

## Alternate Minimum Content Assessment Options

1. Joint Superintendent-SDE Observation
2. PRAXIS II Bridge
3. Bachelor's Degree or Higher in Content Area
  - a. Per CPRL: STEM fields only
  - b. Per Raised Bill 1392: all content area degrees
4. Portfolio Option
  - a. By CPRL: Assessed by CT EPP
  - b. By Raised Bill 1392: Assessed by SDE

## Notes

In 2022 data from Ajit, there were 77 PRAXIS II tests that were never passed. However, enrollment in an EPP is not a pre-requisite for taking PRAXIS II. These 77 tests may account for several prospective teachers who took tests repeatedly, who were never enrolled in an EPP program, or who never completed their EPP program. There are likely fewer than 77 candidates.

It also doesn't account for ACFTL, Foundations of Reading, Reading Specialist Test, Early Childhood Test, or [other required test](#) for minimum content knowledge assessment. There may be more candidates who would qualify, just under different tests.

# 1. Joint Superintendent-SDE Observation

*Proposal from Kristen Basiaga*

For prospective teachers who:

- Have graduated from their EPP,
- Have taken the state mandated assessment but did not earn the minimum score needed for certification, and
- Do not have a PRAXIS II Bridge available in their content area

The prospective teacher will be able to meet the requirement for minimum content knowledge as observed in a practical setting. Upon being hired under a Durational Shortage Area Permit or Nonrenewable Interim Educator Certificate, the prospective teacher will be treated by their employer like any other full-time teachers: including the district's Teacher Evaluation Plan and TEAM training if eligible. Through the district's existing evaluation system, the prospective teacher's supervisor will be able to provide support, feedback, and guidance.

When the supervisor determines that the teacher is sufficiently prepared, the district's superintendent will sign an attestation and schedule a classroom observation from the State Department of Education. This must be after at least one formal and one informal observation. The observer will assess the teacher's ability to plan, implement, and reflect upon an actual lesson in their content area.

After the superintendent's attestation and SDE observation, the prospective teacher will have met the minimum content area requirement.

## Benefits:

For Prospective Teachers

- Prospective teachers who graduated from EPPs outside of CT would be eligible for this route.
- Prospective teachers will be able to get hired and into the classroom immediately, allowing them to get experience and feedback needed to grow.
- If hired under the Nonrenewable Interim Educator Certificate, they will also be participating in TEAM. This will give them additional mentorship and support under TEAM's support plan.
- While this teaching experience does not count towards tenure under DSAP, it **does** count towards TRB.

- Depending on the teacher's contract, this time may count towards step movement.
- Teachers could still choose to prepare and retake minimum content knowledge assessments but also concentrate on becoming a competent teacher.
- Most teachers would have three years in order to retake minimum content area assessments or pass the joint attestation-observation.
- For teachers already participating in TEAM, this would not add an additional portfolio system on top of existing TEAM requirements.

#### For Districts

- This route relies on the district's existing Teacher Evaluation Plan and TEAM resources.
- This route would incur minimal additional cost to the district.

#### For Implementation

- This provides an alternative minimum content knowledge assessment grounded in actual ability to instruct a classroom.
- Rubric for content area observation would be developed, tested, and administered by State Department of Education, a neutral third party.
- The SDE could have a program to train, calibrate, and provide a stipend for third party observers. This would not be likely to require significant additional staffing to be hired at the SDE.

#### Drawbacks:

- This method requires that the prospective teacher be hired while not entirely certified. Some districts may not hire a teacher under DSAP or nonrenewable interim educator certificate.
- Some educators may be in specialties that are not suited to observations (SLPs, school psychs, school social workers). However, some districts already have "look-fors" for non-classroom certified teachers and the SDE could leverage the work done in those districts already.
- If a subject is DSAP in year 1, the subject may fall off the shortage areas list in a later year. Then the teacher would need to apply for a nonrenewable interim educator certificate in order to pursue this route.
- This route would incur an additional responsibility for the district superintendent to sign the attestation and schedule the observation.

## 2. PRAXIS II Bridge

Current practice from SDE, presented by Ajit

For prospective teachers who

- Have graduated from their EPP, and
- Have taken the Elementary Praxis II but did not earn the minimum score needed for certification within one SEM

### Benefits:

For Prospective Teachers

- Asynchronous
- Free
- ~45 minutes
- Focused review based on area of weakness
- Well-reviewed by participants in trial

For Districts

- No additional cost or resource requirements

For Implementation

- SDE is looking into expanding the PRAXIS II Bridge Program, to be available September 2025

### Drawbacks:

- Not available for tests outside of PRAXIS II Elementary

### 3. Bachelor's Degree or Higher in Content Area

#### *a. Per CPRL recommendation*

From Demonstration of Educator Minimum Content Knowledge: Review of Status Quo and Alternative Approaches ([link](#))

A candidate who fails the first attempt could demonstrate minimum content knowledge by “Submitting evidence of possession of a relevant bachelor's or higher degree (the “Subject Degree Option”) where the certification area is grade 4-12 Mathematics, Biology, Chemistry, Earth Science, General Science, or Physics” (pg 9)

CPRL notes that only these six degree areas were suggested for using the “Subject Degree Option” because studies showed positive correlation between a teacher’s degree and student outcomes only within math and science fields. (pg 10)

“In terms of implementation, the Subject Degree Option is relatively easy to administer for two reasons. First, the pool of candidates who are eligible for this option is limited. The Subject Degree Option only applies to math and science certification areas; and only candidates who fail their first Praxis II attempt, choose not to retake the Praxis II, and possess the required subject degree would be able to proceed under this option. Second, for eligible candidates choosing this option, the CSDE would likely only need to conduct a straightforward review of evidence of earned degrees (that is, evidence in the form of degree certificates and transcripts).” (pg 11)

#### Benefits:

For Prospective Teachers

- Minimal effort - just submit transcript and degree certificates

For Districts

- No additional cost or resource requirements

For Implementation

- Ease of straightforward review of earned degrees

#### Drawbacks:

- Only two states no longer require candidates to pass content area assessments as long as they have completed a state approved EPP (Minnesota and Iowa)
- Only for six degree areas
- Creates hierarchy between STEM teachers and non-STEM teachers

### 3. Bachelor's Degree or Higher in Content Area

*b. Per Raised Bill 1392*

Minimum content knowledge in the subject area may be achieved by

(B) obtaining a bachelor's degree or higher in the subject area for which such person is seeking an endorsement from an institution of higher education accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, ..."

#### Benefits:

For Prospective Teachers

- Minimal effort - just submit transcript and degree certificates

For Districts

- No additional cost or resource requirements

For Implementation

- Ease of straightforward review of earned degrees

#### Drawbacks:

- Only two states no longer require candidates to pass content area assessments as long as they have completed a state approved EPP (Minnesota and Iowa)
- CPLR indicates that a degree only correlated with better educational outcomes than PRAXIS II for the six STEM fields. This plan would waive assessments for all subjects.
- Some certification programs do not provide bachelor's degree or higher in subject area
- Unclear whether out-of-state candidates would be eligible

## 4. Portfolio Option

### a. By EPP attestation

From Demonstration of Educator Minimum Content Knowledge: Review of Status Quo and Alternative Approaches ([link](#))

A candidate who fails the first attempt could demonstrate minimum content knowledge by “Submitting a portfolio (the “Portfolio Option”) evidencing satisfaction of the content knowledge categories required for the relevant certification area”. (pg 9)

Furthermore, the approach recognizes that EPPs possess valuable information and contextual knowledge about their candidates—their classroom and clinical experiences, their performances in different kinds of assessments, and their preferences and personal circumstances and therefore recommends that EPPs work with candidates to collaboratively determine the option most suitable for each candidate. (pg 11)

As for the Portfolio Option, whilst it might be burdensome to administer in theory (considering too that it applies to all certification areas), in practice only candidates who (i) fail their first Praxis II attempt; (ii) choose not to retake Praxis II; (iii) are not looking to certify in Elementary Education when failing within one SEM (that is, not looking to utilize the ETS Alternate Passing Option); and (iv) are not looking to certify in math and sciences when in possession of the relevant subject degree will proceed under this option—resulting once again in a limited candidate pool. (pg 12)

### Benefits:

For Prospective Teachers

For Districts

- No additional cost or resource requirements

For Implementation

- Trusts EPPs to determine teacher competency, knowing contextual information about classroom and clinical experiences as well as personal circumstances
- EPPs could work together to make rubrics for portfolio

### Drawbacks:

- CPLR indicates that method “might be burdensome in theory”
- Development of portfolio, rubric, training, and assessment will be placed on EPPs
- Cost to EPP instead of state
- Prospective teacher may be asked to complete portfolio while working as new teacher under DSAP or Nonrenewable Interim Educator Certificate.

## 4. Portfolio Option

b. *Per Raised Bill 1392*

Minimum content area knowledge may be demonstrated by

“(C) successfully completing an examination by a Department of Education review panel of a satisfactory portfolio of evidence”

### Benefits:

For Prospective Teachers

For Districts

- No additional cost or resource requirements

For Implementation

- Rubric for satisfactory portfolio of evidence would be developed, tested, and administered by State Department of Education, a neutral third party.

### Drawbacks:

- CPLR mentioned that this method “might be burdensome in theory”, when referring to portfolio developed by EPP. Similar burden would be placed on SDE.
- Prospective teacher may be asked to complete portfolio while working as new teacher under DSAP or Nonrenewable Interim Educator Certificate.



	OUT OF STATE EPP	PRAXIS II - ELEMENTARY	PRAXIS II - STEM	ALL OTHER TESTS	DOES NOT REQUIRE BEING HIRED
JOINT SUPERINTENDENT- SDE OBSERVATION	X	X	X	X	
PRAXIS II BRIDGE	?	X			X
DEGREE – STEM ONLY	?		X		X
DEGREE – ALL	?	X	X	X	X
PORTFOLIO – EPP		X	X	X	X
PORTFOLIO - SDE	X	X	X	X	X