

IX.D.

CONNECTICUT STATE BOARD OF EDUCATION HARTFORD

TO BE PROPOSED:

June 2, 2021

RESOLVED, That the State Board of Education receives the 2019-2020 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 second day of June, Two Thousand Twenty One.

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, Acting Commissioner of Education
DATE: June 2, 2021
SUBJECT: 2017-2020 Three-Year Annual Report of the Connecticut Advisory Council
for Teacher Professional Standards

Attached, you will find a copy of the 2017-2020 Three-Year 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

June 2, 2021

The Honorable Edward M. Lamont Jr.
Governor of Connecticut
State Capitol
210 Capitol Avenue
Hartford, Connecticut 06106

The Honorable Estela Lopez
Vice Chairperson
State Board of Education
165 Capitol Avenue
Hartford, Connecticut 06106

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: Annual Report of the Connecticut Advisory Council for Teacher Professional Standards for 2017-2018, 2018-2019, and 2019-2020

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 Performance Evaluation Advisory Council (PEAC);
- 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. Please see **Attachment A** for a current membership roster.

Issues of Focus for 2017-2018

In 2017-2018 the Council focused on:

- EdTPA and TEAM early teacher programs as well as pathways to certification, teacher recruitment, and student enrollment at state universities in alignment with Connecticut State Department of Education (CSDE)'s goals of teacher retention and recruitment.
- Explored potential partnerships with institutions of higher education to ensure teacher candidates are learner ready upon entering the classroom and to further support teacher attraction and retention.

Summary of Council Meetings 2017-2018

In 2017-18, the Council met five times as follows: October 20, 2017, November 17, 2017, January 12, 2018, March 23, 2018, and May 11, 2018. The annual joint meeting with the Connecticut Advisory Council for Administrator Professional Standards (CACAPS) was held on the May date. Doreen Merrill continued her service as Chairperson for the Council.

Ms. Kim Wachtelhausen, Education Consultant, CSDE, Talent Office, regularly updated the Council on CSDE areas of focus including:

- The Recruitment and Retention of Teachers. It was noted that the workforce does not reflect the racial, ethnic, and linguistic of Connecticut's student population. The Priority Shortage Areas: Special Education, Math, Science, Bilingual Ed. The Council discussed ways to support pre-service educators in understanding need areas and surplus areas.
- Public Act 16-10 was passed requiring state universities to offer one college credit education course to juniors/seniors in the high school free of charge for minority candidates.

Michele O'Neill provided an update on the Student Teacher Program, including working with East Hartford on the Beautification Project, Career Day, as well as Certification: IT & NGSS Science Certification and Pathways to cross-endorsement.

The Council also discussed the changes to the TEAM program. The Commissioners letter was reviewed in light of the fact that funding has been lost. CSDE continues to explore answers, and continues to take questions and feedback. The Council brainstormed ideas around TEAM and how districts could support the program since the TEAM program remains in the statute including: education preparation programs

for cooperating teachers; align it with a teachers master program, credits can be earned; and reviewed and discussed the updated Participant's Workbook

The Council reviewed Teacher's Code of Responsibilities (TCR) and suggested updating the scenarios that are used to teach the code to early teachers including the CCT-TCR aligning with TEAM Module 5 Scenarios--looking particularly at emerging transgender issues. The Council brainstormed ways to raise awareness of the TCR including: 1) include the whole district staff in Module 5 yearly; 2) Hosting information sessions for teachers in local districts; 3) diversity training in districts; create subgroups for TEAM training (high school/elementary, special education, content areas, specialists); 4) create a list of willing teachers to support others in small in specific content areas and 5) get universities more involved in cooperative teacher training. In order to ensure that these ideas were fully explored and communicated, the Council agreed to nominate a teacher and alternate from CACTPS to serve on the TEAM Training Development Committee. **Nominated: Doreen Lopez, Alternate Dan Wilbur.**

In addition, the Council discussed the potential of development of a Standards Board in the future. Michele O'Neil agreed to find out more about prior efforts to create a Standards Board in CT and other states. Finally, at the joint meeting in May of the CACTPS and CACAPS, there was a presentation given by JoAnn Freiberg, CSDE. The presentation included an overview of School Climate and Restorative Practices. Claudine Primack, SDE presented an update on TEAM.

Issues of Focus for 2018-2019

In 2018-2019, the Council continued to follow:

- EdTPA and Education Preparation Programs as part of a focus on teacher recruitment and retention – especially minority teachers aligning with the CSDE focus on teacher recruitment and retention especially of minority teachers.
- Explored the possibility of combining the Teachers' Advisory Council for Teacher Professional Standards with the Administrators' Council for Administrator Professional Standards as both groups have difficulty with the appointment or representatives.
- Explored the possibility of establishing a Teachers' Standards Board for the State of Connecticut.

Summary of Council Meetings for 2018-2019

In 2018-19, the Council met five times as follows: October 5, 2018, November 30, 2018, January 11, 2019, March 8, 2019, and May 17, 2019. The annual joint meeting with the CACAPS was held on the May date. Doreen Merrill continued her service as the Chairperson for the Council.

Ms. Kim Wachtelhausen, of the CSDE, Talent Office, regularly updated the Council on CSDE areas of focus including:

- The Recruitment and Retention of Teachers. It was noted that the workforce reflects only 8.9 percent of the racial, ethnic, and linguistics of Connecticut's student population. The Priority Shortage Areas: Special Education, Math, Science, Bilingual Ed. Alternate Pathways to certification are noted. Katie Moirs of the CSDE Talent Office presented The State Board of Education informed us about the following programs:
 - A new rigorous Educator Preparation Program approval process. A proposal must include a curriculum clinical experience, syllabi, faculty review, and key assessments as well as an assessment aligned to the national standards. A trained committee of Pre-K to higher education and state department staff will review, evaluate and return for revisions.
 - An update about the alternate routes to certification programs;

- RELAY – 90 percent of candidates are minority. CREC is duplicating this program within their school districts to recruit paraprofessionals to become teachers.
- Teach for America is now a two-year program.
- OHEA ARC – Student teaching requirement increased from 6 to 8 weeks and includes EdTPA.
- All programs must be nationally accredited, meet state requirements and approved annually.
- EdTPA - It was introduced in order to have consistent pedagogy evaluation across the state. This year EdTPA is required as a university completion requirement. Next school year (2019), EdTPA is required for certification and will be scored.

Kim Wachtelhausen, who acts as the CACTPS and CACAPS liaison, also presented at the joint meeting of both Advisory Councils in May regarding the launch of the minority recruitment teaching website. There is also an Unconscious Bias in Hiring Practices study by the CSDE which has been developed into a 2 volume guide book for districts – Creating a District Plan to Increase the Racial, Ethnic, and Linguistic diversity of Your Educator Workplace. Four workshops on this topic will be presented around the state. The EdKnowledge website will be available soon.

The Council explored the possibility of merging CACTPS with CACAPS in order to address recruitment and attendance issues. It was decided that the Councils should remain separate to discuss teacher/administrator specific issues. We will continue to choose topics that will benefit both groups for our joint meetings. It was suggested to include a student member on each council.

In our continuing exploration of establishing a Teacher Standards Board, we read the 2017 Educator Standards Board Report which generated the following considerations: research other states’ standards boards, consider a semi-independent board; should we survey members? And the need for the unions’ legislative commission to take up the idea.

Issues of Focus for 2019-2020

In 2019-2020, the Council continued to focus on:

- EdTPA and Education Preparation Programs, TEAM Mentor training,
- Minority Recruitment, Unconscious Bias, Diversity of our Workforce, and
- Teacher Evaluation.

Summary of Council Meetings for 2019-2020

- Due to the coronavirus pandemic, the Council met three times in 19-20 as follows: November 18, 2019, January 10, 2020, and March 6, 2020. Lynn Rice Scozzafava was elected chair, and Diane Tutko was elected secretary of the Council. In November 2019, many new members were welcomed to the Council.

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

- The Council reviewed the current priorities that the CSDE is currently focusing on. Council members were surveyed to establish their priority for future meetings. In January, The Council was provided with information about Teach CT; a website that has a direct link to teacher prep programs. It is designed to appeal to young people / high school students. It also might help with minority teacher recruitment.
- EdTPA: Discussion of concerns of logistics being challenging, equity of recording equipment, doesn’t have the ability to show complete lessons, institutions do not have enough to support

student teachers, professors have not had enough training, K-12 students in the class (broad range of levels with varying expectations), feedback is generic and not helpful. Suggestions of possibly including it as a yearlong student teacher class. The Council would like to have Katie Grant, an expert in EdTPA, speak to them about this assessment.

- TEAM: Mentor stipends are still available. Districts managing the protocols have created some evolutions. Mentor support materials are in the works based on feedback from teachers. Professional Learning Units for mentors are being created by the state. Will be a good resource for teachers mentoring other teachers not in their same certification area.
- Legislative Proposal: A potential K-12 Curriculum that would be culturally competent (looking to be able to coordinate curriculum for students that are transient between urban areas). Culturally competent doesn't just reference honoring cultures but looking at what is appropriate for the generation of students in front of you.
- In March, Ray Rossomando provided details about the 36 bills that were being discussed by the Education Committee. Bills that are relevant to the focus of the Council included: increasing the number of school counselors, implementation of EdTPA as part of educator preparation programs, minority teacher recruitment and retention, and the integration of social emotional learning in professional development for teachers.

Council Planning for 2020-2021

During the 2020-2021 academic year, the Council is interested on focusing on the following topics:

- Trauma Informed Practice and Social Emotional Learning (SEL)
- Teacher Evaluation/Certification
- Anti-Bias and Anti-Racism Professional Development
- Growth model TEVAL

Conclusion

This three year 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.