

IX.D.

Connecticut State Board of Education Hartford

To Be Proposed:

January 19, 2022

Resolved: That the State Board of Education receives the 2020-2021 Annual Report 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 nineteenth day of January, Two Thousand Twenty-Two.

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 19, 2022

SUBJECT: 2020-2021 Annual Report from the Connecticut Advisory Council
for Teacher Professional Standards

Attached, you will find a copy of the 2020-2021 Annual Report 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

January 19, 2022

The Honorable Ned Lamont
Governor of Connecticut
State Capitol
210 Capitol Avenue
Hartford, Connecticut 06106

The Honorable Allan B. Taylor
Acting Chairperson
State Board Office
450 Columbus Boulevard – Suite 606
Hartford, Connecticut 06103

The Honorable Robert Sanchez
Co-Chair, Education Committee
Connecticut General Assembly
Legislative Office Building, Rm. 3100
Hartford, Connecticut 06106-1591

The Honorable Douglas McCrory
Co-Chair, Education Committee
Connecticut General Assembly
Legislative Office Building, Rm. 3101
Hartford, Connecticut 06106-1591

Subject: 2020-21 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:

- 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 2022 Council (EES 2022)
- 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 administrator/Superintendent. 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. Four 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 2020-21

In 2020-21, the Council focused on:

- EdTPA and Education Preparation Programs, TEAM Mentor training;
- Minority Recruitment, Unconscious Bias, Diversity of our Workforce;
- Social Emotional Learning and Trauma-Informed Practices;
- Impacts of the COVID-19 pandemic; and
- Teacher Evaluation.

Summary of Council Meetings for 2020-21

- Due to the coronavirus pandemic, the Council met only virtually for four abbreviated meetings on December 4, 2020; January 8, 2021; March 12, 2021; and May 13, 2021. Lynn Rice Scozzafava continued as chair, and in March, Jim Carl was elected secretary of the Council. Throughout the year, the Council discussed ways to fill out the roster; several reappointments were confirmed 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:
 - A state-wide pilot of Educators Rising as a partnership with CCSU and New Britain Public Schools, and NextGen Educators, also a partnership with CCSU and Bristol Public Schools;
 - The reimagining of teacher evaluation and the reconvening of PEAC (currently referred to as EES 2022) and looking forward to engaging stakeholders,
 - CSDE's commitment to social emotional learning; and
 - Updates to changes within CSDE leadership
- Michele O'Neill updated the Council on CEA considerations and legislative proposals that would impact teachers including the reading survey, potential changes to certification, teacher shortage areas and areas to tap for potential educators, and the Educators Rising program.

- In March, the Council welcomed several presenters to its meeting. First, Giovanna Adams from the Alliance for Collaborative Equity, a not-for-profit organization that works with school districts to create inclusive learning climates and racially just and equitable school policies. Adams noted that teachers are a pivotal part of success for students of color – some of this means building a vocabulary and strategies for including all students. Adams believes that professional development is critical and should be offered, but not required, since those educators who are opposed to this equity goal could do real harm. Adams also addressed pacing and overcoming inertia and perceptions on the part of practicing teachers of top-down initiatives. Representation in the classroom curriculum is something that can be accomplished now including black and brown adults and children and people with disabilities. Next, the Council heard from Kemen Holley and Dave Title. Holley is a doctoral student in Sacred Heart University’s Social, Emotional, and Academic Learning program where Title is the program’s director. Holley focused on teacher professional development. She stressed transformative SEL for teachers: both educator well-being and educators as advocates of anti-racist learning climates. As well as underscoring these themes, Title described SEL in teacher education: while Connecticut does well when compared to many other states, few teacher prep programs address all areas of SEL. Both also stressed the need for ongoing, comprehensive teacher education/professional development in SEL.
- The Council’s May meeting was a joint meeting with the CT Advisory Council for Administrator Professional Standards (CACAPS) and then-Acting Commissioner Charlene M. Russell-Tucker. CACAPS Chair Victoria Reed and CACTPS Chair Lynn Rice Scozzafava updated the Acting Commissioner on the Councils’ current work and concerns regarding professional development (for administrators as well as teachers), culturally responsive classrooms, the impacts of the pandemic on students and staff, and filling Council rosters. The Acting Commissioner offered her support for filling out the Council rosters and maintaining strong communications between the CSDE and the Councils.
- The Council had ongoing discussions of the COVID-19 pandemic’s impacts on Praxis, EdTPA, teacher prep programs, teacher shortages, teacher stress, and students’ social emotional learning and academic growth.

Council Planning for 2021-22

During the 2021-22 academic year, the Council is interested on focusing on the following topics:

- Trauma Informed Practice and Social Emotional Learning and Wellness
- Teacher Recruitment and Retention, including Minority Recruitment
- Anti-Bias and Anti-Racism Professional Development
- Growth Model Teacher Evaluation
- Certification Regulations

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.