

**Testimony to the Higher Education and Employment Advancement Committee
Public Hearing on March 17, 2021**

**SB 1035 - AN ACT CONCERNING THE DEVELOPMENT OF A NEW PRESERVICE
PERFORMANCE ASSESSMENT FOR TEACHER PREPARATION PROGRAMS**

Good morning Senator McCrory, Representative Sanchez, Senator Berthel, Representative McCarty and other members of the Education and Employment Advancement Committee. Thank you for the opportunity to provide comments in opposition to SB 1035 - AN ACT CONCERNING THE DEVELOPMENT OF A NEW PRESERVICE PERFORMANCE ASSESSMENT FOR TEACHER PREPARATION PROGRAMS.

My name is Dr. Anne Dichele, I am the Dean of the School of Education for Quinnipiac University, and a member of the Connecticut Chapter of the American Association of Colleges for Teacher Education (AACTE-CT), a group of 14 CT public and private universities and colleges with Educator Preparation Programs (EPPs).

Quinnipiac University is strongly opposed to this bill for a variety of reasons. In a year of extraordinary budget restrictions, this bill would not only undermine the significant cost outlays made over the last four years to implement the inclusion of the EdTPA as a significant data source for CAEP accreditation, assessment for completion of our program, and the redesign of our program to align with the outcomes of the EdTPA assessment; this bill also ADDS substantial costs to each Educator Preparation Program, were it to be approved, making yet again significant changes to our program.

Additionally, I do not see any plan for the roll out or support of this change were it to occur. Who, for example, will score this new assessment? Who will provide the necessary reliability and validity testing needed to utilize the assessment under accreditation rulings? What will be done in the interim, were it to be adopted, as reliability and validity development of new assessments are long-term and time consuming. Who will foot the bill? And WHY are we spending money on a new test when the EdTPA is perfectly reasonable, has been significantly vetted and nationally normed, and provides a broad assessment across state certifications and is a proven performance assessment of teaching ability? A home-grown assessment would do none of those things in the immediate and would be extremely costly for what I see as no good reason.

Our teacher candidates score extremely well on this performance based assessment, and as many of our candidates do not reside in Connecticut and return to their home state, a nationally recognized assessment is important. Many of our teacher candidates gain licensure reciprocity through the EdTPA as it is a recognizable and well-researched assessment. A home-grown assessment, once again, would not do this.

If the cost of the EdTPA is an issue, which by a reading of the bill's section 2 (4) indicates, why not use the substantial resources needed to completely overhaul an already perfectly good assessment to support those teacher candidates for whom the cost may be prohibitive? We do that here at Quinnipiac – we have support and financial aid constructs which provide for those students who need assistance to afford the \$300 EdTPA testing fee.

I honestly believe that whomever is supporting this bill has not truly read the research as to the EdTPA or is someone who doesn't really understand that most of what is implied as the goal of the bill is already in place. The EdTPA meets the goals noted in section 2 (2) - we are already implementing a preservice performance assessment; section 2 (3) – there would be no cost if not for this change; section 2 (5) - evidenced-based best practices are already in place through the EdTPA. As far as the indication in section 2 (1) - consideration as to the “positive and negative” qualities of the EdTPA – I would like to know what the “negatives” they refer to are exactly? Any negative response/data published in reference to the EdTPA has been soundly refuted by substantial and valid research. Are we really going to incur cost and confusion for every teacher prep program in the state based on false claims and non-substantiated data?

Again, I cannot emphasize enough to the Committee how uncalled for and how misrepresented the ideas behind this bill are. The current implementation of the EdTPA has not even allowed for two years of consistent data, and this bill is already dismantling the implementation. The time, cost, energy and success of the implementation of the EdTPA for Connecticut Teacher Prep should not be undermined by an uninformed few. The EdTPA is a true assessment of teacher potential quality in the classroom, something that benefits greatly the school districts who need a substantive measurement of teacher potential. The EdTPA provides that – and taking it away takes away a district's ability to compare and hire the best candidates for the job – something we all want.

I strongly voice to the committee NOT to approve this change.

Respectfully submitted,

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