



AACTE-CT/CAPSS Joint Committee

Purpose:

To focus on ways in which teacher and administrator preparation programs can continuously improve in order for graduates to be better prepared to meet the needs of Districts and to create and maintain collaborative partnerships between Districts and Institutions of Higher Education that aim to extend the professional capacities of members.

Meeting Dates/Times/Locations:

The Joint Committee meets monthly from September to April (except December) on the fourth Friday of the month from 12:00PM to 1:30PM (lunch is provided by the host site). The remaining meeting dates/locations for 2019-2020 are: February 28, 2020 - ACES, March 27, 2020 - North Branford Public Schools, and April 24, 2020 - Amity Regional School District #5. Meetings are open to all CAPSS/AACTE-CT members.

Committee Background and Context:

The Joint AACTE/CAPSS Committee was formed to cooperatively and collaboratively review Connecticut teacher and administrator training programs. In its initial action, through a review of research on educator training programs and through anecdotal evidence provided by committee members, the Joint AACTE/CAPSS Committee recommended that the Learning-to-Teach Continuum must be changed. The committee wrote a position statement, "Statement on Teacher Preparation in Connecticut" and the CAPSS Board of Directors approved the statement on September 2, 2016. The purpose of this position statement was to communicate practical and essential information about the "Learn-to-Teach" continuum from high school, through undergraduate and graduate training in education, and ongoing professional learning.

2019-2020 Joint Committee Goal:

To capitalize on our partnership by developing strategies for annual legislation and meeting with key legislators to educate them on our mission as well as our views on current and future legislation.

Most Recent Actions of the Joint Committee:

Members of the Joint Committee completed a crosswalk of the Legislative Agendas from CAPSS and AACTE-CT in January 2020 to find a common focus across the two organizations. The result of this crosswalk was a committee focus on pre-service teacher recruitment efforts, specifically, the recruitment of pre-college and college students into hard-to-fill certification areas and the recruitment of pre-college and college students of color into the profession. During the February 2020 meeting, each Joint Committee member will present a recruitment program that has yielded success (currently, in the past, or in other States) with the intention to request the funding or re-funding of such programs from the Connecticut Legislature.

Co-Chairpersons:

Francine Coss

Superintendent of Schools
Thomaston Public Schools
185 Branch Road
Thomaston, CT 06787
Cell Phone: 203-947-0120
fcoss@thomastonschools.org

Marie Nabbout-Cheiban

Associate Dean of the School of Education
Southern Connecticut State University
501 Crescent Street
New Haven, Connecticut 06515
Phone: 203-392-5900
elnabboutm1@southernct.edu

Statement on Teacher Preparation in Connecticut

Prepared Jointly by the

Connecticut Association of Public School Superintendents (CAPSS)

American Association of Colleges of Teacher Education (AACTE-CT)

March 2016

PURPOSE OF CAPSS-AACTE-CT JOINT COMMITTEE

To focus on offering specific recommendations for improvement of teacher and administrator preparation programs that will result in graduates who are prepared to meet expectations for educators in 21st century Connecticut.

PURPOSE OF THIS DOCUMENT

To communicate practical and essential information about the “Learn-to-Teach” continuum from the groundwork of high school, through undergraduate and graduate training in education, and ongoing professional learning.

COMMITTEE BACKGROUND AND CONTEXT

The Joint AACTE/CAPSS Committee was formed to cooperatively and collaboratively review Connecticut teacher and administrator training programs. Through a review of research on educator training programs and through anecdotal evidence provided by committee members, the Joint AACTE/CAPSS Committee recommends that the Learning-to-Teach Continuum must be changed.

The Joint AACTE/CAPSS Committee agrees that many factors that cannot be controlled impact the Learning-to-Teach Continuum. The recommendations of the Joint AACTE/CAPSS Committee focus on what can be controlled and, consequently, are attainable by public schools and institutions of higher learning.

CONNECTICUT EDUCATOR PREPARATION BACKGROUND AND CONTEXT

The State of Connecticut's public education system has long articulated learning standards for students, teachers and administrators, trusting that local districts will design curriculum and accountability systems to specify and measure performance on those standards.

The Joint AACTE/CAPSS Team has reviewed the current curricula and accountability systems utilized by the schools of education and the public school districts we represent and have determined that a change is necessary to improve the readiness of newly certified teachers, administrators and education professionals as well as a change in the resources and professional learning available to experienced certified staff.

The Joint AACTE/CAPSS Team believes Connecticut's educator preparation programs and professional learning programs must engage education professionals in meaningful, rigorous experiences sustained over time like those employed by schools of medicine: mastery of foundation knowledge and skill followed by multiple and varied educational apprenticeships. A teacher's years of experience and quality of training is correlated with children's academic achievement (Gimbert, Bol, & Wallace, 2007). It is the purpose of this document to provide education leaders, organizations, legislators and other interested parties with key recommendations regarding teacher preparation and professional learning programs for educators. The Committee wants to emphasize the systematic nature of this challenge; students entering educator preparation programs need to be better prepared and the preservice programs in turn need to provide richer and more diverse clinical experiences.

Readiness for College

One of the most challenging and yet powerful places to begin to improve the connections between high school and college is to align course content and student performance expectations. Tackling the fundamental disconnect between secondary and postsecondary systems requires rethinking relationships and assumptions about the content of courses and

how the senior year of high school and entry-level college courses are connected. (Connecticut College and Career Readiness Toolkit Prepared by the Educational Policy Improvement Center on behalf of the Connecticut P-20 Council, October 2011). The Joint AACTE/CAPSS Committee provides, through this document, practical actions to address some of the challenges associated with improving these connections.

Many first-year students struggle when they discover that their college courses are fundamentally different from their high school courses (Conley, Aspengren, Stout, & Veach, 2006). College instructors expect students to draw inferences, interpret results, analyze conflicting source documents, support arguments with evidence, solve complex problems that have no obvious answer, draw conclusions, offer explanations, conduct research, and generally think deeply about what they are being taught (National Research Council, 2002). High school courses, therefore, must prepare students in prerequisite content, management of workload, problem-solving and critical thinking skills. Knowledge of content, management of workload, problem-solving and critical thinking skills are prerequisites for successful teaching.

Transformation of Educator Preparation Programs

The Joint AACTE/CAPSS Committee believes that the most effective training programs for preservice educators place an emphasis on extensive, carefully supervised clinical work tightly linked to coursework that places significant attention on the development of content-based pedagogy (Darling-Hammond, Chung, Frelow, 2002). Moreover, the Joint AACTE/CAPSS Committee believes that unless we transform our teacher, administrator, and education professional preparation system alongside our post-graduate support programs, Connecticut will never meet the expectation that every certified educator will be sufficiently prepared for to engage our students in learning.

It is in that spirit then, that we make the recommendations for Connecticut teacher preparation on the pages that follow. However, owing again to the systemic nature of education,

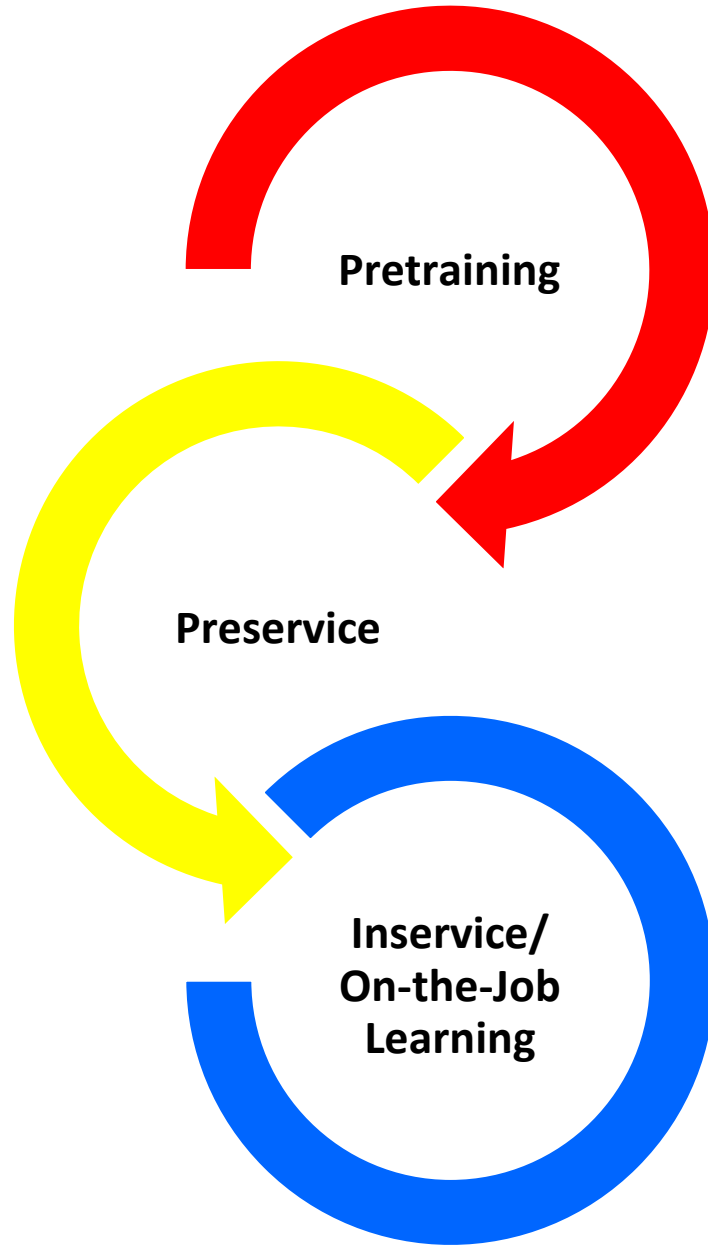
implementing our recommendations alone will not be sufficient. The Committee strongly believes that several structural and environmental challenges must be addressed concurrently to advance teaching and learning in Connecticut.

CHALLENGES TO SUCCESSFUL TEACHING IN THE 21ST CENTURY

Successful teaching in K-12 public schools is a complex endeavor in Connecticut and throughout the United States. Many challenges contribute to the complexities of the profession, including but not limited to the four broad challenges listed below. The Joint CAPSS/AACTE-CT Committee believes it crucial to understand – and address – the following challenges before we fully achieve the promise of public education in the state of Connecticut. These challenges require a need for:

- ***A common definition of effective teaching:*** Depending on one's perspective, measures of effective teaching can include any combination of student graduation rates, various student growth measures including standardized test scores, readiness for college, degree of student curiosity, career success and earnings, communication skills, socio-emotional development, and/or appreciation of diversity, among others;
- ***Adequate resources:*** Inadequate support and inequitably distributed including, but not limited to, large class sizes, limited technology, poorly-maintained classrooms, high teacher turnover, the lack of curriculum materials and support staff (social workers, psychologists, etc.);
- ***Respect for the teaching profession:*** Evidenced by stagnant wages and declining autonomy, respect for the teaching profession is in decline; and
- ***An effective entry structure for teachers:*** Novice teachers have immediate impact on students, but like new doctors and lawyers, we need to recognize that teaching is a continuum; ongoing mentoring and support are needed as novices grow and develop as professionals throughout their careers.

Learning-To-Teach CONTINUUM (title and stages from Feiman-Nemser, Buchmann, 1983):



RECOMMENDATIONS FOR TEACHER PREPARATION IN CONNECTICUT

Connecticut Educator Preparation Programs Should:

- Develop college and program readiness standards in collaboration with public school leaders ensuring that students experience content and grading in high school courses that prepare them to meet postsecondary expectations;
- Require that all candidates successfully complete clinical experiences that are supported by expert coaching from experienced mentor-teachers and that include diverse, high-achieving schools that model conditions that set high expectations for all students, and promote development of instructional and leadership skills required to meet the needs of children from diverse social, economic, racial, and linguistic backgrounds and experiences;
- Articulate an educator preparation program curriculum that imparts knowledge and develops skills that enable beginning teachers and administrators to participate in curriculum development, to integrate socio-emotional learning with content instruction, to differentiate instruction/personalize learning, to include student assessment as an integral part of instruction, and to include parents and community as part of the instructional team;
- Collaborate with school districts to continue the support of teachers and administrators in their first years of employment; and,
- Collaborate with school districts to create experienced teacher and administrator development programs that support the cultivation of teachers and administrators, and that provide professional learning opportunities for teachers and school or district leaders.

Connecticut Public School Districts Should:

- Recognize the critically important role they play in the preparation and development of exceptional beginning teachers and administrators;
- Collaborate with educator preparation programs to create innovative pipeline partnerships for exceptional teachers and school or district leaders;
- Collaborate with educator preparation programs to provide professional learning opportunities for teachers and school or district leaders;
- Ensure that teacher and administrator candidates from educator preparation programs are observed and mentored by only the most effective teachers and administrators; and,
- Provide teacher and administrator candidates with exemplars of personalized learning and differentiated instruction.

State of Connecticut Educator Preparation Policies Should:

- Encourage and incentivize teacher and administrator candidates and educator preparation programs to commit to teaching and learning in low-income and small school districts, especially in shortage areas;
- Encourage and incentivize minority candidates for teacher and administrator preparation programs;
- Encourage and support innovative and/or transformative practices in teacher and administrator education;
- Focus primarily, if not exclusively, on clearly-defined outcomes expected of graduates of teacher and administrator preparation programs;
- Recognize the preparation and development of effective beginning teachers and administrators as a continuum that begins at or before program entry and continues several years into an educator's career; and,
- Strengthen teacher and administrator preparation by providing educator preparation programs with robust data that will allow them to continuously improve their programs and the outcomes of their graduates.

WORKS CITED AND/OR CONSULTED

- AACTE (2013). *State Policy Principles for Strengthening the Educator Pipeline*. Retrieved from <http://aacte.org/>
- Allen, Michael (2003). Eight Questions on Teacher Preparation: What Does the Research Say? A Summary of the Findings. *Education Commission of the States, Denver, Co.*
- Boyd, D., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Education Evaluation and Policy Analysis, 31*(4), 416-440.
- CAPSS (2012). *NextED Transforming Connecticut's Education System*. Retrieved from <http://www.ctnexted.org/>
- CAPSS, CABE & CAS (2015). *A Look to the Future: Personalized Learning in Connecticut*. Retrieved from <http://www.capss.org>
- Conley, D.T., Aspengren, K., Stout, O., & Veach, D. (2006). *College Board Advanced Placement best practices course study report*. Eugene, OR: Educational Policy Improvement Center.
- Darling-Hammond, L., Chung, R., Frelow, F. (2002). Variation in Teacher Preparation: How Well Do Different Pathways Prepare Teachers to Teach? *Journal of Teacher Education, 53*(4), 286-302.
- Darling-Hammond, L., Holtzman, D., Gatlin, S., & Vasquez Heilig, J. (2005). Does Teacher Preparation Matter? Evidence about Teacher Certification, Teach for America, and Teacher Effectiveness. *education policy analysis archives, 13*, 42.
- The Education Trust (2016). Retrieved from <https://edtrust.org>
- Feiman-Nemser, S. and Buchmann, M. (1983). Pitfalls of Experience in Teacher Preparation. *Teachers College Record, 87*(1), 53-65.
- Gimbert, B., Bol, L. & Wallace, D (2007). The Influence of Teacher Preparation on Student Achievement and the Application of National Standards by Teachers of Mathematics in Urban Secondary Schools. *Education and Urban Society*.
- National Research Council (2002). *Scientific Research in Education*. Washington, DC: The National Academies Press.
- TeachStrong (n.d.). Retrieved from <http://teachstrong.org/>

Statement on Teacher Preparation in Connecticut

Wilson, S., Floden, R., & Ferrini-Mundy, J. (2001). Teacher preparation research: current knowledge, gaps, and recommendations. *Washington, DC: Center for the Study of Teaching and Policy.*