

Assessment Development Subcommittee Meeting
May 14, 2015
Office of Higher Education, Hartford CT
9:00 AM – 12:00 PM

Time	Activity
9:05	<p>Welcome and Agenda Review</p> <p>Mandy Turner, CSDE Consultant, welcomed participants and reviewed the meeting goals for today. These include:</p> <ul style="list-style-type: none">• Discussion of IHE-District Partnership Evaluation Instrument• Review of New Teacher Survey and decision about fall pilot• Presentation of lessons learned from BEST <p>Approval of summary from April 22 meeting:</p> <ul style="list-style-type: none">• Members unanimously approved the summary of the April 22 meeting.
9:20	<p>Development of IHE-District Partnership Evaluation Instrument</p> <p>CSDE has contracted with CCSU's Center for Public Policy and Social Research to develop an instrument for evaluating the quality of partnerships between educator preparation programs (EPPs) and school districts in the training and development of education professionals. The goal of this research is to establish a data collection protocol that will become part of the state's Data and Accountability System. Development and piloting will occur in the 2015-2016 school year and include piloting the protocol via telephone or in-person interviews. CCSU will prepare a final report and recommendations for implementation in 2016-2017.</p>
9:30	<p>Pilot of New Teacher Survey</p> <p>Planned pilot of an online survey starts October 1 and concludes December 1. Ten demographically-diverse districts have been identified for fall pilot: Bloomfield, Bridgeport, East Hartford, Hartford, Plainfield, Stratford, Wallingford, Weston, and Windsor Locks. These districts are represented in EPAC. Other districts interested in piloting are welcome to contact CSDE. CSDE will contract an external evaluator to follow-up by phone with a sample of teachers and administrators to validate responses and seek feedback about the data collection process. Approximately 334 Year 2 teachers involved in TEAM in 2015-2016 and their administrators will be surveyed via email. The pilot will expand in Spring 2015 to all other districts and the remaining Year 2 teachers and their administrators. Teachers must be graduates of CT EPPs, and the survey will not be anonymous.</p> <p>An employer survey will go out to teacher supervisors and includes the same set of items. Employers will be provided with the names of all Year 2 teachers in that school/district—responses about individual teachers. The employer responses will allow for data triangulation. The survey will also flag data collected from new principals who have not worked with the teacher before the current year.</p> <p>Participant feedback included the following:</p> <ul style="list-style-type: none">• Since the definition for Clinical Experiences is so broad, how can we be sure the

respondent will provide useful information, given that clinical experiences are so different?

- Consider including a comment box after each subdomain (e.g., planning, teaching) rather than a big comment box at the end.
- Include an open-ended question about what teachers felt they were prepared for and what they were not.
- Add questions about whether teachers feel they had *opportunities to learn that were based in schools*.

CSDE will integrate suggestions into new draft.

Members voted unanimously to go forward with a pilot of the survey in the fall.

10:15 **Break**

10:30 **Lessons Learned from BEST Program**

Lynnette Branam, Director of Policy, Research & Reform, Connecticut Education Association, presented information about the history of the Beginning Educator Support and Training (BEST) program, and how its implementation and evaluation has informed the TEAM program. The intent of this presentation is to provide historical context as Connecticut considers adopting edTPA.

11:10 **Discussion about presentation**

Participants provided the following comments:

- edTPA and BEST have similar format and kinds of tasks
- The purpose of these assessments should be to allow teachers to continue to learn and grow.
- What is happening with beginning teachers is a reflection of the school systems and preparation systems they are part of. During BEST, teacher evaluation was new and expectation to continue learning was not always evident. These things are no longer true.
- Important to ask critical questions about edTPA: How does edTPA meet the criteria of validity and reliability? How does it build the workforce in the state? Perhaps the presentation could be distilled to a few main points about the pros and cons of implementing edTPA. CSDE response: These questions can be considered during a field test of edTPA, as part of an implementation study.
- We need more rigorous research – an implementation evaluation is not enough. The research should capture the backdrop of implementation. Given the state's history with BEST, this research could be very rich.
- Effects of teacher prep programs can be seen in a person's first two years of teaching. The overlap between preparation and induction creates a vague space for analysis. How will any instrument separate out those influences?
- Deans in CT are not in consensus about going forward with edTPA. However, four deans are willing to do the field test. edTPA pilot could happen with Spring 2016 graduates.
- Communication about requirements of cooperating teachers must be very clear when partnering with districts.

11:55

Next steps

- Next meeting will be in the fall (date TBD)

11:55

Adjourn