

NEWS FROM THE CONNECTICUT STATE DEPARTMENT OF EDUCATION Talent Office

Welcome from Dr. Sarah Barzee, Chief Talent Officer

Connecting, Engaging, and Learning with One Another

“All is connected ... no one thing can change by itself.” — Paul Hawken

Over the past three years, we have come a long way. Admittedly, at times, it has felt like a steep mountain to climb, but together we have faced the challenge of building and supporting Connecticut’s education workforce. As the journey continues, I am pleased to share highlights of three recent events that illustrate the positive direction in which we are moving.



Dr. Sarah Barzee
Chief Talent Officer

Professional Learning

A key strategy to improving and enhancing educator practice across the career continuum is our investment in a system of high-quality professional learning. In support of this goal, the CSDE, in collaboration with a broad group of stakeholders, has coordinated efforts statewide to develop a comprehensive, standards-based professional learning system designed to provide guidance to districts as they transform their own professional learning systems.

We know that in order to prepare students to live and thrive in an increasingly complex world, we must support our workforce to continuously develop effective teaching practices. The system

is designed to promote ongoing, job-embedded professional learning that supports educator practice and results in student growth and development.

Moving from Compliance to Coherence: Enhancing Professional Learning and Growth Conference

On February 26, 2015, the CSDE, in partnership with the RESC Alliance and the Connecticut Association of Schools (CAS), hosted a conference, *Moving from Compliance to Coherence: Enhancing Professional Learning and Growth*, where 262 educators from across our state, gathered at the Crowne Plaza in Cromwell to connect, engage and learn with and from one another. In 18 different sessions, teachers and administrators from 20 districts presented the work they are doing to align various initiatives to create more coherent, manageable, and effective systems. The feedback from conference attendees has been exceptionally positive. We look forward to continued collaboration with districts as they strive for greater alignment among various initiatives.

Continued on page 2

In this issue:

- Professional Learning Definition and Standards for Professional Learning Adopted 2
- Teachers and Leaders Present at Coherence Conference 3
- Connecticut Selected to Host National Leadership Lab 5
- 2015 Empowered to Lead Symposium 6
- Implementation Spotlight: Coherence Planning 7
- What’s New in Educator Evaluation and Support: Validation Study of Connecticut Rubrics 8
- A Residency Model of Principal Training: Preparing Emerging Leaders for the Urgent Work of Turnaround Leadership 9
- Advice From a TEAM Grad 10
- Ask Nancy 12
- News From the Certification Office 13
- Opportunities 13



TALENT OFFICE NEWSLETTER

Claudine Primack, Chief Editor

Office of Communications:

Matthew Falconer, Andrea Wadowski

*** **SUBSCRIBE** to the Talent Office Newsletter ***

Connecticut State Board of Education Adopts Definition of Professional Learning and the Connecticut Standards for Professional Learning

By Kimberly Audet, CSDE Associate Education Consultant

On May 6, 2015, the Connecticut State Board of Education adopted the *Connecticut Definition of Professional Learning and the Connecticut Standards for Professional Learning*. The adoption of the definition and standards will advance the statewide vision of high-quality professional learning systems and, more specifically, provide support and guidance to Professional Development and Evaluation Committees (PDECs) and local educational agencies (LEAs) in successfully designing and implementing local and regional comprehensive professional learning systems.

The goal of professional learning is to improve and enhance educator practice in order to promote and improve student growth and development. All professionals, regardless of their field of work, engage in continuous learning as part of their professional practice. Educator professional learning requires collaboration with colleagues to meet the diverse learning needs of all students, a commitment to continuously analyze and refine one's practice, and a responsibility to take action to improve one's performance. To be truly effective, it must

“Professional learning is the only viable, efficient, and logical process for building the capacity of educators working in schools today.”

*— Joellen Killion,
senior advisor,
Learning Forward*

be sustained over time, focused on deep learning and the application of learning, and incorporate effective adult learning practices.

Whether your LEA uses the term professional learning or professional development, what is most important is that educators engage in ongoing, relevant opportunities to learn and acquire new knowledge and develop skills.

“Professional learning is the only viable, efficient, and logical process for building the capacity of educators working in

schools today,” states Joellen Killion, senior advisor of Learning Forward, in the 2014 white paper “[Terms Carry Meaning](#).”

If we want Connecticut students to succeed and grow, educators need to be supported through a coherent learning process that emphasizes educator growth and development.

The *Connecticut Definition for Professional Learning and the Connecticut Standards for Professional Learning* can be found at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2762&t=335480>.

Welcome from Dr. Sarah Barzee, continued from page 1

Teach to Lead

The CSDE has had a long history of engaging educators from the field to contribute to key education initiatives. For more than 25 years, teachers-in-residence and principals-in-residence have participated in the work of the CSDE, taking part in large projects and providing valuable input and feedback. The educators have benefited by developing broader teacher-leadership skills while contributing to state-level implementation efforts. The CSDE benefits from the valuable perspectives shared by current practitioners in the field. This year, the CSDE has continued to engage field practitioners by inviting educators-in-residence to serve within the CSDE Talent and Academic offices. Christopher Todd and Christopher Poulos, both teacher-leaders-in-residence in the Talent Office, are each working on multiple projects in support of the CSDE goals. In December, they proposed a Connecticut Educator Network at the Teach to Lead Summit

in Kentucky. Their project was one of only two selected by the U.S. Department of Education, and the only state-level project. As a result, Connecticut was asked to host a Teach to Lead Leadership Lab designed to introduce the Connecticut Educator Network to state and local stakeholders. The CSDE would like to engage stakeholders in continuing to build the Connecticut Educator Network.

These are just three examples of the great things that are happening in our state. Please read more about each of these topics in this newsletter. The Talent Office continues to explore and develop strategies designed to support educator development from entry to the profession through professional practice. We are grateful to the many partners and stakeholders who have both supported and assisted in this work.

— Dr. Sarah Barzee

Teachers and Leaders Present at CSDE-Sponsored Coherence Conference

On February 26, 2015, the Connecticut State Department of Education, in partnership with the RESC Alliance and the Connecticut Association of Schools, sponsored a conference called “Moving from Compliance to Coherence: Enhancing Professional Learning and Growth.”

There was an enthusiastic and energetic turnout, with 262 participants representing 61 different local educational agencies (LEAs). The day provided multiple opportunities for colleagues from across the state to connect and learn from Connecticut school and district leaders who are building coherence across and among systems.

The conference opened with an introduction to coherence by Jonathan Costa, director of school and program services at Education Connection, followed by a panel of educators from the Danbury Public Schools, who shared the work they have been doing to align district goals, unify existing systems and make intentional connections to the instructional program. Following the opening, participants had the opportunity to choose from a wide variety of presentations during three breakout sessions.

Participants commented that the presentations gave educators “a window into the work of other educators,” providing the opportunity to “see how some ideas can be embedded in current practice.” During the day, people repeatedly commented that having the time to collabo-



John Mastroianni, Canton Public Schools music department chair and 2014 Connecticut Teacher of the Year

rate and share information about, “actual examples of what districts are doing/using,” was the most valuable component of the conference. One participant wrote that the best part of the conference was, “Presentations by actual districts that are doing these things; not just, ‘Here’s what you theoretically should do.’” Another said, “It was nice to be able to collaborate with teachers and administrators from



other districts to hear how other schools are building coherence” and to learn about “what we can add to our plan to support our teachers.” Participants especially enjoyed sessions in which teachers and administrators presented together, providing “a clear demonstration that collaboration with teachers works!”

The conference ended with a keynote address from John Mastroianni, music department chair, Canton Public Schools, and 2014 Connecticut Teacher of the Year. He reminded everyone that this is a year for celebration. As he recalled the challenges of implementing the new evaluation system when it was first introduced, he declared, “How things have changed!” He said that educators are realizing that “we are doing this, not because they are making me, but because it makes sense.” He quipped, “Students talk teaching, not numbers [their teachers’ ratings].” He added, “It is time to not only move from compliance to coherence, but also to community, because together we can make a difference.”

John bid everyone to “embrace discomfort” as it leads to change; to “take responsibility” and be a part of the change; and to “empower others” to do the work of good teaching and “unlock the potential in every student and every teacher.”

All the resources from the conference presentation can be found on the [SEED](#) website.

Continued on page 4



Educators from Danbury Public Schools share their experiences at the CSDE-sponsored Coherence conference in February. **For more on the work of Danbury Public Schools, see page 7.**



Left to right: Amity Regional High School director of curriculum Dr. E. Marie McPadden, Cromwell Public Schools superintendent Dr. Paula Talty, and Vernon Public Schools assistant superintendent Jeffrey E. Burt were among the presenters at the conference.

Teachers and Leaders Present at CSDE-Sponsored Coherence Conference, continued from page 3

Participating LEAs

*ACES	Essex	Oxford	Stafford
Adelbrook	Granby	*Plainville	Stonington
Bethany	*Greenwich	Region 04	Thomaston
*Bloomfield	*Hartford	*Region 05 (Amity)	Trumbull
Canton	Hartland	*Region 06	Union
CES	*Hebron	Region 9	*Vernon
Chaplin	LEARN	Region 10	Wallingford
Colchester	Marlborough	Region 11	*Waterford
CREC	*Meriden	Region 12	West Hartford
*Cromwell	Milford	Region 14	*West Haven
*Danbury	Monroe	Region 15	Westbrook
Deep River	*Montville	Region 16	Windsor
East Hampton	*Naugatuck	Sherman	Woodstock Academy
East Lyme	*New Britain	Somers	
*EASTCONN	*New Milford	South Windsor	
*Education Connection	Newtown	Sprague	<i>*Presenters</i>

Session	Presentations					
Opening	One District's Experience with Developing Systematic Coherence: Danbury Public Schools					
A	Setting High-Leverage Student Learning Goals/Objectives	Using Data to Identify Priority Areas of Focus for Improving Educator Practice	Creating a Path for Collaborative Learning	Measuring What Really Matters: Using the Goal-Setting Process to Build Coherence	Follow-up Discussion with Danbury Public Schools	Planning for Coherence
B	Service Providers — Prioritizing Student Improvement	Developing Evaluator Capacity: From Inspection to Feedback for Learning	Connecting the Dots — Aligning Systems to Support and Train New Teachers	Selecting Appropriate Measures for Setting Student Goals/Objectives	Implementing an Aligned Support and Evaluation System for Central Office Administrators	Building Consensus: Leadership Teaming Through the Process of Evaluation and Support
C	Connecting the Dots: Leveraging Data to Bring Coherence to Discrete Systems	District Team-Building for Coherence: Making Sense, Improving Learning	Maximizing the Role of Complementary Observers	Rethinking Professional Learning Systems in Connecticut	Using Stakeholder Feedback to Inform Educator Evaluation Plans and Practices	The Four C's: Compliance, Collaboration, Commitment, Culture and the Professional Development and Evaluation Committee (PDEC)
Closing	John Mastroianni, Music Department Chair, Canton Public Schools, 2014 Teacher of the Year					

US Department of Education Selects Connecticut to Host National Leadership Lab

On Saturday, December 6, 2014, CSDE teacher-leader-in-residence Chris Todd, CSDE education consultant Claudine Primack, Windsor High School assistant principal Chris Rau, and Mansfield Middle School teacher Mike DiCicco joined hundreds of teachers from across the country in Louisville, Kentucky, to share their innovative ideas for authentic, meaningful opportunities to promote teacher leadership — without having to leave their classroom and students. The excitement in the room was palpable as hundreds of teachers, teeming with enthusiasm, shared their innovative ideas and engaged in thoughtful discussions on teaching and leading. Teacher-leaders-in-residence, Chris Poulos and Chris Todd, in collaboration with CSDE colleagues, proposed an idea for a Connecticut Educator Network. Their idea was selected

for inclusion in the Louisville, Kentucky, Teacher Leadership Summit where they spent their weekend engaging with teachers from around the country to collaborate, problem solve, and develop an action plan to bring back to Connecticut.

Born from a partnership between the United States Department of Education (USED) and the National Board for Professional Teaching Standards, Teach to Lead has been spotlighting and helping expand promising projects to increase teacher leadership opportunities and improve student achievement across the country. This initiative, developed primarily by teachers, is built around the belief that giving teachers increased leadership opportunities, while allowing them to remain in the classroom, elevates both student success and the teaching profession. Between December 2014 and February 2015, the USED has hosted three Teacher Leadership Summits, held in Louisville, Denver, and Boston, where teachers from across the country were invited to submit their leadership ideas.

Because of their work at the Louisville Teacher Leadership Summit, the Connecticut Educator Network was one of only two projects, and the only state project, chosen by the U.S. Department of Education to host a national Leadership Lab.

In March, over 75 stakeholders were invited to attend the Leadership Lab hosted by the CSDE at the Mark Twain House. The USED led participants through a structured process to explore the idea of an educator network in-depth, to clarify the purpose, pose critical questions, and develop a proposed course of action. The critical analysis helped enhance and refine the vision for the network.

On March 13, at the 2015 Teaching and Learning Conference in Washington, D.C., Chris Todd participated in the plenary session and Secretary of Education Arne Duncan highlighted the Connecticut Educator Network.

The Connecticut Educator Network will provide a database of teacher leaders who can be called on to participate in various professional development initiatives at the CSDE and with other stakeholders within the state. Work on this proposal is ongoing, and the hope is that a three-tiered educator network of teacher leaders, field advisors, and educator leaders-in-residence will eventually be established.



Mansfield Middle School teacher Mike DiCicco and CSDE education consultant Claudine Primack participate in the March Leadership Lab hosted by the CSDE.

Mansfield Middle School teacher Mike DiCicco contributed to this article.

2015 Empowered to Lead Symposium

By David Bosso, Ed.D.

By all accounts, the 2015 Empowered to Lead symposium, planned and implemented by the Connecticut Teacher of the Year Council, the Connecticut State Department of Education, and State Education Resource Center (SERC), was a resounding success.

This year's theme, "Grow the Profession: Cultivating Collective Capacity," focused on the power of teacher leadership in its various forms. Recognizing that teacher leadership is often carried out in informal ways in schools and districts, the goal of the symposium was to empower teachers to tap into their leadership potential and articulate various ways by which to do so. Moreover, with teacher leadership emerging as a national trend in education due to, among other reasons, the United States Department of Education's (USDE) Teach to Lead initiative and recognition of the importance of teacher inclusion in policymaking endeavors, the symposium presented strategies and resources for teacher engagement in policy, meaningful educator-policymaker discourse, and ways to increasingly involve and honor teachers' perspectives and expertise.

Cara Quinn, 2015 Connecticut Teacher of the Year and a sixth-grade teacher at Sunset Ridge School in East Hartford, provided a touching opening keynote that set the tone for a memorable day of learning and sharing. Connecticut's 2014 Milken Award recipient, Desi Nesmith, principal of Metacomet Elementary School in Bloomfield, offered motivating and inspiring words during his luncheon address.



David Bosso, Ed.D.
2012 Connecticut Teacher of the Year
and Berlin High School
Social Studies Teacher

A wide variety of sessions in the morning, such as "Engaging with Policymakers as a Teacher Leader," "Cultivating Teacher Leadership in New and Prospective Teachers," and "The Role of Teacher Leadership in Professional Learning," tapped into the expertise of practitioners and afforded participants the opportunity to share with and learn from State Teachers of the Year, administrators, and fellow educators.

The afternoon events centered on solution-oriented roundtable discussions geared toward productive, collaborative dialogue among teachers, administrations, and State Department of Education personnel. Among other options, sessions such as "Building Teacher Leadership at the Local Level: District Teacher of the Year Advisory Team" and "Leveraging the Power of Your Union to Enhance Teacher Leadership," were available for participants to build on their experiences and skills in order to take positive, sustainable

action in their schools, districts, at the state-level, and beyond.

After a valuable day of learning, collegiality and professional growth, participants left the symposium with numerous ideas and an expanding professional network. Most significantly, symposium participants expressed their feelings of empowerment, their desire to amplify teacher voice, and the need to elevate the profession. As one participant stated, "It was refreshing to see various stakeholders working in concert to make a positive impact in education today.... Whether a presenter or a participant, it is clear that each of us is dedicated in helping school become a place where happy and healthy children are encouraged to make meaning and think through ideas in caring environments so that they can become happy, healthy, well-rounded, thoughtful members of the public citizenry." The Empowered to Lead symposium was a powerful means by which to make these ideals manifest. Indeed, as educators know, and as Teach to Lead has declared, "when teachers lead, students succeed."

In its ongoing efforts to advance policy, practice, and advocacy, and in coordination with SERC and the State Department of Education, the Connecticut Teacher of the Year Council envisions continuing the momentum of this year's symposium with its annual Empowered to Lead symposium. By recognizing and validating teachers' experiences, expertise, and perspectives as teacher leaders, the Empowered to Lead symposium will continue to grow as an important forum for all educators.

Implementation Spotlight

Coherence Planning

*By Sal V. Pascarella
Danbury Superintendent of Schools*

Given all the state and national improvement initiatives that educators are facing, there has never been a time when the need to focus on only a few of the most important high-leverage initiatives has been of greater importance; that is to say, less is more.

Focusing limited resources in support of deeper levels of learning for all children makes the good educational sense.

In spring 2014, Deputy Superintendent Dr. William Glass and I approached the board of education and the Nellie Mae Foundation to propose a new and highly innovative planning pathway. This would result in a far greater focus on the most important high-leverage student learning goals, while connecting those goals to specific adult and organizational actions, and then publicly committing the district to a sustained effort to implement them with maximum fidelity. The local board of education was highly supportive. Subsequently, the district engaged a representative group of stakeholders and underwent a planning process to bring this sense of focus and coherence to its long-term improvement efforts.

The district commissioned Jonathan Costa from Education Connection to develop a coherence planning process designed to unify already existing systems that had proven to be efficacious with high-leverage student outcomes in order to make

“There is a strong belief that greater coherence around a few critical goals will be powerful tools in the effort to ensure that every Danbury student will be college- and career-ready upon graduation.”

*— Sal V. Pascarella
Danbury Superintendent of Schools*

meaningful and intentional connections throughout our instructional program. A representative coherence planning team was formed that engaged the entire community in a process designed to identify these skills. By the end of the school year, “authentic re-

al-world problem solving” and “defending a critical stance based upon evidence” (argumentative writing) were identified as the two most essential student-learning goals that would serve as the primary areas of focus for the next three-year period. The district then began to implement instructional strategies to build increased rigor, a series of aligned assessments, and a more focused educator evaluation processes, aligned to the multiyear plan.

While it is still early in the process, very encouraging outcomes of this commitment to coherence are already evident in recent districtwide and school-based data reviews. All educational enhancement conversations and professional development programs are now tethered to one consistent strand of thought: how will this help drive improvement in these key areas? If instructional and leadership actions, approaches, programs or strategies cannot be tied back to these goals, then they are either retrofitted or discarded. There is a strong belief that greater coherence around a few critical goals will be powerful tools in the effort to ensure that every Danbury student will be college- and career-ready upon graduation.



CSDE Conducts Validation Study of Connecticut Rubrics

In the spirit of continuous improvement in the implementation of district educator evaluation and support, the CSDE has engaged Professional Examination Services Corp. (ProExam) in the validation of the three Connecticut rubrics — *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*, *CCT Rubric for Effective Service Delivery 2014*, and the *Connecticut Leader Rubric* — used as part of the state model, SEED (System for Educator Evaluation and Development), which are available to all local educational agencies for use in locally developed systems. ProExam's process involves examination of each rubric's reliability and usefulness as a tool for the observation of educator performance and practice.

The validation study takes part in two phases. In phase one, a broad group of stakeholders reviews the rubric and makes suggestions for revisions to clarify language, remove redundancies and ensure the rubric focuses on specific observable behaviors/actions across a continuum of performance, which will translate to high-quality, constructive feedback.

In phase two, ProExam gathers feedback from users via surveys, focus groups and independent reviews to determine whether the interpretation, use, and decisions made using the rubrics are reliable and valid measurements of educator performance and practice.

In 2013-14, the *CCT Rubric for Effective Teaching 2014* underwent the first phase of validation. The *CCT Rubric for Effective Teaching 2014* has been in use in districts throughout the state during the 2014-15 academic year. In mid-May, users will be asked to complete surveys as part of phase two of the validation study. In 2015-16, ProExam, in collaboration with the CSDE, will engage users of all three rubrics to examine the following critical questions:

- Does the rubric measure what it intends to measure?
- Does the rubric produce stable and consistent results that lead to actionable feedback for educators?
- Does the language of the rubric integrate the key aspects of the Common Core of Teaching (CCT) and the Common Core of Leading (CCL)?

Coming Soon: CCT Rubric for Effective Service Delivery 2015

The Connecticut State Department of Education (CSDE) released the *CCT Rubric for Effective Service Delivery 2014* in fall 2014. This rubric was intentionally developed as a companion to the *CCT Rubric for Effective Teaching 2014* and parallels its structure and format, illustrating many of the common characteristics for all educators, in both the direct and indirect service of students.

In the spirit of continuous improvement, the *CCT Rubric for Effective Service Delivery* is undergoing a validation study to examine its reliability and usefulness as a tool for the observation of performance and practice of providers. As a part of the validation study, the CSDE and interested stakeholders have been exploring the following critical questions:

- Does the rubric address specific observable behaviors/actions applicable to service provider roles?
- Is the language of the rubric clear and consistent across a progression along a continuum of performance?

In early March 2015, a group of educators met to reexamine the *CCT Rubric for Effective Service Delivery 2014*. Many of these educators were users of the current rubric and were positioned to offer valuable feedback. This group proposed revisions that were then shared with two online focus panels for additional feedback. Lastly, the revised rubric was sent to another group of service providers for an independent review.

In early June 2015, the efforts of many Connecticut educators will result in a new and improved rubric that will begin to answer yes to the questions posed above. The *CCT Rubric for Effective Service Delivery 2015* will include new language to capture the importance of reaching both the student and adult learner depending on the role of the service provider. Most importantly, the *CCT Rubric for Effective Service Delivery 2015* will be more effective in assisting both the service provider and his/her observer in reflecting on practice and designing professional learning opportunities for continued growth.

Continued on page 11

A Residency Model of Principal Training: Preparing Emerging Leaders for the Urgent Work of Turnaround Leadership



*By Jennifer Michno, Assistant Professor and UCAPP Residency Coordinator,
Neag School of Education, University of Connecticut*

In July 2014, as a result of a joint effort between LEAD CT and UConn's Neag School of Education, an initial cohort of seven residents were accepted to participate in a newly designed residency model principal training program known as the LEAD CT/University of Connecticut Administrator Preparation Program (UCAPP) Residency. The program is built upon the LEAD CT Turnaround Principal Competency Framework and is charged with the task of training educational administrators to assume leadership positions in districts with a special focus on Alliance Districts in Connecticut. Residents receive educational leadership training four days per week under the mentorship of a highly qualified mentor principal and attend one full day of classroom instruction each week.



On May 9, 2015, graduates from the LEAD CT/UCAPP Residency received their sixth-year certificates. The graduates were Anthony Brooks of New Britain; Jennifer Miller and Melissa Ross, both of Vernon; Joseph Labarbera of Norwich; Cyndi Callahan of Hartford; Tavares Bussey of New Haven; and Daniel Crispino of Meriden (not pictured).

The residency program teaches empirically based high-leverage leadership skills that create sustainable change in a school environment in the shortest time. Residents develop useful skills in several areas, including diagnosing school culture; providing individual teachers actionable feedback; building effective team structure; improving instructional practice; engaging the community; developing culturally competent leadership; creating theories of action; using cycles of inquiry for continual improvement; implementing best practices in supervision and evaluation; and understanding change leadership.

While the final research data supporting program effectiveness is still on the horizon, there is much qualitative data to support the efficacy of the program at large. "The continual support from experienced administrators, the program instructors, the program coordinator and the small cohort size are what make this

What is LEAD CT?

LEAD Connecticut is a Connecticut State Department of Education-funded initiative that aims to recruit, select, prepare, develop and retain educational leaders to strengthen student learning across all Connecticut districts and classrooms with a priority focus on the schools and districts most in need of improvement.

LEAD CT leverages expertise of both state and national organizations to impact school and district leadership, drive systems change, and build long-term sustainability of the capacity within Connecticut. LEAD CT partners include the Connecticut Center for School Change, the Connecticut Association of Schools (CAS), the Connecticut Association of Public School Superintendents (CAPSS), the Connecticut Association of Boards of Education (CABE), New Leaders, and the University of Connecticut.

For information on the LEAD CT initiative, please contact:

- Anne McKernan
Director of leadership development, CSDE
anne.mckernan@ct.gov
860-713-6878
- Dr. Robert Villanova
Director of LEAD CT
c/o Connecticut Center for School Change
860-586-2340

Information is also available at
<http://leadconnecticut.org>.

Continued on page 11



Supporting Beginning Teachers and Mentors

Advice from a TEAM Grad

The Important Initial Summary

If you're like me and love road trips, there's a good chance that the Google Maps and GPS apps are among your favorite on your smartphone. They help us get from our starting 'Point A' straight to our destination, 'Point B,' with clear, detailed directions.

I like to think of the Initial Summary of our reflection paper in a similar way. It's your 'Point A,' that provides reviewers with an understanding of what's happening at the start of the module process. Your 'Point B' destination is provided in the reflection paper in the form of your change in practice and its positive impact on student performance — all a result of your new learning.

The Initial Summary enables reviewers to gain insight into what is presently occurring in your classroom. Therefore, it is a critical piece of your paper that requires a level of detail. It should answer the question, "What am I doing now, and what are my students doing now relative to my established goal?"



Elizabeth Misiewicz
East Ridge Middle School
Ridgefield

When crafting your Initial Summary, it will be important to specifically describe:

- present practice as it ties to your selected indicator on the performance profile and your established goal; and
- current student performance.

Additionally, you may want to include a brief description of your class or group of students featured in the reflection paper.

When it comes time to conclude your paper, be sure to reflect back on what you wrote in your Initial Summary. If you clearly described where you and your students were at the start of the module, you will easily be able to discuss change(s) in your practice and positive impact on students at the end of the 8-10 week module. This will lead you down the 'road' toward a successful paper!

Besides these tips, remember to check ctteam.org for a variety of sample reflection papers designed to help you meet all criteria.

CSDE Conducts Validation Study of Connecticut Rubrics, continued from page 8

In phase two of the validation study, the CSDE will engage users of the *CCT Rubric for Effective Service Delivery 2015* to examine the following critical questions:

- Does the rubric measure what it intends to measure?
- Does the rubric produce stable and consistent results that lead to actionable feedback for service providers?

Please look for the *CCT Rubric for Effective Service Delivery 2015* this June!

Coming Soon: The Connecticut School Leader Evaluation Rubric 2015

In March 2015, the CSDE sought the perspectives of school administrators and district superintendents for phase one of the CT Leader Rubric validation study. Among the participants were leaders from seven districts that worked through LEAD CT on the development of additional resources to support the administrator evaluation and support system, a group of superintendents from LEARN, who have worked to develop a framework for integrating educational leadership and personal leadership, and educators from the University of Connecticut Leadership Preparation Program (UCAPP). Many of these educators are users of the rubric and were able to provide valuable feedback to assist in improving and advancing a revised Connecticut Leader Evaluation Rubric 2015. The proposed revisions were then shared with two online focus panels for additional feedback.

In mid-May 2015, the *Connecticut Leader Evaluation Rubric 2015* was shared with a group of independent reviewers. A newly revised *Connecticut Leader Evaluation Rubric 2015* will be available in June 2015 for use in the 2015-16 academic year.

Please look for the *Connecticut Leader Evaluation Rubric 2015* this June!

A Residency Model of Principal Training: Preparing Emerging Leaders for the Urgent Work of Turnaround Leadership, continued from page 9



The first graduating class of the LEAD CT/UCAPP Residency

training model an exceptional program for aspiring leaders,” reports Cyndi Callahan, Hartford resident at the Central Connecticut State University/Naylor Academy. “There is an attention to culture, systems, instructional practice, collaboration, and talent management in a logical spiraling sequence through the curriculum.”

Significant qualitative data already suggest that the benefits of the program extend beyond the resident’s personal development. Principal Guillaume Gendre of Hartford’s Naylor Academy stated that Cyndi Callahan, quoted above, “has been a true instructional leader and brought to Naylor her expertise in coaching adults, curriculum expertise, and knowledge of expeditionary learning. She has well-developed skills in important aspects of instructional leadership including creating a vision for learning, setting goals for students and staff, providing real time support through professional learning and coaching. As a result, students have made steady

academic gains.” The program is currently recruiting potential resident principals and mentor principals for cohort II, which will begin on July 13, 2015. Resident expenses, including a full-time salary and partial tuition reimbursement, are covered through the collaborative effort of LEAD CT and Alliance Districts.

There are many new and exciting systems and structures that we are establishing to continuously refine the caliber of leadership training the program offers each year. The program’s leadership team is dedicated to using data to support the work of continuous improvement in training emerging educational leaders. One of the most significant strengths of this program is the true partnership that has emerged among UConn, LEAD CT, the CSDE, and national experts as a product of conceptualizing this idea and beginning this work together.



*Nancy Pugliese
Chief, Bureau of Educator Standards and Certification*

Q. What happens if I do not successfully complete the TEAM Program by my deadline date?

A. The CSDE is committed to supporting early educators through their participation in the TEAM program. Most teachers are eligible to participate in either the two or five module program requirement and are entitled to support and guidance from a trained mentor. It is expected that those teachers with a two module requirement, will complete in one year and those teachers with a five module requirement will complete in two years. There is an additional year granted for program completion; however, mentorship is not required to be provided in the additional year.

Should a teacher continue in TEAM through the additional year, it is critical that he or she has successfully completed the program well in advance of the deadline date. For example, if your deadline date is September 1, 2015, your final reflection paper should be submitted in May to allow ample time for revision, if necessary. **If you submit your final reflection paper between August 18, 2015, and September 1, 2015, you will not have the opportunity to revise the paper if it is reviewed as unsuccessful.**

The consequences for failure to successfully complete the TEAM program are significant. You will not be able to renew or advance your teaching certificate and will no longer be able to continue employment as a Connecticut public school teacher. Should you wish to have your certificate re-issued, you would need to contact the CSDE and begin a program of intervening study and experience, re-apply for an initial certificate and re-enroll in the TEAM Program.

Many supports are built into the TEAM Program to ensure success! Please pay close attention to the expected completion date that appears on your dashboard, as well as the expiration date that appears on your teaching certificate; your program completion date and your certificate expiration date may not be the same. Most importantly, continue to engage in meaningful conversations with your mentor as you explore new learning to impact shifts in your practice that will bring positive outcomes for your students!

To submit a general certification question to Ask Nancy, please contact Wendy Harwin at wendy.harwin@ct.gov.

News from the Certification Office

Changes to Educator Certification Test Requirements

On January 7, 2015, the State Board of Education approved a number of changes to testing requirements. If you are considering working toward earning a cross endorsement, don't forget to check for recent changes by clicking on the relevant "Certification Alerts" at www.ct.gov/sde/cert.

Comprehensive information about current testing requirements for each endorsement area is available from the "Guide to Assessments for Educator Certification in Connecticut" at www.ct.gov/sde/certtests.

If you have already completed some testing toward an endorsement you hope to earn in the future, the transition policy is on page seven of the above guide. This explains the general rules about how long the previous test may be accepted once a new test has been adopted. If you have any questions about testing requirements after reviewing these resources, please email them to teacher.cert@ct.gov.

Opportunities

Wanted: Teacher-Leader-in-Residence for the Arts

The Talent and Academic Offices of the Connecticut State Department of Education (CSDE) are pleased to announce an opening for a teacher-leader-in-residence for the arts. Certified classroom teachers in the arts with a minimum of five years of teaching experience are eligible to apply to serve in this position during the 2015-16 school year.

As part of the Educator Leader-in-Residence Program (ELR), teacher-leaders-in-residence serve in a hybrid role, dividing their time between work in their districts and at the CSDE in Hartford. While at the Department, the teacher-leader-in-residence for the arts would collaborate with both the Talent Office and the Academic Office staff and leadership.

Interested candidates should click on the following link to apply. **Applications are due Wednesday, June 10, 2015.**

[Teacher-Leader-in-Residence for the Arts Application](#)