

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Background on the Educator Preparation Advisory Council (EPAC) and CCSSO NTEP Grant

October 23, 2013

CONNECTICUT: EPAC

- On March 7, 2012, at the request of Governor Malloy, the State Board of Education authorized the Commissioner of Education, working with the President of the Board of Regents for Higher Education (or their designee), to form the Educator Preparation Advisory Council (EPAC). The Board charged the group to study and recommend standards and processes which would result in a seamless system to support educator effectiveness across the continuum from pre-service to career. EPAC was developed as a counterpart to the Performance Evaluation Advisory Council (PEAC) that supported the development of state guidelines for the educator evaluation and support system.
- During the 2012-13 school year to present, the EPAC was convened seven times in person and on-line to inform the development of guiding principles for transforming and raising standards for teacher and school leader preparation. In the past year, the work of EPAC culminated in State Board of Education approval on April 15, and October 2, 2013, of the 6 Principles for Reforming Teacher and School Leader Preparation:
 1. **Program Entry Standards:** Recruit, admit, develop and retain only candidates with strong knowledge, skills and dispositions indicative of effective teachers and school leaders.
 2. **Staffing & Support of Clinical Experiences:** University faculty and school-based educators who supervise preparation candidates must themselves be effective educators.
 3. **Clinical Experience Requirements:** All candidates must have a sequence of varied, structured, intensive and purposefully supported clinical school experiences that are appropriately staffed by qualified educators to ensure support for success.
 4. **District-Program Partnerships: Structures & Shared Responsibility:** Preparation programs and schools/districts must have well-defined, high-quality, collaborative partnerships that act strategically to support clinical and school-based training for which they share both responsibility and accountability.
 5. **Program Completion & Candidate Assessment Standards:** All candidates will demonstrate competencies necessary to support students' academic and non-academic needs by successfully completing rigorous performance-based assessments as part of clinical experiences.
 6. **Program Effectiveness & Accountability:** Accountability measurements of program effectiveness and the preparation of successful educators in the field a shared responsibility of both preparation programs and partner districts.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS: NTEP

- In May 2013, CCSSO announced a competitive grant for states to participate in the Network for Transforming Education Preparation (NTEP) to pilot the recommendations of their taskforce report, [Our Responsibility, Our Promise](#).
- In total, CCSSO selected seven states to join NTEP. The participating states not only benefit from a monetary grant, but also benefit from the opportunity to collaborate and exchange ideas with other member states and national partners.
- Connecticut's overall objective in applying for the grant and CCSSO pilot is to advance the work of the EPAC to implementation through a coherent, multi-year strategy. The foundation of this strategy is making the policy changes and launching the systems necessary to make sure that all teachers and school leaders who enter the profession have been prepared to demonstrate the knowledge, skills and dispositions necessary to be effective.
- In the first year of the grant, 2013-14, Connecticut will concentrate on identifying reforms to the program approval process as well as the development of the accountability and data systems that will inform decisions around improvements and approvals of programs.