and their families
- Hold students to high expectations
- Personalize and differentiate learning to ensure appropriate level of challenge
- Collect, interpret, and use student learning data to monitor progress and adjust instruction
- Reflect on practice and continuously seek opportunities for professional learning to improve practice
- Communicate and collaborate with colleagues, families and the community to create positive, culturally respectful relationships
- Engage in school improvement initiatives and share responsibility to support learning of all students
- Understand and demonstrate professional, ethical and responsible behavior at all times

#### Demonstration of Student Outcomes by Learner-Ready Teachers

As a result of the work of effective teachers, experiences as learners, and individual effort, students developmentally and systematically grow over time. The teacher newly entering the profession effectively engages students in appropriate learning experiences that support growth and development to these ends.

#### Student Outcomes

- Communicate effectively through a variety of mediums including technology and the arts
- Apply content to solve problems and make interdisciplinary, real-world, career and global connections
- Demonstrate well-rounded knowledge and skills across the curriculum in addition to language arts and mathematics
- Participate as an active, informed citizen in a global and technological society
- Think and behave critically and creatively
- Collaborate and work in teams and be prepared to enter the workforce
- Take responsibility for their knowledge and skill development toward the goal of lifelong learning



## Appendix E



*excellence in educator preparation*

### 2013 CAEP Standards

#### Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

**Candidate Knowledge, Skills, and Professional Dispositions**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**Provider Responsibilities:**

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

#### Standard 2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

**Partnerships for Clinical Preparation:**

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

**Clinical Educators:**

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

**Clinical Experiences:**

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

#### Standard 3. Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

**Plan for Recruitment of Diverse Candidates who Meet Employment Needs:**

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

**Candidates Demonstrate Academic Achievement:**

3.2 The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year.

The CAEP minimum criteria are a grade point average of 3.0 and a group average performance on nationally normed assessments or substantially equivalent state-normed assessments of mathematical, reading and writing achievement in the top 50 percent of those assessed. An FPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50<sup>th</sup> percentile standard for writing will be implemented in 2021.

Starting in academic year 2016-2017, the CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year. The provider determines whether the CAEP minimum criteria will be measured (1) at admissions, OR (2) at some other time prior to candidate completion.



## Appendix E

*In all cases, EPPs must demonstrate academic quality for the group average of each year's enrolled candidates. In addition, EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed under component 3.1, Plan for recruitment of diverse candidates who meet employment needs.*

*CAEP will work with states and providers to designate, and will periodically publish, appropriate "top 50 percent" proficiency scores on a range of nationally or state normed assessments and other substantially equivalent academic achievement measures, with advice from an expert panel.*

*Alternative arrangements for meeting the purposes of this component will be approved only under special circumstances and in collaboration with one or more states. The CAEP President will report to the Board and the public annually on actions taken under this provision.*

### **Additional Selectivity Factors:**

**3.3** *Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.*

### **Selectivity During Preparation:**

**3.4** *The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.*

### **Selection At Completion:**

**3.5** *Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.*

**3.6** *Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.*

## **Standard 4. Program Impact**

**The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.**

### **Impact on P-12 Student Learning and Development:**

**4.1** *The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.*

### **Indicators of Teaching Effectiveness:**

**4.2** *The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.*

### **Satisfaction of Employers:**

**4.3** *The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.*

### **Satisfaction of Completers:**

**4.4** *The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.*

## **Standard 5. Provider Quality Assurance and Continuous Improvement**

**The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.**

### **Quality and Strategic Evaluation:**

**5.1** *The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.*

**5.2** *The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.*

### **Continuous Improvement:**

**5.3** *The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.*

**5.4** *Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.*

**5.5** *The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.*

## Appendix F

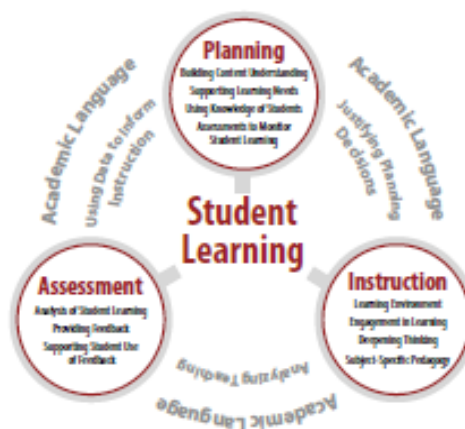
### Overview and Description of edTPA Pre-Service Performance Assessment



### Using edTPA®

Developed for educators by educators, edTPA® is the first nationally available performance-based assessment for beginning teachers. It is designed to support teacher candidate learning and provide data that supports preparation program growth and renewal. Aligned with college and career readiness standards, INTASC Standards and major teacher evaluation frameworks, edTPA® assesses teaching behaviors that focus on student learning. As a summative capstone assessment, edTPA® can be integrated with other teacher candidate assessments such as clinical evaluations, embedded program assessments and content knowledge examinations to inform program completion decisions or as a metric for licensure. It is also a useful source of evidence for program review, teacher licensure and/or state and national accreditation.

edTPA's® common architecture consists of three interconnected tasks embedded in clinical practice and highlighted in the chart below:



### Preparation for Critical Dimensions of Teaching

The edTPA® process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons. These lessons come from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of their students. Candidates' evidence is evaluated and scored within the following five dimensions of teaching:

- 1. Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/assessments. Candidates demonstrate how their plans align with content standards, build upon students' prior academic learning and life experiences and how instruction is differentiated to address strengths and student needs.
- 2. Instructing and Engaging Students in Learning** Includes one or two unedited video clips of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning tasks. Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject-matter understandings.
- 3. Assessing Student Learning** Includes classroom-based assessment (evaluation criteria), student work samples, quality of teacher feedback and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students and explain how their feedback guides student learning.



## Appendix F

### Overview and Description of edTPA Pre-Service Performance Assessment

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| <p><b>4. Analysis of Teaching Effectiveness</b> is addressed in commentaries within <b>Planning, Instruction and Assessment</b> tasks. In <b>planning</b>, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths and needs, and principles of research and theory. In <b>Instruction</b>, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their analysis of assessment results to inform next</p> | <p>steps for individuals and groups with varied learning needs.</p> <p><b>5. Academic Language Development</b> is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject-matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.</p> |
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### Scoring edTPA®

The five dimensions of teaching are evaluated using 15 analytic rubrics on a five point-score scale focused on student learning. The Stanford Center for Assessment, Learning and Equity (SCALE) is responsible for the design and development of the on-line training system and for setting subject-specific benchmarks. Qualified scorers are trained to use edTPA® rubrics to evaluate candidate submissions consistently and fairly. Local, state and national scoring pools include teacher education faculty and clinical supervisors, as well as P-12 educators (e.g., National Board Certified Teachers, cooperating teachers). At least half of all scorers hired are university faculty (including clinical supervisors and methods instructors) and half are K-12 educators. All scorers must meet rigorous qualifications including subject-matter experience, and recent experience teaching the subject (to P-12 students or methods courses to candidates) and mentoring or supporting beginning teachers.

Candidates may submit their edTPA® materials directly to Pearson or via an approved, integrated edTPA® platform provider. (Visit the candidate program website for a [list of integrated platform providers](#).) Faculty provide formative feedback to candidates while they are developing edTPA® materials within these platforms. Score reports include individual candidate scores as well as a narrative profile of candidate performance. The score reports and candidate edTPAs® are useful data sources for informing program and curriculum revision within participating campuses and as evidence for state and national accreditation processes.

### edTPA® Licensure Areas

- Agriculture
- Business
- Classical Languages
- Early Childhood
- Educational Technology Specialist
- Elementary Education
- Elementary Literacy
- Elementary Mathematics
- English as an Additional Language
- Family/ Consumer Sciences
- Health Education
- Library Specialist
- Literacy Specialist
- Middle Childhood:
  - English Language Arts
  - History/Social Studies
  - Mathematics
  - Science
- Performing Arts
- Physical Education
- Science
- Secondary English Language Arts
- Secondary History/Social Studies
- Secondary Mathematics
- Special Education
- Technology and Engineering Education
- Visual Arts
- World Languages

For more information about edTPA®, including extensive reliability and validity evidence, visit: <http://scale.stanford.edu/teaching/edtpa>. For implementation support resources, visit: <http://edtpa.aacte.org>. For candidate registration, submission and program policies, visit: <http://www.edtpa.com>.

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