

INTERAGENCY COUNCIL FOR ENDING THE ACHIEVEMENT GAP

July 19, 2021
Virtual Meeting
1:30 to 3:30 p.m.



OPENING REMARKS & ROLL CALL

The Honorable Susan Bysiewicz, Lieutenant Governor
State of Connecticut

Member Agencies

Roll Call – Kari Sullivan, State Department of Education

- Connecticut State Colleges and Universities
- Department of Administrative Services
- Department of Children and Families
- Department of Economic and Community Development
- Department of Housing
- Department of Public Health
- Department of Social Services
- Judicial Branch
- Office of Early Childhood
- Office of Policy and Management
- State Department of Education

Agenda

- I. **Opening Remarks & Roll Call**
The Honorable Susan Bysiewicz
Lieutenant Governor, State of Connecticut
- II. **Acceptance of Minutes and Follow-up from Last Meeting Discussion**
- III. **Annual Report of the Interagency Council for Ending the Achievement Gap**
- IV. **Agencies' Response to Achievement Gap Task Force (AGTF) Master Plan**
 - *Inside Higher Education*
 - Leaders that Close the Gap: Administrator Preparation and Development
 - Highly Effective Teacher Preparation Programs
 - *Inside the Schoolhouse*
 - Principal and Teacher Hiring and Retention for Schools that Demonstrate Persistent Gaps
- V. **Next Steps**
- VI. **Closing/Meeting Adjourned**

Acceptance of Minutes and Follow Up from Last Meeting

Topic	Notes

Annual Report of the Interagency Council for Ending the Achievement Gap

TO: Clerk of the Senate
Clerk of the House of Representatives

FROM: Office of Lt. Governor Susan Bysiewicz

DATE: July ____, 2021

SUBJECT: Report of the Interagency Council for Ending the Achievement Gap ("Interagency Council")

Background

In accordance with Section [10-16nn\(b\)\(3\)](#) of the Connecticut General Statutes, this report serves as the annual progress report on the implementation of the Achievement Gap Task Force (AGTF) [Master Plan](#) to the joint standing committee of the General Assembly having cognizance of matters relating to education. This report was presented to and reviewed by the Interagency Council on July 19th, 2021.

Focus and Activities

Since its last [report to the legislature](#) on July 1, 2020, the Interagency Council met four times, once on each of October 30, 2020; December 10, 2020; March 17, 2021; and July 19, 2021. Each meeting was structured with Council members leading discussion about the subject matters selected for that meeting together with their corresponding Results Statements and Policy Recommendations, all as set forth in the AGTF Master Plan. This format has facilitated open, collaborative discussions across member agencies.

During the October 30th meeting, member agencies reviewed the status of their work with respect to the Policy Recommendations for the following topics, and the respective Results Statements:

1. Poverty: Children will live with their families in economic stability.
2. Hunger and Food Insecurity: Children will be food secure and fueled to learn.
3. Social Emotional Health Prevention and Intervention: All children will be emotionally stable, resilient and capable of self-regulation.

Lieutenant Governor Susan Bysiewicz led the discussion on Poverty and the then Commissioner of Education, Miguel Cardona, led the discussions for both Hunger and Food Insecurity and Social Emotional Health Prevention and Intervention. The presentations on each subject area were followed by robust discussions between Council members regarding potential avenues for inter-agency collaboration or legislative routes through which the recommendations could be alternatively addressed. Additional information is available in the [October 2020 meeting minutes](#).

The December 10th meeting commenced with a special presentation from Skip Kodak, Executive Vice President, AMS Marketing Group, Americas for LEGO Systems, Inc. Mr. Kodak shared some of LEGO Systems Inc.'s initiatives to strengthen equitable early childhood development programs and its contributions to culturally responsive curriculum that foster skills development.

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The presentation was followed by discussion on how the public and private sectors might work together in furtherance of these principles. Member agencies then reviewed the status and progress of their implemented responses to the Policy Recommendations for the following topics, and their respective Results Statements:

1. Early Care and Education: Every child is school-ready upon entry to kindergarten.
2. Inside the Schoolhouse: Use of Curriculum in Closing Achievement Gaps in Low Performing Schools: Model curriculum is available for schools and districts with persistent achievement gaps.
3. Inside the Schoolhouse: Creativity and Innovation and the Achievement Gap Synopsis: All students have opportunities to learn in classroom environments that promote a culture of creativity and innovation.

Commissioner Beth Bye from the Office of Early Childhood led the discussion on Early Care and Education, and the then Commissioner of Education, Miguel Cardona, led both discussions pertaining to Inside the Schoolhouse: Use of Curriculum in Closing Achievement Gaps in Low Performing Schools and Creativity and Innovation and the Achievement Gap Synopsis. Additional information can be found in the [December 2020 meeting minutes](#).

During the March 17th meeting, the member agencies reviewed their responses to the Policy Recommendations for the following three subject areas, and their respective Results Statements:

1. Housing: All children will live in safe and stable housing.
2. Family Engagement: Families will actively engage in their children's learning and partner with their children's schools for educational excellence.
3. Inside the Schoolhouse: School Climate and the Achievement Gap: All students learn in a positive school climate.

Deputy Commissioner Shanté Hanks from the Department of Housing led the discussion on Housing, Commissioner Vanessa Dorantes from the Department of Children and Families led the discussion on Family Engagement, and Acting Commissioner of Education Charlene Russell-Tucker led the discussion on School Climate. A notable part of the discussion revolved around the Fatherhood Initiative (FHI). Many of the member agencies are involved in an array of services for fathers including positive parenting skills, empowerment and leadership development, as well as educational and career guidance. In addition to responses to the Policy Recommendations, the Council members discussed other ways that they currently work towards the overall Results Statements and Policy Recommendations and considered new ways to collaborate as well. Further details are provided within the [March 2021 meeting minutes](#).

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During the July 19th meeting, member agencies reviewed the status and progress of their implemented responses to the Policy Recommendations for the following subjects, and their respective Results Statements:

1. **Inside Higher Education: Leaders that Close the Gap: Administrator Preparation and Development** – All principals and administrative leaders will be prepared to work in schools with achievement gaps.
2. **Inside Higher Education: Highly Effective Teacher Preparation Programs** – All pre-service teachers accepted to teach in CT schools will be trained in closing persistent gaps in academic achievement.
3. **Inside the Schoolhouse: Principal and Teacher Hiring and Retention for Schools that Demonstrate Persistent Gaps** – School districts with persistent gaps will be able to grow and retain the effective leaders and teachers they need.

Given the timing of this annual report, meeting minutes will be available on the website once finalized and approved.

Looking Forward

Lt. Governor Bysiewicz plans to continue robust discussion on the rest of the AGTF Master Plan Policy Recommendations with leadership from member agencies whose work corresponds most with the overall subject.

The remaining 2021 Interagency Council meetings are scheduled to take place on September 22nd and December 15th. For the September meeting we intend to cover Students in State Care as well as two subjects that fall within the category of Inside the Schoolhouse: 1) Role of Time in Closing the Achievement Gap and 2) Narrow the High-End Opportunity Gap – Find the Missing Advanced Placement Students. In December, we anticipate covering the final two Results Statements, both also Inside the Schoolhouse: 1) Reading; and 2) English Language Learners.

If you have any questions about this report or otherwise about the Interagency Council, please contact Laura Stefon, Connecticut State Department of Education, Chief of Staff and Legislative Liaison, at (860) 713-6493.

cc: Education Committee
Legislative Library
Office of Legislative Research
State Library

AGENCIES' RESPONSE TO THE AGTF MASTER PLAN

Review of Agency Responses



Inside Higher Education

Leaders that Close the Gap: Administrator Preparation and Development

Results Statement – All principals and administrative leaders will be prepared to work in schools with achievement gaps.

Policy Recommendation	Responding Agencies	Notes
Response to Overall Results Statement	CSCU	<ul style="list-style-type: none"> • CSCU - Concern - We need more support for our graduate students studying to be Principals or Intermediate administrators (i.e. the 092 certification) so they can obtain more opportunities in diverse settings vs their own school (e.g. sabbatical leave or support for the school). • All Principals and administrative leaders will be prepared to work in schools with achievement gaps-Concern. This statement is not aligned with the CAEP Standards by which CSCU EPPs are held accountable in Connecticut (CT) for accreditation of certification.
Response to Overall Result Statement:	DAS - CTEDTECH Initiative: Technology Standards for Students, Teachers, and Leaders	<ul style="list-style-type: none"> • DAS - Resources developed and curated provide guidance to leaders on how to address the learning needs of all students.

Inside Higher Education

Leaders that Close the Gap: Administrator Preparation and Development

Policy Recommendation	Responding Agencies	Notes
Schools of education will ensure that aspiring principals and administrators have internship experiences that expose them to school settings with marked gaps in academic achievement.	CSCU	<ul style="list-style-type: none">• Partnerships with district offices particularly in Urban settings and building cohorts led to instructional activities to personalize instruction and integrate district planning efforts in response to gaps in academic achievement among students in the district.• Conducted internships in multiple settings that focus on different factors, i.e. poverty, culture, language, etc.• Developed purposeful assignments that are included in the final portfolios that provide knowledge and understanding on action oriented and measurable strategies to close the achievement gap.
	SDE	<i>Response on next slide.</i>

Inside Higher Education

Leaders that Close the Gap: Administrator Preparation and Development

Policy Recommendation	Responding Agencies	Notes
<p>Schools of education will ensure that aspiring principals and administrators have internship experiences that expose them to school settings with marked gaps in academic achievement.</p> <p><i>Continued from previous slide.</i></p>	<p>SDE</p>	<ul style="list-style-type: none"> Beginning 2016, all CT EPPs must become a Council for Accreditation of Educator Preparation (CAEP) member and seek CAEP accreditation. CAEP accreditation requires that CT educational leadership preparation programs meet the National Educational Leadership Preparation (NELP) standards, which require that all administrator preparation program candidates have internship experiences in diverse educational settings to ensure comprehensive training, including rural, suburban and urban school settings. UConn's UCAPP Program, with Wallace Foundation UPPI grant funding, revised its Internship, a core component of their systematic redesign of UCAPP. Essential Internship Experiences directly align with coursework and core assessments in Years 1 and 2. In addition, interns are supported by both a leadership coach and a mentor principal. Three other APPs participated in the Quality Measures Principal Preparation Self-Assessment Toolkit to analyze strengths and areas of improvement. Clinical Practice was one of the six Domains analyzed. Each of the three APPs identified the need to improve clinical internships.

Inside Higher Education

Leaders that Close the Gap: Administrator Preparation and Development

Policy Recommendation	Responding Agencies	Notes
<p>Connecticut schools, identified as failing, underperforming, or exhibiting persistent gaps in academic achievement shall be encouraged and incentivized to engage in partnerships with Connecticut Universities to provide internship experiences for aspiring principals and administrators.</p>	<p>CSCU</p>	<ul style="list-style-type: none"> • Conducted professional development activities and Leadership Team building activities over a multi-year period. • Developed and organized a multiday Strategic Planning Activity focused on helping the school address the learning gap experienced by students in the school. • Faculty work with the Connecticut Association of Schools as Executive coaches for new principals in districts with large achievement gaps. • Bring Executive Coaches and Trainers together to facilitate planning and implementation of best practices addressing efforts to reduce the achievement gap in schools.
	<p>SDE</p>	<p><i>Response on next slide.</i></p>

Inside Higher Education

Leaders that Close the Gap: Administrator Preparation and Development

Policy Recommendation	Responding Agencies	Notes
<p>Connecticut schools, identified as failing, underperforming, or exhibiting persistent gaps in academic achievement shall be encouraged and incentivized to engage in partnerships with Connecticut Universities to provide internship experiences for aspiring principals and administrators.</p> <p><i>Continued from previous slide.</i></p>	<p>SDE</p>	<ul style="list-style-type: none"> • With Wallace Foundation UPPI grant funding, the SDE facilitated the partnership of Bridgeport Public Schools with faculty from SCSU and SHU as part of professional learning re: Key Leadership Dispositions to Advance Equity, and Coaching for Equitable Practice. The SDE is reviewing results of that partnership to inform future partnerships with Districts and APPs. • Through an extension of grant monies from the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center, funded by the U.S. Office of Special Education Programs (OSEP), the SDE has worked with EPP and LEAs to develop and implement expanded partnerships around clinical placements. 2021-22 grant funds will continue where Wallace Foundation UPPI funds ended with an exploration of an innovative approach/incentive for Administrator Preparation Program/District partnerships to develop aspiring administrators in high-need districts.

Inside Higher Education

Leaders that Close the Gap: Administrator Preparation and Development

Policy Recommendation	Responding Agencies	Notes
<p>School districts with schools that are identified as failing or underperforming or with persistent achievement gaps, shall be encouraged and incentivized to provide instructionally focused Assistant Principal positions in all schools in which such gaps are identified, including elementary schools. These positions will, by design, be instructional leaders and not simply disciplinarians or monitors. Districts that receive support for such positions must use such support to supplement, not to supplant administrative spending.</p>	<p>CSCU</p>	<ul style="list-style-type: none"> • CT LEAD coordinated institutes and training. The institute's lead presenters were Michael Fullan the former Dean of the Ontario Institute for Studies in Education at the University of Toronto, and Joanne Quinn, the Director of Whole System Change and Capacity Building with Michael Fullan Enterprises. Support in planning by participating districts enabled positive implementation efforts of those districts to implement Fullan's Coherence Framework working with leadership teams comprised of Superintendents and School Administrators from the district. The focus of this work was building the capacity of teams of school district administrators as instructional leaders in achieving student success. • Ensure Assistant Principal's function is in an environment that values and rewards instructional leadership. By respecting and providing broader training, Assistant Principal's can help reduce dropout rates, improve grades, improve standardized-test scores, etc. Assistant Principal's should be optimally utilized more including involvement with community agencies. • Climate and Culture - explored alternatives to disciplinary actions that include suspensions and expulsions and which disproportionately affect students of color.
	<p>SDE</p>	<p><i>Response on next slide.</i></p>

Inside Higher Education

Leaders that Close the Gap: Administrator Preparation and Development

Policy Recommendation	Responding Agencies	Notes
<p>School districts with schools that are identified as failing or underperforming or with persistent achievement gaps, shall be encouraged and incentivized to provide instructionally focused Assistant Principal positions in all schools in which such gaps are identified, including elementary schools. These positions will, by design, be instructional leaders and not simply disciplinarians or monitors. Districts that receive support for such positions must use such support to supplement, not to supplant administrative spending.</p> <p><i>Continued from previous slide.</i></p>	<p>SDE</p>	<ul style="list-style-type: none"> • In the absence of funding to support a state-wide mentoring program for new administrators/assistant principals, the SDE, with Wallace Foundation UPPI grant funding, facilitated a collaboration between CAS and CCSC to co-facilitate Educational Leadership Simulations, with opportunities to discuss equity-based decisions, that will be offered to new administrators in Fall 2021. • CAS and CCSC, in addition to all seven APPs will have access to the SchoolSims Simulation Library (with Simulations aligned to PSEL Standards) to support aspiring administrators, and to support districts with new administrators, through Dec. 2023.

Inside Higher Education

Leaders that Close the Gap: Administrator Preparation and Development

Policy Recommendation	Responding Agencies	Notes
<p>There will be a special seminar program on the achievement gap for school leaders. New administrators will have opportunity to share experiences, develop mental models related to instructional leadership, and receive professional development in the area of instructional leadership aimed at closing persistent gaps in academic achievement. All administrators, whose positions are funded through such incentives, will participate in the seminar program. The SDE will collaborate with one or more schools of education and/or RECS's or CAS, to develop and support this seminar program on the achievement gap for school leaders.</p>	<p>CSCU</p>	<ul style="list-style-type: none"> • Parental engagement is key • Focus on policies and laws that can actually work to close the gap.
	<p>SDE</p>	<ul style="list-style-type: none"> • Beginning 2016, all CT EPPs must become a Council for Accreditation of Educator Preparation (CAEP) member and seek CAEP accreditation. • CAEP accreditation requires that CT educational leadership preparation programs meet the National Educational Leadership Preparation (NELP) standards, which include these training and performance requirements.

Inside Higher Education

Leaders that Close the Gap: Administrator Preparation and Development

Policy Recommendation	Responding Agencies	Notes
<p>The preparation of school administrator should include a focus on the psychology of human behavior, with an emphasis on ways to build positive relationships, promote high levels of student engagement and improve student behavior in a non-coercive manner.</p>	<p>CSCU</p>	<ul style="list-style-type: none"> • The focus of leadership preparation courses in Educational leadership has a long-standing historic commitment to providing students with instruction activities focused on fundamental principles of leadership grounded in the psychology of human behavior that reflects on how leaders think and act to impact best practices for schools in pursuit of performance gains for all students. Several EPPs offer courses in Organizational Behavior that introduce students to the psychology of human behavior in leadership practices and afford students numerous opportunities to analyze and apply critical concepts tied to effective leadership practice grounded in research. Other courses address the role of leaders in schools in promotion of professional development, observation and evaluation, school budgeting, etc. • Infused leadership courses with effective strategies for ELLs and Special Education students. • Popular direct school-based remedies often cited include reducing class sizes, smaller schools, early-childhood programs, raising academic standards, improving the quality of teachers, encouraging minority students to take high-level courses should be undertaken with a renewed sense of urgency. • Extend the school into the community and have leaders and teachers understand the importance of home visits.
	<ul style="list-style-type: none"> • SDE 	<p><i>Response on next slide.</i></p>

Inside Higher Education

Leaders that Close the Gap: Administrator Preparation and Development

Policy Recommendation	Responding Agencies	Notes
<p>The preparation of school administrator should include a focus on the psychology of human behavior, with an emphasis on ways to build positive relationships, promote high levels of student engagement and improve student behavior in a non-coercive manner.</p> <p><i>Continued from previous slide.</i></p>	<p>SDE</p>	<ul style="list-style-type: none">• Beginning 2016, all CT EPPs must become a Council for Accreditation of Educator Preparation (CAEP) member and seek CAEP accreditation.• CAEP accreditation requires that CT educational leadership preparation programs meet the National Educational Leadership Preparation (NELP) standards, which include these training and performance requirements.

Inside Higher Education

Highly Effective Teacher Preparation Program

Results Statement – All pre-service teachers accepted to teach in CT schools will be trained in closing persistent gaps in academic achievement

Policy Recommendation	Responding Agencies	Notes
Response to overall results statement.	CSCU	<ul style="list-style-type: none">• Many of our responses are related to the Standards outlined by the Council for the Accreditation of Educator Preparation (CAEP) http://caepnet.org by which EPPs are required to be accredited as outlined in CT Senate Bill 382.• CT Institutions of Higher Education that prepare teachers and educators are committed to quality and closing achievement gaps in our CT schools. We are committed to this goal and we are also obligated to many other external agency requirements, statutory and regulatory requirements and national accreditation standards. Our programs are required to do much more.• All pre-service teachers accepted to teach in CT schools will be trained in closing persistent gaps in academic achievement- Concern. This statement is not aligned with the CAEP standards discussed below.• This statement should be modified to reflect the many requirements of CAEP accreditation standards particularly with respect to selectivity criterion and impact.
Response to overall results statement.	DAS	<ul style="list-style-type: none">• CTEDTECH Initiative: Technology Standards for Students, Teachers, and Leaders.

Inside Higher Education

Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
<p>At our Schools of Education, employ highly rigorous and comprehensive admissions standards, which include, in addition to any statutory minimums, a high grade point average, appropriate dispositions for teaching, strong written and verbal skills, and teaching-related experiences, as necessary components of admission.</p>	<p>CSCU</p>	<ul style="list-style-type: none"> • Statutory or regulatory requirements, e.g. undergraduate academic performance of 2.7 GPA for admission. • CAEP requirements on admissions (Standard 3.1) – Incoming cohort average 3.0GPA or above. • Basic skills test (e.g. Praxis Core) needs to be in 50th percentile on a nationally normed assessment including math, reading & writing. • CAEP requirements on using valid and reliable instruments to assess content knowledge, professional dispositions and performance (i.e. edTPA). Many use these to structure and improve performance at multiple points during the pre-service program.
	<p>SDE</p>	<ul style="list-style-type: none"> • EPP applicants must have a cumulative grade point average of at least a B-minus for all undergraduate courses. • EPPs assess dispositions as part of program entry and systematically throughout the preparation program, including the implementation of support and remediation systems. • Basic skills testing is required for program entrance based on one of the following measures: Praxis I, SAT, GRE, ACT. EPPs use assessment data to provide remediation support where necessary.

Inside Higher Education Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
<p>Require prospective teachers to acquire a deep understanding of content and subject-specific teacher knowledge, as well as effective pedagogical preparation.</p>	<p>CSCU</p>	<ul style="list-style-type: none"> • CAEP requirements on using valid and reliable instruments to assess content knowledge. • Statutory requirements for certification (& degree completion) including satisfactory scores on content assessments (e.g. Praxis II, Foundations of Reading) and performance assessments (i.e. edTPA).
	<p>SDE</p>	<ul style="list-style-type: none"> • Connecticut measures content knowledge, and pedagogical knowledge and skills, of beginning educators. • All EPP program completers must take and pass tests measuring content-specific knowledge before they can be licensed to teach in Connecticut. • All EPP program candidates must complete during student teaching and pass edTPA, which is a performance-based, content-specific measure of pedagogical knowledge and skills.

Inside Higher Education Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
<p>Create a mechanism by which pre-service teachers are able to develop strong working relationships with faculty from Schools of Education and content area experts in schools and colleges in their respective Institutions of Higher Education.</p>	<p>CSCU</p>	<ul style="list-style-type: none"> • Many EPPs establish district partnership agreements that are reciprocal in nature through MOAs. • Content areas experts in schools often adjunct in EPPs • Several EPPs have NSF Noyce awards to recruit and retain students in mathematics and science.
	<p>SDE</p>	<ul style="list-style-type: none"> • Through grant monies from the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center, funded by the U.S. Office of Special Education Programs (OSEP), the SDE has worked with EPP and K-12 partners to develop and implement a methodology and tools for strengthening EPP/district partnerships for supporting the professional development of beginning educators, pre-service to induction. • One such tool, the ProGap Analysis Tool, is intended to support candidates exiting Connecticut EPP programs in reviewing edTPA assessment results and other sources of pre-service evidence with EPP faculty and clinical supervisors to establish specific goals for the professional development work they will pursue through the Connecticut Teacher Education and Mentoring Program (TEAM) during their first years of teaching.

Inside Higher Education

Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
<p>Require prospective teachers to acquire strong pedagogical content preparation through university coursework, and subject-specific methods courses, learning theories, foundations of education and classroom management techniques. In addition, pre-service teachers should acquire instructional strategies to teach effectively in low-performing schools, and in schools with diverse student populations and with English-Language Learners.</p>	<p>CSCU</p>	<ul style="list-style-type: none"> • CAEP standards require students to demonstrate mastery of content knowledge and pedagogical content knowledge. Rigorous assessments are used to measure satisfactory levels of knowledge. Standards are aligned with Interstate Teacher Assessment and Support Consortium (inTasC) standards. • CAEP Standards require all programs to address diversity and the use of technology throughout all programs. It is not sufficient to just take one course in ELL. This is a cross cutting theme for CAEP • All EPPs are required to teach subject-specific methods courses that include theories of learning and fieldwork. Some programs require multiple methods courses. • Statutory requirements require pre-service undergraduates to conduct fieldwork up to and including student teaching in multiple, diverse settings (four semesters). • CAEP requires all fieldwork to address diversity in multiple forms including (1) Individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (InTASC Model Core Teaching Standards, p. 21).
	<p>SDE</p>	<p><i>Response on next slide.</i></p>

Inside Higher Education

Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
<p>Require prospective teachers to acquire strong pedagogical content preparation through university coursework, and subject-specific methods courses, learning theories, foundations of education and classroom management techniques. In addition, pre-service teachers should acquire instructional strategies to teach effectively in low-performing schools, and in schools with diverse student populations and with English-Language Learners.</p> <p><i>Continued from previous slide.</i></p>	<p>SDE</p>	<ul style="list-style-type: none"> Beginning 2016, all CT EPPs must become a Council for Accreditation of Educator Preparation (CAEP) member and seek CAEP accreditation. CAEP accreditation standards include these training requirements. All CT EPP programs must align with the Connecticut Common Core of Teaching (CCT), which includes these training requirements. All CT EPP program candidates must complete during student teaching and pass edTPA, which is a performance-based, content-specific measure of pedagogical knowledge and skills. edTPA includes these training requirements. All CT EPP programs have developed and are implementing key assessments for measuring instructional planning, pedagogy, assessment, and reflection, including the measurement of these requirements. Assessments are administered systematically throughout preparation programs, including remediation plans and supports.

Inside Higher Education Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
<p>Leadership and faculty in Institutes of Higher Education shall collaborate with the lowest performing K-12 districts and schools to define, identify, develop, and support a strong clinical relationship aimed at closing persistent gaps in academic achievement.</p>	<p>CSCU</p>	<ul style="list-style-type: none"> • AACTE-CT institutions work collaboratively with local districts with strong long-term partnerships. Many districts seek out such partnerships to help develop future talent in their schools. • AACTE-CT institutions work closely with SDE Talent office and RESCs on developing strategies. • Need to enhance awareness and focus on how such strong partnerships can lead to closing persistent gaps in academic achievements.
	<p>SDE</p>	<ul style="list-style-type: none"> • Individual EPPs continue to expand partnerships with districts and LEA. • With Wallace Foundation UPPI grant funding, the SDE facilitated the partnership of Bridgeport Public Schools with faculty from SCSU and SHU as part of professional learning re: Key Leadership Dispositions to Advance Equity, and Coaching for Equitable Practice. The SDE is reviewing results of that partnership to inform future partnerships with Districts and APPs.

Inside Higher Education

Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
Conduct systematic formative and summative assessment of pre-service teachers, cooperating teachers and university supervisors, throughout the teacher training program and through competency-based portfolio review on capacity to teach in and succeed in schools with persistent gaps in academic achievement	CSCU	<ul style="list-style-type: none">• edTPA is a summative assessment which is a performance assessment that does evaluate competencies and skills (rigorous and reliable instrument) that is used by all programs to evaluate performance of student teachers.• EPPs use a variety of formative assessments prior to student teaching.• Need to evaluate the connections of such measures to efforts to close persistent gaps in academic achievements.
	SDE	<i>Response on next slide.</i>

Inside Higher Education

Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
<p>Conduct systematic formative and summative assessment of pre-service teachers, cooperating teachers and university supervisors, throughout the teacher training program and through competency-based portfolio review on capacity to teach in and succeed in schools with persistent gaps in academic achievement</p> <p><i>Continued from previous slide.</i></p>	<p>SDE</p>	<ul style="list-style-type: none"> • All CT EPP programs have developed and are implementing key assessments for measuring instructional planning, pedagogy, assessment, and reflection. Assessments are administered systematically throughout preparation programs, including remediation plans and supports. • All CT EPP program candidates must complete during student teaching and pass edTPA, which is a performance-based, content-specific measure of pedagogical knowledge and skills. edTPA focuses on equitable instructional practices, by requiring teacher candidates to: <ul style="list-style-type: none"> - Leverage students' assets and prior academic learning. - Support “deeper learning” as well as facts and skills. - Individualize/differentiate learning to address student strengths/assets and needs (linguistic, academic, social emotional, etc.).

Inside Higher Education

Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
<p>Schools of Education shall ensure that aspiring teachers have internship experiences that expose them to diverse school settings. Connecticut schools identified as failing or underperforming shall be encouraged and incentivized to engage in partnerships with teacher preparation programs at Schools of Education to provide such experiences.</p>	<p>CSCU</p>	<ul style="list-style-type: none"> • See above comment on diversity.
	<p>SDE</p>	<ul style="list-style-type: none"> • Beginning 2016, all CT EPPs must become a Council for Accreditation of Educator Preparation (CAEP) member and seek CAEP accreditation. • CAEP standards require that all educator preparation program candidates have clinical and fieldwork experiences in diverse educational settings to ensure comprehensive training, including rural, suburban and urban school settings.

Inside Higher Education Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
<p>Create an achievement gap closing module within the Teacher Education and Mentoring Program [TEAM], which would include, at a minimum, specialized professional development and incentives for teachers that choose to teach in low performing K-12 schools.</p>	<p>SDE</p>	<ul style="list-style-type: none">• The Connecticut Teacher Education and Mentoring Program (TEAM) continues to be recognized both regionally and nationally for its positive impact on teacher retention, mentor training and on-going professional development including resources and Professional Learning Units (PLUs) that promote positive classroom environments, establishing strong relationships and emphasis on culturally responsive pedagogy and instruction.

Inside Higher Education Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
<p>Establish The Next Generation is Here project, an initiative that would prepare highly effective teachers who commit to and devote their careers to working in schools where persistent gaps in academic achievement exist.</p>	<p>SDE</p>	<ul style="list-style-type: none"> <li data-bbox="884 375 1870 861"> <p>In 2020 the SDE launched the NextGen Teacher Fellowship Program which is designed to create enhanced learning environments for both the CCSU Teacher Candidates, as well as K-12 students. Providing opportunities for our Teacher Candidates to work within school districts will enhance their own professional growth, as well as positively impact student learning and achievement of all students. The Teacher Fellowship Program is currently open to undergraduate teacher candidates within the School of Education and Professional studies; however, priority will be given to teacher candidates from underrepresented groups and students enrolled in shortage areas. This initiative address today’s most pressing needs, it can serve as an innovative teacher pipeline for well-qualified educators – now and into the future.</p> <li data-bbox="884 882 1870 1295"> <p>Educators Rising is a network that cultivates highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession. Since purposeful teacher recruitment and high-quality teacher preparation are urgent needs in virtually every community, Educators Rising supports, amplifies, and extends the impact of grow-your-own-teacher pipeline programs. Educators Rising has been awarded a grant from the Buck Foundation to implement the program in new school districts for the 2020-2021 school year in CT: Danbury, Hamden, Hartford, Groton, Meriden, New Britain, New Haven, New London, Waterbury, and Windsor.</p>

Inside Higher Education Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
<p>The preparation of teachers should include a focus on the psychology of human behavior, with an emphasis on ways to build positive relationships, promote high levels of student engagement and improve student behavior in a non-coercive manner. This emphasis should infuse both pre-service and in-service training for teachers, including the TEAM program</p>	CSCU	<ul style="list-style-type: none">• EPPs are required to include courses in educational psychology, socio-emotional behavior and behavioral difficulties. These themes are also infused in other courses across our various programs.
	SDE	<i>Response on next slide.</i>

Inside Higher Education Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
<p>The preparation of teachers should include a focus on the psychology of human behavior, with an emphasis on ways to build positive relationships, promote high levels of student engagement and improve student behavior in a non-coercive manner. This DRAFT 52 emphasis should infuse both pre-service and in-service training for teachers, including the TEAM program</p> <p><i>Continued from previous slide.</i></p>	<p>SDE</p>	<ul style="list-style-type: none"> Beginning 2016, all CT EPPs must become a Council for Accreditation of Educator Preparation (CAEP) member and seek CAEP accreditation. CAEP accreditation standards, including content-specific standards, include these training and performance requirements. All CT EPP programs must align with the Connecticut Common Core of Teaching (CCT), which includes these training requirements. All CT EPP program candidates must complete during student teaching and pass edTPA, which is a performance-based, content-specific measure of pedagogical knowledge and skills. edTPA includes these training requirements. All CT EPP programs have developed and are implementing key assessments for measuring instructional planning, pedagogy, assessment, and reflection. Assessments are administered systematically throughout preparation programs, including remediation plans and supports. The Connecticut Teacher Education and Mentoring Program (TEAM) continues to be recognized both regionally and nationally for its positive impact on teacher retention, mentor training and on-going professional development including resources and Professional Learning Units (PLUs) that promote positive classroom environments, establishing strong relationships and emphasis on culturally responsive pedagogy and instruction.

Inside the Schoolhouse

Principal and Teacher Hiring and Retention for Schools that Demonstrate Persistent Gaps

Results Statement – School districts with persistent gaps will be able to grow and retain the effective leaders and teachers they need.

Policy Recommendation	Responding Agencies	Notes
<p>The CT State Department of Education will develop incentives to be provided to Principals who are hired into, or who reach identified benchmarks of longevity and effectiveness, in schools or districts identified as failing, underperforming or showing unacceptable achievement gaps. Such incentives shall be made available to the school district, shall not supplant any local funding, and may be in the form of direct salary increases as well as funding for participation in regional and/or national or international professional learning opportunities.</p>	<p>SDE</p>	<ul style="list-style-type: none">• SDE is exploring resources and funding opportunities to support incentives for building administrators.• SDE, with Wallace Foundation UPPI grant funding, facilitated a collaboration between CAS and CCSC to co-facilitate Educational Leadership Simulations, with opportunities to discuss equity-based decisions, that will be offered to new administrators in Fall 2021.• CAS and CCSC, in addition to all seven APPs will have access to the SchoolSims Simulation Library (with Simulations aligned to PSEL Standards) to support aspiring administrators, and to support districts with new administrators, through Dec. 2023.

Inside the Schoolhouse

Principal and Teacher Hiring and Retention

Policy Recommendation	Responding Agencies	Notes
<p>Enhance the Learn Here, Live Here Program created under PA 12-75 by developing incentives through the CT State Department of Education to be provided to teachers who are hired into, or who reach benchmarks of longevity and effectiveness, in the lowest-performing K-12 districts and schools, or those schools that demonstrate persistent gaps in academic achievement.</p>	<p>SDE</p>	<ul style="list-style-type: none"> As stated previously, SDE is exploring resources and funding opportunities to support incentives for building administrators. In partnership with the RESC Alliance, \$62,000 of the Annual MTR Alliance Allocation is used for the direct support of candidates of color; reimbursing licensure and testing fees and providing over twenty \$2,000 scholarships for candidates enrolled in a CT EPP.
<p>Such incentives shall not supplant any local funding. Such incentives may take the form of hiring bonuses, enhanced longevity payments, and/or student loan payment reimbursement. In cases where a teacher both works in a local public school system and purchases a home in the same local community such incentive may include mortgage assistance.</p>	<p>SDE</p>	<ul style="list-style-type: none"> SDE works to ensure educators and districts are aware of existing School Loan Forgiveness and Mortgage Assistance opportunities.

Inside the Schoolhouse

Principal and Teacher Hiring and Retention

Policy Recommendation	Responding Agencies	Notes
<p>Principals and teachers receiving any of the above incentives will be required to participate in a statewide seminar program, to be developed and implemented by the SDE, intended to share experiences across districts and to develop a cohort of educators with a shared mental model and expertise in closing the achievement gap. These incentives may also be extended to include paraprofessionals and coordinated with the School Paraprofessional Advisory Council.</p>	<p>SDE</p>	<ul style="list-style-type: none">• Again, SDE is exploring resources and funding opportunities to create a universal program that is applicable across the state.• Several sharing platforms including Learn Together, Grow Together and EdKnowledge exist to support the sharing of best & promising practices across districts.• SDE is exploring resources and funding opportunities to support incentives for educators and the implementation of a statewide seminar program for the sharing of best practices.

Next Steps

- **2021 Meeting Schedule** (all meetings will be held from 1 to 3 p.m.)
 - *September 22, 2021*
 - *December 15, 2021*
- Anticipated topics
- Meeting follow-up, as may be applicable

Closure/Meeting Adjourned