**Connecticut State Department of Education**

**Power in Partnerships Initiative**

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

The Connecticut Teacher and Education Mentoring (TEAM) program is a unique, two-year induction program for new teachers that includes mentorship and professional Learning. Beginning educators enrolled in TEAM complete survey questions aligned with TEAM modules before beginning their module work that solicit information regarding pre-service preparation. Analyses of survey data yield a rich understanding of how prepared new teachers perceive themselves to be relative to key training areas described in the Connecticut Common Core of Teaching (CCT). Using survey data, the **TEAM Survey Data Gap Analysis Tool** can be used by educator preparation provider (EPP) faculty and K-12 district partners to identify new teachers’ perceived areas of strength and areas for improvement, in order to improve district support of new teachers and identify gaps in pre-service preparation.

1. **REVIEW AND ANALYSIS**

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| ***What does beginning teacher survey data suggest about sufficient opportunities for learning competencies within preparation program coursework and/or clinical experiences?***  |
| 1. Which competencies have the highest rating?
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| 1. What knowledge/skills do the competencies address?
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| 1. What observations can be made about when in the educator preparation program beginning teachers “agreed” or “strongly agreed” that sufficient opportunities to learn competencies took place?
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| 1. What might be some specific reason(s) that beginning teachers indicate sufficient opportunities to learn these competencies?
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| 1. How does beginning teacher survey data align with other data (e.g., edTPA data, other EPP or district assessment/evaluation data, other partnership evidence, etc.)?
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| ***What does beginning teacher survey data suggest about possible additional opportunities for learning competencies within preparation program coursework and/or clinical experiences?***  |
| 1. Which competencies have the lowest rating?
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| 1. What knowledge/skills do the competencies address?
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| 1. What observations can be made about when in the educator preparation program beginning teachers “disagreed” or “strongly disagreed” that sufficient opportunities to learn competencies?
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| 1. What might be some specific reason(s) that beginning teachers do *not* indicate sufficient opportunities to learn these competencies in the educator preparation program?
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| 1. How does beginning teacher survey data align with other data (e.g., edTPA data, other EPP or district assessment/evaluation data, other partnership evidence, etc.)?
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1. **SUMMARY AND POSSIBLE NEXT STEPS**

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| 1. What did the team learn about beginning teachers’ perceptions of opportunities within the educator preparation program to learn key competencies?
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| 1. What competencies is the program doing well in providing opportunities for students to learn?
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| 1. Where are there additional opportunities within program course(s) and/or clinical experiences for candidates to learn competencies early in the program?
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| 1. Where are there additional opportunities within program course(s) and/or clinical experiences for candidates to learn competencies during in the program?
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| 1. Where are there opportunities within TEAM and/or other district/school-based professional learning to strengthen beginning teachers’ competencies aligned with the data?
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| 1. What, if any, additional investigation might the team do to verify data-based conclusions and determine meaningful next steps?
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