

# INTERAGENCY COUNCIL FOR ENDING THE ACHIEVEMENT GAP

July 19, 2021  
Meeting Minutes



# OPENING REMARKS & ROLL CALL

The Honorable Susan Bysiewicz, Lieutenant Governor  
State of Connecticut

# Opening Remarks

Lieutenant Governor Bysiewicz opens the meeting with remarks, noting:

- Today's discussion focuses on school administrators and teachers, acknowledging respect and appreciation for their hard work educating our young people.
- Educators have worked hard to engage students particularly given all the challenges presented with remote learning environments as well as social emotional and health difficulties due to the pandemic.
- Teachers and school administrators play a critically important role as students return to the classroom for a full year but also to close the gaps created by COVID-19 on top of those gaps we were working on prior to the pandemic.

# Roll Call

Lt. Governor asks Kari Sullivan Custer, State Department of Education (SDE) to conduct the roll call.

- **Office of the Lieutenant Governor:**  
The Honorable Susan Bysiewicz, Lieutenant Governor, Chair; and Cherie Phoenix-Sharpe, General Counsel
- **Connecticut State Colleges and Universities (CSCU):** Dr. Jane Gates, Provost & Senior Vice President of Academic and Student Affairs, and Dr. Stephen Hegedus, Dean of Education, Southern Connecticut State University
- **Department of Administrative Services (DAS)** (*Not present*)
- **Department of Children and Families (DCF):** Michael Williams, Deputy Commissioner
- **Department of Economic and Community Development (DECD):** Glendowlyn Thames, Deputy Commissioner
- **Department of Housing (DOH):** Shanté Hanks, Deputy Commissioner
- **Department of Public Health (DPH):** Mario Garcia, Public Health Improvement Manager
- **Department of Social Services (DSS):** Astread Ferron-Poole, Chief of Staff
- **Judicial Branch:** Patricia Nunez, Program Manager
- **Office of Early Childhood (OEC):** Maggie Adair, Director, Government & Community Relations
- **Office of Policy and Management (OPM):** Holly Williams, Director, Fiscal and Program Policy Section
- **State Department of Education (SDE):** Charlene Russell-Tucker, Acting Commissioner; John Frassinelli, Division Director; Shuana Tucker, Chief Talent Officer; Christopher Todd, Bureau Chief; Kari Sullivan Custer, Education Consultant; and Matthew Falconer, Education Consultant

# Agenda

Lt. Governor Bysiewicz reviews the agenda noting that: Inside Higher Education will be led by SCSU's Dr. Steve Hegedus; Inside the Schoolhouse will be led by Acting Commissioner Russell-Tucker and other agencies with comments should participate as applicable.

- 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
March 17 <sup>th</sup> 2021 Meeting	<ul style="list-style-type: none"> <li>• Lt. Governor notes the following topics covered:               <ul style="list-style-type: none"> <li>• Housing;</li> <li>• Family Engagement; and</li> <li>• Inside the Schoolhouse: School Climate and the Achievement Gap;</li> </ul> </li> <li>• Lt. Governor notes status of March Meeting Minutes:               <ul style="list-style-type: none"> <li>• Draft previously circulated for review;</li> <li>• Draft updated with follow-up information in response to circulation;</li> <li>• Updated draft posted on the Interagency Council website</li> </ul> </li> <li>• Lt. Governor asks for comments or changes or objections to accepting minutes as final               <ul style="list-style-type: none"> <li>• No objections, minutes accepted as final.</li> </ul> </li> </ul>
Follow-up items from March 17 <sup>th</sup> Council Meeting	<ul style="list-style-type: none"> <li>• Lt. Governor notes that the following items were circulated to council members as links in the March minutes:               <ul style="list-style-type: none"> <li>• SDE: <a href="#">7 WAYS CSDE is Leading Social-Emotional Learning</a> (pg. 27)</li> <li>• DAS: Emergency Broadband benefits: <a href="#">Helping Households Connect During the Pandemic</a> (pg. 29)</li> <li>• DOH: <a href="#">UniteCT</a>, Emergency Rental Assistance for Connecticut's Economy (pg. 11)</li> <li>• DOH: <a href="#">Comprehensive guidebook</a> to help towns create affordable housing plans (pg. 8)</li> </ul> </li> </ul>
CT Future of Tech Commission Town Hall: Advancing Innovations in Education	<ul style="list-style-type: none"> <li>• Steve Hegedus shares information about the <a href="#">CT Future of Tech Commission</a> event (<a href="#">recording</a>).</li> </ul>

# 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 19<sup>th</sup>, 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 30<sup>th</sup> 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 10<sup>th</sup> 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 17<sup>th</sup> 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](#).

# Annual Report of the Interagency Council for Ending the Achievement Gap

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During the July 19<sup>th</sup> 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 22<sup>nd</sup> and December 15<sup>th</sup>. 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

Lt. Governor presents and reviews the proposed Annual Report :

- Highlights focus areas from the October, December March and July meetings.
- Notes that the draft will be circulated to Council Members and designees for final review.
- Further notes that the due date for all comments or edits is Thursday, July 22, 2021, by 4 p.m. and that the final report will be submitted to the General Assembly on Friday or Monday.



# AGENCIES' RESPONSE TO THE AGTF MASTER PLAN

Review of Agency Responses

*\*Pre-submitted Agency responses are in plain text and were presented during the meeting; supplemental information discussed during the meeting is bolded.*

# 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. (Lt. Governor introduces subjects and Dr. Steven Hegedus, who leads discussion.)*

Policy Recommendation	Responding Agencies	Notes
Response to Overall Results Statement	CSCU	<ul style="list-style-type: none"><li>• 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).</li><li>• 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.</li><li>• Dr. Hegedus states that higher ed. aims to see many of the gaps reduced in our schools. Since the AGTF convened, CSCU is now accredited (2016) by CAEP. This certification subjects CSCU to additional standards and statutory requirements. The goals in the AGTF Master Plan are important but the system is obligated to many other agencies and standards. This is part of our mission.</li><li>• Dr. Hegedus expresses the need to draw a spotlight on the achievement gap issue and continue to enhance awareness of this issue within higher education programs.</li></ul>
Response to Overall Result Statement:	DAS	<ul style="list-style-type: none"><li>• CTEDTECH Initiative: Technology Standards for Students, Teachers, and Leaders</li><li>• DAS - Resources developed and curated provide guidance to leaders on how to address the learning needs of all students.</li></ul>

# Inside Higher Education

## Leaders that Close the Gap: Administrator Preparation and Development

Policy Recommendation	Responding Agencies	Notes
Response to Overall Statement	SDE	<ul style="list-style-type: none"> <li>Acting Education Commissioner Russell-Tucker shares that by the end of the school year more than 86% of school districts were conducting fully in-person learning. She expresses gratitude to the Lt. Governor for her recognition of Connecticut’s teachers and leaders. Commissioner Russell-Tucker introduces Dr. Shuana Tucker, Chief Talent Officer, and Chris Todd, Bureau Chief who provide comments on the policy recommendations on behalf of CSDE.</li> </ul>
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"> <li>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.</li> <li>Conducted internships in multiple settings that focus on different factors, i.e. poverty, culture, language, etc.</li> <li>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.</li> <li>Dr. Hegedus expresses that student time may be a barrier. There is a need for flexibility from school systems to enhance internship opportunities for students to work in different settings.</li> <li>This work is done in close alignment and in partnership with superintendents in regions, particularly urban settings, in order to focus on needs of the districts and the very specific strategies that can address the region’s needs.</li> </ul>

# 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"> <li>Beginning 2016, all CT EPPs must become a Council for Accreditation of Educator Preparation (CAEP) member and seek CAEP accreditation.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Deputy Commissioner Hanks asks for clarification regarding internship placements in districts. Dr. Tucker responds that most EPPs have already built programming for students to have internships in urban and suburban districts. Dr. Hegedus adds that teacher preparation has certain statutes that require pre-service candidates to have a diverse set of experiences in urban and suburban settings – not necessarily a requirement but there is a hope or an aspiration in finding placements that can help in diversifying this set of experiences.</li> </ul>

# 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"> <li>• Conducted professional development activities and Leadership Team building activities over a multi-year period.</li> <li>• Developed and organized a multiday Strategic Planning Activity focused on helping the school address the learning gap experienced by students in the school.</li> <li>• Faculty work with the Connecticut Association of Schools as Executive coaches for new principals in districts with large achievement gaps.</li> <li>• Bring Executive Coaches and Trainers together to facilitate planning and implementation of best practices addressing efforts to reduce the achievement gap in schools.</li> <li>• <b>Dr. Hegedus adds that these activities are in addition to our preparation programs for our educators.</b></li> </ul>
	<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"> <li>• 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 series 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.</li> <li>• 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.</li> </ul>

# 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"> <li>• 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.</li> <li>• Ensure that the assistant principal's role is in an environment that values and rewards instructional leadership. By respecting and providing broader training, assistant principals can help reduce dropout rates, improve grades and standardized-test scores, etc. Assistant principals should optimally be utilized more including engagement with community agencies.</li> <li>• Climate and Culture – explored alternatives to disciplinary actions that include suspensions and expulsions and which disproportionately affect students of color.</li> </ul> <p style="text-align: right;"><i>Comments continued on next page.</i></p>

# Inside Higher Education

## Leaders that Close the Gap: Administrator Preparation and Development

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<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"> <li>• Lt. Governor notes disparate vaccination rates in urban vs. suburban areas and that the achievement gap is heightened in communities of color and our urban areas. Lt. Governor raises that if we go to remote learning, we could lose even more ground and notes that we should consider discussing, in the next meeting, schools as advocacy points for helping families access vaccines. Lt. Governor notes that with low vaccination rates in the urban areas, unvaccinated kids entering schools, and seeing kids experience long haul symptoms with Delta variant, there is a big issue that we should address.</li> <li>• Acting Commissioner Russell-Tucker and John Frassinelli share that SDE is working directly with DPH - a toolkit is in development for districts to help them conduct outreach and provide mobile clinics and SDE is working with districts to set up their own clinics.</li> <li>• LT Governor suggests that we consider Alliance Districts summer programs and find out which are making use of vaccination programs so students can enter school fully vaccinated.</li> <li>• Dr. Hegedus notes importance of fostering family and community engagement, P12 and higher education.</li> </ul>
	<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"> <li>• 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.</li> <li>• 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.</li> </ul>

# 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"> <li>• Parental engagement is key</li> <li>• Focus on policies and laws that can actually work to close the gap.</li> <li>• <b>Dr. Hegedus notes that there have been a variety of programs and suggests that we begin to look at mixed reality simulations as there has been a great deal of advancement in this technology.</b></li> </ul>
	<p>SDE</p>	<ul style="list-style-type: none"> <li>• Beginning 2016, all CT EPPs must become a Council for Accreditation of Educator Preparation (CAEP) member and seek CAEP accreditation.</li> <li>• CAEP accreditation requires that CT educational leadership preparation programs meet the National Educational Leadership Preparation (NELP) standards, which include these training and performance requirements.</li> </ul>

# 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"> <li>• 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.</li> <li>• Infused leadership courses with effective strategies for ELLs and Special Education students.</li> <li>• 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.</li> <li>• Extend the school into the community and have leaders and teachers understand the importance of home visits.</li> </ul>
	<ul style="list-style-type: none"> <li>• SDE</li> </ul>	<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>	SDE	<ul style="list-style-type: none"><li>• Beginning 2016, all CT EPPs must become a Council for Accreditation of Educator Preparation (CAEP) member and seek CAEP accreditation.</li><li>• CAEP accreditation requires that CT educational leadership preparation programs meet the National Educational Leadership Preparation (NELP) standards, which include these training and performance requirements.</li></ul>

# 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 (Dr. Hegedus continues leading discussion.)*

Policy Recommendation	Responding Agencies	Notes
Response to overall results statement.	CSCU	<ul style="list-style-type: none"><li>• Many of our responses are related to the Standards outlined by the Council for the Accreditation of Educator Preparation (CAEP) <a href="http://caepnet.org">http://caepnet.org</a> by which EPPs are required to be accredited as outlined in CT Senate Bill 382. <i>Dr. Hegedus notes that much of the CAEP standards are focused on diversity and rigorous assessments.</i></li><li>• 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.</li><li>• 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. <b>Dr. Hegedus notes that it is not as direct as having courses on closing the achievement gap but there are courses that cover the complexity and challenges of the problem as well as opportunities, such as internships.</b></li><li>• This statement should be modified to reflect the many requirements of CAEP accreditation standards particularly with respect to selectivity criterion and impact.</li></ul>
Response to overall results statement.	DAS	<ul style="list-style-type: none"><li>• CTEDTECH Initiative: Technology Standards for Students, Teachers, and Leaders.</li></ul>

# 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"> <li>• Statutory or regulatory requirements, e.g. undergraduate academic performance of 2.7 GPA for admission.</li> <li>• CAEP requirements on admissions (Standard 3.2) – Incoming cohort average 3.0 GPA or above.</li> <li>• Basic skills test (e.g. Praxis Core) needs to be in 50th percentile on a nationally normed assessment including math, reading &amp; writing.</li> <li>• 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.</li> <li>• <b>Dr. Hegedus notes that there has been national resistance on calling for rigorous admissions and then also ensuring access and increasing the number of minority students and students who do not perform well on standardized tests.</b></li> </ul>
	<p>SDE</p>	<ul style="list-style-type: none"> <li>• EPP applicants must have a cumulative grade point average of at least a B-minus for all undergraduate courses.</li> <li>• EPPs assess dispositions as part of program entry and systematically throughout the preparation program, including the implementation of support and remediation systems.</li> <li>• 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.</li> </ul>

*See next slide*

# 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>SDE</p>	<p>Dr. Tucker responds that CSDE has:</p> <ul style="list-style-type: none"> <li>• Partnered with Phi Delta Kappa International to implement the Ed Rising initiative statewide, a proven grow your own model.</li> <li>• Held first virtual statewide conference in March with expert presenters including deans from EPPs.</li> <li>• Hosted student competitions with 581 students, advisors, and higher ed. professionals attending. CCSU was lead sponsor and also collaborated with CEA, AFT, Educational Testing Service (ETS) and others.</li> <li>• Partnered with ETS to make the core practice test available for advising students at the high school level and help prepare them for entrance into college, specifically, into the EPP programs.             <ul style="list-style-type: none"> <li>• EPPs can now request the Praxis core content practice test.</li> <li>• EPPs have requested a very large volume of content practice tests for currently enrolled students to ensure testing success. With the goal that students can take the Praxis one time, pass it, and graduate</li> </ul> </li> <li>• Received funding for a second year through Buck Foundation to expand Educators Rising program to 18 districts with clubs and more dual credit offerings.</li> <li>• Focused on engaging more male students to enter the education profession as well as English learner students to diversify our educator workforce and be more reflective of our current student population.</li> <li>• Begun mapping and developing a Connecticut education pathway for students that we seek to implement in the fall of 2022.</li> </ul>
<p><i>Continued from previous slide</i></p>		

# 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"> <li>• CAEP requirements on using valid and reliable instruments to assess content knowledge.</li> <li>• Statutory requirements for certification (&amp; degree completion) including satisfactory scores on content assessments (e.g. Praxis II, Foundations of Reading) and performance assessments (i.e. edTPA).</li> </ul>
	<p>SDE</p>	<ul style="list-style-type: none"> <li>• Connecticut measures content knowledge, and pedagogical knowledge and skills, of beginning educators.</li> <li>• All EPP program completers must take and pass tests measuring content-specific knowledge before they can be licensed to teach in Connecticut.</li> <li>• 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.</li> </ul>



# 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"> <li>• Many EPPs establish district partnership agreements that are reciprocal in nature through MOAs. <b>Dr. Hegedus notes that he has seen growth in this area with districts and that it's positive approach.</b></li> <li>• Content areas experts in schools often adjunct in EPPs.</li> <li>• Several EPPs have NSF Noyce awards to recruit and retain students in mathematics and science.</li> </ul>
	<p>SDE</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• <b>This recommendation is aligned with CEEDAR and the ProGap Analysis tool.</b></li> </ul>

# 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"> <li>• 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.</li> <li>• 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.</li> <li>• All EPPs are required to teach subject-specific methods courses that include theories of learning and fieldwork. Some programs require multiple methods courses.</li> <li>• Statutory requirements require pre-service undergraduates to conduct fieldwork up to and including student teaching in multiple, diverse settings (four semesters).</li> <li>• 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).</li> </ul>
	<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"> <li>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.</li> <li>All CT EPP programs must align with the Connecticut Common Core of Teaching (CCT), which includes these training requirements.</li> <li>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.</li> <li>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.</li> </ul>

# 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"> <li>• 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.</li> <li>• AACTE-CT institutions work closely with SDE Talent office and RESCs on developing strategies.</li> <li>• Need to enhance awareness and focus on how such strong partnerships can lead to closing persistent gaps in academic achievements.</li> <li>• <b>Dr. Hegedus notes that there are multiple factors that impact academic achievement gaps, not just in the classroom but engagement, culture and context, and that how these partnerships can help close gaps is an area we could discuss further and see further improvements in growth.</b></li> </ul>
	<p>SDE</p>	<ul style="list-style-type: none"> <li>• Individual EPPs continue to expand partnerships with districts and LEA.</li> <li>• 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.</li> </ul>

# 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"><li>• 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.</li><li>• EPPs use a variety of formative assessments prior to student teaching.</li><li>• Need to evaluate the connections of such measures to efforts to close persistent gaps in academic achievements.</li></ul>
	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"> <li>• 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.</li> <li>• 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"> <li>- Leverage students' assets and prior academic learning.</li> <li>- Support “deeper learning” as well as facts and skills.</li> <li>- Individualize/differentiate learning to address student strengths/assets and needs (linguistic, academic, social emotional, etc.).</li> </ul> </li> </ul>

# 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"> <li>• See previous comment on diversity.</li> </ul>
	<p>SDE</p>	<ul style="list-style-type: none"> <li>• Beginning 2016, all CT EPPs must become a Council for Accreditation of Educator Preparation (CAEP) member and seek CAEP accreditation.</li> <li>• 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.</li> </ul>

# 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"><li>• 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.</li><li>• <b>Districts are encouraged to increase TEAM mentor stipends, tied to specific expectations, for coming school year.</b></li></ul>



# 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>• 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.</li> <li>• <b>Dr. Tucker notes that this program allows for educator preparation students, during sophomore and junior years, to work two and a half days within a school district. SDE piloted the program in Bristol public schools with 20 students in the fall. Students must apply to become enrolled in the program. Once accepted, they are assigned an anchor teacher by the district. Each receives compensation equal to and sometimes more than the daily substitute rate, which averages between \$100 and \$125 dollars per day. This serves as a clinical practicum for the students -giving them an opportunity to gain experiential learning and get paid for the work that they are doing.</b></li> </ul>

*See next slide*

# 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><i>Continued from previous slide</i></p>	<p>SDE</p>	<ul style="list-style-type: none"> <li>• <i>Dr. Tucker further notes that due to the program's success, four additional institutions of higher education joined and students were placed in eight districts. This past year four of the eight districts hired students to work this summer and are now asking for students to return this coming school year. In the fall, SDE covered the expense of background checks and fingerprinting for the students. SDE also collaborated with BLAC and CALAS to assign a professional mentor to each student so that they could begin developing their own professional network</i></li> <li>• 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.</li> <li>• <b>Dr. Tucker further notes that they are exploring the idea of students who join Ed Rising in HS and graduate to enter college and universities with maximum of 10 credits, hopefully in EPPs.</b></li> </ul>

# 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"><li>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.</li></ul>
	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 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"> <li>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.</li> <li>All CT EPP programs must align with the Connecticut Common Core of Teaching (CCT), which includes these training requirements.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

# Inside Higher Education Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
Summary discussion.		<ul style="list-style-type: none"><li>• Dr. Hegedus summarizes that there has been a lot of work and commitment to an agenda for closing the achievement. He expresses the need to operationalize mechanisms to measure change and look critically at how we measure and talk about academic achievement gaps. Based on that, we should then look at a commitment to funding research and programs that help these communities working closely with school districts, SDE, and family units.</li><li>• Lt. Governor remarks that there is a transformative opportunity with the \$7 billion coming to Connecticut in federal ARP funds, particularly noting the Alliance School Districts that struggle with the opportunity gap. She specifically refers back to the program that SDE mentioned in Bristol, where students who want to go into the teaching profession can have classroom experience, in diverse classrooms, and receive pay and educational credit.</li><li>• Deputy Commissioner Hanks asks if the Minority Teacher Recruitment Policy Oversight Council has been included in the discussions regarding policy recommendations. Dr. Tucker responds that, yes, they are included.</li></ul>

# Inside Higher Education Highly Effective Teacher Preparation Program

Policy Recommendation	Responding Agencies	Notes
Summary discussion, continued.		<ul style="list-style-type: none"><li>• Deputy Commissioner Hanks follows up with a questions related to future certification and, specifically, the Praxis 2 discussions.</li><li>• Dr. Tucker responds that there have been robust conversations; that the state is looking at alternate pathways to show success beyond the Praxis test for a specific test; and that recommendations were made but not acted upon. She further notes intention to make similar recommendations again.</li><li>• Acting Commissioner Russell-Tucker notes that this was done through legislative proposals and that SDE will continue to have these conversations.</li><li>• Lt. Governor remarks that Senator Doug McCrory is a strong advocate of this work.</li><li>• Dr. Hegedus notes that they have been working very closely with Sen. McCrory and Rep. Sanchez.</li></ul>

# 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. (Lt. Governor introduces the topic and Commissioner Russell-Tucker, who leads discussion.)*

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"><li>• SDE is exploring resources and funding opportunities to support incentives for building administrators.</li><li>• 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.</li><li>• 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.</li></ul>

# 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"> <li>As stated previously, SDE is exploring resources and funding opportunities to support incentives for building administrators.</li> <li>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.</li> </ul>
<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"> <li>SDE works to ensure educators and districts are aware of existing School Loan Forgiveness and Mortgage Assistance opportunities.</li> </ul>



# 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"><li>• Again, SDE is exploring resources and funding opportunities to create a universal program that is applicable across the state.</li><li>• Several sharing platforms including Learn Together, Grow Together and EdKnowledge exist to support the sharing of best &amp; promising practices across districts.</li><li>• 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.</li></ul>

# Inside the Schoolhouse

## Principal and Teacher Hiring and Retention

Policy Recommendation	Responding Agencies	Notes
Summary discussion.		<ul style="list-style-type: none"> <li>• Acting Commissioner Russell-Tucker comments that all of these policy recommendations address providing incentives in order to improve growing and retaining effective leaders and teachers. She then acknowledges Dr. Tucker and Chris Todd for doing a great job with SDE exceeding its 5 year goal for increasing the diversity of the educator workforce. She further acknowledges that they are not there yet.</li> <li>• Building on the Next Generation Work, SDE is encouraging districts to use funds for students in the EPP – 2.5 days per week. Win/Win – experiential learning and recruitment tool. Once certified, district is ready to hire them.</li> <li>• SDE is encouraging districts to use discount on EdRising curriculum to support 1 or 2 more advisors to help recruit male educators, particularly males of color. Mentoring will be a part of that and exposing high school students to the experience. Some may be paid internship or have funds go to scholarship.</li> <li>• In partnership with the RESC Alliance, we have reallocated funds to directly support candidates of color for reimbursement of licensure and testing fees. Over 22,000 scholarship have been provided to candidates enrolled in CT EPP programs.</li> <li>• SDE is encouraging districts to consider district para professionals who seek to obtain their certification and enroll the paras in alternative routes to certification and potentially pay a portion or half of tuition. This is another way funds can be used to grow education pathway with folks working in your school.</li> </ul>

# Inside the Schoolhouse

## Principal and Teacher Hiring and Retention

Policy Recommendation	Responding Agencies	Notes
Summary discussion, continued.		<ul style="list-style-type: none"> <li>• SDE is having conversations with districts on how to lift up parents who are working in our schools to advance to the next level of becoming a paraprofessional.</li> <li>• SDE has worked with CHESLA – a bill was passed and implemented regarding a student loan assistance program with reduced rates, specifically for teachers of color. SDE will continue to offer the reduced mortgage assist assistance programs that are in effect.</li> <li>• Lt. Governor adds that the new budget, signed by the Governor, includes funding for free community college. Those first few years, provided to students that qualify, are key to lessening debt.</li> <li>• Dr. Hegedus – working closely with New Haven Public Schools to use federal funds to bring back para educators to become certified at no expense to them.</li> <li>• Lt. Governor notes that this summer there were apx. 1,000 college students given summer employment and if this continues next summer then, perhaps we can focus on students interested in pursuing teaching. She further notes that the Governor is a huge champion of making sure we have diverse teachers and teacher of color so this would be a good pipeline opportunity.</li> <li>• Acting Commissioner Russell-Tucker concurs that this is a perfect way to leverage college corps students.</li> </ul>

# Next Steps - Lt. Governor reviews the following:

- 2021 Meeting Schedule (all meetings will be held from 1 to 3 p.m.)
  - *September 22, 2021*
  - *December 15, 2021*
- Anticipated topics
  - *Inside State Government:*
    - Students in State Care
  - *Inside the Schoolhouse:*
    - Role of Time in Closing the Achievement Gap
    - Narrow the High-End Opportunity Gap – Find the Missing Advanced Placement Students
- Meeting follow-up, as may be applicable

# Closure/Meeting Adjourned

Lt. Governor asks for any comments or questions and, seeing none, adjourns meeting at approximately 1:40 p.m.