

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

**TO BE PROPOSED:
October 2, 2013**

RESOLVED, That the State Board of Education, pursuant to Special Act 12-3, An Act Concerning Teacher Preparation, receives and approves the addendum to the interim report from the Educator Preparation Advisory Council (EPAC), *Framework for Reforming Teacher and School Leader Preparation Programs in Connecticut*, and directs the Commissioner to take necessary action to transmit such report to the Education Committee and Higher Education Committee of the General Assembly.

Approved by a vote of _____, this second day of October, Two Thousand Thirteen.

Signed: _____
Stefan Pryor, Secretary
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO: State Board of Education

FROM: Stefan Pryor, Commissioner of Education

DATE: October 2, 2013

SUBJECT: Addendum to the April 15, 2013, Interim Report and Recommendations of the Educator Preparation Advisory Council (EPAC)

PURPOSE OF REPORT

This report and the corresponding documents are presented to the State Board of Education as an addendum to the April 15, 2013, report which detailed information about the work of the Educator Preparation Advisory Council (EPAC). On April 15, the Department presented to the Board a report containing six principles for reform of teacher preparation. This addendum report documents the additional work completed in July 2013 by the EPAC to develop companion principles for reform of school leader preparation.

HISTORICAL CONTEXT/BACKGROUND INFORMATION

As a continuation of the work that EPAC completed during the 2012-2013 school year relative to the teacher preparation reform principles, the Department called upon the Council to advise on the development of principles to guide the reform of school leader preparation programs. Unlike the principles for reform of teacher preparation which apply to more than 44 different programs and certification areas, the principles for reform of school leader preparation will apply only to one program—the program that prepares candidates for the Intermediate Administration and Supervision Endorsement (#092)—which authorizes the holder to serve in any administrative position below the rank of superintendent of schools.

On July 19, 2013, a draft of principles to guide the reform of school leader preparation was sent to the EPAC for its review and feedback. On July 31, 2013, the Department convened the EPAC via webinar to discuss the principles and obtain the group's feedback. As a result of this valuable feedback, further revisions to the draft reform principles for school leader preparation were recommended.

The draft principles were circulated again to the group for final input to inform the final recommendation to the Board.

To support the work of the EPAC, the Department applied in June 2013 for a grant through the Council of Chief State School Officers (CCSSO) to pilot the recommendations outlined in the chief's task force report *Our Responsibility, Our Promise*, released in December 2012. The report and the grant program align directly with EPAC's goals. Connecticut was selected as one of the states to pilot the recommendations. Therefore, the pilot program and grant funds will support Connecticut's efforts to commence the next phase of work related to the principles for reform of teacher and school leader preparation including:

- revision of certification regulations;
- revision of state program approval regulations and processes;
- development of a system for data collection, analysis and reporting.

The Board approved the Department's application for a grant on July 15, 2013.

Moving forward, our state's plan for transforming teacher and school leader preparation and entry into the teaching profession includes:

- a system focused on a continuum of knowledge, skills and dispositions development across a purposeful and coherent sequence of preparation, training and clinical experiences that are focused on preparing Connecticut's students for college and/or career;
- clear, high standards for teacher and school leader candidates, with rigorous and meaningful pre-service assessments to measure competencies in which every candidate needs to achieve success;
- opportunities for autonomy and flexibility to incentivize program innovations;
- data and feedback from the state, districts and practicing educators to support continuous program improvements as well as accountability for results; and
- new and strengthened partnerships between the preparation programs and school districts.

The support from CCSSO as a partner in our reform efforts will enable the Department to allocate additional resources to implement the policies, partnerships, and systems necessary to meet our goals. Achieving the goals will also require considerable support and collaboration through cross-state networks.

RECOMMENDATIONS/JUSTIFICATIONS

The Department, through consensus with the EPAC, recommends the six guiding principles contained in **Appendix A** as the foundation for the reform of school leader preparation in order to achieve the goal of recruiting, preparing and inducting the highest quality new school leaders for Connecticut's schools and students. The members of EPAC who participated in the development of the school leader principles for reform are listed in **Appendix B**.

POLICY IMPLICATIONS

Based on the six guiding principles, the Department, in collaboration with the EPAC, must continue to develop policy changes to ensure that the principles are embedded and implemented in our human capital and talent development continuum from pre-service through the span of an educator's career.

In the 2013-14 school year, the Department will initiate the development of a work plan and the action steps necessary to operationalize the guiding principles, including development of: policies, regulations for certification and program approval, assessment measures, data analyses and reports, and data reporting mechanisms.

FOLLOW-UP ACTIVITIES PLANNED

Upon the Board's adoption of the Teacher and School Leader Principles for Reform of Preparation, the Department will take the following actions steps:

- 1) post and distribute the principles through professional organizations and higher education institutions;
- 2) commence development of a work plan to develop the action steps necessary to achieve the outcomes of the principles;
- 3) convene EPAC as well as key stakeholders to advise on the work plan;
- 4) in collaboration with state and national experts, including CCSSO, commence development of specific policy, assessment and data analyses necessary to implement the principles;
- 5) present an update to the Board in September 2014 on the progress made to accomplish outcomes outlined in the EPAC principles and the CCSSO grant; and
- 6) transmit the report to the Education Committee and Higher Education Committee of the General Assembly.

Prepared by:

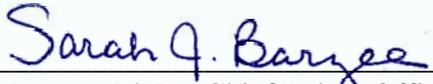
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Reviewed by:



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Approved by:



Sarah J. Barzee, Ph.D., Chief Talent Officer
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APPENDIX A

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Educator Preparation Advisory Council (EPAC)
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The following principles are related to administration/educational leadership programs. The examples of items for further review and consideration are illustrative of the types of items or actions that are promising and merit further study, but are not intended as an exhaustive list or to limit what policies, regulations, systems or studies will be undertaken in support of the corresponding principle.

Underlying Assumptions:

All administrator candidates must be prepared through a rigorous and coordinated program of courses and clinical experiences that focus on research-based practices for the preparation of education administrators and school leaders. Each program should provide:

- strong content knowledge aligned to national and state student standards (i.e. CCSS);
- skills and knowledge for supporting the development of educational staff;
- opportunities to develop and demonstrate the dispositions necessary for effective school leadership;
- culturally relevant administrative and leadership skill development; and
- high quality, collaborative partnerships for school-based field experiences.

Preparation competencies included in coursework and clinical experiences should represent the current and future needs of Connecticut's schools, including high-need schools and subjects, new student standards and changing class structures or environments.

Periodic review and evaluation of program curricula syllabi and candidate assessments, including fieldwork and clinical experience requirements must ensure: (1) skill acquisition described by national and state standards; and (2) rigorous training of candidates aligned with national and state student standards (e.g., CCSS).

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Principle Title	Teacher Preparation Principle Description	School Leader Preparation Principle Description	Examples for Further Review and Consideration
<p>1. Program Entry Standards</p>	<p>Connecticut teacher preparation programs must actively recruit, admit, develop and retain only those teacher candidates with strong knowledge, skills and dispositions that are indicative of those expected of teachers for the 21st Century and required to meet the needs of Connecticut students.</p>	<p>Connecticut school leader preparation programs must recruit, admit, and retain only educators who have demonstrated competency and accomplishment in their practice and who are committed to serving as school or district leaders.</p> <p>Prior to admission, prospective school leaders must have strong knowledge, skills and dispositions that are indicative of those expected of school leaders for monitoring, supporting and continuously improving teaching and learning in order to meet the needs of Connecticut students, including but not limited to:</p> <ul style="list-style-type: none"> • collaboration with stakeholders • shared leadership • professional and inspirational • mentoring and coaching of others • monitoring and supporting continuous improvement of teaching and learning <p>These indicators of school leader skills as well as those described in the Connecticut School Leader Standards will be developed and strengthened throughout the program as the candidate progresses from entry to exit from the program.</p>	<ul style="list-style-type: none"> • Requirement that programs develop recruitment and admission policies that reflect the importance of identifying prospective candidates who have the experiences that indicate leadership ability and dispositions. • Establishment by programs of dispositional entry requirement through such methods as rigorous interviews, consideration of professional standards and skills, recommendations and recent experience in schools. • Use information from CSDE statewide supply and demand study of Connecticut's current and future school leader vacancies and shortages to inform recruitment strategies and considerations.

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<p>2. Staffing & Support of Clinical Experiences</p>	<p>The staffing, structures and program support policies of preparation programs, school districts and CSDE must be coordinated to provide effective clinical experiences that represent the current and future needs of Connecticut’s schools and children.</p> <p>Clinical faculty (supervisors) and school based educators have a significant impact on candidate clinical experiences and must themselves be effective educators who understand and apply national and state teaching and student standards to ensure that candidates are provided with the highest quality training and support.</p>	<p>The staffing, structures and program support policies of preparation programs, school districts and CSDE must be coordinated to provide effective clinical experiences that represent the current and future needs of Connecticut’s schools and children.</p> <p>Clinical faculty (program supervisors) and school-based leaders who mentor new school leaders have a significant impact on facilitating candidate clinical experiences and must themselves be effective educational leaders who understand and apply national and state instructional, leadership and student standards to ensure that candidates are provided with the highest quality training and support.</p>	<ul style="list-style-type: none"> • Establishment of standards for selecting educational leaders to serve as program supervisors and school-based mentors who will be supporting school leader candidates. • Promote innovation support and supervision practices by preparation programs and partner districts in a variety of clinical experience structures that are shown to have a positive impact school leader candidate skill development.

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<p>3. Clinical Experience Requirements</p>	<p>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. Experiences must be across the program, coordinated and support the continuum of content and skill development to become an effective educator.</p> <p><i>Note: clinical experiences include field experiences, practica and student teaching.</i></p>	<p>All school leader candidates must have a sequence of varied, structured, intensive and purposefully supported clinical school experiences that are appropriately staffed by qualified educational leaders to ensure support for success. Experiences must be across the program, coordinated and support the continuum of skill development to become an effective school leader.</p> <p><i>Note: clinical experiences include the school leader internship and field experiences.</i></p>	<ul style="list-style-type: none"> • Requirement that preparation programs, in collaboration with their school partners, develop a coherent and varied sequence of clinical experiences for school leaders that is aligned with coursework and scaffolds candidate skills based on national and state school leader standards. • Requirement that the duration of clinical experiences is sufficient to ensure that candidates are developing effectiveness and demonstrating competency across the program.

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<p>4. District-Program Partnerships: Structures & Shared Responsibility</p>	<p>Teacher preparation programs and schools/districts must have well-defined, high-quality, collaborative partnerships to ensure the quality of clinical experiences for teacher candidates while addressing the needs of and benefits to all involved.</p> <p>Teacher preparation programs and school districts will establish partnerships that act strategically to support clinical and school-based training for which they share responsibility, authority, and accountability including program development and implementation.</p>	<p>School leader preparation programs and schools/districts must have well-defined, high-quality, collaborative partnerships to ensure the quality of clinical experiences for school leader candidates while addressing the needs of and benefits to all involved.</p> <p>School leader preparation programs and school districts will establish partnerships that act strategically to support the clinical and school-based training for which they share responsibility, authority, and accountability, including program development and implementation.</p>	<ul style="list-style-type: none"> • Requirement for the use of a Memorandum of Understanding (MOU) to clearly outline respective roles and responsibilities of the preparation programs and district with a model MOU developed by the CSDE in collaboration with stakeholders and made available to all parties. • Establishment of a clearly articulated model and set of standards (such as professional development school [PDS]) to construct, assess, and improve partnerships between preparation programs and school districts. • Requirement that preparation programs and partner districts establish structures and practices for regular and meaningful two-way feedback that can be acted upon to improve the preparation of future teachers. • Establishment of a policy that it is the responsibility of both the school leader preparation programs and partner districts to create a clinical experience program, based on national and state standards, that meets the needs of school districts.

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<p>5. Program Completion & Candidate Assessment Standards</p>	<p>Candidates will demonstrate competencies aligned with national and state standards by successfully completing rigorous performance-based assessments as part of clinical experiences.</p> <p>All teacher candidates will demonstrate knowledge, skills and dispositions necessary to support students' academic and non-academic needs.</p>	<p>School leader candidates will demonstrate competencies aligned with national and state standards by successfully completing rigorous performance-based assessments as part of clinical experiences, including but not limited to:</p> <ul style="list-style-type: none"> • facilitating school vision and mission to ensure high expectations for student performance. • ensuring achievement of all students through continuous improvement of teaching and learning. • managing organizational systems for a safe and high performing learning environment. • collaborating with families and stakeholders and respecting diversity within the community. • modeling ethical behavior and integrity and promoting educational equity. • advocating for students, families and staff needs. <p>All school leader candidates will demonstrate knowledge, skills and dispositions necessary to support the development of effective school-based educators and support students' academic and non-academic needs.</p>	<ul style="list-style-type: none"> • In addition to the Connecticut Administrator Test (CAT), review available options for performance-based assessments that measure competency of candidates. The assessments must be aligned with the CT School Leader Standards. • Development and use by programs of a statewide clinical experience evaluation instrument aligned with criteria for Connecticut's administrator evaluation instrument for in-service administrators that is used developmentally throughout the program, provides feedback across the sequence and is consistent with the continuum of learning expected of new school leaders. • Review and evaluate school leader preparation assessment systems and data through a rigorous program approval process.

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<p>6. Program Effectiveness & Accountability</p>	<p>Preparing a teacher to be successful and effective in the field is the shared responsibility of preparation programs and partner districts. Candidates will have multiple opportunities to provide feedback data on the effectiveness of their training program, clinical experience and supports in order to inform ongoing programmatic improvements. Preparation programs must ultimately be responsible for ensuring completers enter the profession with the knowledge, skills and dispositions to be effective in the classroom.</p> <p>Preparation programs must have access to data about their completers' performance in the classroom and should be held accountable for their programs' effectiveness in preparing teachers to enter and remain in the profession.</p>	<p>Preparing a school leader to be successful and effective in the field is the shared responsibility of preparation programs and partner districts. Candidates will have multiple opportunities to provide feedback data on the effectiveness of their training program, clinical experience and supports in order to inform ongoing programmatic improvements. Preparation programs must ultimately be responsible for ensuring completers enter school leadership roles with the knowledge, skills and dispositions to be effective at the school or district level.</p> <p>Preparation programs must have access to data about their school leaders' performance and should be held accountable for their programs' effectiveness in preparing them to enter and remain in the profession.</p>	<ul style="list-style-type: none"> • Development and implementation of annual reporting and data management systems to track preparation programs effectiveness, candidate performance and school leader success including: <ul style="list-style-type: none"> ○ aggregate evaluation data; ○ employment data on school leader candidates to ensure that a significant percentage are serving in leadership roles; ○ employment and retention rates; ○ program use of rigorous pass rates for required tests; ○ feedback data from school leader candidates during and post-completion of the program; and ○ survey data and other instruments regarding partner district and employer feedback. • Development of policies and processes to provide school leader preparation programs, districts and the public access to or provide annual reports of relevant aggregate information and data.

APPENDIX B

Educator Preparation Advisory Council (EPAC)

Participants in July School Leader Principle Survey and Webinar

Stefan	Pryor, Co-Chair	Commissioner State Department of Education
Anthony	Bivona	Superintendent, Brookfield Public Schools
Kathleen	Butler	University of Saint Joseph, Dean, School of Education
Carole	Clifford	Professional Development Coordinator, Connecticut American Federation of Teachers
Tom	DeFranco	University of Connecticut, Dean, NeagSchool of Education
Abby	Dolliver	Superintendent, Norwich Public Schools
Monica	Filppu	Managing Director for Academic Affairs, Teach for America - Connecticut
Susan	Franzosa	FairfieldUniversity, Dean, School of Education
Sandy	Grande	ConnecticutCollege, Chair, Education Department
Jess	House	WesternConnecticutStateUniversity, Dean, School of Prof. Studies
Mary	Kolek	Superintendent, New Canaan Public Schools
Greg	Little	Dean, Alternate Route to Certification, Office of Higher Education
Gary	Maynard	President, CT Federation of School Administrators
Sal	Menzo	Superintendent, Wallingford Public Schools
Karissa	Neihoff	Executive Director, CT Association of Schools
Colleen	Palmer	Superintendent, Weston Public Schools
Joan	Parris	NorwalkCommunity College, Program Director of Early Childhood Prog.
Frances	Rabinowitz	Superintendent, Hamden Public Schools
Larry	Schaefer	Education Associate, CT Association of Public School Superintendents
Allan	Taylor	Chair, State Board of Education
Danuta	Thibodeau	Education Connection
Elsa	Nunez	Board of Regents Staff
Sarah	Barzee	CSDE Staff
Nancy	Pugliese	CSDE Staff
Georgette	Nemr	CSDE Staff