




STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: Superintendents of Schools
FROM: Dr. Dianna R. Wentzell, Commissioner 
DATE: August 29, 2017
SUBJECT: Connecticut edTPA Implementation

In December 2016, following a successful two-year pilot involving several Connecticut Educator Preparation Programs (EPPs), the Connecticut State Board of Education (CSBE) officially adopted edTPA as a requirement for educator preparation program completion, beginning fall 2018. Already being used in more than 30 states, edTPA is a performance-based, subject-specific assessment that measures the skills and knowledge that teacher candidates need from day one to help all students learn.

Teacher candidates complete the edTPA assessment during their student teaching experience. Although it is not a state requirement until fall 2018, many Connecticut EPPs will have teacher candidates complete edTPA during 2017-2018. The responsibility of completing edTPA requirements rests with teacher candidates and their EPPs. However, cooperating teachers will assist teacher candidates with documenting school context, school demographics, and academic strengths and needs of their students.

Policies and procedures have been developed for each phase of the scoring and submission process. This includes management of all materials and data, as well as a permission letter from the EPPs to parents and guardians regarding the video recording of candidates' classroom teaching.

Included with this memorandum is a two-page brochure that describes edTPA in more detail. Should you have additional questions or want more information related to edTPA, please contact Dr. Katie Moirs at katie.moirs@ct.gov; or 860-713-6733.

DRW:sbm

cc: Dr. Sarah J. Barzee, Chief Talent Officer
Dr. Katie Moirs, Talent Office

Attachments (1)

edTPA® GUIDANCE FOR P-12 ADMINISTRATORS AND LEADERS



Developed for educators by educators, edTPA® is the first nationally available, performance-based assessment for beginning teachers. This brochure provides P-12 administrators and leaders with guidance for using edTPA® evidence to support new teachers during induction, implement teacher evaluation and discuss best teaching practices. edTPA® lays the foundation for this work by requiring candidates to demonstrate the knowledge and skills necessary to help all students learn in real classrooms.

As a school district leader or P-12 building level administrator, you will see how edTPA® supports a rigorous and meaningful experience for aspiring teachers and students. More importantly, edTPA® promotes positive learning outcomes for your students.

Supporting edTPA® Teacher Candidates in your School

- ✓ As an **instructional leader**, you will continue to offer instructional leadership and support for excellent teaching.
- ✓ **Cooperating teachers** will assist teacher candidates with documenting school context, demographics and academic strength and needs of their students.
- ✓ **Candidates** will tailor their teaching to your school context and reflect on their planning, instruction and assessment practices in preparation for the written commentaries they must submit.

Acceptable Forms of Support

Candidates can and should be supported during their edTPA® clinical experiences as usual. Supports include:



**Modeling
best teaching
practices**



**Discussing
students' learning
strengths/needs**



**Observing
and providing
feedback**

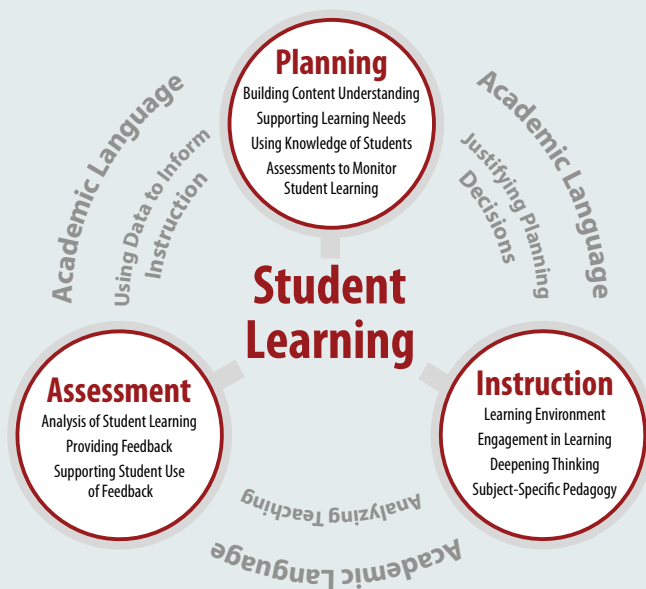
The document [Teachers Who Support Teacher Candidates](#) clarifies acceptable and unacceptable forms of support for candidates during the summative edTPA® process.

edTPA® has been developed as a support and assessment system for licensure and national and state accreditation by the Stanford Center for Assessment, Learning and Equity (SCALE) in partnership with the American Association of Colleges for Teacher Education (AACTE).

[Download Using edTPA®](#)

A Focus on Student Learning

Teacher candidates will develop lesson plans and engage students in learning consistent with your school's mission, standards and curricula. edTPA's® common architecture consists of three interconnected tasks embedded in clinical practice and highlighted in the chart below.



- edTPA's® 15 rubrics (five for each task) evaluate high-leverage teaching behaviors.
- edTPA® rubrics have points of alignment with InTASC, Marzano and Danielson Frameworks, CCSS, NGSS and CAEP/SPA standards.
- Administrators can contact their preparation program partners for access to subject-specific edTPA® handbooks.

Formative Use of edTPA® Results for Professional Development

edTPA® is intended to be used as a summative assessment given at the end of an educator preparation program for program completion or teacher licensure and to support state and national program accreditation. However, edTPA® score results can be used formatively to assist administrators and in-service teachers with the reflective goal-setting process required for professional development.

Candidates, and those who support them, are encouraged to use edTPA's® subject-specific rubrics and their five level progressions as a guide to professional development planning. The five-level scale used for edTPA® rubrics represents a continuum of practice from not quite ready to teach to advanced beginning teacher. Each rubric progression shows an expanding repertoire of skills and strategies for teaching and a deepening rationale.

Candidates are encouraged to complete the edTPA® Professional Development Plan© with guidance from cooperating teachers and program clinical supervisors, and to use varied sources of evidence to reflect on and analyze their teaching effectiveness. The optional follow-up plan can be used throughout the early years of teaching in conjunction with district/state induction requirements or observation/evaluation systems, and perhaps, as initial preparation for pursuit of National Board Certification.

Confidentiality and Security

For candidates who submit edTPA® portfolios for official scoring, policies and procedures have been developed for the handling of materials and data for each phase of the submission and scoring process. To review the guidance information provided to candidates, please view the document [Confidentiality and Security of edTPA® Candidate Materials and Assessment Data](#).

For More Information

To learn more about edTPA® and become a member of the edTPA® community, visit www.edTPA.AACTE.org

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