

Cohort 2013



CEEDAR
CENTER

State Update

Connecticut

Successes

Success	How We Did It
Development of new Educator Preparation Data System and new assessments/metrics.	Partner with CSDE Performance Office on development of State Longitudinal Data System
Link reform for Program Approval System with Data and Accountability	Our key stakeholder group –Educator Preparation Advisory Council—developed 6 guiding principles. From that we linked it to NTEP and CEEDAR work.
Drafted guidance document for EPPs and LEAs on pre-student clinical experiences evidence based practices	CEEDAR team leads with a LEA district leaders have been meeting throughout past year to develop concept and draft of document to be used as part of scale up activities.
Initiated planning final scale up activities for 2017, including a statewide/regional conference for sharing best practices/evidence based practices used by EPPs.	Identified date, keynotes and focus of presentations not only from CEEDAR faculty workgroups but from other faculty in-state and district partners.
Two CEEDAR institutions will be piloting and collecting impact data in the 2016-17 academic year based on revised curricula that infused EBP into training.	With revised curricula including targeted EBP training/outcomes, EPPs will now implement new coursework and measure impact on candidates and indirectly K-12 student.

Challenges

Challenge	Strategies for Tackling
Developing/disseminating statewide communications about CEEDAR work and successes.	Developing statewide newsletter under the Ed Prep Transformation umbrella and including CEEDAR updates and plan for fall 2017 scale-up conference.
Adjusting timelines and blueprints with changes in institutional contexts and structures as well as changing faculty to keep the work moving.	Ongoing check-ins with faculty workgroups, team leads and deans of education.
Keep momentum at EPPs and among faculty to continue to analyze and evaluate curricula and clinical experience to ensure focus on EBPs.	Reassuring faculty of larger goal and gaining support from administration that this improved curricula linked with program approval standards.

Lessons Learned

1. Ongoing technical assistance conversations and support for faculty workgroups, including high quality professional development, is critical. Now also focusing our faculty workgroups on district partnerships and coordination of high quality practice-based experiences.
2. Keep view of the larger outcome—K-12 student learning and the candidates/future teachers who will teach them. What does it mean to be learner “ready day 1”?
3. The through lines of HLP and EBP standards are critical to this conversation.