**Connecticut State Department of Education**

**Power in Partnerships Initiative**

**Bridging Pre-Service Preparation and In-Service Professional Learning**

edTPA, a national, performance-based, subject-specific assessment for measuring pedagogical knowledge and skills, is an EPP program completion requirement in Connecticut for teacher candidates during student teaching. Aligned with national standards for the teaching profession (InTASC, NBPTS, Danielson’s framework) and the Connecticut Common Core of Teaching (CCT), edTPA is intended to be educative, so that candidates and programs can use assessment evidence to support decisions about next steps for practice. The Connecticut Teacher and Education Mentoring (TEAM) program is a unique, two-year induction program for new teachers that includes mentorship and professional learning. edTPA and TEAM performance requirements align with those described in the Connecticut Common Core of Teaching (CCT) for educators and the Connecticut Common Core State Standards (CCSS) for K-12 students, providing a through line from pre-service to induction.

The **edTPA Gap Analysis Tool** can be used by educator preparation provider (EPP) faculty and K-12 district partners to review edTPA data and identify patterns of candidate performance strengths and areas for improvement. The analysis also requires partnership teams to consider where across EPP curricula and clinical experience opportunities that pre-service preparation gaps might exist or training may need to be strengthened, as indicated by edTPA performance patterns.

**Program Name (e.g., elementary education):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**edTPA Cohort Year(s)/Sample Size: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **CANDIDATE PERFORMANCE**

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| ***What do edTPA data suggest about candidate strengths?*** |
| 1a. Which rubrics have the highest mean[[1]](#footnote-1)?  1b. What knowledge and/or skills are these rubrics assessing? |
| 2a. On which rubrics are candidates the most proficient (level 3 or higher)?  2b. What knowledge and/or skills are these rubrics assessing? |
| 3a. Which rubrics have a high mean and a low standard deviation[[2]](#footnote-2)? (This is an indicator that there is not a great deal of variability between scores.)  3b. What knowledge and/or skills are these rubrics assessing? |
| 4a. Which rubrics have a high mean and a high standard deviation? (This is an indicator that there is a great deal of variability between scores.)  4b. What knowledge and/or skills are these rubrics assessing? |
| ***What do edTPA data suggest about the challenges that candidates face?*** |
| 1a. Which rubrics have the lowest mean?  1b. What knowledge and/or skills are these rubrics assessing? |
| 2a. On which rubrics are candidates the least proficient?  2b. What knowledge and/or skills are these rubrics assessing? |
| 3a. Which rubrics have a low mean and a low standard deviation? (This is an indicator that there is not a great deal of variability between scores.  3b. What knowledge and/or skills are these rubrics assessing? |
| 4a. Which rubrics have a low mean and a high standard deviation? (This is an indicator that there is a great deal of variability between scores.)  4b. What knowledge and/or skills are these rubrics assessing? |
| ***edTPA Performance Summary*** |
| 1. Based on your review and analysis of edTPA performance, what are the primary knowledge and skills that candidates successfully demonstrated? |
| 2. Based on your review and analysis of edTPA performance, what are the primary knowledge and skills that presented challenges to candidates? |
| 1. What did the team learn about candidate readiness to teach that the team did not know before reviewing edTPA data? |

1. **CANDIDATE PREPARATION**

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| 1. What program course(s) and/or clinical experiences provide an opportunity for candidates to be introduced to the knowledge and skills assessed by edTPA early in the program? |
| 1. What program course(s) and/or clinical experiences provide an opportunity for candidates to be introduced to the knowledge and skills assessed by edTPA during the program? |
| 1. What knowledge and skills does it seem that the program is doing well in terms of preparing candidates? |
| 1. What condition codes did candidates receive and what implications did the codes have for candidate success on edTPA? |

1. The mean is commonly thought of as the average score based on a set of scores. It is calculated by adding all scores in a data set and dividing the sum by the number of scores in the data set. [↑](#footnote-ref-1)
2. A standard deviation is the measure of dispersion of a set of data from its mean; it is a measure of how far each score is from the mean. The higher the dispersion or variability, the greater is the standard deviation and greater will be the magnitude of the deviation of the value from the score set mean. [↑](#footnote-ref-2)