

VII.B.

Connecticut State Board of Education Hartford

To Be Proposed:

January 3, 2024

Resolved, That the State Board of Education receives the 2021-22 and 2022-23 Annual Reports of the Connecticut Advisory Council for Teacher Professional Standards, submitted in accordance with the requirements of subsection (e) of Section 10-144d of the Connecticut General Statutes, and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this third day of January, Two Thousand Twenty-Four.

Signed: _____
Charlene M. Russell-Tucker, Secretary
State Board of Education

Connecticut State Board of Education

TO: State Board of Education

FROM: Charlene M. Russell-Tucker, Commissioner of Education

DATE: January 3, 2024

SUBJECT: Connecticut Advisory Council for Teacher Professional Standards (CACTPS) Annual Reports 2021-22 and 2022-23

Attached, you will find copies of the 2021-22 and 2022- 23 Annual Reports from the Connecticut Advisory Council for Teacher Professional Standards, submitted in accordance with the requirements of subsection (e) of Section 10-144d of the Connecticut General Statutes.

Prepared by: Sharon M. S. Fuller, Education Consultant, Talent Office

Approved by: Dr. Shuana K. Tucker, Chief Talent Officer, Talent Office

**CONNECTICUT ADVISORY COUNCIL
FOR TEACHER PROFESSIONAL STANDARDS**

September 30, 2022

To: Clerk of the Senate
Clerk of the House of Representatives

Cc: Education Committee
Legislative Library
Office of Legislative Research
State Board of Education
State Library

Subject: 2021-22 Annual Report of the Connecticut Advisory Council for Teacher Professional Standards

As the body charged with making recommendations regarding the teacher career continuum to the Governor's Office, the Education Committee of the General Assembly, and the State Board of Education (SBE), as appropriate, the Connecticut Advisory Council for Teacher Professional Standards (CACTPS or Council) recommends the following for the 22-23 school year:

- 1) Expand support for professional development and pre-service education in the following areas:
 - a. Trauma Informed Practice and Social Emotional Learning (SEL)
 - b. Anti-Bias Anti-Racism Training
- 2) Create a mechanism for CACTPS to provide input to Educator Evaluation and Support Council (EESC)
- 3) Explore the establishment of a professional standards board in lieu of the current Advisory Council.
- 4) Allocate additional resources and support for the ongoing work of the Legislative Minority Teacher Recruitment (MTR) Task Force and the CSDE MTR Policy Oversight Council.

History/Background

The Council was established to (1) advise the State Board of Education (SBE), the Governor, and the joint standing committee of the General Assembly having cognizance of matters relating to education concerning teacher preparation, teacher recruitment, teacher certification, teacher professional development, teacher assessment and evaluation, and teacher professional discipline; (2) review and comment upon all regulations and other standards concerning the approval of teacher preparation programs and teacher certification; (3) report to the SBE, the Governor, and the joint standing committee of the General Assembly having cognizance of matters relating to education annually on its activities and recommendations, if any, concerning the condition of the teaching profession; and (4) develop a code of professional responsibility for teachers not later than September 30, 1993.

Council Charge

The CACTPS addresses timely and relevant educational issues at the depth necessary to contribute meaningfully to educational improvement. The aim of the Council is to investigate key issues thoroughly, develop substantive policy recommendations and bring greater visibility to critical matters. The Council focuses annually on one or two major issues affecting the teaching profession and makes recommendations to the Governor's Office, the Education Committee of the General Assembly, and the State Board of Education (SBE), as appropriate.

Various new members, appointed by the SBE, were added to the Council including such members as a representative of business and industry and a public school teacher. The Council continues to advocate to fill vacancies on the membership roster. Members are appointed by legislators, the SBE, and other specifically identified educational organizations, as outlined in statute. Three of the seventeen possible appointments remain unfilled. Each year the Council discusses the importance of filling Council vacancies in order to have all voices at the table. The Council continues to take an active role in seeking new members for consideration by those positioned to make appointments.

Issues of Focus for 2021-22

In 2020-21, the Council focused on:

- Teacher Recruitment and Retention
- Social Emotional Learning and Education-based DEI Work
- Legislative proposals affecting educators
- Impacts of the COVID-19 pandemic on educators and students

Summary of Council Meetings for 2021-22

- The Council met in person for four meetings and virtually for one meeting: on October 1, 2021; December 10, 2021; January 21, 2022; March 11, 2022; and May 13, 2022. Lynn Rice Scozzafava continued as chair, and Jim Carl served as secretary of the Council. Throughout the year, the Council continued to explore ways to fill out the roster; the roster was nearly filled by the end of the school year.

Meetings covered a variety of topics and included such activities as follows:

- Sharon Fuller updated the Council on priorities, initiatives, and news at the CSDE, including:
 - Educators Rising
 - NextGen Educators
 - Minority Recruitment
 - EES 2022
 - Merging CACAPS & CACTPS
- Michele O'Neill and Joslyn DeLancey updated the Council on CEA considerations and legislative proposals that would impact teachers, Educators Rising, alternative and substitute certifications, and social emotional learning.
- In December, the Council held a roundtable discussion with future educators from CCSU and their professors. The three students are all undergraduates in the elementary education program at CCSU, part of the original pilot program for the Bristol public schools. This is year two of the NextGen Educator program. The program provides opportunity for teacher candidates in educator preparation programs to join school districts for two or three days per week (half days or full days). The candidates are assistants for teachers. Participants receive classroom teaching

experiences prior to their student teaching terms. The teachers in the Bristol elementary schools have been welcoming of the NextGen participants—they need the assistance. The administrators have also been supportive, especially when participants encountered challenges. The “anchor teachers” are the immediate supervisor for participants at the school, providing day to day guidance and assignments. The “mentors” are assigned to each participant—mentors are educators from other districts. They serve as advisors to the participants.

- In January, the Council hosted Yale researchers Drs. Chris Cipriano and Mike Strambler in a virtual conversation about social emotional learning in schools, with a focus on the efficacy of programming for underrepresented groups. The Council was presented with this question for consideration: *How does SEL support education-based Diversity Equity and Inclusion efforts?* The session featured critical definitions and questions for schools to inform and promote SEL implementation that is equitable and inclusive of the entirety of the school community. Drs. Cipriano and Strambler discussed that In terms of meta-analysis of SEL, there are positive outcomes of SEL in terms of academic achievement and mental health; SEL programs seem to have a good return on investment but we know less about how effective SEL is across identity groups (race/ethnicity and others); and that there is an interesting tension that exists between DEI approaches and general approaches to SEL: a centering idea (we need to highlight voices that have been excluded), and an inclusiveness idea (we need ensure that all voices are included).
- The Council’s May meeting was a joint meeting with CACAPS and Commissioner Charlene M. Russell-Tucker. CACAPS Co-Chair Janet Parlato and CACTPS Chair Lynn Rice Scozzafava updated the Commissioner on the Councils’ current work and concerns regarding professional development (for administrators as well as teachers), professional mentoring for administrators, teacher recruitment and retention, the impacts of the pandemic on students and staff, and filling Council rosters. The Commissioner thoroughly reviewed CSDE’s programs and initiatives that dovetail with CACAPS and CACTPS goals.
- The Council had ongoing discussions of the COVID-19 pandemic’s continuing impacts on Praxis, EdTPA, teacher prep programs, teacher shortages, certifications, teacher stress, and students’ social emotional learning and academic growth.

Council Planning for 2022-23

During the 2022-23 academic year, the Council is interested on focusing on the following topics:

- Equity, Civil Rights, and Identity
- Educator Social Emotional Wellness
- Teacher Recruitment and Retention
- Educator Evaluation and Support

Conclusion

This annual report is provided to the SBE in accordance with requirements of subsection (e) of Section 10-144d of the Connecticut General Statutes establishing the Council, so that the SBE may be apprised of its activities and the educational issues that are important to the Council members. The Council will update the SBE on its activities on an annual basis.

**CONNECTICUT ADVISORY COUNCIL
FOR TEACHER PROFESSIONAL STANDARDS**

September 24, 2023

To: Clerk of the Senate
Clerk of the House of Representatives

Cc: Education Committee
Legislative Library
Office of Legislative Research
State Board of Education
State Library

Subject: 2022-23 Annual Report of the Connecticut Advisory Council for Teacher Professional Standards

As the body charged with making recommendations regarding the teacher career continuum to the Governor's Office, the Education Committee of the General Assembly, and the State Board of Education (SBE), as appropriate, the Connecticut Advisory Council for Teacher Professional Standards (CACTPS or Council) recommends the following for the 23-24 school year:

- 1) Continue efforts to recruit teachers and allocate resources focused on retaining teachers.
- 2) Include all stakeholders in the continuing work of the Educator Evaluation and Support Council (EESC).
- 3) Explore the establishment of a professional standards board in lieu of the current Advisory Council.

History/Background

The Council was established to (1) advise the State Board of Education (SBE), the Governor, and the joint standing committee of the General Assembly having cognizance of matters relating to education concerning teacher preparation, teacher recruitment, teacher certification, teacher professional development, teacher assessment and evaluation, and teacher professional discipline; (2) review and comment upon all regulations and other standards concerning the approval of teacher preparation programs and teacher certification; (3) report to the SBE, the Governor, and the joint standing committee of the General Assembly having cognizance of matters relating to education annually on its activities and recommendations, if any, concerning the condition of the teaching profession; and (4) develop a code of professional responsibility for teachers not later than September 30, 1993.

Council Charge

The CACTPS addresses timely and relevant educational issues at the depth necessary to contribute meaningfully to educational improvement. The aim of the Council is to investigate key issues thoroughly, develop substantive policy recommendations and bring greater visibility to critical matters. The Council focuses annually on one or two major issues affecting the teaching profession and makes

recommendations to the Governor's Office, the Education Committee of the General Assembly, and the State Board of Education (SBE), as appropriate.

Various new members, appointed by the SBE, were added to the Council including such members as a representative of business and industry and a public school teacher. The Council continues to advocate to fill vacancies on the membership roster. Members are appointed by legislators, the SBE, and other specifically identified educational organizations, as outlined in statute. Three of the seventeen possible appointments remain unfilled. Each year the Council discusses the importance of filling Council vacancies in order to have all voices at the table. The Council continues to take an active role in seeking new members for consideration by those positioned to make appointments. Please see [Attachment A](#) for the 22-23 membership roster.

Issues of Focus for 2022-23

In 2022-23, the Council focused on:

- Teacher Recruitment and Retention
- Educator Evaluation and Support
- Legislative proposals affecting educators

Summary of Council Meetings for 2022-2023

- The Council met in person for all five meetings: September 30, 2022, October 28, 2022, January 27, 2023, March 24, 2023, and May 19, 2023. Lynn Rice Scozzafava chaired the September and October meetings. Sandy Mangan became the chair in January after Lynn's resignation due to other commitments. Jim Carl served as secretary of the Council. Again this year, the Council continued to explore ways to fill the roster. At the end of the year, we were still awaiting communication from the individuals responsible for approving appointments.

Meetings covered a variety of topics and included such activities as follows:

- Sharon Fuller updated the Council on priorities, initiatives, and news at the CSDE, including:
 - Educator and Evaluator Support (EES) Council work on TEVAL Guidelines : This important work was the focus of most of the updates due to the importance of the work.
 - CT Teacher of the Year
 - Modernizing Teacher Certification
 - NextGen Educators & Educators Rising
 - Teacher Retention and Recruitment
- Elizabeth Sked and Joslyn DeLancey update the Council on CEA's work with EES Council, legislative proposals, and priorities that would impact teachers, teacher recruitment and retention (including their work with Aspiring Educators), and Certification Regulations.
- In October, Mary Glassman from CSDE presented to the Council regarding the CSDE's efforts to grow teachers at younger ages. There are many different initiatives presently underway to provide a variety of paths for certification. There are also some financial supports such as scholarships for priority district students to attend a teacher prep program. In addition to Educators Rising, NextGen Educators, and Male Educator Network, there are school districts such as Derby partnering with universities to support non-certified staff members with Bachelor's Degrees to become certified teachers. This meeting also featured CEA's Aspiring Educator Chair

and Vice Chair sharing information about the program. They also shared information regarding the financial burdens during student teaching.

- In January, the Council heard more about the work of the EES Council. Ray Rossomando shared the CEA's Legislative Priorities for the upcoming session. There was a significant focus on retention and recruitment of teachers (tuition assistance, teacher evaluation, enhancing teacher salary, COVID-19 retirement credit, children's mental health, and play-based learning). The Council spent time discussing priorities for the future which included: certification regulations, support for 1-6 certification (and how to best include kindergarten), and professional development around mental health for students and teachers.
- March found the Council discussing certification and the need to update the regulations. The CSDE is working on modernizing certification. The certification was K-6 and now has been separated into a PreK-3 and 1-6. The current certification structure has produced very few certified kindergarten teachers. There is some interest in returning to K-6 certification.
- The Council's May meeting was with Commissioner Charlene M. Russell-Tucker, Dr. Shuana Tucker, and Kaylan Ricciardi. The Commissioner was updated on the Council's current work. The Commissioner spoke about the need for ALL students to find success and the diversity of our education system and our families. There was conversation about reciprocity, a partnership with the Department of Labor to recruit individuals to become paraeducators. Information about the two registered apprenticeship programs was shared. Due to shortages, emergency authorizations will be expanding again this year. Certification was the final topic discussed. How do we modernize certification? It will be a focus now the TEVAL work is completed.
- The Council has worked diligently to fill the vacancies on its roster. We made great strides this year in filling many of the open positions. However, the Council continues to need the support of those responsible for appointing members. With legislation passed last session regarding, the CT Advisory Council for Teacher Professional Standards is expanding from 17 to 19 members. The composition of the Council has also changed with the legislation. It is imperative that we continue to streamline the appointment process in order to fulfill all Council vacancies in a timely manner.

Council Planning for 2023-2024

During the 23-24 academic year, the Council is interested in focusing on the following topics:

- Teacher Recruitment and Retention (focus on retention)
- Teacher Certification
- Educator Evaluation and Support Guidelines (implementation)

Conclusion

This annual report is provided to the SBE in accordance with requirements of subsection (e) of Section 10-144d of the Connecticut General Statutes establishing the Council, so that the SBE may be apprised of its activities and the educational issues that are important to the Council members. The Council will update the SBE on its activities on an annual basis.

CONNECTICUT ADVISORY COUNCIL FOR TEACHER PROFESSIONAL STANDARDS (2022-2023)

Appointed by	Title	F.Name	L.Name	Organization	Mailing Address	City	Zip	Phone	Representing/Role	Ending 9/30	Email
AFT, CT		VACANT							Elementary teacher	2024	
AFT, CT	Ms.	Lauren	Mancini-Averitt	Maloney High School	58 Stuyvesant Ave	New Haven	06512	203-215-4557	Secondary teacher	2024	manaveritt@aol.com
CEA	Ms.	Erica	Hunt	Newington Public Schools	9 Tuttle Circle	S. Windsor	06357	860-989-3911	Secondary teacher		ehunt@npsct.org
CEA	Ms.	Maia	Vargas	Branford Elementary	18 Pontiac Drive	East Lyme	06357	860-271-5917	Elementary teacher	2024	mvargas@branfordschools.org
CEA	Ms.	Danielle	Fragoso	Daniel Hand High School		Old Saybrook			Secondary teacher	2022	fragoso72@yahoo.com
CEA	Ms.	Sandra	Mangan	Torrington School	800 Charles St.	Torrington	06790	860-806-3323	Elementary teacher	2025	smangan@torrington.org
Governor	Ms.	Giovanna	Adams	Alliance for Collaborative Equity					Business/Industry	2024	giovanna.adams@ctace.org
House Speaker	Ms.	Ayesha	Clarke		192 Palm St.	Hartford	06112		Parent	2024	aclarke@hesct.org
House Majority Leader	Dr.	Bridget	Carnemolla	Avon Public Schools	34 Simsbury Road	Avon	06001	860-404-4701	Superintendent	?	bhcarnemolla@avon.k12.ct.us
House Minority Leader		VACANT							Public	2025	
House Minority Leader	Dr.	Matthew	Conway	Derby Public Schools	35 Fifth St.	Derby	06418		School administrator/ Superintendent	2021	mconway@derbyps.org
SBE	Dr.	James	Carl	Sacred Heart University	5151 Park Ave. Oakview 1-3	Fairfield	06825	203-365-7589	TEP, Isabelle Farrington College of Education	2023	Carlj3@sacredheart.edu
SBE		VACANT							Business/Industry	2026	
Senate Majority Leader		VACANT							Board of Education	2025	
Senate Minority Leader	Dr.	Ann	Cavanaugh Grosjean		11 Birch Meadow Lane	Willington	06279	860-429-6152	Public	2024	acava1107@yahoo.com
Senate Minority Leader		VACANT							Parent	2025	
Senate Pro Tem		VACANT							Business/Industry	2025	

CSDE											
	Dr.	Shuana	Tucker	CSDE	450 Columbus Blvd.	Hartford	06103		Chief Talent Officer		Shuana.tucker@ct.gov
	Mr.	Christopher	Todd	CSDE	450 Columbus Blvd.	Hartford	06103	860-713-6848	Bureau Chief, Talent Office		Christopher.todd@ct.gov
	Ms.	Sharon	Fuller	CSDE	450 Columbus Blvd.	Hartford	06103	860-713-6841	Liaison		sharon.fuller@ct.gov

CEA											
	Ms.	Joslyn	DeLancey	CEA	21 Oak St.	Hartford	06106	860-525-5641	Vice President		joslynd@cea.org
	Ms.	Elizabeth	Sked	CEA	21 Oak St.	Hartford	06106	860-525-5641	Liaison		elizabeths@cea.org