

(D) Great Teachers and Leaders (138 total points)

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
 - The elements of the program (as described in the alternative routes to certification definition in this notice).
 - The number of teachers and principals that successfully completed each program in the previous academic year.
 - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

(D)(1) PROVIDING HIGH-QUALITY PATHWAYS FOR ASPIRING TEACHERS AND PRINCIPALS

(D)(1)(i) Alternative Routes to Certification

The Connecticut General Statutes (CGS) authorize alternate routes to certification (ARC) to exist for both teachers and school administrators. (See 10-145b(c) of the 2010 Supplement to the CGS as well as CGS sections 10a-10a, 10a-19d, and 10-155d at Appendix (D)(1)(a)). In addition, Public Act 10-111, passed by the General Assembly in May 2010 and signed into law by the

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Governor, *requires* the State Board of Education to review and approve proposals for alternate route to certification programs for school administrators. (See section 1 of Public Act 10-111 at Appendix (A)(1)(c)).

Each approved ARC program in Connecticut must address the National Council for Accreditation of Teacher Education (NCATE) standards that require high quality instruction in pedagogy and addressing the needs of all students in the classroom, including English language learners and special needs students. In addition, as laid out in further detail below, section 10-145b(c) of the CGS and Public Act 10-111 assure that each approved ARC program in Connecticut meets the following criteria for alternate route to certification programs, as defined in this application:

- Various providers are approved to offer ARC programs
- Each is selective in admissions
- Each provides supervised, school-based experiences and ongoing support
- Each significantly limits required coursework or has course test-out options
- Each awards the same level of certification as traditional programs

Authorized Providers

Under state law, providers both within and independent of Connecticut's institutions of higher education are authorized to offer ARC programs for both teachers and school administrators. (See 10-145b(c) of the 2010 Supplement to the CGS in Appendix (D)(1)(a) and Public Act No. 10-111 in Appendix (A)(1)(c)). Connecticut currently offers eight ARC programs for teacher certification. Providers independent of the state's institutions of higher education offer four of these programs. In addition, an ARC program for school administrators that is currently under development, and described in more detail below, will be offered by a regional education service center, which is also independent of the state's institutions of higher education. See Table (D)(1)(ii)(a) below for a summary of Connecticut ARC programs and the type of providers that offer such programs.

Candidate Selection Criteria

Section 10-145b(c) of the 2010 Supplement to the CGS defines the requirements for alternative route candidates to obtain certification and allows a 90-day temporary permit to be issued to any individual who successfully completes a Connecticut ARC program. Therefore, Connecticut's ARC programs are required to adopt the following requirements as the minimum selection criteria for each of its candidates, based on that provision in statute:

- Each candidate must hold a bachelor's degree from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited.
- Candidates must have a major or closely related major in the subject area for which they are seeking certification. State statute provides an exception to this requirement: the State Board of Education must allow applicants seeking teacher certification in a subject shortage area to substitute an excellent score on a subject area assessment in lieu of the subject area major requirement for certification. (See section 10-145 of the 2010 Supplement to the CGS at Appendix (D)(1)(a)).
- Each ARC candidate must possess an overall undergraduate grade point average of at least "B," or if the candidate has completed at least 24 hours of graduate credit, possess a graduate grade point average of at least "B." (See 10-145b(c)(1)(B)(v) of the 2010 Supplement to the CGS at Appendix (D)(1)(a)).
- Each ARC candidate must present supporting evidence of appropriate experience working with children (See 10-145b(c)(1)(B)(vi) of the 2010 Supplement to the CGS at Appendix (D)(1)(a)).
- ARC candidates must also meet the testing requirements pursuant to subsection (b) of section 10-145f of the CGS, which requires all candidates for teacher certification to successfully complete the Praxis I and Praxis II exams in the content area in which they are seeking certification. (See CGS 10-145f(b) and 10-145b(c)(1)(B)(ii) at Appendix (D)(1)(a)).

To address the unique standards that an ARC program for school administrators should possess, Public Act No. 10-111 additionally requires that a candidate for such a program have at least 40 months of teaching experience, 10 of which must be in a

certified position at a public school, and the individual must be recommended by a supervisor or district administrator to participate in the program, based on the candidate's performance.

Supervision of Candidates

Once an ARC candidate successfully completes the ARC program, he or she is issued a temporary 90-day certificate, or, beginning in the 2010-11 school year, a "resident teacher certificate." (See 10-145b(c) and 10-145m of the 2010 Supplement to the CGS at Appendix (D)(1)(a)). This type of certificate serves as a substitute for the typical full-time student teaching required of traditional certification programs and requires that the ARC candidate be provided supervised, school-based experiences and ongoing support.

The employing agent of a local or regional school board must request in writing a temporary 90-day certificate on behalf of the ARC candidate. In making the request, the employing agent for the board must attest to the existence of a special plan for supervision of the temporary 90-day certificate holder. (See 10-145b(c)(1)(A) of the 2010 Supplement to the CGS at Appendix (D)(1)(a)). In addition, each ARC candidate serving under a temporary 90-day certificate is required to participate in a beginning support and assessment program that the CSDE specifically designed for holders of temporary 90-day certificates. (See 10-145b(c)(1)(C)(2) of the 2010 Supplement to the CGS at Appendix (D)(1)(a)).

A resident teacher certificate allows ARC candidates to work within the public schools for one full year prior to completing the ARC program. (See 10-145m of the 2010 Supplement to the CGS at Appendix (D)(1)(a)). Under the resident teacher certificate, the ARC candidate must work "under the supervision of the superintendent of schools or of a principal, administrator or supervisor designated by such superintendent who shall regularly observe, guide and evaluate the performance of assigned duties by such holder of a resident teacher certificate." As with the temporary 90-day certificate, upon successful completion of the one-year residency, the candidate will be issued a three-year initial certificate. The resident teacher certificate may be extended for up to one year for good cause upon request of the superintendent of schools for the school district employing such person.

Similarly, Public Act 10-111 requires participants in an ARC for school administrators to participate in a one-year residency program. The candidate must fulfill the residency requirement by serving in a full-time position requiring an intermediate administrator or supervisor endorsement for 10 school months at a local or regional board of education in the state under the supervision of a certified administrator and a supervisor from the ARC program. The residency requirement may be waived if the candidate has 10 months' experience in a full-time position as an administrator in a public or nonpublic school in another state.

Limited Coursework Requirements

As noted above, to enroll in an ARC program, candidates are required to have only a bachelor's degree with a major either in or closely related to the certification endorsement which the candidate is seeking. In addition, if an ARC candidate seeks to teach in a subject shortage area, the subject major requirement may be waived entirely if the candidate achieves an excellent score on the subject area assessment (Praxis II). (See 10-1451 of the 2010 Supplement to the CGS at Appendix (D)(1)(a)).

All ARC programs in Connecticut are noncredit bearing programs that are shorter in duration than traditional educator preparation programs. Generally, full-time ARC programs for teachers last from five to 10 weeks over the summer. As one example, the Department of Higher Education's summer ARC program is nine weeks long. *Teach for America's* ARC program requires five weeks of training. By the end of these summer sessions, ARC program participants are eligible for the temporary 90-day certificate to begin working in a classroom. Part-time, weekend ARC programs may last for one school year or less. For example, the Department of Higher Education's part-time ARC program runs from late October into mid-May, meeting for about 10 hours a weekend, three or four weekends a month. The ARC program for school administrators currently under development (and described in more detail below) will last for a 14-month period.

Level of Certification upon Completion

Pursuant to 10-145b(c)(3), when an ARC candidate successfully teaches under a temporary 90-day permit for the 90-day period, upon Connecticut State Department of Education (CSDE) receipt of a proper application, the individual is eligible for a three-year

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initial certificate equivalent to any traditional teacher program candidate who completes a minimum of 10 weeks of full-time student teaching. Similarly, under the new resident teacher certificate and section one of Public Act 10-111, an ARC candidate will be eligible for the three-year initial certificate as long as the candidate has successfully completed the ARC program and has submitted a proper application to the CSDE (See 10-145m in the 2010 Supplement to the CGS at Appendix (D)(1)(a) and Public Act 10-111 at Appendix (A)(1)(c)).

(D)(1)(ii) Alternate Routes to Certification Now in Use

Currently, Connecticut has eight alternate route program providers for teachers. In fiscal year 2008-2009, 323 teachers successfully completed certification through these ARC programs, which equals 15 percent of the total number of teachers certified in that year. Of the 323 ARC completers, almost all (296) attended programs operated by providers other than institutions of higher education. Table (D)(1)(ii)(a) summarizes current ARC programs offered in Connecticut.

While Connecticut currently has no ARC program to prepare school administrators, Public Act 10-111 requires the State Board of Education to review and approve ARC programs for school administrators. Notably, the Regional Educational Service Center (RESA) Alliance (a statewide non-profit educational organizations that support districts in their region), led by Capital Regional Education Council (CREC), an independent provider, is already in the process of developing an Advanced Alternate Route to Certification (AARC) in response to an urgent need for highly effective administrators in high-need schools – a need that is not being met by existing preparation and recruitment strategies.

CREC’s AARC program is designed as an intensive, residency-based approach to preparation of intermediate administrators (all certified administrators, except superintendent). The program’s aim is to build district leadership capacity within Connecticut's 17 high need districts by partnering with eligible districts to identify potential AARC candidates and place them in a year-long residency as an intermediate administrator within the district. AARC applicants must be recommended by the partnering district, hold a master's

degree, have successfully taught for 40 months, pass all interview and application requirements, and commit to working as a leader in the identified district for three years.

The 14-month program will provide candidates an opportunity to learn theory and best practices through classroom, mentor, and online learning experiences and to apply information through a residency job-embedded opportunity. Candidates will be required to demonstrate leadership competencies within their residency program and document these competencies in a digital portfolio which they will defend at the end of the program. The program will have a six-to-one mentor-mentee ratio to allow for frequent review and support in portfolio assignments, residency activities and preparation for the state required Connecticut Administrator's Test (CAT). The AARC will employ experienced administrators to focus on the essential skills required for effective leadership in high need districts such as reflective judgment, instructional leadership, and change practices that turn around schools. The AARC is scheduled for an accreditation visit next fall, with approval by the State Board of Education scheduled for February 2011 and implementation in June 2011.

Table (D)(1)(ii)(a) Teacher ARC Programs Operating in Connecticut

Name of Program	Provider Type	Certification Type	Completers 08-09
Teach For America	Independent Organization	Initial Certificate: Multiple Subjects	70
Area Cooperative Education Services	Regional Educational Service Center	Advanced Endorsements in TESOL/ Bilingual and Library Media	1
Capitol Region Education Council	Regional Educational Service Center	Advanced Endorsement in Special Education	9
CT ARC Program	Department of Higher Education	Initial Certificate: Multiple Subjects	216
Charter Oak State College	Public Higher Education Institution	Initial Certificate: Early Childhood Education, Birth-K	10
Albertus Magnus College	Private Higher Education Institution	Advanced Endorsement: Remedial Reading	14
Quinnipiac University	Private Higher Education Institution	Advanced Endorsement: Middle/Secondary Mathematics	3
Eastern Connecticut State University	Public Higher Education Institution	Advanced Endorsement: Early Childhood Education, PK-Third Grade	0

(D)(1)(iii) Process for Filling Shortage Areas**Monitoring, Evaluating and Identifying Areas of Teacher and Principal Shortage**

For 20 of the past 21 years, the CSDE has conducted a survey to determine teacher and administrator shortage areas. Each fall the CSDE surveys each of its public school districts, charter schools, regional educational service centers, endowed and incorporated academies, state-approved non-public special education programs, the Connecticut Technical High School System and the Connecticut Departments of Correction, Children and Families, and Developmental Services. The annual Fall Hiring Survey collects information about the vacancies these constituents sought to fill in order to bring their staffing numbers to appropriate levels in time

for the start of the school year. Data are collected with respect to teaching vacancies in all endorsed subject areas, administrator vacancies, pupil support and paraprofessionals.

Information about each vacancy includes: (a) the month in which recruiting began (e.g., if recruiting began in the spring of the previous school year, these vacancies would be reported); (b) the median number of applications received; (c) the quality of the applicant pool as judged by employers; (d) the number of vacancies remaining after the school year has started; and (e) whether these vacancies remaining were the result of not finding any qualified applicants. These data, together with data from the Bureau of Teacher Certification's Connecticut Educator Certification System, form the basis for identifying teacher shortage areas in Connecticut.

The first step in identifying shortage areas is assigning ranks to each endorsement from least to most severe for each of the following four factors: number of vacancies due to the lack of qualified candidates; median number of applicants per position; number of first Connecticut certificates and renewals divided by the number of available positions; and the sum of Durational Shortage Area Permits, long-term substitutes, minimally qualified hires, and Temporary Authorizations for Minor Assignments (TAMAs). These four ranks are placed in the CSDE's formula to produce a shortage score for each endorsement. Finally, these shortage scores are ranked to identify the top 10 shortage areas. Table (D)(1)(iii)(a) describes in more detail the factors that are used to determine teacher shortage areas.

Table (D)(1)(iii)(a) Factors Used to Determine Teacher Shortage Areas	
Factor	Description
Durational Shortage Area Permits (DSAP)	Issued by the CSDE to LEAs so they may staff positions for which there was a shortage of available qualified candidates. Teachers working under a DSAP must hold a bachelor's degree, have 12 semester hours in the subject area being taught and meet the state's testing requirements. DSAPs are issued for a year and may be conditionally reissued for an additional two years.
First issued or renewed Connecticut certificates per position	The number of people receiving or renewing Connecticut certificates between October 1, 2008 and September 30, 2009 divided by the total number of available positions in each endorsement area.
Long-term substitutes	Person serving in the employ of a board of education in the same assignment for more than 40 school days.
Median number of appropriately credentialed applicants per available position	Median is the middle number in a distribution, e.g. the number of applicants per position for which half of all available positions had more applicants and half had fewer applicants.
Minimally qualified hires	Those hired from an applicant pool of fewer than 20 which also received the lowest quality rating from the LEA ("Few or no minimally qualified applicants").
October vacancies due to the lack of qualified applicants	Positions that are vacant because the LEA could not find any available qualified applicants as of October 1.
Temporary Authorizations for Minor Assignments (TAMA)	Issued by the CSDE to districts which cannot find an appropriately credentialed applicant with certification in the subject area of the minor assignment. The minor assignments supplement a primary assignment. Teachers working under a TAMA must be certified in another area and have 12 semester hours of credit in the subject being taught. TAMAs are issued for a year and may be conditionally reissued for an additional year.

Most recently, in April 2010 the CSDE produced a *Data Bulletin: Fall Hiring Report* summarizing the vacancy and employment data from fall 2009 and providing comparative data over the past two decades. Since 1991, the total number of teacher and administrator positions in Connecticut has grown from 41,733 to 52,718. Similarly, annual positions to be filled rose to 2,957 from 1,281, of which 89 percent were full-time positions. (See the complete *Data Bulletin* in Appendix (D)(1)(b)).

In the latest year of data (fall 2009), 91.4 percent of vacancies were filled by October of the school year, leaving 255 vacant. Of these, 112 were vacant due to the inability of the LEA to find a qualified candidate. A summary of shortage areas for the fall of 2009 is shown in Table (D)(1)(iii)(b), along with a shortage “acuteness” ranking with “1” being most acute (see also Section D-3).

Table (D)(1)(iii)(b) Connecticut PK-12 Shortage Areas and Status as reported in the fall of 2009			
Subject	Number of Positions Available	Number of Positions Remaining Vacant, No Qualified Person Found	Shortage Area Acuteness Ranking
Bilingual Education (PK-12)	25	9	4
Special Education (K-12)	422	23	2
English (7-12)	205	8	6
Mathematics (7-12)	188	3	8
Music (PK-12)	101	4	7
Remedial Reading/Language Arts	62	3	10
Speech and Language	118	26	1
School Psychologist	61	5	9
World Languages (7-12)	163	7	3
Intermediate Administrator	175	11	4

Preparing Educators to Fill Areas of Shortage

On an annual basis, Connecticut currently takes a series of actions to assist LEAs to address vacancies in these shortage areas. Connecticut's primary strategy to address these shortages is by approving ARC programs that seek to certify more individuals in these areas of shortage. In addition, some of the ARC programs in the state limit their offerings to those candidates seeking certification in subject areas most in need. For example, the ARC program offered by the Department of Higher Education (the largest ARC provider in the state), does not offer certification in general elementary education, given the abundance of qualified candidates in the state, but does offer certification in K-12 world languages and music, as well as secondary science, mathematics, and English.

The CSDE also seeks to assist in addressing these areas of shortage by offering incentives to educators to teach in these areas and providing flexibility in our state statute to increase the workforce of available teachers certified in these areas.

Incentives

The CSDE annually receives U.S. Department of Education designation of official shortage areas, enabling Stafford and Supplemental Loans to students who teach in one of these areas to possibly qualify for deferral of loan repayments. In addition, the CSDE – acting through the Connecticut Housing Finance Authority – may designate shortage areas that enable a teacher in a Priority School District or in a subject-matter shortage area to qualify for mortgage assistance.

Flexibility

Section 10-145m of the 2010 Supplement to the CGS requires that the State Board of Education allow certification applicants to substitute an excellent score on subject area assessments in shortage areas determined by the Commissioner in lieu of the subject area major requirement for certification. In other words, a candidate who may not have a degree in science or math may seek certification in that endorsement area if they achieve an “excellent” score on the Praxis II exam. In addition, state statute allows for LEAs to re-employ retired teachers for up to two years to teach in a shortage area, if no other qualified candidates are available, and such teachers

are then exempt from the statutory pension earnings limit. (See CGS 10-183v at Appendix (D)(1)(a) and Section 8 of Public Act 10-111 at Appendix (A)(1)(c)).

To further address the issue of preparing educators to fill the shortage areas, Connecticut has formulated two goals, listed below in Table (D)(1)(iii)(c). In addition, Section (D)(3)(ii) of this application outlines an aggressive agenda to address teacher shortage areas through four strategies: (1) expanding the supply of new teachers in shortage areas; (2) scholarships for substitute teachers to earn cross-endorsements in hard-to-staff subjects; (3) incentives to districts to hire and retain effective teachers in hard-to-staff subjects; and (4) policy changes as outlined in Section (D)(3)(ii).

Table (D)(1)(iii)(c) Connecticut's Plan to Support Teacher and Principal Recruitment in Shortage Areas

Goal	2010-2011	2011-2012	2012-2013	2013-2014
Goal 1: Expand teacher ARCs program to additional highly qualified <i>and effective</i> teachers in seven key LEAs	Ongoing	Ongoing	Ongoing	Ongoing
Goal 2: Design a new ARC for administrators program that specifically trains potential principals for specific assignments in urban districts, turnaround school models and other innovative models of school restructuring				
<ul style="list-style-type: none"> • Cost and program models analyzed • Begin ARC for principals 	Completed	Implement	Ongoing	Ongoing

Section (D)(1)(ii) The Plan in Detail

Goal 1: The Department of Higher Education will expand its teacher ARC to provide additional highly qualified and effective certified teachers in seven key LEAs.

Attainment of this goal will result in an increase in the numbers of teachers rated as effective and highly effective in seven districts with persistently low-performing schools.

Background

The Department of Higher Education proposes an expansion of its Alternate Route to Certification Program to support the recruitment and training of teachers in areas that are designated by the State of Connecticut as shortage areas. This program will be coordinated with goals and activities of the Connecticut Accountability for Learning Initiative (see Sections (A)(1)(i), (C)(2), (D)(5), and Section (E)) and with the recently awarded federal School Improvement Grant awarded to Connecticut and operative in most of these LEAs. From pools of eligible applicants – qualified mid-career professionals, including highly qualified professionals, those rated using the Connecticut “effectiveness proxy indicator” (see Section (D)(2-3)) and recent exceptional graduates from institutions of higher education – the project will provide teacher preparation, certification and supportive services to 120 participants annually for three years during its four-year period.

Project activities include applicant recruitment, applicant assessment, participant selection and placement, teacher preparation and participant support and retention strategies.

Activities

- Coordinate a satellite program location for ARC expansion; hire staff and faculty; recruit, assess and select candidates; plan and develop all training and retention initiatives (2010-2011)

- Administer satellite program; train candidates; assist with job placement activities; launch professional development and support for new teachers (2011-2012 through 2013-2014)

Timeframe: Begin upon grant award in 2010-2011; Implement beginning 2011

Responsible Parties CSDE and the Connecticut Department of Higher Education working with the Partnership for Pre-Service Training and Professional Development, LEAs in selected districts, the Connecticut Accountability for Learning Initiative and the Scientific Research Based Initiative

Goal 2: The Partnership for Teacher and Principal Effectiveness and Accountability and the Partnership for Pre-service Training and Professional Development will design a new ARC program for administrators that trains potential principals for specific assignments in urban districts, turnaround school models and other innovative models of school restructuring.

Attainment of this goal will enable Connecticut to take proactive steps to design and develop or solicit one or more new ARC programs for administrators with a specialty focus on meeting the needs of Connecticut's Race to the Top comprehensive reform agenda.

Activities

- Review national, other state and notable Connecticut work on principal development and prepare a brief for the P20 Shared Leadership Council on the most effective and cost efficient models for preparing school-level administrative leaders, by December 2010
- Prepare cost model scenarios and issue an RFP for development of one or more ARC programs specifically designed to meet the needs of urban leadership within the context of school restructuring, by July 2011

- For year two, contract for the implementation of at least one ARC for principal development that conforms to the specifications outlined in Public Act No. 10-111 and that includes all five components specified in the Race to the Top guidelines

Timeframe: Begin 2010; launch new program in 2011-2012; continue through 2014

Responsible Parties: Partnership for Teacher and Principal Effectiveness and Accountability and the Partnership for Pre-service Training and Professional Development with the CSDE and the Department of Higher Education

Appendices Referred to in Section (D)(1):

Appendix (A)(1)(c) Public Act 10-111

Appendix (D)(1)(a) Connecticut General Statutes on Alternative Routes to Certification and Teacher Shortage Areas

Appendix (D)(1)(b) *Data Bulletin: Fall Hiring Report*

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)
 - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
 - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
 - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(D)(2) IMPROVING TEACHER AND PRINCIPAL EFFECTIVENESS BASED ON PERFORMANCE

Introduction

Research has consistently documented the significance of strong principals and effective teachers as the foundation of high student achievement. Excellent schools are places where principals and teachers focus almost entirely on instruction and are continuously in search of new programs and ways to present complex subject matter to all children. Paradoxically, as important as effective teachers and principals are, measuring their effectiveness reliably is enormously difficult, given all the factors that play a part in making a teacher or principal strong. In fact, good arguments can be made that American educators have never measured teacher and principal effectiveness adequately, but must do so now if, as a nation, we expect our workforce to compete in the knowledge-based economies of a “flat world.”

Getting to the core of teacher and principal effectiveness means identifying which indicators of a student’s academic growth are the most important to measure, determining how these indicators can be quantified and measured reliably and efficiently, and then linking those measurements to an evaluation framework that can be used to produce a judgment or determination of whether a teacher or principal is effective, highly effective or ineffective. While the overarching purpose may be the same, making these determinations for principals and teachers is markedly different. For teachers as a category, dozens of different areas of certification and content expertise must simultaneously be addressed, given the different factors that must be considered. Subject matter knowledge, pedagogy, differentiated instruction, properly equipped classrooms all play a role, and in this context, the systems that have served Connecticut in the past must now be readapted and upgraded to reflect new research and the urgent needs of our own failing economy.

Connecticut needs and will build a new system, one with the following characteristics.

- A revised state regulatory framework for awarding teachers and administrators certificates to practice in Connecticut based on such factors as coursework, a range of assessments and experience
- Rigorous teacher preparation programs that will lead to certification in all areas of teaching and administration, as prescribed by the new regulatory framework

- New protocols for *mentoring* beginning teachers during their first two years of practice
- New protocols for *supervising* and *evaluating* all teachers, PreK-12, in all certificated areas, as well as for principals and other public school administrators
- New mechanisms to enable schools serving high percentages of minority and/or poor children to recruit and retain highly effective teachers and principals
- New mechanisms to recruit, induct and retain effective teachers in hard-to-staff subjects or shortage areas
- New models for developing teachers' *professional competencies* through continuing education requirements (CEUs) and/or additional coursework at the undergraduate or graduate levels

Throughout Section (D), we describe the components of Connecticut's ambitious plan to prepare, hire and retain highly effective teachers and leaders in our schools. This reform agenda will guide the state's efforts to improve instructional quality, boost academic achievement and narrow the achievement gaps that persist so tenaciously in our poorest schools. How we will use the new public-private Partnership for Teacher, Principal Effectiveness and Accountability to realize these aims will also be described in the pages that follow.

Advances from January through May

Over the past five months, Connecticut has left the land of steady habits to design a landscape for change that is dramatic, bold and achievable. We credit reaching this tipping point in no small measure to our experiences as a Phase 1 Race to the Top applicant, the active role of our legislative and executive branch in support of needed policy and statutory change, the emergence of a much more public and stronger parent voice on behalf of this state's disadvantaged students, the willingness of all members of the preschool to post-secondary educational sector to come together on behalf of reform, and the commitment of many partners to take a new and more active leadership role in the changes we describe throughout this application. We have described accomplishments over these critical five months throughout our Phase 2 application. We summarize those related to our focus on strong principals and effective teachers below in Table (D)(2)(a).

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Table (D)(2)(a) State Progress on Great Teachers and Principals January through May 2010

Action/Result	Date	Responsible Party
<p><u>Statutory Change: Public Act No. 10-111</u></p> <ul style="list-style-type: none"> • New school administrator ARC authorized • Requirements for teacher and principal performance assessment linked to student achievement • Increases in high school rigor and requirements (<i>The CT Plan</i>) 	May 2010	CT General Assembly Governor
<p><u>Leadership Structures Established</u></p> <ul style="list-style-type: none"> • P-20 Shared Leadership Council • P-20 Common Core Principles adopted • Partnership for Teacher, Principal Effectiveness and Accountability • Partnership for Pre-Service Training and Professional Development • Partnership for High School, College and Workforce Alignment 	February through May 2010	Commissioner of Education Commissioner of Higher Education
<p><u>Methodology for Effectiveness Proxy Established</u></p> <ul style="list-style-type: none"> • Pilot implementation in Key Needs Improvement LEAs 	May 2010	CSDE
<p><u>Expanded Role for Higher Education</u></p> <ul style="list-style-type: none"> • Expansion of teacher ARC to address key LEA workforce needs • Deans of Education work on teacher preparation improvements 	January through May 2010	Connecticut Department of Higher Education Connecticut State University System

Key Overarching Goals of Connecticut's Education Reform Agenda for Effective Teachers and Principals

The state's plan for great teachers and leaders will focus on the goals as summarized in Table (D)(2)(b) below. As noted, the system for supervising and evaluating teachers and principals must now be designed, written, piloted and validated, drawing on what we have learned from research and from Connecticut's past statewide work. Our system will provide pertinent data to make personnel

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and policy decisions about teachers and principals, document educator performance more thoroughly than in the past, and publicly and transparently report school-wide and district-wide data to parents and the public at large. Our work will be aided by the Partnership for Teacher, Principal Effectiveness and Accountability and by the Performance Evaluation Advisory Council, a subset of the partnership, created by section 5 of Public Act 10-111.

Table(D)(2)(b) Connecticut's Goals for Section (D)(2)				
Goal	2010-2011	2011-2012	2012-2013	2013-2014
Goal 1: Revise Connecticut's (1999) Teacher and Administrator Standards and Evaluation Guidelines and other policy/regulations (D)(2)(ii)	Begin Fall 2010	Complete by June 2012	Train Districts	Implement
Goal 2: Build a New Model to Measure Student Growth (D)(2)(i)	Develop prototype, pilot in 18 SIG schools	Operational by June 2012	Train Districts	Implement
Goal 3: Design a New System to Evaluate Connecticut Principals and Teachers (D)(2)(ii)	Develop	Develop	Complete	Implement
Goal 4: Conduct Evaluations (D)(2)(iii)	NA	NA	Pilot Statewide	Implement
Goal 5: Use Evaluations to Inform Decisions (D)(2)(iv) for:			Pilot Statewide	Implement
<ul style="list-style-type: none"> • Developing Teachers and Principals • Compensating, promoting, retaining • Granting tenure • Removing ineffective personnel 				

(D)(2): The Plan in Detail**Section (D)(2)(ii)**

Goal 1: Revision of Connecticut’s (1999) Teacher and Administrator Standards and Evaluation Guidelines and related policy and regulatory documents (necessary foundation for designing evaluation systems, further described below in (D)(2)(i)).

As the result of this goal, a series of key policy and regulatory documents that frame Connecticut’s teacher and leader system will be revised to align with the Connecticut educational reform agenda.

The Connecticut State Department of Education (CSDE), along with the State Board of Education (SBE), is in the process of reviewing and revising core policies, guidelines and regulations related to teaching and leadership in Connecticut. (See Appendix (D)(2)(a) for SBE Notice of Intent to Adopt Proposed Regulations Concerning State Educator Certificates, Permits, and Authorizations). The documents listed below are among those that must now be revised with the full involvement of key stakeholders. Emerging from this work will be a new set of *Teacher and Administrator Standards and Evaluation Guidelines*, to be implemented in 2011, that will be comprehensive and include clear, reliable procedures and multiple indicators of teacher and principal performance.

**Table (D)(2)(c) Introduction to Great Teachers and Leaders
Status Update on Connecticut Regulatory and Policy Work Now in Progress**

Document	Last Publication	Current Status	Anticipated Publication
<i>Common Core of Leading</i>	2009	Adopted and issued in 2009	Complete, 2009
<i>Common Core of Teaching</i>	1999	Revised and adopted by SBE	April 2010
<i>Certification Regulations</i>	1998	Goes to SBE in July 2010 for approval	October 2010
<i>Connecticut School Leader Standards</i>	1999	Revision to be completed over calendar year 2010	January 2011
<i>Evaluation Guidelines for Teachers and Administrators</i>	1999	Revision to be completed within one year	June 2011
<i>Teacher and Administrator Standards</i>	1999	Revision to incorporate documents also listed	June 2012

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<i>and Evaluation Guidelines</i>		on this table	
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Activities

- Working with the Partnership for Teacher, Principal Effectiveness and Accountability, review all documents identified in Table (D)(2)(c), revise as needed, then produce and adopt the *2012 Connecticut Teacher and Administrator Standards and Evaluation Guidelines*.

Timeframe: 2010-2012

Responsible Parties: CSDE, with the Partnership for Teacher, Principal Effectiveness and Accountability, and SBE

Section (D)(2)(i)**Goal 2: Building and implementing a new model to measure student growth.**

As the result of this goal, Connecticut will have developed and implemented a comprehensive model of student growth that will serve as a foundational element in Connecticut's new teacher and principal evaluation system.

Over the next six months, CSDE's Bureau of Student Assessment will complete its work to measure student growth for every student tested through our Connecticut Mastery Tests (CMTs). Although this work will not begin as a *comprehensive*, K-12 model for measuring student growth, significant parts of that model will be in place for grades 3-8 by 2011. We will begin piloting part of our model in each of the 18 schools identified under our Title I (g) School Improvement Grants (SIG) (See Section E); shortly thereafter, the bureau will finish the development indicators and measures of academic growth for grades K-2, and 9, 10, 11 and 12. The data gathered through our pilot, will move into the supervision and evaluation system we are building to determine who among our teachers and principals statewide is effective, highly effective or ineffective. The comprehensive system envisioned will be one that parents and the public can easily understand and teachers and administrators can reliably administer.

Our process for building the growth model will include five steps:

1. Building on the Connecticut Mastery Test Vertical Scales

Connecticut will build upon the Connecticut Mastery Test vertical scales as the starting points for development of our new student growth measurement system. The vertical scales were developed in 2008 to measure growth (or change) across grades (i.e., from grade 3 to grade 4, from grade 4 to grade 5, etc.) on tests that have different characteristics and items, but have similar content. The vertical scales are constructed so that each vertical scale score represents the same theoretical achievement level, whether derived from a grade 3, grade 4, grade 5, grade 6, grade 7 or grade 8 CMT scale score.

The vertical scales will now be used to interpret growth for individual students, schools or school districts and for various subgroups (e.g., ethnicity, lunch status, special education), in these initial pilot schools. Data from this pilot will guide the creation of the comprehensive plan for measuring growth K-12. The CSDE will support the implementation of the vertical scales in the participating LEAs, while piloting a prototype growth model in Connecticut's 18 schools identified as among 5 percent of the lowest performing schools in the state.

2. Expanding Implementation of the Connecticut Benchmark Assessment System

As described in Section (B)(3), Connecticut has an online system of grade-level benchmark assessments for grades 3 through 8 in mathematics and reading, which will be piloted in 11 LEAs. Teachers may administer the assessment three times per year to chart student progress against the grade-level expectations identified in the pacing guides for the state's curriculum frameworks. As part of our Race to the Top reform agenda, the CSDE will support the implementation of the Connecticut Benchmark Assessment System to include all participating LEAs across the state.

3. Integration of LEA student growth and performance measures

Based on the availability of state and other federal funds, the CSDE will provide the capacity to allow LEAs to integrate local measures of student performance, such as scores on standardized tests for grades that are not currently tested at the state level, and other formative and benchmark assessment results into the SLDS.

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4. Developing K-2 Interim Assessments

The CSDE has collaborated with the Capitol Region Education Council to develop a series of developmentally appropriate interim assessments for kindergarten through grade 2 in the areas of literacy, numeracy and science, which will be made available to districts in 2010, while building new forms of assessment for Board Examinations in grade 10, and other student performance measures such as “Capstone Projects.” Assessment tools growing out of Connecticut’s participation in the Balanced Assessment Consortium will also have a place in the system of assessments we intend to use.

5. Expanding the Capacity of the State’s Longitudinal Data System

The CSDE will continue to expand its ability to track student progress from preschool (includes any prekindergarten receiving state or federal funding) through public K-12 programs utilizing our Statewide Longitudinal Data System (SLDS) for all participating LEAs. Based on the availability of state and other federal funding, the CSDE will begin work to build a secure data store linking state student and teacher data, and include the following data variables:

- student demographic information, including attendance and disciplinary records;
- student CMT performance;
- student/class and/or teacher ID (to match a student to a teacher);
- teacher demographic information; and
- teacher certification and preparation information, years of experience, etc.

Timeframe: The CSDE will have the supports and resources in place for a student growth model to be fully operational at the LEA level during the 2011-2012 school year, at the conclusion of the anticipated pilot.

Responsible Parties: CSDE, LEAs, Regional Educational Service Centers

Section (D)(2)(ii)

Goal 3: Designing a New System to Evaluate Connecticut Principals and Teachers.

As the result of this goal, Connecticut will have developed and implemented a rigorous, fair and transparent evaluation system capable of differentiating effectiveness and including student growth indicators.

Connecticut's performance evaluation system for teachers and principals will be built on core constructs from the revised *Guidelines* and other accompanying policy documents presented in Table (D)(2)(c). To this end, the Partnership for Teacher, Principal Effectiveness and Accountability will convene its fourth meeting since November 2009 to determine how to incorporate all of the essential components of an evaluation protocol for each group. To date, the work started by the partnership has focused on using instructional domains identified in the *Common Core for Teaching* as a starting point for framing out the competencies and growth indicators that will be used to define and evaluate teacher effectiveness. Similarly, the evaluation of principals has moved toward consideration of how systems proposed by Kim Marshall (See Appendix (D)(2)(b) for Marshall's Principal Evaluation Rubrics and Appendix (D)(2)(c) for the Teacher Evaluation Rubrics) and/or the evaluation protocols developed by Vanderbilt University might factor into the final tools planned for implementation in 2012-13.

Activities

Building the Teacher Performance System

As described, the CSDE now plans to develop an evaluation system based on the same domains specified in *Common Core of Teaching*, but firmly grounded in the process of supervising and evaluating teachers' performance via classroom observations, agreed-on indicators of student growth and other measures. Such other measures may include peer reviews, student/parent surveys or effective use of student success plans. The full group of design constructs for teachers and principals are offered below (See Table (D)(2)(d)), followed thereafter by the timeline planned for implementing Connecticut's new Teacher Evaluation Instrument.

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Table (D)(2)(d) – Core Constructs in Revised Policy Documents: Teaching, Leading and Evaluating**Connecticut Common Core of Teaching** *(to be adopted in 2010)*

Six key domains:

1. Content Knowledge
2. Classroom Environment, Student Engagement
3. Planning for Active Learning
4. Instruction for Active 21st Century Learning
5. Assessment for Learning
6. Professional Responsibilities and Leadership

Connecticut Common Core of Leading *(adopted and issued in 2009)*

12 standards:

1. The Educated Person
2. The Learning Process
3. The Teaching Process
4. Diverse Perspective
5. School Goals
6. School Culture
7. Student Standards and Assessment
8. School Improvement
9. Professional Development
10. Staff and Professional Development, School Improvement
11. Organization, Resources, School Policies
12. School-Community Relations

Table (D)(2)(e) Evaluation Guidelines for Teachers and Administrators *(Published in 1999, to be revised and reissued in June 2011)***LEA evaluation and professional plans must address the following nine criteria:**

1. Affirm the clear links among teacher evaluation, professional development and improved student learning, and employ *Connecticut's Common Core of Teaching, The Connecticut Framework: K-12 Curricular Goals and Standards*, the CMT/CAPT Assessments, as well as locally-developed curriculum standards, as the basis for establishing learning goals at the district and school levels.
2. Employ *Connecticut's Common Core of Teaching* as Connecticut's definition of effective teaching to underscore essential linkages among the competencies identified in the *Common Core of Teaching*, a district's teacher evaluation and professional development plan, and improved student learning.
3. Ensure the district-wide teacher evaluation and professional development plan provides opportunities for educators to receive Continuing Education Units (CEUs) based on work directly related to district goals and objectives for students.
4. Include a clear, written statement describing the connections among teacher evaluation, curriculum development, professional development and student assessment.
5. Provide opportunities for self-evaluation by teachers.
6. Recognize peer assistance as integral to the ongoing support of teachers in improving teaching and learning.
7. Provide for the training of administrators about the evaluation criteria established by the local school district.
8. Provide for the allocation of time to facilitate teacher evaluation, collaboration and professional growth.
9. Provide for both individual and collaborative evaluation and professional development.

Table (D)(2)(f) Development of New Evaluation System for Teacher Effectiveness

Benchmark	Timeline	Responsible Parties
Develop guidelines and policies for: <ol style="list-style-type: none"> 1) New statewide system of teacher evaluation and professional development based on the <i>Common Core of Teaching</i> (2010). 2) Methods of measuring teacher efficacy that can be monitored by the CSDE and reported quantitatively on an annual basis. 3) Performance criteria and rubrics ranging from “emerging to highly effective” for guiding evaluation decisions about teacher efficacy, using student growth measures as a significant criterion and a decision guide to determine how one “measure” should be weighted, contrasted with, or compared with other measures of performance beyond observation. 4) Statewide data reporting system to collect annual teacher evaluation data based on the methods and performance criteria established. 5) Professional development and training for administrators/principals targeted at both supporting the development of teachers and evaluating them rigorously for effectiveness. 	Begin 2010. Complete by February 2011	<p>The CSDE will be the primary agency overseeing development and implementation of the key goals, in conjunction with the Teacher, Principal Effective Partnership and the legislatively-created Performance Evaluation Advisory Council.</p> <p>The six regional educational service centers (RESCs) will be the secondary parties responsible for deliverables related to training and external support for LEAs.</p> <p>Other cooperative entities, private or public professional organizations or foundations such as the Connecticut Association of Schools (CAS), the Connecticut Association of Public School Superintendents (CAPSS), Institutions of Higher Education (IHE), teacher unions (American Federation of Teachers (AFT) and Connecticut Education Association (CEA), and others will be invited to become partners in the implementation of this plan.</p>
Roll out plan and prepare for piloting with select Participating LEAs	March through August 2011	CSDE, RESCs, LEAs
Pilot implementation with select Participating LEAs	Sept. 2011 to June 2012	CSDE, RESCs, LEAs
Full implementation with <i>all</i> participating districts	2012-13 school year	CSDE, RESCs, LEAs

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Building the Principal Performance System

The CSDE will develop and implement new administrator/principal evaluation methods and criteria by 2011-12. To accomplish this, the state's school leadership standards document developed in 1999 will first be reviewed and updated to ensure that high standards are being set for the next generation of learners. Methods identified for evaluating principals will include use of student growth measures and multiple sources of data, including but not limited to:

- achieving school improvement goals and adequate yearly progress (AYP) on an annual basis;
- supporting teacher efficacy through the use of data-driven decision-making by teachers to improve student learning;
- developing structures and teacher skills to address the learning needs of students with disabilities, English language learners and students in need of interventions;
- maintaining a safe and positive school climate;
- building internal capacity, developing distributed leadership (using teacher leaders) and a collaborative culture;
- developing and increasing parent and community involvement;
- developing and retaining high numbers of effective teachers; and
- working effectively with the CALI system for continuous school improvement.

Table (D)(2)(g) Development of New Evaluation System for Administrator/Principal Effectiveness

Benchmark	Timeline	Responsible Parties
Develop guidelines and policies for: 1) New statewide system of administrator/principal evaluation and professional development based on the revised <i>1999 Connecticut School Leader Standards</i> , the <i>Connecticut Common Core of Leading</i> (2009).	Begin January 2011, Complete by December 2011	The CSDE will be the primary agency overseeing development and implementation of the key goals. The Partnership for Teacher, Principal Effectiveness and Accountability and the Performance Evaluation Advisory Council

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Table (D)(2)(g) Development of New Evaluation System for Administrator/Principal Effectiveness

Benchmark	Timeline	Responsible Parties
<p>2) Methods of measuring administrator/principal efficacy based on criteria above that can be monitored by the CSDE and reported quantitatively on an annual basis.</p> <p>3) Performance criteria and rubrics ranging from “emerging to highly effective” for guiding evaluation decisions about administrator/principal efficacy, using student growth measures as a significant criterion.</p> <p>4) Statewide data reporting system to collect annual administrator/principal evaluation data based on the methods and performance criteria established.</p> <p>5) Training for LEA superintendents and administrators targeted to supporting and evaluating school based administrators/principals.</p>		<p>will collaborate with the CSDE to develop the new evaluation tools for principals, and teachers.</p> <p>Other cooperative entities, private or public professional organizations or foundations such as CAS, CAPSS, IHE, teacher unions (AFT and CEA), and others will be invited to become partners in the implementation of this plan.</p>
Roll out plan and prepare for piloting with select Participating LEAs	March through August 2011	CSDE, Partnership for Teacher, Principal Effectiveness and Accountability, LEAs, et al.
Pilot implementation with select Participating LEAs	September 2011 through June 2012	CSDE, Partnership for Teacher, Principal Effectiveness and Accountability, LEAs, et al.
Full implementation with <i>all</i> participating districts	2012-2013 school year	CSDE, Partnership for Teacher, Principal Effectiveness and Accountability, LEAs, et al.

Timeframe: March 2011 and ongoing thereafter

Responsible Parties: CSDE and the Partnership for Teacher, Principal Effectiveness and Accountability

Section (D)(2)(iii)

Goal 4: Conduct Evaluations.

As the result of this goal, Connecticut will provide teachers and principals with data on student growth for their students, classes and schools.

As described in section (D)(2)(ii), the CSDE will develop and implement a teacher and administrator/principal evaluation system to be consistently monitored in all participating LEAs. Connecticut will use the RTTT application definitions of effective and highly effective teachers and principals in creating its evaluation system. The CSDE will require participating LEAs to annually evaluate all teachers and principals and report data into the data systems established to monitor teacher effectiveness and report target data in 2012-13 and 2013-14.

Activities

- Develop a statewide data reporting system to collect annual teacher and administrator/principal evaluation data based on the methods and performance criteria established.
- Develop an electronic data collection process to monitor individual teachers and aggregate evaluation data for each LEA to ensure that LEAs conduct evaluations annually.
- Require the review and approval of all plans, and conduct focused monitoring of school districts on the implementation of the teacher and administrator evaluation processes; in so doing, identify needed supports such as training, external coaching or data analysis.
- Provide LEAs and the SBE annual student growth data based on state standardized tests, aggregated and disaggregated, as well as other measures that can be tracked at the state level.
- Analyze and report on teacher and administrator/principal performance statewide.
- Monitor the progress of districts in reporting of evaluation data that has been tracked separately by each LEA.

Timeframe: These activities will commence in March 2011 and continue thereafter.

Responsible Parties: CSDE

Section (D)(2)(iv)

Goal 5: Use evaluations to inform decision making.

As the result of this goal, the processes of educator development, compensation, tenure and removal will be guided by the new educator performance evaluation system and data on student growth.

(D)(2)(iv)(a) Developing Teachers and Principals

In addition to the aforementioned activities, the CSDE and the Partnership for Teacher, Principal Effectiveness and Accountability will develop and implement training programs for teachers, principals and central office personnel on how best to use the new evaluation tools. The system we envision will be tied to a multiyear initiative to train principals and central office administrators in how to fairly and appropriately implement the new protocols when supervising and evaluating teachers and building principals. Since the mean age of most principals in Connecticut is now 55, large numbers of educators will need this training. Departmental data clearly forecast principal shortages by 2015 if Connecticut is not proactive in recruiting, training and supporting new principals.

Such activities will focus on:

- Job-embedded and summer training for administrators/principals who evaluate teachers based on the new evaluation plan, the specific methods for evaluating and the performance rubric. Training will be piloted and then implemented statewide, giving priority to the participating LEAs but making it available to administrators in all LEAs.
- Follow-up calibration, training and external coaching for administrators in the use of the process and monitoring consistency and accuracy of implementation.

- Focused monitoring of evaluation activities for selected districts and others needing external support in implementing the new teacher/administrator evaluation process and criteria.
- Central office training for LEA-level administrators (superintendents, assistant superintendents, etc.) who evaluate the efficacy of principals and vice principals. Training will be focused on the implementation of the process and the application of the administrator/principal performance criteria.
- Annual data collections from participating districts on the results of using the new evaluation system. Focused monitoring and external coaching will be provided if data indicate the need for state monitoring or intervention, or if the LEA requests such support.

All administrators in Connecticut are required to have a minimum of 15 hours of training in teacher evaluation. To ensure consistency and reliability of the application of the teacher evaluation process (methods), analysis of student growth data and the application of the performance rubric, the SBE plans to require that all practicing administrators must:

- Complete the new training based on the new teacher evaluation plan and performance rubric.
- Be recalibrated every other year to ensure consistency of application.
- Be retrained with the system every three years to keep pace with changes and new knowledge underwriting supervision, evaluation and retention of effective teachers.

To complete this work:

1. The CSDE will monitor LEA evaluation data as it relates to each LEA's capacity to ensure effective implementation of the statewide TEAM program to induct beginning teachers; and to ensure that evaluation data is used to design and guide school-wide, individual or team-based professional development. See Section (C)(3) for additional detail.
2. Through focused monitoring protocols, the CSDE will review how effectively each district's evaluation system and professional development are working to support teachers and principals and beginning teachers in particular. The protocols will also examine

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how relevant professional development programs focus on the analysis of student learning data to improve instruction or better support students in need of instructional or behavioral interventions.

3. Based on student growth data used in the evaluation process, teachers and administrators will jointly plan professional development needs. State guidelines for professional development will encourage models that are already in use in districts that have implemented the CALI in which collaboration and job-embedded training are integral components.
4. In tandem with the Partnership for Teacher, Principal Effectiveness and Accountability, the CSDE will coordinate and organize all of the professional development activities planned by each of the six partnership committees.

Timeframe: These activities will commence in September 2010 and continue thereafter.

Responsible Parties: CSDE; Partnership for Teacher, Principal Effectiveness and Accountability; Partnership for Pre-Service Training and Professional Development; and LEAs.

(D)(2)(iv)(b) Compensating, Promoting and Retaining Educators

1. With the input of key stakeholders (e.g., Connecticut Association of Schools, Connecticut Association of Public School Superintendents and others that make up the state's Performance Evaluation Advisory Council), the CSDE will develop a framework for designing compensation systems that can, through collective bargaining, be agreed upon and adopted locally by each district/LEA. The new framework may include guidance for such areas as: team- or building-level performance pay for teachers and administrators whose students exceed performance expectations in any given year; stipends for mentoring beginning teachers in the summer; stipends for serving on district-wide data teams; stipends for demonstrated acquisition of relevant skills and knowledge; or other such constructs.
2. The Performance Evaluation Advisory Council will meet at least four times each year to consider and amend the state's strategies for rewarding highly effective teachers and encouraging them to work in high-priority schools. At a minimum, the council will provide guidance on such topics as:

- levels of cooperation required and relinquishing of previous, traditional positions and policies in order to achieve system reform;
 - linkages between the evaluation process and improved student performance, and incentives, financial or other, for teachers and administrators; and
 - linkages between the incentive system with goals to support recruitment and retention, particularly differentiated pay for teachers taking on additional leadership responsibilities.
3. The council will consider the New Haven Public School contract recently negotiated with the New Haven Federation of Teachers as a case study of how districts might link school reform, improved student achievement, and teacher evaluation to a fair and appropriate compensation system for teachers and administrators.
 4. Finally, the council will also support and encourage salary reform based on differentiated assignments or staffing (teacher leaders, team leaders, coaches, curriculum leaders, etc.) rather than the accumulation of credits beyond the master's degree.

Timeframe: 2012-2013

Responsible Parties: CSDE with the Performance Evaluation Advisory Council

(D)(2)(iv)(c) Tenure and Certification

1. Together with the Partnership for Teacher, Principal Effectiveness and Accountability and the Performance Evaluation Advisory Council, the CSDE will develop and promulgate effective evaluation processes, instruments, criteria and training; ensure consistency of standards statewide; and wherever possible, streamline processes that are historically time-consuming and labor intensive.
2. The partners will next review and discuss conditions for tenure based on identified criteria for teacher effectiveness, and, as needed, call upon the 18 schools working under Title I (g) to report on the impact SIG funds are having on tenure discussions and the expansion of highly effective teachers during the first two years of turnaround work.

3. With these insights and data acquired from these schools, the CSDE will issue policy guidelines for local boards of education to ensure that they have a sound teacher and administrator/principal evaluation system based on state professional standards, demonstrating that they can teach students to learn and achieve at high levels and to show growth over specific, predetermined timeframes.
4. In carrying out this work over the next three years and thereafter: (a) Connecticut's current statutory authority, Connecticut General Statutes (CGS) 10-151 (see Appendix (D)(2)(d)), will continue to outline the due process requirements for both LEAs and teachers; and (b) all teachers and principals will be trained or "recalibrated" in the use of the evaluation guidelines describing effective practice.
5. Through data collection and focused monitoring, the CSDE will report on its work each fall to the SBE to ensure transparency of both the implementation and analysis of teacher and administrator evaluation processes.

(D)(2)(iv)(d) Educator Removal

1. The CSDE will include in the new teacher and administrator evaluation guidelines protocols for implementing and enforcing an "intensive" evaluation phase for teachers and/or administrators whose performance is significantly below acceptable levels of performance. Data from the analysis of the 18 SIG schools will be used to support these guidelines.
2. The CSDE will require LEAs to provide focused and intensive supervision for individuals identified for the "intensive" phase on a frequent and ongoing basis, for a specific timeframe. The intensive phase will also require significant peer professional development opportunities.
3. The CSDE will, within available state funds, make external coaching available to LEAs that need assistance with implementing the intensive phase. This will involve experienced, objective external evaluators to assist in supervision efforts. Practitioners identified by the Partnership for Teacher, Principal Effectiveness and Accountability will be hired to assist in this effort. If

efficacy is not demonstrated within the specified timeframe, state guidelines will outline the steps for termination of tenured or non-tenured teachers and principals.

4. The SBE may, under the authority granted to it under Section 10-223e of the CGS, require underperforming districts to direct the transfer of teachers in high-need schools to other schools within the district to ensure the equitable distribution of effective teachers and principals. (See Public Act 10-111 at Appendix (A)(1)(c) for a complete copy of CGS 10-223e, as amended).

Timeframe: Beginning in 2010 and ongoing thereafter

Responsible Parties: CSDE, LEAs, and SBE

Performance Measures for (D)(2)

The baseline percentages shown in the table below for (D)(2)(i) through (D)(2)(iii) indicate the results of a survey conducted of LEAs in April 2010. The baseline for the percentage of participating LEAs that measure student growth captures those LEAs that currently use their own measure of student growth that is consistent with the definition provided in this application. The subsequent annual targets reflect the effects of our plans to develop a prototype of our State student growth model in the 18 SIG schools in 2010-11, and to use that data to help design the larger system that we will pilot in 11 school districts in 2011-12, followed thereafter by full implementation in 2012-13. Only one LEA, the New Haven Public Schools, will open the 2010-2011 school-year with its own district-designed growth model and teacher evaluation system. District leaders in New Haven will pilot this evaluation alongside the second tool being designed in collaboration with other SIG districts: New Britain, Hartford, Bridgeport, and Windham.

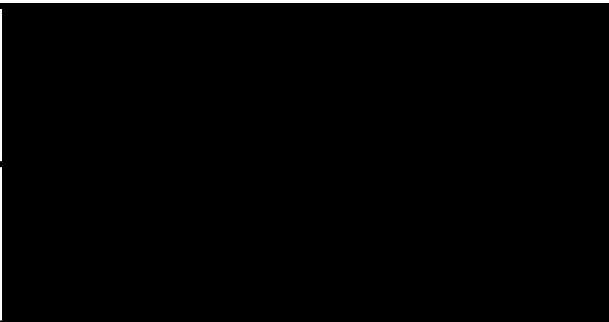
The remaining targets in the table below reflect the phased-in implementation of the teacher and principal evaluation systems described in (D)(2)(ii).

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	41.1%*	50%	65%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	22.2%*	30%	45%	60%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	30.67%*	40%	60%	80%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> • Developing teachers and principals. 	Not available	6%	6%	8%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> • Compensating teachers and principals. 	Not available	1%	1%	8%	100%

(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	Not available	1%	1%	8%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	Not available	1%	1%	8%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	Not available	1%	1%	8%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	Not available	1%	1%	8%	100%
*90 out of 162 participating LEAs responded to the survey that was utilized to collect the baseline information above.						
General data to be provided at time of application:						
Total number of participating LEAs.		162				
Total number of principals in participating LEAs.		960				
Total number of teachers in participating LEAs.		35,631				
The number of principals also includes vice principals and assistant principals.						
Criterion	Data to be requested of grantees in the future:					
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.					

(D)(2)(iii)¹	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	

¹ Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for CSDE reporting purposes.

(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

Appendices Cited in (D)(2):

- Appendix (A)(1)(c) Public Act 10-111
- Appendix (D)(2)(a) SBE Notice of Intent to Adopt Proposed Regulations Concerning State Educator Certificates, Permits, and Authorizations
- Appendix (D)(2)(b) Kim Marshall’s Principal Evaluation Rubrics
- Appendix (D)(2)(c) Kim Marshall’s Teacher Evaluation Rubrics
- Appendix (D)(2)(d) Connecticut General Statutes on Teacher Employment

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

D(3) EQUITABLE DISTRIBUTION OF EFFECTIVE TEACHERS AND PRINCIPALS

Introduction

Like many states nationwide, Connecticut has struggled to place its most effective educators and administrators in the schools where they are needed most, and where, to the surprise of no one, the achievement gaps have proven to be the most persistent: high-poverty urban and rural schools.

The inequitable distribution of certified, highly qualified educators in Connecticut is well represented in the district-wide data the department has collected on teacher shortage areas since 1994. As shown in the table below, Connecticut's poorest and neediest

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

districts (DRG I) are historically those that have the highest percentages of positions left unfilled each year, as well as the largest percentages of hard-to-staff positions in such areas as world language, bilingual education, special education and secondary mathematics and science. Note that LEAs are grouped into one of nine District Reference Groups (DRGs) based on the characteristics of students’ families and that LEAs in a DRG have similar incomes and percentages of families below the poverty level, single-parent families, families with non-English home language, parents with a bachelor’s degree and families in white collar or managerial occupations. DRG I districts, moreover, self-report that one of the biggest and most frustrating problems they face each year is retaining new teachers during their first three years of practice. In- and out-migration in urban schools, for a host of reasons, including salary and late-season hiring practices, is widespread.

Table (D)(3)(a): Hiring Statistics by District Reference Groups, 2009-10

DRG	Total Positions	Change in Total Positions 2008 to 2009	Available Positions	Percent Change in Available Positions 2008 to 2009	Available Positions as a Percent of Total Positions	Percent of Available Positions that were Part-Time	Percent of Available Positions Filled by October 1st
A	2,951	-1.4%	187	-36.6%	6.3%	15.5%	97.9%
B	9,007	-1.0%	412	-44.6%	4.6%	17.2%	96.6%
C	3,732	-1.1%	200	-32.0%	5.4%	17.5%	95.5%
D	7,883	-0.4%	336	-47.8%	4.3%	8.9%	94.6%
E	2,504	-2.0%	124	-34.4%	5.0%	21.0%	95.2%
F	2,703	-2.6%	120	-42.6%	4.4%	10.8%	85.8%
G	6,244	-0.6%	297	-41.7%	4.8%	7.7%	92.3%
H	5,832	-2.1%	286	-29.6%	4.9%	4.2%	91.3%
I	8,718	-1.1%	604	-27.5%	6.9%	4.5%	84.1%
NA*	4,231	-0.5%	502	-3.5%	11.9%	13.3%	87.1%

**Includes the Connecticut Technical High School System (CTHSS), charter schools, Regional Educational Service Centers (RESCs) and state-approved private special education programs.*

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

The data shown in Table (D)(3)(a) highlight some of the challenges we face in overcoming the problem of inequitable distribution. First, these data reflect aggregated *district* trends only, and not *school* trends.

Second, these data speak only to the issue of *hiring* and not to induction and retention, two of the most important factors, researchers suggest, that policymakers must consider when confronting inequitable distribution of staff across districts and regions. It is a well-known fact that while compensation is an important reason why teachers will leave a poor district to accept a job in a wealthier one, money alone is not the reason most frequently cited. How teachers are introduced or brought into a school during their first years, whether they are mentored, how they are led, whether the principal maintains a strong climate of respect and support, and whether the school is safe, clean, and adequately provisioned are all important – if not more important – factors that contribute to teacher retention in poor districts. Reasons cited by principals when asked about the reasons they might not stay in a district are not dissimilar. Like teachers, principals are acutely sensitive to the culture of a district, the quality of the superintendent and his/her leadership, the integrity of the board of education, and other factors they look for that extend well beyond what they might earn.

Third, the data in Table (D)(3)(a) do not reveal whether teachers hired each year are teachers of color or are bilingual, particularly if they are *not* teaching in high-poverty schools, where – research shows again – they are most acutely needed by students wanting/needing to be taught by teachers who look and speak like them, and who know what it means to grow up as a minority person in a predominantly white culture.

Finally, Connecticut's current data do not reliably capture who the “effective” and “highly effective” teachers and principals are in our state, if for no other reason than we are just now building the growth models and evaluation system needed to make those determinations and report on them by 2013 (see Section (D)(2)).

How then, can we develop a plan that will ensure that high-poverty and high-minority schools in Connecticut will have equal access to the most effective and highly effective principals and teachers each year? And, further, that these schools will not be hamstrung by the many non-monetary reasons leading to ineffective educators remaining in high-poverty, high-minority schools?

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

For Connecticut, the answer lies in properly analyzing and defining the variables we want to capture and measure, and taking the time to build and develop the systems needed to gather and report on the data needed by LEA decision-makers and policy leaders. With these systems in place, we propose to use the next four years to launch major initiatives to recruit and retain effective teachers in our highest-poverty schools. We will implement short-term “proxy-based” effectiveness measures for teacher and principal assignment, and through our State Board of Education (SBE) and Bureau of School Improvement and Accountability, we will closely monitor the progress of underperforming schools and districts in recruiting and retaining effective teachers and principals, as part of the improvement planning process called for in the Connecticut Accountability for Learning Initiative (CALI).

Table (D)(3)(b) presents the goals by which Connecticut will improve the equitable distribution of effective and highly effective teachers and principals, both in high poverty/high minority schools, and in hard-to-staff subjects and specialty areas.

Table (D)(3)(b) Connecticut’s Plan to Support the Equitable Distribution of Effective Teachers and Principals				
Goals related to Section (D)(3)(i)	2010-2011	2011-2012	2012-2013	2013-2014
Goal 1: Create and implement the Connecticut State Department of Education (CSDE) database to support the strategies to resolve inequities in the distribution of effective teachers and principals			<i>Complete September 2012</i>	
Goal 2: Apply database information to new CT teacher and principal evaluation system and produce first report on equitable assignment of effective teachers				<i>Complete September 2013</i>
Goal 3: Implement system of effectiveness distribution based on “proxy” effectiveness measures for teachers and principals	<i>Begin September 2010</i>	<i>Complete September 2011</i>		<i>Complete September 2013</i>
Goal 4: Implement incentives for high-minority and high-poverty schools to recruit and retain highly effective teachers and principals <ul style="list-style-type: none"> • Parallel incentive systems for teachers & principals • Proactive Hiring 	<i>Begin September 2010</i>			<i>Complete September 2013</i>
Goal Related to Section (D)(3)(ii)				
Goal 1: Increase the numbers and equitable distribution of				

Table (D)(3)(b) Connecticut’s Plan to Support the Equitable Distribution of Effective Teachers and Principals

effective teachers in hard-to-staff subjects and specialty areas including mathematics, science and special education, ELL and bilingual education and other areas.

- | | | | |
|--|------------------|------------------|------------------|
| • Expand the <u>supply of new teachers</u> in shortage areas | <i>June 2011</i> | | |
| • <u>Scholarships</u> for certified substitute teachers to earn cross-endorsements | | <i>June 2012</i> | |
| • LEA incentives for hiring and retaining effective teachers | | <i>June 2012</i> | |
| • Policy changes | | | <i>June 2014</i> |

(D)(3): The Plan in Detail

Section (D)(3)(i)

Goal 1: Create and implement the CSDE database system to support the equitable distribution of effective teachers and principals to target districts and schools.

Achievement of this goal will ensure availability of data will be available to identify effective and highly effective teachers and principals in Connecticut for recognition as well as to advance their recruitment and retention in high-poverty and high-minority schools.

Currently the CSDE categorizes its public schools by indices of poverty and free- and reduced-lunch counts. Schools falling within the top quartile of all public schools on these indices constitute Connecticut’s definition of high-poverty schools. Most of them are Title I schools, and most are in our most economically disadvantaged district reference groups – DRGs G, H, and I. In 2009, there were 238 high-poverty schools in Connecticut, and while this number fluctuates slightly from year to year, these are the primary object of our equitable distribution plan, and our goal is to complete necessary data system enhancements to be able to produce Connecticut’s first annual report on highly effective teachers and principals in high-poverty and high-minority schools in September 2013.

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

A major part of Connecticut's "effectiveness and equitability" distribution plan is to create the database that will enable all superintendents statewide to know where and in what districts and schools highly effective teachers and principals can be found who may be potentially available for hiring. The state's certified staffing file that will contain all of this information must be made available on a timely basis to ensure hiring decisions can be made in the spring and summer months before the start of school. The file should also indicate which teachers and principals, among the thousands recorded in our system each year, are even interested in making a move from their present assignment. Fortunately, our staffing files do contain hiring data at the school level. However, due to lack of funds and sufficient personnel, we have yet to publish these data and make them directly available to building principals on an annual basis. This will change as recent allocations from the Connecticut General Assembly become available in fiscal year 2011.

Activities

- Complete teacher and principal identification system matched to student data, marrying educator identification numbers (EINs) to state-assigned student identification numbers (SASIDs) by January 2011.
- Begin publishing data specific to schools by July 2011, enabling principals, superintendents and analysts the opportunity to discern trends in tenure decisions, retention rates, reasons stated for leaving the district and the demographic profile of the students enrolled in each school.
- Revise and expand pertinent data elements (e.g., completion of T.E.A.M. or other induction programs, student growth indicators) relevant to determinations of teacher effectiveness by July 2011.
- Develop pertinent data elements for principals (e.g., academic growth, school climate measures, drop-out rates, or other supplemental measures) relevant to the determination of principals' effectiveness by March 2012.
- Integrate of all foregoing elements into Connecticut's certified staff data file by July 2012.

Timeframe: September 2010 through July 2012

Responsible Parties: CSDE; Partnership for Teacher, Principal Effectiveness and Accountability; RESC Alliance; and LEAs

Goal 2: Apply database information to new Connecticut teacher and principal evaluation system and produce first report on equitable assignment of effective teachers.

As the result of this goal, Connecticut will begin the process of annual public reports on the distribution of effective and highly effective educators.

Activities:

- Formal implementation of the Connecticut Evaluation System for Teachers and Principals begins in September 2012.
- The first annual report documenting the distribution of teachers and principals based on effectiveness and equity is produced in September 2013.

Timelines: September 2012-September 2013

Responsible Parties: CSDE; Partnership for Teacher; Principal Effectiveness and Accountability; and LEAs

Goal 3: Implement interim system of effectiveness distribution based on “proxy” effectiveness measures for teachers and principals.

As the result of this goal, a number of LEAs will realize early improvements in access to highly effective teachers and principals based on the interim use of “proxy” designations for high effectiveness.

Because Connecticut’s new evaluation system for teachers and principals will not be implemented until the fall of 2012, two years will elapse before highly effective teachers and principals can be identified under that formal system. Connecticut’s Phase 2 Race to the Top application, therefore, provides for the use of “proxy” determinations of effectiveness to begin the process of equitable distribution. Teachers and principals will be designated as candidates for highly effective status according to the following criteria:

1. Teacher candidates who score two deviations above the cut score for the Praxis II exams administered for teacher certification each year in Connecticut

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

2. Mathematics and reading teachers in grades 3-8, who, as part of the piloting of the state's new growth measures in the 18 School Improvement Grant schools (see Section (D)(2)) show evidence of meeting the criteria for highly effective teachers
3. Graduates of the Elementary and Middle School Mathematics and Science Academy who have been selected and formally trained to serve as math and science coaches in over 50 schools statewide, through a Title II grant awarded Connecticut in 2008
4. National Board Certified Teachers practicing in Connecticut or who are recruited to practice in Connecticut
5. Principal candidates who achieve passing scores for all four modules of the Connecticut Administrators Test (CAT) administered each year for certifying principals to practice in Connecticut
6. Teachers who successfully complete the Urban School Leaders Fellowship (USLF) program offered through the nationally recognized *Center for School Change* in New Haven, Connecticut

Activities

- Begin identification of effective educators based on “proxy” designation in September 2011
- Work with selected LEAs in the use of this information to apply incentive programs described in Goal 4.

Timeframes: September 2011 - September 2013

Responsible Parties: LEAs and the CSDE

Goal 4: Implement incentives for high-minority and high-poverty schools to recruit and retain highly effective teachers and principals.

As the result of this goal, pilot LEAs will have access to a series of incentives to recruit and retain effective teachers and principals from 2011-2013. All participating LEAS will have access beginning 2013.

Barriers and challenges to recruiting and retaining teachers and principals are:

- Late seasonal hiring practices due to budget processes employed by high-poverty and high-minority LEAs creates the situation where the smaller LEAs have already hired most of the candidates graduating from the highly regarded teacher preparation institutions.
- Retention of teachers in these high-poverty and high-minority LEAs is three to five years when newer teachers seek a position in a less stressed suburban LEA.
- Tenure and seniority discourages highly effective teachers/principals from changing LEAs later in their careers when they have developed their teaching strategies and skills.
- Low numbers of teachers, in general, being produced by traditional preparation programs in the identified shortage areas. A key dilemma superintendents face is how – when possible – to recruit teachers and principals *from* schools where they are succeeding *to* high-poverty schools where, potentially, their challenges will be greater.

Connecticut will pursue two strategies to support the efforts of superintendents to recruit and retain highly effective educators in high-poverty schools: Crandall Incentive Grants and Pre-emptive Hiring.

Activities

Crandall Incentive Grants

First, CSDE will design a new system of competitive grants to make resources available to principals in high-poverty schools to recruit, hire, mentor and retain highly effective *teachers*; and to superintendents and boards of education managing these schools to recruit, hire, mentor and retain highly effective *principals*.

The incentives envisioned here will be supported by Crandall grants (in honor of Prudence Crandall, Connecticut’s first African-American educator) that will be used by principals and superintendents to design local incentive programs to hire highly effective teachers and principals. Principals and superintendents will apply to the CSDE for funds to be used for signing bonuses, stipends, professional development opportunities, course reimbursement, travel, conferences and more, that may give them a competitive edge in hiring a highly effective teacher or principal. These funds may also be requested to enhance the quality of the work environment in order to make retention a more likely outcome than might be possible within the limited budgets of district leaders. Finally, these funds may be used by superintendents and principals to contract with universities or national organizations – like *Teach for America*, *New Leaders for New Schools*, or *the Center for School Change* – that could bring highly effective teachers and/or principals to their schools.

As an added incentive, districts and/or schools that agree to form regional consortia to share and exchange highly effective teachers and principals over a period of years will be given added consideration for grant funding, depending on the request and the quality of the long-range proposal.

Pre-emptive Hiring

The CSDE and the Partnership for Teacher, Principal Effectiveness and Accountability will play a central role in helping organize the data and planning tools needed to assist high-poverty schools to have access to and compete for the best teacher and principal candidates. The CSDE will, through its management and implementation of T.E.A.M. (see Appendix (D)(3)(a) for information about the T.E.A.M. program) and the certified staffing file, have the unique ability to identify future teachers for the roles needed.

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

Connecticut's Phase 2 application provides for a new process to support LEAs by linking data on highly effective educators to likely openings by district and confidentially connecting these individuals to LEAs with openings or vacancies.

Beginning in September 2013, the CSDE will identify all highly effective teachers and principals each fall in order to survey them and determine by January 30 of each year if they are interested in considering applying for a position in a high-poverty school. The department will also survey superintendents and principals in high-poverty schools by March 15 of each year to determine anticipated or potential fall openings for teachers and principals. The CSDE will then link prospective candidates to would-be employers electronically (and confidentially) for preliminary discussions of future employment. In addition, the CSDE will host an annual Statewide Recruitment Fair each April. Its purpose will be to enable employers to hire or to begin the process of hiring highly effective teachers and principals prospectively for the following September. The CSDE will work with the Connecticut Association of Boards of Education (CABE) on a strategic communications campaign to promote the importance and significance of working in high-poverty schools and the value of developing year-round hiring policies locally. Pre-emptive hiring is extremely difficult to plan and carry out, but evidence from practicing superintendents in Connecticut and other states strongly suggests that aggressive recruitment can and will work, if authorities and policymakers make this strategy a high priority.

Timeframe: Begin 2011 and ongoing

Responsible Parties: CSDE, LEAs

To estimate the number of teachers statewide that might serve as a proxy for a true number the highly effective principals and teachers CSDE must identify by 2013, we analyzed the number of teachers in Connecticut who currently fall into the following categories:

- National Board Certified
- Mathematics Coaches
- Science Coaches
- USLF Completers

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

In addition to these staff, we further reviewed the 2009 results of the State’s Praxis II examinations for all teachers, and the CAT examinations for all principals, to determine the number of test takers for each category.

Finally, as a decision rule, we assumed that of all the teachers and principals practicing in Connecticut in 2009-10, approximately 10 percent, would likely be rated highly effective by their supervisors, based on a normal distribution of ratings. Similarly, we further assumed that of all teachers and principals practicing, 5% would be likely to be rated as ineffective in any given year. We assumed a lower percentage of ineffective teachers, based on the observation that ineffective teachers are usually identified early on in their careers and are counseled out or leave voluntarily during their first three years of employment. Those who do not leave (i.e., those who were marginally effective in the first years of service) constitute the 5 percent that in any given year might be evaluated as ineffective.

These numbers, shown in Table (D)(3)(c) below, provide an estimate of the number of highly effective and ineffective teachers and principals that will be in our public schools over the next three years, assuming a constant number of teachers coming into and out of the system.

Table (D)(3)(c) Estimate of the Number of Highly Effective and Ineffective Teachers and Principals									
	Highly Effective 10%					Ineffective 5%			
	2009	2010	2011	2012	2013	2010	2011	2012	2013
High Poverty Schools									
Teachers	9629	960	960	960	960	481	481	481	481
Principals	292	29	29	29	29	15	15	15	15
Total	9921	989	989	989	989	496	496	496	496
Low Poverty Schools									
Teachers	12627	1262	1262	1262	1262	631	631	631	631
Principals	322	32	32	32	32	16	16	16	16

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

Total	12949	1294	1294	1294	1294		1639	1639	1639	1639
Practicing Teachers										
Board Certified	137	137	137	137	137					
Math Coaches	60	60	60	60	60					
Science Coaches	60	60	60	60	60					
USLF Principals	25	25	25	25	25					
Total	282	282	282	282	282					
Potential Teachers	Test Takers									
Teacher Candidates Praxis II	7757	305	305	305	305					
Principal CAT (2009)	287	29	29	29	29					
Total	8044	334	334	334	334					

Application to Performance Measures (D)(3)(i)

The numbers in Table (D)(3)(c), while speculative, provide a glimpse into the percentages of teachers and principals we would hope, minimally, to be present in our high-poverty schools over the next three years (2011-13). We would further hope that our recruitment and redistribution strategies between now and 2013 would show these percentages, as measured by these proxies, to increase over time and continue increasing as recruitment and retention initiatives for poor schools strengthen.

Against that desire, however, we could also find that, as we formally begin implementing the new evaluation system described in Section (D)(2), the more rigorous and thorough processes followed during the pilot and first years of implementation will result in fewer highly effective teachers and more ineffective teachers in 2013-14 and thereafter. We may find that these numbers will readjust

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

as Connecticut’s evaluation system becomes institutionalized in 2014 and beyond. We will need true numbers to know for certain and a careful way of monitoring how teachers and principals are recruited and retained by poor school districts.

Performance Measures for (D)(3)(i) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	*End of SY 2010-2011	End of SY 2011-2012 (Pilot new System)	End of SY 2012-2013 (New Evaluation System Implemented)	**End of SY 2013-2014 (New Evaluation System Implemented)
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	Not available	10%	12%	15%	13%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	Not available	10%	11%	12%	11%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	Not available	5%	4%	4%	6%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	Not available	5%	4%	4%	6%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	Not available	10%	12%	15%	13%

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	Not available	10%	11%	12%	11%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	Not available	5%	4%	4%	6%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	Not available	5%	4%	4%	5%
General data to be provided at time of application:					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	306				
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	339				
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	9,629				
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	12,627				
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	292				
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	322				
*Based on “effectiveness proxy” for years 2010-2011 and 2011-2012					
** Based on new teacher and principal evaluation system.					

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

Data to be requested of grantees in the future:	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	

Section (D)(3)(ii)

The goals and activities for Section (D)(3)(i) cast a wide net to bring as many highly effective teachers and principals to Connecticut’s comparatively few high-poverty schools. The goals and activities planned for Section (D)(3)(ii), by contrast, are aimed at bringing as many effective teachers as possible to the shortage areas defined each year by the CSDE. While the two problems overlap, they are not identical. While both will share in the use of the data system and strategies outlined above, our approach to increase the number of teachers in shortage areas, described below, will require a different approach and new set of strategies, based on the factors that are unique to this aspect of equitable distribution of teachers.

Section (D)(1)(iii), Table (D)(1)(iii)(b) presents data on fall 2009 shortage areas along with an “acuteness ranking” that described the LEA’s sense of how serious each shortage area is. Table (D)(3)(ii)(a) represents these data according to “acuteness ranking” where #1 is rated at the LEA level as most severe:

Table (D)(3)(ii)(a) Shortage Areas 2009 based on Acuteness Ranking

Certificate Area	Acuteness Ranking	Certificate Area	Acuteness Ranking
Speech and language pathologist	1	English 7-12	6
Comprehensive special education K-12	2	Music PK-12	7
World language 7-12	3	Mathematics 7-12	8
Intermediate Administrator	4*	School psychologist	9
Bilingual	4*	Remedial reading and language arts, 1-12	10

(* Tied)

Connecticut’s shortage areas have been quite constant since 2000 and are similar to shortage areas one might find in any state in the country. Importantly, demographic information is not captured in this annual survey, a gap that will be addressed in the plan below. Specifically, we cannot determine from this annual survey how many teachers of color and teachers fluent in a second language other than English are required among the position shortage areas.

For Connecticut, these shortage areas take on new meaning when we consider the staffing needs of our districts as they move to hire the additional world language mathematics and science teachers needed to meet the new 25-credit graduation requirements delineated in section 16 of Public Act 10-111 and the *Connecticut Plan for Secondary School Reform* (see Section (A)(1)(i) and Section (B)). The problem Connecticut faces now is how best to expand the “supply lines” that will bring more teachers in these shortage areas to all districts in the state and ensure that they are sufficiently effective to have a strong chance of positively impacting student performance.

As reported in Section (D)(1), Connecticut has relied on a series of strategies to address the recruitment of teachers in shortage areas. These include:

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

- The approval of alternate route to certification programs in shortage areas such as Comprehensive Special Education (see Section (D(1)) .
- Seeking U.S. Department of Education designation of official shortage areas, enabling Stafford and Supplemental Loan students who teach in one of these areas to possibly qualify for deferral of loan repayments.
- Through the Connecticut Housing Finance Authority, designating shortage areas that enable a teacher in a Priority School District or in a subject-matter shortage area to qualify for mortgage assistance.

LEAs may also use state-defined shortage area designations to re-employ teachers who are then exempt from the statutory pension earnings limit. (See CGS 10-183v in Appendix (D)(1)(a)).

Meeting the additional needs for teachers in certain content areas (for example, mathematics and world language teachers who will be needed to comply with increased courses required under Public Act No. 10-111) will require strengthened recruitment and retention strategies. In addition, a connection must be made between simply recruiting, to fill shortage areas and recruiting/retaining effective and highly effective teachers to work in these shortage areas. By 2013, the CSDE will install the systems needed to identify all teachers statewide who have been judged to be effective. But to expand these numbers will require additional strategies and approaches.

Goal 1: Increase the numbers and equitable distribution of effective teachers in hard-to-staff subjects and specialty areas including mathematics, science and special education, ELL and bilingual education and other areas.

As the result of this goal, over the next four years, participating LEAs will experience a reduction in shortages of effective teachers in these staffing areas.

Activities

Expanding the Supply of New Teachers in Shortage Areas

- Support an annual, state-sponsored media campaign to alert all prospective teacher candidates in high school, undergraduate training programs, and ARCs in Connecticut as to what the teacher shortage areas are, which schools and districts are reporting

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

the highest percentages of shortages in the areas cited above and the average teachers' salaries in each district. Incorporate shortage area recruitment into the SDE annual Job Fair in April.

- Bid and award contracts to Connecticut's professional teacher organizations (e.g., the Connecticut Association for Teachers of Mathematics; the Connecticut Association of Teachers of World Language; the Connecticut Association of Special Educators) to work with national and regional affiliates to recruit teachers from other states to work in Connecticut.
- Bid and award contracts to Connecticut's various educational, STEM and business leadership groups to recruit math and science teachers K-12 to practice in Connecticut.
- Expand on-line courses offered by effective teachers in mathematics, science and world language teachers in hard-to-staff areas. Online courses offer a way for students to access high quality teachers and content that may not otherwise be available at their schools.
- Develop post-secondary scholarship programs for high school students willing to acquire hard-to-staff certificates after college, and coordinate these programs with Connecticut's institutions of higher education.
- Contract with the RESC Alliance to double the scope and reach of its effective annual Minority Teacher Recruitment Program that culminates in an annual April Job Fair. (See Appendix (D)(3)(b) for a description of this program); and
- Create various blogs on the SDE's Web site for job-alike groups (e.g., mathematics teachers) and teachers of color to communicate with one another about job openings or impending vacancies in their schools.

Scholarships for Certified Substitute Teachers to Earn Cross-Endorsements in Hard-to-Staff Subjects

Data on teacher hiring in the last decade has consistently shown that the numbers of elementary teachers certified each year through Connecticut's institutions of higher education greatly exceeds the numbers of positions available each year. Often these graduates, despite their promise, end up serving as substitute teachers for a period of time, hoping to gain experience and recognition from district leaders for possible future hiring.

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

This form of feeder system is not an effective recruitment tool, despite its prevalence, but it could easily be changed to address shortage needs if districts were given “conversion” funds to provide incentives for substitute teachers to undergo additional training while substituting. As conceived here, districts experiencing acute shortage areas would make grant application to the CSDE for funds to be used for scholarships and recognition programs for substitute teachers willing to take the courses needed for cross-endorsement in a hard-to-staff area. While a district’s investment may be small and the financial award insufficient to pay for the substitute teacher’s added coursework, the incentive and recognition will move new teachers into areas of practice not contemplated.

Olmsted Grants to Districts to Hire and Retain Effective Teachers in Hard-to-Staff Subjects

The Crandall grants, discussed in Section (D)(3)(i), will be a useful vehicle for helping districts recruit and retain highly effective teachers and principals in their high-poverty schools. A second set of competitive grants, Olmsted grants (in honor of Frederick Olmsted, founder of landscape architecture, who lived and studied in Connecticut), will be made available to districts to provide funds to hire, recruit and retain teachers in all of the hard-to-staff areas. The procedures for applying for and awarding grants to participating districts will largely be the same as above. One exception will be that the size of the awards will be based, to some degree, on the nature of a district’s need, as measured by the shortage positions sought, and their relative rank on the core shortage list (i.e., districts may be differentially awarded grants on the basis of shortage areas demonstrating the greatest need).

Policy Changes

Finally, to increase the number of teachers in the shortage areas identified annually, the CSDE will work to enact new legislation by 2014 to provide additional financial aid to undergraduates who opt to enroll in a hard-to-staff certification program by their sophomore year of college, and agree, based on MOUs with the CSDE and institutions of higher education, that they will work and practice in a Connecticut public school for a minimum of four years. These new pieces of legislation will expand upon those already written into law in the 2009 and 2010 legislative sessions, the most recent being Public Act No. 10-111.

Public Act No. 10-111. This new law allows a local or regional school board in a priority school district to hire a retired teacher certified in any subject for up to two consecutive years at full salary without loss of pension benefits, provided such board

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

certifies to the Teachers' Retirement Board that no qualified candidates were available. (See section 8 of Public Act 10-111 at Appendix (A)(1)(c)). Current law authorizes any local or regional board to hire a retired teacher for up to two years for subject shortage areas only. (See 10-183v of the CGS in Appendix (D)(1)(a)). In addition, section 9 of Public Act No. 10-111 allows teachers and administrators who attained tenure in another school district in Connecticut or out-of-state and take a job in a priority school district to attain tenure in the new district in half the time (i.e., after working 10 months in the priority school district rather than 20 months).

Public Act 09-01. This legislation (An Act Concerning Educator Certification and Professional Development and Other Education Issues), enacted by the 2009 Connecticut General Assembly requires that the State Board of Education allow certification applicants to substitute an excellent score on subject area assessments in shortage areas determined by the Commissioner in lieu of the subject area major requirement for certification. In other words, a candidate who may not have a degree in science or math may seek certification in that endorsement area if they achieve an "excellent" score on the Praxis II exam. (See 10-145l of the 2010 Supplement to the CGS in Appendix (D)(1)(a)). The excellent score criteria will be established by the State Board prior to July 1, 2010. In addition, Public Act No. 09-01 allows for the waiver of the competency examination and subject area assessment for certified, experienced teachers who hold a valid certificate equivalent to an initial educator certificate from another state and who (1) have at least three years of successful teaching experience within the 10 years prior to application or (2) hold a master's degree in the academic subject area for which they seek certification. (See 10-145f(f) of the 2010 Supplement to the CGS in Appendix (D)(1)(a)). Finally, this law established a new resident teacher certificate for teachers participating in alternate route programs such as *Teach for America*. (See 10-145m of the 2010 Supplement to the CGS in Appendix (D)(1)(a)).

Performance Measures for (D)(3)(ii)

The table below, for Performance Measures for (D)(3)(ii), provides some insight to what we might expect to see as the percentage of teachers evaluated as effective or better in the identified shortage areas for years 2011-2014. While one might expect to see a normal distribution in these numbers, it is equally reasonable to assume that the percentages of mathematics, science, special education, and ELL teachers will not fall into a neat pattern of performance ratings, given the necessity of significantly basing these

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

ratings on the *academic growth* of students in these areas. The interaction between teachers’ preparation and experience in teaching in these hard-to-staff areas, and the learning needs of the students they teach may result in further variation. Only until we have our growth measures and reliable data in 2013 will we know more. For now the percentages below represent our best estimate.

Performance Measures for (D)(3)(ii) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	Not Available	63%	65%	68%	71%
Percentage of science teachers who were evaluated as effective or better.	Not Available	48%	52%	56%	60%
Percentage of special education teachers who were evaluated as effective or better.	Not Available	73%	76%	79%	82%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	Not Available	42%	44%	46%	48%
General data to be provided at time of application:					
Total number of mathematics teachers.	2,836				

Equitable Distribution of Effective Teachers and Principals (D)(3)(i-ii)

Total number of science teachers.	2,682	
Total number of special education teachers.	5,225	
Total number of teachers in language instruction educational programs.	4,447	
<p>The number of mathematics teachers and science teachers includes those teachers certified and assigned to teach these subjects at the middle and high school levels. Elementary grade level science and math is typically taught by certified elementary school teachers. Connecticut defined teachers in language instruction education programs as those teachers certified and teaching reading/language arts.</p>		
Data to be requested of grantees in the future:		
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.		

Appendices Referenced in Section (D)(3)

- Appendix (A)(1)(c) Public Act 10-111
- Appendix (D)(1)(a) Connecticut General Statutes on Alternative Routes to Certification and Teacher Shortage Areas
- Appendix (D)(3)(a) June 2010 Report to the SBE regarding T.E.A.M.
- Appendix (D)(3)(b) Minority Teacher Recruitment Program

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(D)(4) IMPROVING THE EFFECTIVENESS OF TEACHER AND PRINCIPAL PREPARATION PROGRAMS

Introduction

Over the period January through May 2010, Connecticut has undertaken five significant activities that demonstrably improve the working relationship between K-12 education and Connecticut’s teacher and principal preparation institutions.

First, since the development of Connecticut’s Phase 1 Race to the Top (RTTT) application, new data have become available from the state’s first assessment of the competence of aspiring teacher candidates in the area of reading. In an effort to align the expectations of teacher training programs with new standards for competency in teaching reading, the four universities of the Connecticut State University System engaged in several faculty development initiatives during 2009-2010. For one of these, university faculty analyzed teacher preparation students’ performance on the “Foundations of Reading” certification exam to identify those areas where candidates showed weakness. In response to pass rates that did not reach acceptable levels, and the faculty developed additions and changes in the curriculum to address those weaknesses. Each university produced a short-term plan to work with students who did

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not do well on the test and a long-term plan to revise its curriculum and make sure that its program is consistent with the needs of Connecticut's school districts going forward.

Second, four Connecticut state universities and nine high schools worked together to align statewide curricula in an effort to reduce the need for mathematics and English language arts remediation for entering freshman from those high schools. Two districts in Litchfield County approached Western Connecticut State University to collaborate on reforming the teacher training curriculum. From the LEA perspective, as part of the teacher preparation process, teacher candidates should have more real world experiences in working in schools. LEAs are also seeking to create opportunities to integrate the theoretical learning students receive at the university with the demands of the classroom well beyond simple student teaching experiences. The university will be collaborating with these districts as it re-examines the kind of training offered through its pre-service program and will utilize the schools for many more "hands on" experiences for its students as an integral part of the curriculum.

Third, the Connecticut State Department of Education (CSDE) has also been working on a significant, multi-year revision to the state's *Regulations Concerning State Educator Certificates, Permits and Authorizations*. (See Appendix (D)(2)(a) for a summary of these revisions). The regulations establish rigorous expectations of more applied training of teacher candidates based on the learning needs of PK-12 students and pre-service competencies focused on the following: the development and characteristics of learners, especially those with diverse learning needs; evidence-based instruction and behavior management; effective assessment and use of student achievement data to inform instruction; expanded training in literacy for elementary and early childhood candidates; and prerequisite training in general education for special educators. The revised regulations will be adopted by the State Board of Education in July 2010.

Fourth, as part of the new leadership structures established to guide Connecticut's RTTT education reform agenda, higher education leaders and faculty will play a much more significant role than articulated in our Phase 1 application. Specifically, the new Shared Leadership Council will include the Commissioner of Education, Commissioner of Higher Education, Chancellor of the Connecticut State University System, Chancellor of the Community College System and a representative from the University of Connecticut. The role and responsibilities of the Shared Leadership Council are described in Sections A-1(i) and A-2. Additionally,

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three of the six new public-private Partnerships for Change – Partnership for Pre-Service Training and Professional Development; Partnership for Teacher, Principal Effectiveness and Accountability; and Partnership for High School, College and Workforce Alignment – will include the active participation of higher education faculty.

Fifth, section 3 of Public Act No.10-111 creates the statutory requirement to expand data collection related to teacher preparation experiences as part of the CSDE’s Statewide Longitudinal Data System (SLDS). Specifically, the new law requires that on or before July 1, 2013, the CSDE expand its statewide public school information system to include: “(B) Data related to teachers shall include, but not be limited to, (i) teacher credentials, such as master’s degrees, teacher preparation programs completed and certification and endorsement areas, (ii) teacher assessments, such as whether a teacher is deemed highly qualified pursuant to the No Child Left Behind Act , P.L. 107-110, or deemed to meet such other designations as may be required by federal law or regulations for the purposes of tracking the equitable distribution of instructional staff ... The CSDE shall assign a unique teacher identifier to each teacher prior to collecting such data in the public school information system.” This new statutory language is important for it establishes both the authority and mechanism for the RTTT-required data exchange between LEAs and the higher education institutions that have trained their teachers. The cycle involves both the effectiveness of schools of education in preparing teacher candidates and the effectiveness of K-12 education to produce college- and career-ready graduates to enter these programs of higher education.



Section D-4 (i-ii) Reform Plan Conceptual Framework

The pre-service component for future educators is critical to meeting the needs of the “next generation” learners. Higher education institutions must collaborate with school districts to rethink the way universities prepare educators. Substantive changes in the structure and design of preparation programs and tighter linkages to districts where professors and PK-12 staff can collaborate to develop experiential learning and engagement activities are necessary to produce change agents and advocates for reform (Merchant and Shoho, 2006). Such activities must be grounded in authentic and job-embedded learning opportunities with the expectation that state-of-the-art technologies will be used to differentiate instruction to meet the needs of diverse learners. These same technologies must also be used for data-driven decision-making to plan and carry out targeted instructional interventions or to assess directly how well teachers add value to student achievement, as measured via benchmark assessments, demonstration projects or other measures, such as end-of-course examinations or student portfolios (National Comprehensive Center for Teacher Quality, 2009).

Goal 1: Through the Statewide Longitudinal Data System, identify Connecticut public and private teacher and principal preparation programs that train effective and highly effective K-12 educators.

As the result of this goal, public information will be available that informs prospective student, LEAs and the general public about which Connecticut teacher and principal preparation programs best prepare their graduates for effective teaching and leading in the K-12 public education system.

Activities

Knowledge Research

The CSDE will collaborate with the Partnership on Pre-Service Training and Professional Development and the Knowledge Network to examine the research on effective teacher preparation programs. This group will also receive, analyze and publish data, as described below, linking student achievement and teacher performance to the Connecticut institutions of higher education where

teachers were trained. Based on this review, the Partnership for Pre-Service Training and Professional Development will recommend strategies to the Shared Leadership Council regarding programs that do and do not produce effective educators over time.

Linking Student and Teacher Data

The CSDE can currently follow and track students from preschool (includes any prekindergarten receiving state or federal funding) through public K-12 programs through Connecticut's SLDS. The SLDS has been populated with historical and current data on student academic performance as measured by such standardized assessments as the Connecticut Mastery Test (CMT), Connecticut Academic Performance Test (CAPT) and Scholastic Aptitude Test (SAT), along with demographic information about students, their attendance and disciplinary records.

Based on the availability of state and other federal funding, the CSDE will provide the capacity to allow LEAs to integrate into the SLDS local measures of student performance, such as scores on standardized tests for grades not currently tested at the state level and other formative and benchmark assessment results.

Linking Teacher to Teacher Preparation Data

At the same time, the CSDE will develop the technical capacity to link public school students to the teachers and courses they take while that teacher was assigned the specific students. Through the certification system database, the CSDE will then connect the SLDS with data on teachers and administrators prepared by Connecticut institutions and programs and those prepared out-of-state.

Analyzing and Reporting the Data

Using the SLDS and educator preparation data from the certification system, the CSDE will review and report, on an institution basis, the pattern of student growth for all educators, and for educators by certification area, prepared by that institution. Linking the teacher preparation data within the SLDS would provide the CSDE with the opportunity to conduct longitudinal research on the quality of preparation programs and create reports that are publicly accessible via CSDE's Web site. The CSDE also plans to publicly report and link if possible, the Title II Higher Education and Opportunity Act (HEOA) institutional report card and state report card data.

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Informing the Higher Education Educator Preparation Process

Using Title II HEOA regarding the licensure assessment pass rates on the Praxis, Foundations of Reading, Connecticut Administrator Test (CAT) and other assessments of candidates completing educator preparation programs, the CSDE will redefine and increase accountability measures for its educator preparation programs to determine if they are “at risk” or “low performing.” Criteria and data to be considered in developing a quality index and determining at-risk or low-performing programs will include:

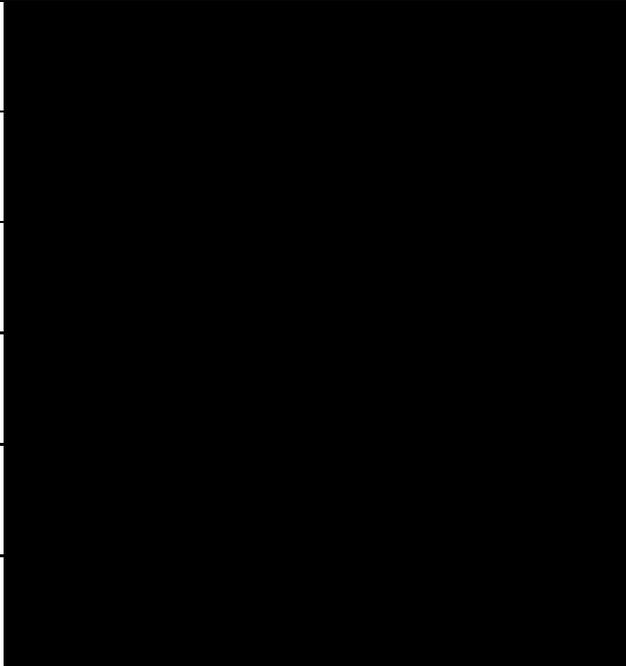
- licensure assessment pass rates by endorsement area;
- follow-up surveys of new teachers and their principals about the quality of the preparation program;
- percentages of candidates completing their programs in shortage areas;
- links to growth measures over time for a school where significant numbers of program completers are teaching;
- hours of school-based experiences (practice, internships, student teaching, etc.) particularly in reading and literacy;
- hours of school-based experiences working with student with disabilities;
- hours of school-based experiences working with students with limited English proficiency; and
- levels of involvement in schools (in-kind, grant work, research, professional development, etc.) assisting in reforming practice and support efforts to improve student learning.

To the extent possible, the CSDE will use this data to inform the approval and accreditation process for educator preparation programs. Programs designated as low-performing will be intensively reviewed to determine if state-level approval should be denied. Further, effective preparation programs will be encouraged and supported to increase their training programs, particularly in shortage areas.

Timelines: Begin linking data by September; first public reports September 2014

Responsible Parties: Partnership for Pre-Service Training and Professional Development, Knowledge Network, LEAs, Connecticut institutions of higher education

Performance Measures	Actual Data: Baseline (Current school year or most	*End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	0%	100%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	0%	0%	100%	100%
*End of School Year 2011-2012, criteria for public reporting of this data will be developed.					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	21				
Total number of principal credentialing programs in the State.	7				
Total number of teachers in the State.	43,488				
Total number of principals in the State.	1,849				
Data to be requested of grantees in the future:					

Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

Appendices Cited in (D)(4)

Appendix (D)(2)(a) SBE Notice of Intent to Adopt Proposed Regulations Concerning State Educator Certificates, Permits and Authorizations

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

(D)(5) PROVIDING EFFECTIVE SUPPORT TO TEACHERS AND PRINCIPALS

Introduction

As can be seen throughout Connecticut’s Phase 2 Race to the Top (RTTT) application, Connecticut’s education reform agenda is focused on instructional improvement in its broadest sense. Our plan for great teachers and leaders integrates all of the innovations now enacted in law related to high school rigor and increased requirements. (See Public Act 10-111 in Appendix (A)(1)(c)). It anchors the change in school and district improvement in CALI and in secondary school reform. It builds upon nationally recognized programs and practices that have historically placed Connecticut as a leader in teacher quality. Most importantly for teachers and the students

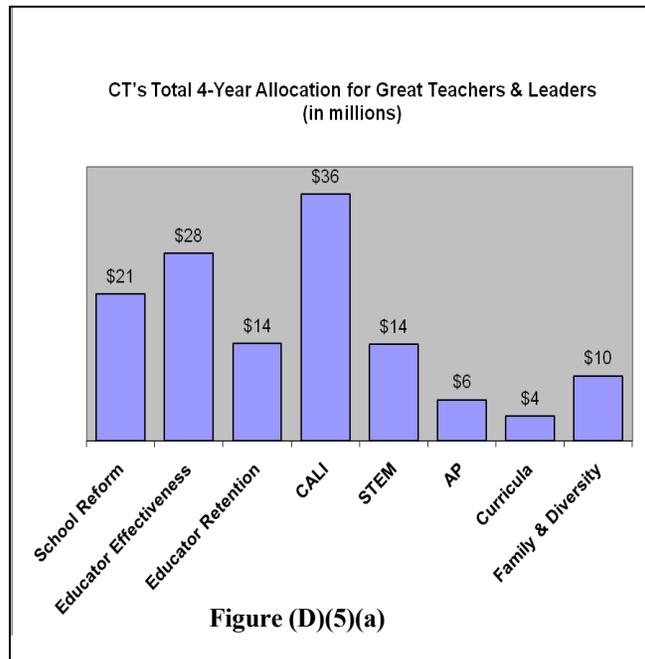
Connecticut Race to the Top Phase 2 Application

that they teach, our status as a RTTT grantee state will make it possible for virtually statewide implementation of a new framework for professional development and support of teachers and administrators over the next four years.

The Race to the Top opportunity comes at a time when Connecticut is already on course to build and implement a comprehensive quality system for developing supports and evaluation methods for teachers and principals that simultaneously addresses the following six issues:

1. Designing incentives to attract people, principally undergraduates, into the profession (see Section D-3)
2. Revising the state's regulatory framework for awarding teachers and administrators certificates to practice in Connecticut, based on such factors as coursework and a range of assessments of their education, experience and likelihood of becoming effective educators (see (D)(2) and (D)(5))
3. Building strong preparation programs that lead to certification in all areas of teaching and administration, as prescribed by the new regulatory framework (see (D)(1) and (D)(4))
4. Designing new systems for *mentoring* both beginning teachers and new principals and other administrators ((D)(2) and (D)(5))
5. Designing new systems for *supervising and evaluating* beginning and experienced teachers, as well as new principals and other administrators (see (D)(2) and (D)(5))
6. Designing new systems for developing teachers' and administrators' *professional competencies* through continuing education requirements (CEUs) and/or additional coursework at the undergraduate or graduate levels (see (D)(5)).

In Section (D)(5), we present our comprehensive plan to invest in professional development and pre-service training as one of the core elements necessary for the success of our teachers and principals, and thus of our students.

(D)(5)(i-ii) Connecticut's plan for providing effective support for teachers and principals

Connecticut has many strong initiatives that provide effective data-informed professional development, coaching, induction and common planning and collaborative time for teachers and principals. Many of these opportunities are job-embedded. RTTT funds will be used to expand participating LEAs access to these essential professional development programs.

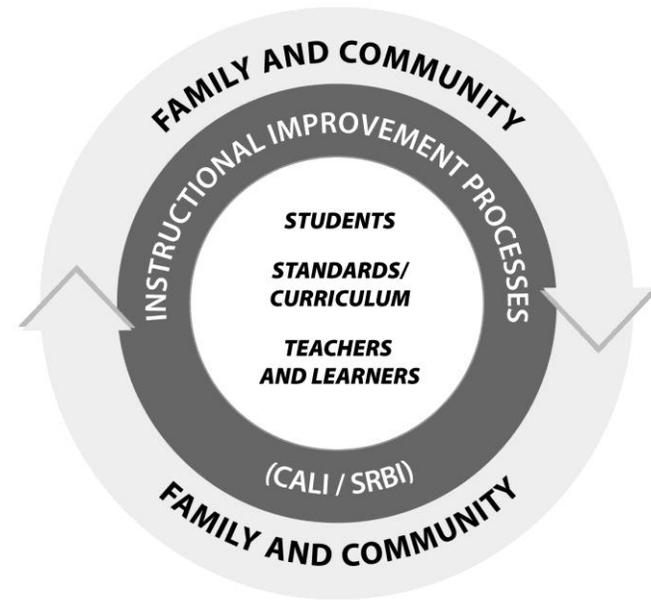
To advance our education reform agenda, the Connecticut RTTT application allocates 80 percent of our total funding to the development and support of effective and highly effective teachers and principals. The distribution of this \$133 million is shown in Figure (D)(5)(a).

Implementation of CALI (described here and in Sections (A)(1)(i), (C)(3), (D)(2), (E) and (F) will receive the single largest allocation of resources: \$36 million over four years. Professional development, informed by a data-driven decision-making process, is the core component in CALI. Teacher and

principal effectiveness systems will be funded at a level of \$28 million over four years, while educator retention and recruitment programs (a key element of any comprehensive process of educator support) will work with \$14 million. Increasing high school course rigor and requirements will receive \$21 million. In addition to building the support systems needed to sustain middle and high schools long-term, this work includes a focus on mathematics and sciences and will require professional development support at the school and classroom levels. Model curriculum development and STEM innovation, Advanced Placement courses, and solid linkages with parents and the community related to student support and fostering equity and diversity constitute the balance of Connecticut's investment in developing and supporting great teachers and leaders.

Connecticut's Comprehensive Professional Development Framework

The schematic to the right depicts the professional development framework we will employ in Connecticut to support teachers and leaders in their work to improve school performance and student achievement. At the center of this model are the students, their teachers and principals and the important content students will learn. Surrounding them are the CALI and Scientific Research-Based Intervention (SRBI) instructional improvement processes which equip teachers to create learning environments that better meet all students' needs through targeted strategies and differential instruction. Finally, around the classroom and school-based teaching and learning essentials are the other critically important other contributors (e.g., family and community) to the success of students, teachers and principals. The framework that we will expand through RTTT resources will support pre-service, professional development and other learning opportunities for each of these key audiences.



Connecticut's Professional Development Framework includes the core components identified below. Goals and a brief description of each along with specific proposed activities for the four-year period 2010-14 follows.

(D)(5) Goals

Goals articulated for Section (D)(5) have two purposes: (a) to improve the coordination of professional development opportunities, scheduling and content at the state level and (b) to delineate how LEAs will receive opportunities for professional development articulated in this part of Connecticut's RTTT education reform agenda.

Table (D)(5)(a)(b) Connecticut's Plan to Implement Comprehensive, Coordinated State-Local Professional Development				
Goals	2010-2011	2011-2012	2012-2013	2013-2014
Goal 1: LEAs Provide Student Support Systems Necessary for the Success of All Students (<i>Secondary School Reform</i>)	<i>Plan and RFP</i>	<i>Phase I Complete</i>	<i>Phase II Complete</i>	<i>Phase III Complete</i>
Goal 2: Teachers and Leaders will Provide Learning Environments and Employ Teaching Strategies that Engage All Learners <ul style="list-style-type: none"> • Teaching and Assessing Next Generation Learners (TANGL) • Initiatives to Foster Equity • Family and Community Engagement • New Leaders Development • STEM • CALI/SRBI 	<i>Plan, begin development of new modules and initiatives and implement training</i>	<i>Continue development</i>	<i>Evaluate and revise</i>	<i>Evaluate and revise</i>
Goal 3: Ongoing and planned PD is Mapped Statewide <ul style="list-style-type: none"> • Across CSDE divisions and units • As delivered by individual LEAs/RESCs 	<i>Create</i>	<i>Update annually</i>	<i>Update annually</i>	<i>Update annually</i>
Goal 4: Coordinated PD Schedule/Calendar Available <ul style="list-style-type: none"> • Across CSDE divisions and units • Across LEAs and education organizations 	<i>Create</i>	<i>Ongoing</i>	<i>Ongoing</i>	<i>Ongoing</i>
Goal 5: Guidelines for Continuing Education Units are Revised to Promote Engaged Learning of All Students	<i>Begin</i>	<i>Adopt</i>	<i>Complete</i>	<i>Complete</i>
Goal 6: External Review of PD Effectiveness and Cost-Efficiency	<i>Plan and RFP</i>	<i>Phase I Complete</i>	<i>Phase II Complete</i>	<i>Phase III Complete</i>

The Plan in Detail

Goal 1: LEAs Provide Student Support Systems Necessary for the Success of All Students (Secondary School Reform).

As the result of this goal, key leaders in middle and high school – principals, student support service personnel and department heads – will be trained in models supporting early warning systems for high school dropouts and schedule designs for maximizing before- and after-school remedial programs, and strategies for working with family and community representatives to the implementation of Student Success Plans.

Connecticut’s work to implement secondary school reform began in 2009 with the formation of 35 districts volunteering to serve on statewide work groups, each focused on piloting one of four aspects of our Secondary School Reform Plan (See Appendix (B)(3)(a)). Of the four, Connecticut’s “integrated approach” to strong student and family support systems is, we believe, one of the most important parts of student success and high academic achievement. The activities outlined below reflect a firm commitment to seeing secondary reform through the lenses of the “whole child.”

Activities

- Plan and carry out conference for secondary school administrators and student support service personnel (e.g., guidance counselors, school social workers and school psychologists) on High School Dropout Prevention, including information on identifying students who drop out in high school, and what can be done to prevent early school failure. (spring 2011)
- Provide professional development sessions for middle and high school principals and district leaders on the design of effective before- and after-school academic support programs in literacy, mathematics and working with English language learner (ELL) students. (beginning spring 2011 and ongoing)
- Create and disseminate to participating LEAs a list of research-based computer and Internet-based academic applications that have proven to be effective with high-needs students, including ELL students and others at high-risk for dropping out of school. (spring 2011, updated annually)

- Provide professional development sessions for middle and high school assistant principals, principals and district leaders on the design of effective schedules (e.g., block schedules, trimester school years) to maximize learning time for low-performing students. (spring 2011, fall 2011, fall 2012 and fall 2013)
- Design and disseminate for school use presentations for middle and high school parent communities on assisting with the implementation and management of individual student success plans. (spring 2012)
- Design and present sessions for all members of secondary school communities (including teachers, students, school administrators and parents) on establishing communities of respect and positive school cultures designed to meet the needs of all students. (beginning spring 2011 and ongoing)

Timeframe: 2011 and ongoing

Responsible Parties: The Partnership for Community and Family Engagement; Partnership for Pre-service Training and Professional Development; Partnership for Teacher, Principal Effectiveness; and Partnership for Curriculum Innovation and Technology

Goal 2: Teachers and Leaders will Provide Learning Environments and Employ Teaching Strategies that Engage All Learners.

As the result of this goal, LEAs will have timely access to effective professional development that is delivered online, in-person and over the summer.

Our RTTT plan calls for extensive professional development, evidenced in many sections of our application. Here we highlight six major professional development initiatives (some with sub-initiatives) that will help to ensure that all of our teachers are skilled in the most effective methodologies for teaching their students. Initiatives include Teaching and Assessing Next Generation Learners; Initiatives to Foster Equity; Diversity and Inclusion; Family and Community Engagement; New Leaders Development; STEM; and Connecticut Accountability for Learning Initiative (CALI).

Teaching and Assessing Next Generation Learners

All teachers and administrators in Connecticut must become fully knowledgeable about the new technologies of instruction, the power of the Internet, and the essential role data must play in promoting human development and learning. Additionally, educators must understand and ensure that their students develop digital-age literacies essential for effectively navigating the wealth of digital resources encountered in modern daily life. The Teaching and Assessing Next Generation Learners (TANGL) initiative aims to ensure that every teacher and administrator in Connecticut attains basic fluency in each of these areas, particularly as they pertain to engaging and evaluating students at each stage of development, PK-12, and in turn, as they undergo evaluations of themselves under the new comprehensive evaluation system planned for teachers and principals in 2012.

Online learning is a likely necessity for every student after graduating from high school – whether that learning is a college course, required for work, or taken for personal advancement. For this reason, all Connecticut educators, students and students’ parents will be given access to the Connecticut Education Network Learning Community (CENLC), an online learning management system that allows for fully-online and hybrid course delivery, resource dissemination, collaborative activities, online professional development, improved home-school communication and more. (It should be noted that Connecticut legislation passed in May 2010 requires LEAs to create policies related to acceptance of online courses taken by students that will ensure that these courses are rigorous, engaging, and taught by a highly qualified teacher.) As part of this initiative, teachers will be prepared to teach in an online environment.

A robust, four-year program of professional development for TANGL is planned for teachers and administrators in all participating LEAs. The program will include these learning modules:

- Great Teaching in the 21st Century – Overview
- Education and the Internet
- Subject Specific Technology Integration
- National Education Technology Standards
- Using Student Data
- Project-Based Learning and Capstone Projects
- Student Success Plans
- 21st Century Supervision and Evaluation

Teachers from participating LEAs will engage in one or two modules each year. Besides intensive multiday summer sessions for each module, online learning communities will be created to provide support and continued learning opportunities for teachers

throughout the year. Teams of teachers from the same school will be encouraged to attend sessions together, thereby enabling additional school-based support from colleagues. Development of the modules will be based in part on the work and with the contributions of Professor Don Leu, the John and Maria Neag Endowed Chair in Literacy and Technology, and Director of the New Literacies Research Lab at the University of Connecticut.

Activities

- Teachers in Connecticut will complete an online survey describing their educational technology skills and understandings related to the ISTE NETS-T (International Society for Technology in Education National Educational Technology Standards for Teachers). The results from this survey will be used to inform TANGL module development and plan local professional development activities and to establish baseline data against which to compare current teacher educational technology skills statewide to those at the end of the RTTT grant period. (September and October 2010)
- Develop or contract for and then pilot learning modules (as described earlier in this section and in the Competitive Preference Priority – Emphasis on STEM); select and train presenters in using the technologies and in presenting the modules. (winter 2010 – ongoing)
- Prepare and disseminate marketing materials in partnership with the RTTT Knowledge Network (Web site, e-mail lists, and brochures). (spring 2011 and ongoing)
- Teachers and administrators will participate in professional development regionally, in their LEAs and online. (spring 2011 and ongoing)

Timeframe: Fall 2010 – ongoing

Responsible Parties: Connecticut Education Network; CSDE/contractor in consultation with the Partnership for Pre-Service Training and Professional Development; Partnership for Curriculum Innovation; Partnership for High School, College and Workforce Alignment; the Connecticut RTTT Knowledge Network; and LEAs

Initiatives to Foster Equity, Diversity and Inclusion

The majority of Connecticut's racial and language minority students reside in seven of the state's 169 cities and towns. Conditions related to how LEAs are funded, the decline of Connecticut's urban centers, inadequate teacher preparation focused on effectively teaching linguistically- and racially-isolated students along with poverty and other structural challenges for families and communities, affect how these students perform in school. Over the past several years, LEAs in suburban and rural areas of Connecticut have also experienced a sharp increase in their ELL student populations and find it challenging to address the needs of these students.

Connecticut's plan for education reform in this area will address issues and conditions that have kept these students isolated and underserved academically. Policy, administration, teaching and classroom services and support to students will be examined. The plan draws heavily upon the nationally recognized program *Courageous Conversations about Race* as well as other research-based programs and methodologies. Programs funded under this component of Connecticut's comprehensive professional development framework will assist those with responsibility to influence student learning in diverse communities by (a) enabling increased understanding of the impact of race and culture on learning, and (b) developing the skills necessary to apply knowledge and strategies that improve learning and career outcomes for racial and language minority students.

Activities

- Facilitate LEAs' understanding and ability to lead discussions and monitor the impact of race on system accountability. (spring 2011)
- Assist schools in meeting the unique needs of racial minorities and ELL students to impact their school success. (fall 2010 and ongoing)
- Assist the CSDE and LEAs in developing effective partnerships with community organizations and civil rights organizations around establishing and maintaining educational equity within Connecticut's diverse student groups. (fall 2010 and ongoing)
- Expand CALI Module: Effective Teaching Strategies – Best Practices for ELL students and develop advanced module. (spring 2011 and ongoing)

Family and Community Engagement

Essential to the success of our students is the involvement of parents and community members. Our RTTT application includes initiatives intended to prepare teachers and leaders to most effectively engage parents in this important work. In addition to professional development for educators, this will include sessions for parents on how to build partnerships with their children's schools and engage in advocating for their success.

LEA Training in Family and Community Engagement

To improve the success of all students, Connecticut's plan invests in key strategies to promote teacher and administrator effectiveness. One of these strategies is building teachers' and administrators' capacity to meaningfully engage families in support of their children's learning. The CSDE established an award-winning professional development and technical assistance program of School-Family-Community Partnerships based on the work of Dr. Joyce Epstein of Johns Hopkins University and the National Network of Partnership Schools (NNPS). The model, used extensively throughout the nation, is based on a comprehensive framework of the types of involvement that research has shown to support productive relationships between schools and families. It has been implemented in partnership with the state's federally funded Parent Information and Resource Center (CT PIRC). The model is based on six standards: parent education; communicating and creating a welcoming climate; volunteering; supporting learning at home; decision-making and advocacy; and collaborating with the community. Recently Connecticut passed legislation that will lead to the establishment of School Governance Councils for each school identified as in need of improvement. (See Public Act 10-111 at Appendix (A)(1)(c)). These Councils will be recipients of the School-Family-Community Partnership training.

Connecticut Parent Leadership Training

As noted in Section F-3, LEAs need to become partners in providing parent leadership training at the community level. Many credible parent leadership programs exist that strengthen parent knowledge and civic engagement. The plan is to invest in strategies that promote such leadership. For example, as noted in Section F-3, Connecticut has been successful with the nationally recognized Parent Leadership Training Institute (PLTI). Connecticut will continue to support this research based program. The PLTI program is a two-generation strategy to bolster parental involvement while promoting the lifelong health, safety and learning of children. Parents attend a

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20-week program that integrates child development, leadership and democracy skills from the perspective of self, society and civics. Parents develop hands-on projects to impact the health and vitality of their schools and communities. The Parent Trust Fund and state funds have supported PLTI. Pursuant to sections 24 to 27 of Public Act 10-111, the funds have been transferred to the CSDE.

The Partnership for Family and Community Engagement, through the Parent Trust Fund and the RTTT grant, will expand PLTI. It will offer up to eight regional community-based institutes per year, involving a substantial number of children and individuals who promote school practices that increase student achievement.

Activities

- All schools in participating districts will access professional development and technical assistance to implement effective and on-going partnerships with families and communities. (by June 2012)
- All schools in participating districts will participate in training and have conducted a Welcoming Schools walkthrough assessment using SDE model. (by June 2012)
- All Title 1 schools in participating districts will revise parent-teacher compacts. (by June 2012)
- CSDE Teacher and Principal Performance Systems include measures of developing and increasing parent and community involvement. (by June 2012)
- CSDE develops and pilots database of home learning activities aligned to state standards. (by 2012)
- CSDE develops and pilots state accountability system, including LEAs' levels of readiness to assess ability to engage parents and the community. (by June 2011)
- Parents in every community will have access to community-based training and online materials on parent leadership and all components of Connecticut's RTTT education reform agenda. (by June 2011)
- Parents and schools are oriented on early warning signs predictive of school failure (e.g., students' school attendance, discipline offenses, achievement, health and mental health) at critical transition points. (by June 2012)

Timeframe: June 2010- June 2012

Responsible Parties: The Partnership for Family and Community Engagement, CSDE and the CT-PIRC, Parent Trust Fund, SERC

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New Leaders Development

Teacher Leader Academies

Connecticut's Regional Education Service Centers (RESCs) provide teacher leader academies for aspirants interested in school administration. One RESC, Cooperative Education Services (CES), has been working with teacher leaders who aspire to enter school administration. The Academy for Teacher Leadership at CES provides a professional learning opportunity for exemplary teachers already displaying the potential to become teacher leaders. This group of teacher leaders will develop essential leadership competencies – consensus building, resolving conflicts, facilitation and presentation skills, and more – while continuing to do what they love most: teach children. After completing the Academy for Teacher Leadership at CES, participants will be able to assist their LEAs in implementing important school improvement initiatives. The Urban School Leadership Fellowship program, sponsored by the Center for School Change, will also be implicated in this application, although no funds will directly fund either initiative. Funds flowing to these programs will come from districts awarded competitive grants (See (D)(3)(ii)).

Activities

- Provide technical and program support as needed to CES and Center for School Change to continue the academy for school administrators. (spring 2011 – fall 2011)
- Upon adoption of the revised certification regulations, the CES program will be recognized as an approved professional development program for awarding a teacher leader endorsement to the academy completers. (fall 2011)

Timeframe: 2011 and ongoing

Responsible Parties: RESCs, in collaboration with the Partnership for Educator Effectiveness and Accountability and the Partnership for Pre-Service Training and Professional Development

STEM

Connecticut's education reform agenda is committed to increasing the preparation of STEM-trained and knowledgeable educators throughout the PK-12 system. This work has been integrated throughout our RTTT application. Some of the major STEM professional development efforts that advance our STEM agenda follow.

Connecticut Education Network, Online Multimedia Science Resources, Online Learning Management System

Through the Connecticut Education Network (CEN), middle school students and teachers are currently provided with standards-based multimedia science lessons, experiments, simulations and other materials. Through RTTT, similar online multimedia resources will be made available to elementary students in participating districts. Through the RESCs, online and face-to-face professional development will be available in using the resources and integrating them into local curricula. New resources will be directed at development of preschool and elementary science instructional resources. Educators, students and parents will be given access to the Connecticut Education Network Learning Community (CENLC), an online learning management system (Moodle) on the CEN that allows for online and hybrid course delivery, resource dissemination, online professional development, improved home-school communication and more. Professional development will be provided in using the CENLC in a variety of ways, directed by grade level. Templates will be provided to assist teachers in using the CENLC.

Project Kaleidoscope (PKAL)

In conjunction with the National Science Foundation and Project Kaleidoscope (PKAL), the Connecticut Conference of Independent Colleges (CCIC) manages a new and ongoing effort to enhance faculty teaching in the STEM disciplines. The initiative includes faculty from the allied health and teacher preparation areas, and high school teachers are now also being invited to participate. Since the program began in mid-2008, faculty from all of Connecticut's 16 private colleges and universities as well as each of the state colleges and several of our community colleges have participated in PKAL professional development.

CCIC is one of three groups across the country selected to work in collaboration with Project Kaleidoscope on this NSF-funded project related to sharing best practices in the teaching of undergraduates in the STEM disciplines. PKAL makes a huge collection of online resources available, to provide faculty with ideas, strategies, resources, and advice for engaging students in science learning. Connecticut's RTTT proposal will provide for increased involvement of K-12 and higher education faculty in the PKAL program.

Math-Science Instructional Coaching Academies

In collaboration with Connecticut's institutions of higher education, our plan will establish regional K-8 Instructional Coaching Academies that will prepare classroom teachers for new roles as school-based leaders of STEM improvement efforts. Higher education STEM and college of education faculty have collaborated to develop new content-focused courses and teacher assessments that prepare teacher leaders to help colleagues be effective teachers of mathematics and science. Coaches foster transfer of professional development to practice in areas such as effective inquiry teaching strategies; using scoring rubrics to assess student work on state-developed, curriculum-embedded performance tasks; using data to differentiate instruction and monitor growth; and integrating literacy and numeracy instruction in science lessons. This is a scale-up based on lessons learned and data collected from previous Math-Science Partnership-funded coaching academies that provided evidence of change in teaching practices and improved student achievement in coached classrooms. LEAs may use RTTT funds to support stipends or full positions for STEM instructional coaches.

Other STEM Professional Development

In addition to the significant STEM professional development mentioned earlier in the Teaching and Assessing Next Generation Learners initiative (through CEN initiatives, PKAL and the Math-Science Instructional Coaching Academies), many opportunities will be available to teachers to help develop their abilities to engage students in STEM subject matter. These include targeted professional development for elementary teachers in engaging students in mathematics and science, availability of shared STEM curricular resources through CTCurriculum.org and professional development created to assist teachers in using STEM model curricula, including STEM21 courses (BIO21, CHEM21, PHYS21).

Activities

- Expand online multimedia resources to elementary school. Work with RESCs to provide professional development in using them. (September 2010-ongoing)
- Develop templates for grade spans (K-2, 3-5, 6-8, 9-12) for using the CENLC. (October 2010-March 2011)
- Develop and deliver online and face-to-face professional development in the use of the CENLC. (January 2011-ongoing)
- Provide access to the CENLC for teachers who have completed professional development in its use. (March 2011-ongoing)
- Expand PKAL resources and professional development opportunities to additional secondary school science teachers. (January 2011-August 2014)
- Increase availability of professional development for elementary teachers in teaching primary and intermediate mathematics and science. (January 2011-ongoing)
- Expand Math Science Instructional Coaching Academy, toward the goal of one instructional coach in every elementary and middle school. (2010-2012)

Timeframe: September 2010-ongoing

Responsible Parties: Partnership for Curriculum Innovation and the Partnership for High School, College and Workforce Development; Connecticut Knowledge Network; CCIC; RESC Alliance

Connecticut Accountability for Learning Initiative (CALI)

As Connecticut's core instructional improvement process, the Connecticut Accountability for Learning Initiative has been described throughout this application (see Section (B)(3) (Goal 5), Section (C)(2) (Goal 1), Section (C)(3) (Goal 2), Section (D)(2) (Goal 3) and Section E). CALI includes 18 learning modules designed to improve the quality of teaching and learning. While all of the modules are available and will be used, five constitute the core CALI offering (see also Section (C)(3)). Certification training is also offered for each CALI core module, designed to build the capacity in each participating LEA to conduct its own training with fidelity. Additionally, CALI modules for principals will be expanded and made available to all participating districts, including

sessions on *Coaching Instructional Data Teams*, *Coaching Effective Teaching Strategies*, *Leading Change*, *School Climate for Leaders* and *School Improvement Planning*. These sessions will provide principals and teacher leaders with skills and understandings to better support their staff and colleagues as they work together to improve teaching and learning in their schools.

Acknowledging that it will take a minimum of two to three years to demonstrate significant achievement gains in the LEAs and schools, the CSDE funded two demonstration schools in each partner LEA and an additional seven schools in supported LEAs (see Section E.). The purpose of funding the demonstration schools is to highlight that, with an increase in resources, implementation of the CALI model would result in increased student achievement and closing of the achievement gap. The demonstration schools were given an executive coach for the principal and leadership team, a data team facilitator to work with the school and instructional level data teams, and stipends for release time for teachers to work in collaborative professional learning communities. The Executive Coaching Program focuses on the instructional and organizational leadership capacity of principals to increase student achievement. Coaching for the demonstration schools is provided through a contractual relationship with Connecticut Association of Schools (CAS) and is funded by the State of Connecticut. The CSDE has assigned staff members to work with CAS on the identification of potential coaches (e.g., retired exemplary school administrators), placement of coaches, training and networking of coaches, monitoring of coaching activities, data collection and evaluation of the coaching program. A minimum of 45 demonstration schools will be in place by the beginning of the 2010-11 school year, with additional demonstration schools added during each year of the RTTT grant.

Activities

- CSDE will work with the RESC Alliance and SERC to increase the number of CALI trainers and technical assistance providers.
- CSDE will review LEA Requests for Service and the CALI Professional Development Plan on an annual basis. This will include a request for executive coaches for principals and data team facilitators for school and instructional data teams.
- Districts will participate in CALI training modules and in-school onsite technical assistance activities (teachers in participating LEAs).
- Monitor the effectiveness of the LEA, school- and instructional-level data teams, using state-created rubrics within one year of establishing data teams.

Timeframe: Begin 2010 and ongoing

Responsible Parties: CSDE, CALI consultants and liaisons, the RESC Alliance, SERC, LEAs in consultation with the Partnership for Pre-Service Training and Professional Development

Goal 3: Ongoing and Planned Professional Development is Mapped Statewide.

As the result of this goal, LEAs and the Connecticut State Department of Education will be able to coordinate specific courses and their constitute modules to ensure the highly efficient and effective delivery of professional development, maximizing teacher and principal learning opportunities while reducing time away from students, instructional activities and school leadership.

Activities

- CSDE or a contracted entity will design and implement a cost-effective online survey of all professional development opportunities scheduled for the 2009-2010 and 2010-2011 school years, collect data, analyze and map findings.
- CSDE will create a formal crosswalk between professional development and training modules included in this RTTT application, identifying redundancies and modules that could be combined. This information will be included in the mapping study described above.
- The mapping study will also present a summary of best practices in professional development with specific regard to offering online courses and modules as well as summer institutes for educators with the goal of reducing the use of part-day LEA professional development events in order to maximize teacher and student instructional time within the school year as now constituted.
- A report on the findings will be prepared and jointly shared with the six Partnerships for Change by January 2011 and with the Shared Leadership Council, along with joint recommendations by March 1, 2011.

Timeframe: Work completed by March 2011

Responsible Parties: CSDE or contracted entity with ongoing communication with the Partnerships for Change, Shared Leadership Council, Connecticut Association of Boards of Education, Connecticut teachers unions

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Goal 4: Coordinated Professional Development Schedule/Calendar Available.

As the result of this goal, LEAs will be able to most efficiently schedule professional development events that reduce time out of the classroom, afford online access to learning modules, and automatically track professional development units and outcomes.

Activities

- Building off the report from Goal 1 (Section D-5), the Partnership for Pre-Service Training and Professional Development will work with the Council of Chief State School Officers, other national educational organizations and RTTT states with strong professional development systems to determine best practices at the state and LEA levels for online, automated professional development calendars, scheduling and tracking. Report back by December 2011.
- CSDE will expand the current Technical Assistance Tracking System (TATS) to become a statewide professional development registry capable of delivering a year-long calendar of professional development courses and events (with approved CEUs where appropriate) at the LEA and statewide levels of education.
- The Connecticut Professional Development Education Registry will be developed and online by July 1, 2011.

Timeframe: July 1, 2010 through July 1, 2011 and ongoing

Responsible Parties: Partnership for Pre-Service Training and Professional Development in consultation with the Shared Leadership Council and the other five Partnerships for Change, LEA input

Goal 5. Guidelines for Continuing Education Units are Revised to Promote Engaged Learning of All Students.

As the result of this goal, LEAs will have timely access to effective professional development that is delivered online, in-person and over the summer.

Connecticut’s Guidelines for Continuing Professional Development were last revised in 1999. The Partnership for Pre-Service Training and Professional Development will convene a group of stakeholders, including LEAs, to review and make appropriate revisions to the professional development/continuing education units (CEUs) guidelines. The new guidelines will encourage the move *from* “sit and get” professional development *to* job-embedded learning that focuses on: (a) gathering, analyzing and using data to inform instructional and curricular decisions; (b) designing instructional strategies for improving student engagement and achievement; and (c) differentiating instruction for all students including those who are English language learners and students with disabilities. Additionally, the partnership will pursue efforts to include more specific and rigorous CEU requirements related to technology integration and effective strategies for teaching STEM subjects in the elementary grades. Further, these guidelines will include the criteria for LEAs to develop and implement local quality professional development and supports tied to student needs and growth.

Activities

- Convene working group, develop recommendations for modification of CEU requirements and present to the Partnership for Pre-Service Training and Professional Development. (fall 2010 – spring 2011)
- Review of new recommendations for CEU guidelines conducted by CSDE. (spring 2011)
- Present to State Board of Education for adoption by July 1, 2011.

Timeframe: July 1, 2010 to July 1, 2011

Responsible Parties: Partnership for Pre-Service Training and Professional Development, working with the Partnership for Curriculum Innovation and the Partnership for High School, College and Workforce Alignment; SBE; CSDE; LEAs

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Goal 6: External Review of Professional Development Effectiveness and Cost-efficiency.

As the result of this goal (coupled with Goals 1-3), Connecticut will have the data and information necessary to make policy and program changes, as required, in its comprehensive professional development system.

Based on the results of the mapping study described in Goal 4 of this section, with the CSDE as the RTTT fiduciary agent, the Shared Leadership Council will award a contract for one or more contractors to conduct a meta-analysis of professional development activities provided statewide and at the LEA levels. The contractor will collect data, analyze and report on impact of the previously described initiatives in this section on school improvement and patterns of student achievement growth associated with professional development provided under Section (D)(5). The State Board of Education will consider this data to determine whether or not the currently required 90 hours of CEUs needed to renew a person's five-year professional certificate (third tier of certification) should include demonstrated acquisition of skills and knowledge models. Grant funds will be allocated under section (D)(2), which focuses on the development of state guidelines for teacher and administrator evaluation and professional development and the use of student growth measures to determine the efficacy of teachers and principals.

In addition to the meta-analysis of all professional development, coaching, induction, and other activities provided, smaller data-informed analyses will be done of each of the initiatives described in this section. Teacher feedback as well as student data will be used to inform the analyses. The results will be used to modify existing programs as necessary to 1) better meet needs of future participants and their students, 2) provide information to principals and district leaders that may be used to inform local job-imbedded professional development and 3) plan and execute new professional development efforts.

Activities

- Collect data and conduct analyses of the effectiveness of each professional development initiative. Work with designers and professional development implementers/presenters to make improvements to programs as indicated by the data (ongoing data collection, analysis done biannually for each initiative beginning in July 2011).
- Design and issue request for proposals and award contract for outside services by July 1, 2011.

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- Report completed by June 30, 2013, with recommendations.

Timeframe: July 2011 through June 30, 2013

Responsible Parties: P-20 Shared Leadership Council and the Partnership for Financing Sustainable Progress

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>No measures provided for (D)(5)</i>	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA

Appendices Cited in (D)(5)

Appendix (A)(1)(c) Public Act 10-111

Appendix (B)(3)(a) The Connecticut Plan for Secondary School Reform