

IX.C.

CONNECTICUT STATE BOARD OF EDUCATION

Hartford

TO BE PROPOSED:

October 6, 2021

RESOLVED, That the State Board of Education adopts the recommendation from the Connecticut State Department of Education to implement an educator preparation provider (EPP) program approval methodology using the Council for Accreditation of Educator Preparation (CAEP) accreditation decisions based on CAEP site visits, with annual monitoring of EPPs using the Connecticut State Department of Education (CSDE) EPP Data Dashboard, beginning October 6, 2021, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this sixth day of October, Two Thousand Twenty-One.

Signed: _____

Charlene M. Russell-Tucker, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Charlene M. Russell-Tucker, Commissioner of Education

DATE: October 6, 2021

SUBJECT: Program Approval Methodology, Connecticut Educator Preparation Provider (EPP) Programs

Executive Summary

Introduction

This report describes a continuing program approval methodology for Connecticut educator preparation provider (EPP) programs using the Council for Accreditation of Educator Preparation (CAEP) accreditation decisions based on CAEP site visits, with annual monitoring of EPPs using the Connecticut State Department of Education (CSDE) EPP Data Dashboard.

History/Background

On March 7, 2012, the State Board of Education (SBE) approved the establishment of the Educator Preparation Advisory Council (EPAC) to advise the SBE on the transformation of Connecticut's system for the approval and oversight of EPP programs. EPAC first convened in August 2012, with membership from multiple and diverse Connecticut professional organizations, PK-12 schools, and EPPs from both traditional providers and alternate route to certification programs. To guide their work, EPAC adopted a definition for a "learner-ready" teacher who is prepared day one in the classroom to meet the academic needs of students (Attachment A) and developed six areas for reform, adopted by the SBE in 2013:

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

In partnership with the CSDE, EPAC worked with various advisory subcommittees, as well as state and national experts, to develop recommendations to align with the “learner-ready” definition and the six EPAC reform areas. EPAC final recommendations are described in the chart on page three, including the alignment of all recommendations with EPAC reform areas, accreditation requirements, and legislative mandates, where applicable. The final chart column describes progress to date for each recommendation.

Of the four EPAC recommendations, two were adopted officially by the SBE on December 7, 2016:

- Effective September 1, 2017, Connecticut will enter into a partnership agreement with CAEP, transition to CAEP’s seven-year site visit cycle, and use CAEP standards as the basis for continuing program approval (also codified in Special Act No. 16-22, Attachment B).
- Effective September 1, 2019, edTPA, a national, content-specific, performance-based assessment that requires EPP candidates to demonstrate their pedagogical knowledge and skills in the areas of planning, instruction, and student assessment during student teaching, will be a requirement for Connecticut EPP program completion.

Reform efforts related to a third EPAC recommendation—ensuring that all EPP candidates in training have multiple, diverse, and high quality clinical and fieldwork experience opportunities—continues through ongoing funding from the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center, supported by the U.S. Office of Special Education Programs (OSEP). CEEDAR is a technical assistance grant program designed to build the capacity of educator preparation systems to prepare teachers and leaders to implement evidence-based practices within multi-tiered systems of support, with a specific focus on ensuring that students with disabilities, struggling learners and English learners receive rigorous, research-based instruction from all teachers. Connecticut’s CEEDAR work began in 2013, when Connecticut was just one of five states to receive a grant from the CEEDAR Center. Since 2013, Connecticut EPP and K-12 district teams have used CEEDAR support to focus on innovation and change required to build and maintain powerful and impactful partnerships that will support the professional learning of educators, from pre-service training to beginning teacher induction, including improving the quality of EPP clinical and fieldwork experiences for candidates in training. The work to date completed by EPP and district partner teams since Connecticut began its CEEDAR partnership, including links to tools and resources that EPPs and districts can use to support partnership work, can be found on the CSDE website.

EDUCATOR PREPARATION ADVISORY COUNCIL (EPAC) RECOMMENDATIONS

EPAC Reform Area	EPAC Recommendation	Mandated by	Progress Report
Reform Areas 1-6	<p><i>EPP Continuing Approval:</i></p> <p>Transition to CAEP standards for continuing program approval, enter into a partnership agreement with CAEP, and transition to CAEP’s seven-year site visit cycle. The SBE will make final EPP continuing approval decisions based on recommendations from the EPP Review Committee and Commissioner.</p>	<p>Special Act No. 16-22 (Attachment B)</p>	<p>Adopted by the SBE on December 7, 2016. The CSDE has created a partnership agreement approved by CAEP for the national accreditation of Connecticut EPPs.</p>
Reform Area 5	<p><i>Culminating Pre-Service Teacher Performance Assessment:</i></p> <p>Pilot edTPA, a pre-service, performance-based assessment aligned to state and national content-specific teaching standards requiring candidates to demonstrate their pedagogical knowledge and skills in the areas of planning, instruction, and student assessment during student teaching.</p>	<p>CAEP Standard 1: Content and Pedagogical Knowledge</p>	<p>Adopted by the SBE on December 7, 2016. The CSDE facilitated pilot implementation of edTPA in seven EPPs during 2015-16 and hired a national research organization to conduct an implementation study. During the academic years 2016-18, the CSDE worked with EPPs to implement edTPA statewide. For 2018-19, edTPA was a completion standard requirement; beginning fall 2019, a cut score is required.</p>
Reform Areas 2, 3 & 4	<p><i>Quality Clinical Experiences:</i></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>CAEP Standard 2: Clinical Partnerships and Practice</p> <p>C.G.C. 10-1451(j) 2016 Supplement</p>	<p>On-going work, 2013-current. Connecticut has received national recognition for work funded by the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) focusing on reforming EPP/district partnerships, particularly in the area of clinical experience opportunities for teachers in training. The CSDE was awarded \$100,000.00 in continued funding for the academic year 2021-2022.</p>
Reform Area 6	<p><i>Educator Preparation Provider Data Dashboard:</i></p> <p>Develop and implement a new EPP data dashboard with indicators aligned to EPAC reform areas, CAEP standards, and statutory requirements, including implementing teacher and employer feedback surveys on the quality of teacher preparation.</p>	<p>CAEP Standard 3: Candidate Recruitment, Progression & Support CAEP Standard 4: Program Impact CAEP Standard 5: Quality Assurance System & Continuous Improvement</p> <p>Public Act 15-243 (Attachment C)</p> <p>Title II Higher Education Act</p>	<p>This report presents an update regarding the Data Dashboard development and implementation; as well, a proposal for a SBE continuing program approval methodology using the CAEP accreditation decision based on the CAEP seven-year site visit schedule and the CSDE EPP Data Dashboard annual monitoring system.</p>

CSDE EPP Data Dashboard

A fourth and final EPAC recommendation is the development and implementation of an EPP Data Dashboard consisting of a set of indicators to be used by the CSDE for program monitoring of Connecticut EPPs. The specific set of Dashboard indicators was initially developed through EPAC subcommittee work and approved by the full EPAC. The indicators are also codified in Public Act 15-243 (Attachment C). The Dashboard consists of a public-facing site that presents summary data that can be analyzed by EPP Type (traditional or alternate route to certification), EPP, EPP program, and disaggregated by race/ethnicity and gender. Additionally, each EPP has secure, password protected access to candidate-level data to support EPP program evaluation and accreditation reporting. The chart below shows each Data Dashboard indicator with a brief description and alignment with state and/or national reporting requirements:

Data Dashboard Indicator	Description	State and/or National Reporting Requirement
Program Completer and Enrollment Numbers	Number of program completers and enrollees in a reporting year.	EPAC Principles 5 and 6 CAEP Standards
Certification Issuance Rates	Number and percentage of program completers in a reporting year that attained a Connecticut teaching certificate within one year of program completion.	C.G.S. 10-146h EPAC Principles 5 and 6
Pre-Service Performance Assessment (edTPA) Pass Rates and Average Score	Pass rates for program completers in a reporting year who attempted edTPA and average edTPA scores by content area.	C.G.S. 10-146h EPAC Principles 5 and 6 CAEP Standards
Licensure Test Pass Rates	Pass rates for program completers in a reporting year who attempted licensure testing for these tests: Praxis II, Foundations of Reading Test, Early Childhood Test, ACTFL OPI and WPT Tests.	C.G.S. 10-146h EPAC Principles 5 and 6 CAEP Standards
Employment Rates	Number/percentage of program completers in a reporting year employed in any Connecticut public school, including approved private special education programs, within one year after program completion.	C.G.S. 10-146h EPAC Principles 5 and 6 CAEP Standards
Employment Rates, Hard to Staff Schools	Number/percentage of program completers in a reporting year employed in a public school in high need (Alliance) districts.	C.G.S. 10-146h EPAC Principles 5 and 6 CAEP Standards
Persistence Rates	Number and percentage of program completers in a reporting year in the field after the 1st and 3rd year of teaching or serving in a school leadership, administration or special service position in Connecticut.	C.G.S. 10-146h EPAC Principles 5 and 6 CAEP Standards

Candidate Feedback	Survey data from program completers in a reporting year one year after program completion.	C.G.S. 10-146h EPAC Principles 5 and 6 CAEP Standards
Employer Feedback	Survey data from employers of program completers in a reporting year one year after program completion.	C.G.S. 10-146h EPAC Principles 5 and 6 CAEP Standards

The development of the EPP Data Dashboard, which officially launched during June 2021, has been a labor intensive project requiring collective expertise and collaboration across CSDE bureaus and involving several CSDE databases. Additionally, the CSDE team worked in partnership with Connecticut EPPs to test for Dashboard data fidelity and interface usability. Currently, the Data Dashboard consists of data for EPP initial program candidate enrollees and completers for 2013-2019 (n=25,010), with the addition of the most recent reporting year (2019-2020) in production now (Please note the one-year lag time associated with Dashboard reporting, due to the time required for multiple data sources to be updated). The CSDE Data Dashboard team is also in the process of adding data for three advanced programs—two advanced reading programs and educational leadership—to the Dashboard.

SBE EPP Continuing Program Approval and Monitoring

The CSDE has worked in collaboration with Connecticut EPPs to develop a continuing program approval and monitoring system using both CAEP accreditation decisions and the CSDE EPP Data Dashboard:

- CAEP accreditation. Special Act 16-22 requires that the CSDE enter into an agreement with CAEP for accrediting and establishing standards for Connecticut EPPs. Additionally, effective September 1, 2017, all Connecticut EPPs are required by the SBE to align programs with CAEP standards as the basis for continuing program approval, enter into a partnership agreement with CAEP, and transition to CAEP’s seven-year site visit cycle. In order to streamline the state program approval process, Connecticut will use the final CAEP accreditation decision based on CAEP site visits every seven years to determine state continuing approval. Connecticut EPP program approval dates have been adjusted to allow time for CAEP to finalize site visit reports and make final accreditation decisions (Attachment D).
- CSDE EPP Data Dashboard. Public Act 15-243 requires the CSDE to report annually to legislators on the quality of teacher preparation programs based on CSDE EPP Data Dashboard indicator data. Additionally, the CSDE will use Dashboard indicators in conjunction with the CAEP Annual Report that EPPs submit each April to CAEP to monitor EPP programs annually between CAEP accreditation visits. The CAEP Annual Report requires EPPs to document detailed and comprehensive continuous improvement plans based on the same outcome data found in the CSDE EPP Data Dashboard.

- Role of the CSDE EPP Review Committee. Per Connecticut EPP program approval regulations, the EPP Review Committee makes a recommendation to the Commissioner of Education regarding EPP continuing approval status based on site visit outcomes and supporting data (Appendix D). The Commissioner, in turn, takes the recommendation to the SBE for a final vote relative to continuing approval. Moving forward, the EPP Review Committee would continue to serve in a gatekeeping role by annually reviewing Data Dashboard data trends and continuous improvement plans described in the CAEP annual reports.

Recommendation and Justification

The development and implementation of the CSDE EPP Data Dashboard, along with an EPP program approval methodology grounded in outcome data, represents the fulfillment of a final recommendation from EPAC, a dedicated and diverse group of Connecticut educators whose work to reform Connecticut’s system of educator preparation oversight and approval was thoughtful, innovative and important. The proposal represents a feasible, streamlined, and rigorous process for determining continuing approval of Connecticut EPP programs. Based on the recommendation of the CSDE Talent Office, I am recommending that the SBE approve the proposed Connecticut EPP continuing approval methodology described in this report.

Follow-up Activity

If the SBE approves the proposed EPP program approval methodology, the Talent Office will communicate with Connecticut EPP deans and program directors about the new process immediately. Additionally, the Talent Office will begin training EPP Review Committee members about the new process and the Committee’s role in program approval recommendations moving forward.

Prepared by: Katie Moirs, Ph.D., EPP Program Approval Coordinator
Talent Office

Approved by: Shuana K. Tucker, Ph.D., Chief Talent Officer,
Talent Office

ATTACHMENT A

Connecticut State Department of Education Educator Preparation Advisory Council (EPAC)

Learner Ready Definition 1-27-2014

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:

- Teacher Outcomes**
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
- 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

ATTACHMENT B

Senate Bill No. 382

Special Act No. 16-22

AN ACT CONCERNING TEACHER PREPARATION PROGRAMS.

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

Section 1. (*Effective from passage*) Not later than December 31, 2016, the Department of Education and the Office of Higher Education shall enter into an agreement with the Council for the Accreditation of Educator Preparation for the purposes of accrediting and establishing standards for programs of educator preparation leading to professional certification, under chapter 166 of the general statutes, offered at public and independent institutions of higher education in the state.

Approved June 10, 2016

Substitute House Bill No. 7021

Public Act No. 15-243

AN ACT CONCERNING TEACHER PREPARATION PROGRAM EFFICACY.

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

Section 1. (NEW) (*Effective from passage*) On and after July 1, 2015, the Department of Education shall annually submit a report on the quality of teacher preparation programs leading to professional certification offered at institutions of higher education in the state to the joint standing committees of the General Assembly having cognizance of matters relating to education and higher education, in accordance with the provisions of section 11-4a of the general statutes. Such report shall include, but not be limited to, (1) information and data relating to the extent to which graduates of such teacher preparation programs help their students learn, including, but not limited to, data relating to the academic achievement and progress of the students of such graduates, (2) measures for assessing the classroom teaching performance of such graduates, (3) retention rates in the teaching profession of such graduates, (4) survey results from such graduates and the employers of such graduates regarding such teacher preparation programs, (5) data relating to the employment of such graduates in a teaching position, (6) certification issuance rates, including first-time pass rates for such graduates, and (7) recommendations regarding the recruitment of minority teachers and administrators pursuant to section 10-155l of the general statutes.

Approved July 10, 2015

ATTACHMENT D

**Connecticut Educator Preparation Provider (EPP)
National Accreditation (CAEP) Visit and State Board of Education (SBE) Approval Schedule**

EDUCATOR PREPARATION PROVIDER	CAEP VISIT DATE	CURRENT SBE APPROVAL END DATE	*CAEP ACCREDITATION COUNCIL DECISION	REVIEW COMMITTEE MEETING	ADJUSTED SBE APPROVAL END DATE
Albertus Magnus College	SP 2022	December 31, 2022	End of October 2022	December 2022	March 2023
CREC Elementary Education Program (ARC)	FA 2025	April 30, 2026	End of April 2026	June 2026	October 2026
Eastern Connecticut State University	FA 2021	March 31, 2022	End of April 2022	June 2022	October 2022
Fairfield University	SP 2021	November 30, 2021	End of October 2021	December 2021	March 2022
Mitchell College	FA 2022	April 30, 2023	End of April 2023	June 2023	October 2023
Office of Higher Education ARC (ARC)	FA 2022	April 30, 2023	End of April 2023	June 2023	October 2023
Quinnipiac University	SP 2021	November 30, 2021	End of October 2021	December 2021	March 2022
Relay Graduate School of Education	SP 2027	November 30, 2027	End of October 2027	December 2027	March 2028
Sacred Heart University	SP 2025	November 30, 2025	End of October 2025	December 2025	March 2026
Southern Connecticut State University	SP 2021	December 31, 2021	End of October 2021	December 2021	March 2022
University of Connecticut	SP 2022	November 30, 2022	End of October 2022	December 2022	March 2023
University of Hartford	FA 2022	March 31, 2023	End of April 2023	June 2023	October 2023
University of Saint Joseph	SP 2024	December 31, 2024	End of October 2024	December 2024	March 2025
Western Connecticut State University	SP 2021	December 31, 2021	End of October 2021	December 2021	March 2022

*The CAEP final accreditation report is based on the CAEP Accreditation Council’s review of site visit findings and the EPP annual report. The Accreditation Council meets twice a year to review visit findings and annual reports—once in October and once in April—during the 2nd to last or last week of the month. Final CAEP reports with accreditation decisions go out 30 days after Accreditation Council meetings.

ATTACHMENT E

Connecticut Educator Preparation Provider Program Approval Regulations

Section 10-145d-9(f) of the Regulations of Connecticut State Agencies

Role of Review Committee

(f) Review Committee

(1) The Review Committee shall consist of 12 members appointed to staggered three year terms by the Board, upon recommendation of the Commissioner. The Committee shall include representatives of institutions of higher education, professional staff members of public school systems, and representatives of the community at large. The Board of Governors for Higher Education may and the Department shall each provide one official non-voting representative. The Review Committee members shall serve without compensation.

(2) The Review Committee shall study the professional education unit's self-examination report, the Visiting Team report, and the professional education unit's written response, if any, to the Visiting Team report. The Review Committee shall consider written correspondence, if any, between the Chief, Bureau of Certification and Professional Development and the dean or director of the professional education unit, concerning problems or issues around certification issues which arise from the unit's graduates' applications for certification. The Review Committee shall provide an opportunity for a representative of the professional education unit being evaluated and a representative of the visiting team, to submit additional verbal information if requested.

(3) The Review Committee shall make a recommendation on the approval of the educator preparation programs to the Commissioner, within ten days of its decision.