



THE BOARD REPORT



2000-01: Issue 7

March 2001

The State Board of Education met on Wednesday, March 7, 2001. Below are highlights of the meeting.

ROUNDTABLE DISCUSSION WITH THE CABE BOARD OF DIRECTORS:

TEACHER AND ADMINISTRATOR SHORTAGES and CLOSING THE GAP

The Connecticut Association of Boards of Education (CABE) Board of Directors attended the annual roundtable discussion with the State Board of Education (SBE). Members of the two groups discussed two topics of importance to both: teacher and administrator shortages and achievement gaps.

Several CABE members referred to a conference they attended that focused on student achievement and closing the gap in urban and priority school districts. Attendees at the conference reached agreement on "next steps" to enhance student achievement and close the gap. These suggestions and others were presented to the Board.

Districts' Efforts to Close the Gap

- Ensuring that decisions are research based.
- Working cooperatively and collaboratively with the community.
- Providing quality preschool opportunities to children.
- Supporting extended-day educational programs for students.
- Making use of technology to expand learning opportunities and provide more direct instruction.
- Linking professional development for teachers and guidance counselors to improve student achievement.
- Encouraging and supporting increased participation in Advanced Placement courses and "gifted and talented" programs.
- Enrolling a significant number of Grade 8 students in Algebra 1.
- Providing early reading programs for families, thereby identifying at-risk students and teaching parents how to work with their children at home
- Increasing parental involvement.
- Teaching parents about the value of education and literacy skills.
- Tutoring programs for elementary school students by high school students.
- Targeting funds to programs that are designed to reduce the gap.
- Providing smaller class sizes.
- Providing summer school opportunities.

Districts' Responses to Educator Shortages

- Allowing teachers to serve as substitute teachers during their free periods.
- At the elementary school level, teaming up two classes, paying the teacher her regular daily rate and substitute rate.
- Hiring permanent substitutes who teach on a regular basis.
- Establishing an intern program with an area college and using interns as substitutes.
- Investigating the advantage of recruiting internationally.
- Increasing the beginning teacher salary.

- Communicating with major corporations concerning interest in the alternate route program.
- Beginning “teachers’ clubs” and other mentor programs at the middle and high school levels to encourage students to consider a career in education.
- Working closely with regional educational service centers in recruitment efforts.

CABE members stated that other avenues need to be explored to address the shortages. Some ideas include allowing retirees to work in the district for a certain length of time; restructuring the salary schedule; considering allowing the Commissioner to waive some requirements for interim superintendents; examining reciprocity agreements between states to retain administrators who otherwise return to their home state to ensure their pension; and considering allowing some administrators to hold positions without classroom experience for certain non-education administrative functions.

Patrice McCarthy, Deputy Director of the Connecticut Association of Boards of Education, stated that the enhanced dialogue between the State Board and CABE during the past several years has been very effective in finding ways to improve public education.

**TWENTY CONNECTICUT TEACHERS EARN CERTIFICATION
BY THE
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS**

The Board honored 20 Connecticut teachers for achieving certification by the National Board for Professional Teaching Standards during the 1999-2000 school year. Congratulations to the following teachers who successfully completed the rigorous, yearlong performance assessment process required by the National Board for Professional Teaching Standards:

- Giacomina Bacon, Salem Elementary School, Naugatuck
- Kathy M. Boettner, City Middle School, Naugatuck
- Jessica Blitzer, Windsor High School, Windsor
- Rita T. Bongarten, Weston Middle School, Weston
- Betty Gray Brown, Branchville Elementary School, Ridgefield
- Winter B. Caplanson, Horace W. Porter School, Columbia
- Rose Ann C. Chrzanowski, Naugatuck High School, Naugatuck
- Linda Forschauer, Weston Middle School, Weston
- Susan Goodenough, Batcheller School, Winsted
- Sarah V. Malinoski, Horace W. Porter School, Columbia
- Karen McDonald-Tadder, Cromwell Middle School, Cromwell
- Marlene Megos, E.O. Smith High School, Storrs
- Donna D. Morin, Pulaski Middle School, New Britain
- Catherine B. Paradise, Martin Luther King Elementary School, Hartford
- Louis P. Pataki, Ridgefield High School, Ridgefield
- Louise Ann Roberto, Batchelder School, Hartford
- Margaret J. Stevens, Walsh Intermediate School, Branford
- Danuta Smith, West District School, Farmington
- Alan Weiner, Old Lyme High School, Regional District No. 18
- Alison G. Zmuda, Newtown High School, Sandy Hook

The Department is seeking creative ways to encourage more Connecticut teachers to seek National Board certification, including offering support sessions for candidates, and more widely recognizing and using National Board teachers.

Alternate Route to Certification Program – Department of Higher Education

The Board granted provisional program approval to the Alternate Route to Certification Program to be administered by the State Department of Higher Education, for the period September 30, 2001, through October 1, 2003. The approved program is an intensive 8-week summer program for mid-career professionals. It is designed to certify graduates in the following areas: art and music (Pre-kindergarten-Grade 12); English, mathematics, history/social studies and science (biology, chemistry, earth science, general science and physics) in Grades 4-8; and English, history/social studies, mathematics, science (biology, chemistry, earth science, general science and physics), and world language (French, German, Italian, Latin, Russian and Spanish) in Grades 7-12.

Students admitted must have a bachelor's degree with an appropriate subject area major, and must have completed the Praxis I assessment. Students must register to take the Praxis II assessment when they are admitted to the ARC program. The course includes three weeks of student teaching in an area summer school. Successful graduates will receive a temporary 90-day permit, which provides a trial period as a teacher in a public school. If the trial period is successful, graduates will be issued an initial certificate. The school districts employing the ARC graduates will provide additional support to the new teacher.

Inclusion of Women and Minorities in Connecticut's Textbooks

Dr. Alice Pritchard, Executive Director of the Connecticut Women's Education and Legal Fund (CWEALF), presented findings of her research on the extent to which women and minorities are included in high school history textbooks. The report concludes that, given the state statute that requires local and regional boards of education to choose texts and instructional materials which accurately present the achievements and accomplishments of individuals and groups from all racial and ethnic backgrounds and of both sexes, educators must make a great effort to select "equitable texts and provide a range of supplemental materials." She emphasized the importance of teachers engaging their students in critiquing textbooks, and parents supplementing their child's education by participating in community-sponsored educational opportunities. Additionally, it is helpful to communicate with textbook publishers, particularly those in Connecticut, our expectations for the content of texts.

Daniel Gregg, Social Studies Consultant for the State Department of Education, explained to the Board the effectiveness of using the Banks Model to examine curriculum programs to ensure that the intent of the statute is addressed.

Panel Discussion of Screening Educators

The Board reviewed a draft legislative proposal that would, in part, expand the convictions that result in automatic revocation of an educator's certificate; decrease the amount of time during which a new employee or contractor must be fingerprinted; provide for regular cross-checking of the Department's certification database against the State Police criminal conviction database; require local and regional boards of education to make good faith efforts to obtain information and recommendations on applicants; and hold harmless local and regional boards of education and previous employers when providing or relying on information and recommendations.

Sharing their views with the Board on how the draft language affects their agency were Mr. Jack Cronin, Executive Assistant State's Attorney, Division of Criminal Justice, Office of the Chief State's Attorney; Captain Scott Martin, Commanding Officer, Technology and Telecommunications Section, Connecticut State Police; Attorney Saranne Murray, Shipman & Goodwin; and Attorney William Dolan, Connecticut Education Association.

Emergency Immigrant Education Program

The Board approved the Department's submission of an application for funds to support the Fiscal Year 2001 Emergency Immigrant Education Program. Funds are made available to eligible local school districts for a one-year period for the purpose of providing supplementary educational services to eligible immigrant students enrolled in public and nonpublic elementary and secondary schools. The funding level for this program will be approximately \$1,343,730.

The Board corrected the report originally approved September 13, 2000, regarding the English Mastery Standard to Assess the Linguistic and Academic Progress of Students in Bilingual Education Programs. The assessment for first-year bilingual education students reads as follows:

All bilingual education students enrolled in a bilingual program for 10 months or less, regardless of their grade level, may be assessed for sufficient progress using only the LAS Oral or LAS, Reading and Writing for Grades 4-12, based on their language proficiency. In order for first-year students to exit bilingual services, however, they must meet the same English mastery standard as all other bilingual education students.

Penalty for Failure to Submit ED001 by Statutory Deadline

The Board imposed a \$1,000 penalty against the Ancestors Community Charter High School for its failure to submit its audit review package of the 1999-2000 End-of-Year School Report for Charter Schools by the December 31 statutory deadline.

VOCATIONAL-TECHNICAL SCHOOL MATTERS

Bioscience Environmental Technology Program

Students from Ella T. Grasso/Southeastern Regional Vocational-Technical School described their experiences in the Bioscience Environmental Technology Program. This program, operating since the 1996-97 school year, has developed a method for growing species of algae that fulfills the needs of a shellfish research project at the Sound School in New Haven.

This program will train students to enter areas in the environmental science and biotechnology fields. Students will be prepared to work in entry-level positions in environmental studies, environmental technology, bioscience technology and other related areas (e.g., wastewater treatment; clinical and pharmaceutical laboratory work). Instructor Joseph Laterra told the Board that the students enrolled in the program will continue contact with New Haven's Sound School and will build educational links to businesses such as Pfizer.

CONNECTICUT STATE BOARD OF EDUCATION

ADMINISTRATIVE OFFICE	STATE BOARD OF EDUCATION MEMBERS
<p>Address: 165 Capitol Avenue Room 301 Hartford, CT 06106</p> <p>Telephone: (860) 566-5371</p> <p>Facsimile: (860) 566-1723</p> <p>E-Mail: pamela.bergin@po.state.ct.us</p> <p>❖ To obtain a copy of a report considered by the Board, please contact the Office of Public Information, 860-566-1304.</p>	<p><i>Craig E. Toensing, Chairperson</i> <i>Janet M. Finneran, Vice Chairperson</i> <i>Amparo Adib-Samii</i> <i>David R. Agrawal</i> <i>Beverly P. Greenberg</i> <i>Michael Helfgott</i> <i>Terri L. Masters</i> <i>Timothy J. McDonald</i> <i>Jennifer Y. Santiago</i> <i>Allan B. Taylor</i> <i>Annika L. Warren</i></p> <p><i>Theodore S. Sergi, Secretary</i></p> <p><i>Valerie Lewis, ex officio</i></p>

The Board Report is published monthly and is posted on the Department's Internet site (<http://www.state.ct.us/sde>). It provides a summary of matters considered by the State Board of Education at its regular monthly meetings. The Department welcomes comments and suggestions concerning the format and content of **The Board Report**. Please submit your comments to Pamela V. Bergin, Office of the State Board of Education, 165 Capitol Avenue, Room 301, Hartford, CT 06106, or pamela.bergin@po.state.ct.us

The next meeting of the State Board of Education is scheduled for
Wednesday, April 4, 2001.

The meeting will be held in Room 307 of the State Office Building,
165 Capitol Avenue, Hartford, Connecticut, at 9:30 a.m.

Visitors are advised to call the Office of Board Matters (860-566-5371)
to confirm the meeting date and time.

