**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 **ProGap Analysis Tool** serves to link pre-service assessment evidence based on edTPA with induction professional learning goal-setting for beginning teachers. Serving as an important bridge between in-service training and induction, the ProGap consists of three parts:

**Part I: Identifying Strengths and Areas for Growth**

Teacher candidates who have finished student teaching and edTPA complete Part I of the ProGap with EPP faculty mentors and program clinical supervisors, using edTPA performance results and other pre-service sources of evidence (e.g., EPP key assessment data) to reflect on and analyze their teaching effectiveness. Candidates record strengths and potential areas for improvement for establishing specific goals for the professional learning work they will pursue while participating in the TEAM program with their assigned mentors.

**Part II: TEAM Professional Goal-Setting**

Beginning teachers complete Part II of the ProGap with TEAM assigned mentors during the beginning of the TEAM program, to identify specific professional learning goals based on the analysis of strengths and areas for growth documented in Part I and determine the supports needed to pursue these goals. In conjunction with the TEAM CCT Performance Profile, beginning teachers and TEAM mentors are encouraged to use edTPA’s subject-specific rubrics and their five-level scale as a guide to planning for learning, also aligned with the CCT. Because edTPA’s five-level rubric scale represents the full range from “not quite ready” to more advanced practices for beginners, the middle and upper levels of the rubric progressions can be used thoughtfully for goal-setting into the first years of the professional lives of teachers.

**Part III: Reflecting on Continued Professional Growth and Development**

Beginning teachers complete Part III of the ProGap after finishing the TEAM program, to reflect upon perceived growth during TEAM, including the impact their efforts may have had on student achievement and whether growth areas aligned with school/district professional learning expectations.

**Part I – Identifying Strengths and Areas for Growth**

**As a teacher candidate who has completed student teaching and edTPA, work collaboratively with your EPP faculty mentor(s) and clinical supervisors to identify three areas of strength and three areas for growth across Planning, Instruction, Assessment and Classroom Management in the chart below based on your edTPA performance results and other sources of pre-service evidence (e.g., student teaching evaluation data).**

|  |  |  |
| --- | --- | --- |
| **AREAS OF Strength** | Description of the identified strength.  | Cite evidence**[[1]](#footnote-1)** from at least two sources for this strength. |
| *Planning*  |  |  |
| *Instruction* |  |  |
| *Assessing Student Learning*  |  |  |
| *Classroom Management* |  |  |
| ***AREAS FOR GROWTH*** | Description of the identified area(s) for growth. | Cite evidence**1** from at least two sources for any identified areas for growth. |
| *Planning*  |  |  |
| *Instruction* |  |  |
| *Assessing Student Learning*  |  |  |
| *Classroom Management* |  |  |

**Part II – TEAM Professional Goal-Setting**

**Now as a beginning teacher, work collaboratively with your TEAM mentor to determine the specific practices, skills and/or dispositions that you will work on during the TEAM program during the upcoming year. Consider areas of strength and improvement identified in Part I. Additional, consider any new additional data within your current school and/or district context (e.g., administrator feedback; student data). List and describe each specific practice, skill and/or disposition in the first column below and create a plan for improving on each area of growth listed (column 2). Describe the anticipated supports/resources you may need to be successful in achieving your professional development goals (column 3). Add table rows as necessary to accommodate your vision for the year.**

|  |  |  |
| --- | --- | --- |
| **Specific Area of Growth****(Practice/Skill/Disposition)** | **Description of Improvement Plan** | **Supports/Resources Necessary to Achieve Professional Goals** |
| 1.  |  |  |
| 2.  |  |  |
| 3.  |  |  |
| 4. |  |  |

**Part III: Reflecting on Continued Professional Growth and Development**

**After you have completed the TEAM program, answer the questions below in collaboration with your TEAM mentor.**

1. Reflect upon the areas of growth you identified. Have you been able to implement practices aligned with your growth areas effectively? Why or why not?
2. What type of impact did your improvement efforts have on student achievement and/or development?
3. Moving forward, what mentor and/or district support(s) would be helpful as you continue to pursue your professional development goals?
4. Consider the professional development/learning goals of your school and district. How do your professional strengths and areas for growth align with expectations in your school/district?
1. Evidence sources may include EPP data from key assessments and evaluation, including course assignments and assessments, as well as edTPA performance

 data. [↑](#footnote-ref-1)