



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# **Back to School Meeting for Superintendents: Connecticut State Department of Education Update**

Wednesday, August 22, 2012  
9:00-11:00am

# Today's Agenda

## **Survey of Superintendents & Accomplishments to Date**

*Commissioner Stefan Pryor*

## **Communication with Superintendents**

*Commissioner Stefan Pryor*

## **Educator Evaluation & Support**

*Dr. Diane Ullman, Chief Talent Officer*

## **Common Core State Standards**

*Dr. Diane Ullman, Chief Talent Officer*

## **Professional Learning**

*Dr. Diane Ullman, Chief Talent Officer*

## **ESEA Waiver Accountability**

*Charlene Russell-Tucker, Chief Operating Officer*

*Dr. Renée Savoie, NAEP State Coordinator*

## **Turnaround**

*Commissioner Stefan Pryor*

# Survey of Superintendents & Accomplishments to Date



# Survey of Superintendents

## Superintendent Feedback

*92.7% of superintendents strongly agree or agree that the SDE must do more to increase access to early childhood education.*

*53.1% of superintendents believe the SDE is not helping close the achievement gap in their district.*

*75% of superintendents believe they do not have the support and resources to create new schools in their districts.*

*66.9 % of superintendents indicate the SDE issues regulations too much.*

*55% of superintendents believe the SDE has not articulated a clear plan to help attract, retain, and develop teachers and administrators for Connecticut schools.*

*67% of superintendents believe the state's formulas for funding education are unfair or very unfair.*

## Governor's Principles

**Enhance families' access to high-quality early childhood education opportunities**

**Authorize the intensive interventions and enable the supports necessary to turn around Connecticut's lowest-performing schools and districts.**

**Expand the availability of high-quality school models, including traditional schools, magnets, charters, and others.**

**Unleash innovation by removing red tape and other barriers to success, especially in high-performing schools and districts.**

**Ensure that our schools are home to the very best teachers and principals—working within a fair system that values their skill and effectiveness over seniority and tenure.**

**Deliver more resources, targeted to districts with the greatest need—provided that they embrace key reforms that position our students for success.**



**92.7% of superintendents strongly agree or agree that the SDE must do more to increase access to early childhood education.**

## ***Principle 1: Enhance families' access to high-quality early childhood education opportunities.***

- ☑ On July 11, 2012, the CSDE identified and awarded 1,000 new school readiness slots to providers throughout Connecticut.
- ☑ \$6.775 million in new funding was allocated to increase access to high-quality early childhood education and a substantial majority will be apportioned within 19 existing priority school readiness districts.
- ☑ Public Act 12-116 also funds an additional \$3 million for school readiness quality initiatives, professional development for existing early childhood providers, and development of a quality rating and improvement system.
- ☑ On August 21, 2012, the Governor, Lt. Governor and Commissioner announced that five elementary schools were selected to pilot an intensive new reading intervention program for students in kindergarten through grade three.



**53.1% of superintendents believe the SDE is not helping close the achievement gap in their district.**

***Principle 2: Authorize the intensive interventions and enable the supports necessary to turn around Connecticut's lowest-performing schools and districts.***

- ☑ On August 9, 2012, the CSDE approved the turnaround plans for four of Connecticut's lowest-achieving schools to participate in the Commissioner's Network.
  - ☑ Curiale School—Bridgeport
  - ☑ Milner School—Hartford
  - ☑ High School in the Community—New Haven
  - ☑ Stanton School—Norwich



**75% of superintendents believe they do not have the support and resources to create new schools in their districts.**

***Principle 3: Expand the availability of high-quality school models, including traditional schools, magnets, charters, and others.***

- Agricultural Science Schools
  - The bill provides significant new funding (\$1,425,000 increase) for agricultural science schools, increasing the per students grants from \$1,355 per student to \$1,750

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- Magnet Schools
  - \$2.5 million to increase non-Sheff magnet school reimbursement rates by about \$300 per student

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- Technical High Schools
  - Additional \$1.5 million is included for new positions, site remediation and trade supplies

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- Charter Schools
  - Increases subsidies for state charter schools; funding for local charter schools begins in FY 2014



**66.9 % of superintendents indicate the SDE issues regulations too much.**

***Principle 4: Unleash innovation by removing red tape and other barriers to success, especially in high-performing schools and districts.***

- ☑ On July 21, 2012, the CSDE convened a seven-member Red Tape Review and Removal Taskforce to examine additional and comprehensive solutions to unnecessarily burdensome state regulations and mandates.
  - ☑ The taskforce will review and meet over the next year, soliciting input from all stakeholders, specifically boards of education, superintendents, school leaders, teachers and parents as appropriate.
  - ☑ The taskforce will develop recommendations and report to the Governor and the Commissioner of Education by December 15, 2012 ahead of the 2013 legislative session.





**55% of superintendents believe the SDE has not articulated a clear plan to help attract, retain, and develop teachers and administrators for Connecticut schools.**

***Principle 5: Ensure that our schools are home to the very best teachers and principals—working within a fair system that values their skill and effectiveness over seniority and tenure.***

- ☑ On June 27, 2012, the SBE adopted the Connecticut Guidelines for Educator Evaluation.
  - ☑ Public Act 12-116 requires annual performance evaluations of principals, administrators, and teachers, based upon a new standard of “effective practice” and a consensus framework developed by PEAC. It also ties professional learning to educator evaluations.
  - ☑ The Connecticut Guidelines will inform implementation of model teacher and administrator evaluation and support systems in pilot districts during the 2012-2013 school year.
- ☑ On August 3, 2012, the Educator Preparation Advisory Council (EPAC), co-chaired by Commissioner Pryor and Board of Regents for Higher Education Executive Vice President Michael Meotti, convened its inaugural meeting.
  - ☑ The panel will advise the State Board of Education on policy recommendations and proposed regulatory revisions that will increase rigor in teacher and school leader preparation.



**67% of superintendents believe the state's formulas for funding education are unfair or very unfair.**

***Principle 6: Deliver more resources, targeted to districts with the greatest need—provided that they embrace key reforms that position our students for success.***

- ☑ On August 15, 2012, the CSDE convened the first meeting to discuss the Uniform Chart of Accounts (UCA), authorized by P.A. 12-116.
  - ☑ The group included representatives from the State Department of Education, Office of Policy and Management, Connecticut Association of School Business Officials, Connecticut Conference of Municipalities and Connecticut Association of Boards of Education
- ☑ P.A. 12-116 establishes Alliances Districts and authorizes one year of funds.
  - ☑ Iterative review and feedback process for Year 1 applications is underway—Goal for district approvals is August 31<sup>st</sup>—some plans may require additional revisions
  - ☑ Trainings in key areas of reform, including talent strategy, school redesign, and new accountability system as well as workshops with individual districts will be helped to explore ideas for reform plans with maximum impact



# Communication with Superintendents



# Communication with Superintendents

## Increased Communication between the Commissioner and Superintendents

- RESCs
- CAPSS

## Additional Communication Channels

- Connecticut State Department of Education  
[www.sde.ct.gov](http://www.sde.ct.gov)
- System for Educator Evaluation and Development (SEED)  
[www.connecticutseed.org](http://www.connecticutseed.org)



# Educator Evaluation & Support



**When teachers succeed, students succeed.**

**Research has proven that no school-level factor matters more to students' success than high quality teachers and leaders.**



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...we need to define effective practice.



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**...we must develop systems for meaningful recognition of accomplishment throughout the career continuum.**



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...we must develop systems for meaningful recognition of accomplishment throughout the career continuum.



# Educator Evaluation Design Principles

- Based on multiple standards-based measures of performance
- Promote both professional judgment and consistency
- Foster professional dialogue about student learning
- Aligned to effective, evaluation-based professional learning, coaching, and feedback to support teacher growth and development
- Ensure feasibility of implementation



# Guidelines & State Models

## Guidelines (Core Requirements)

- Adopted by State Board of Education 6/27/12
- Apply to both teachers and administrators
- Outline the components/ standards to which all plans in Connecticut must adhere



# Guidelines & State Models

## Guidelines (Core Requirements)

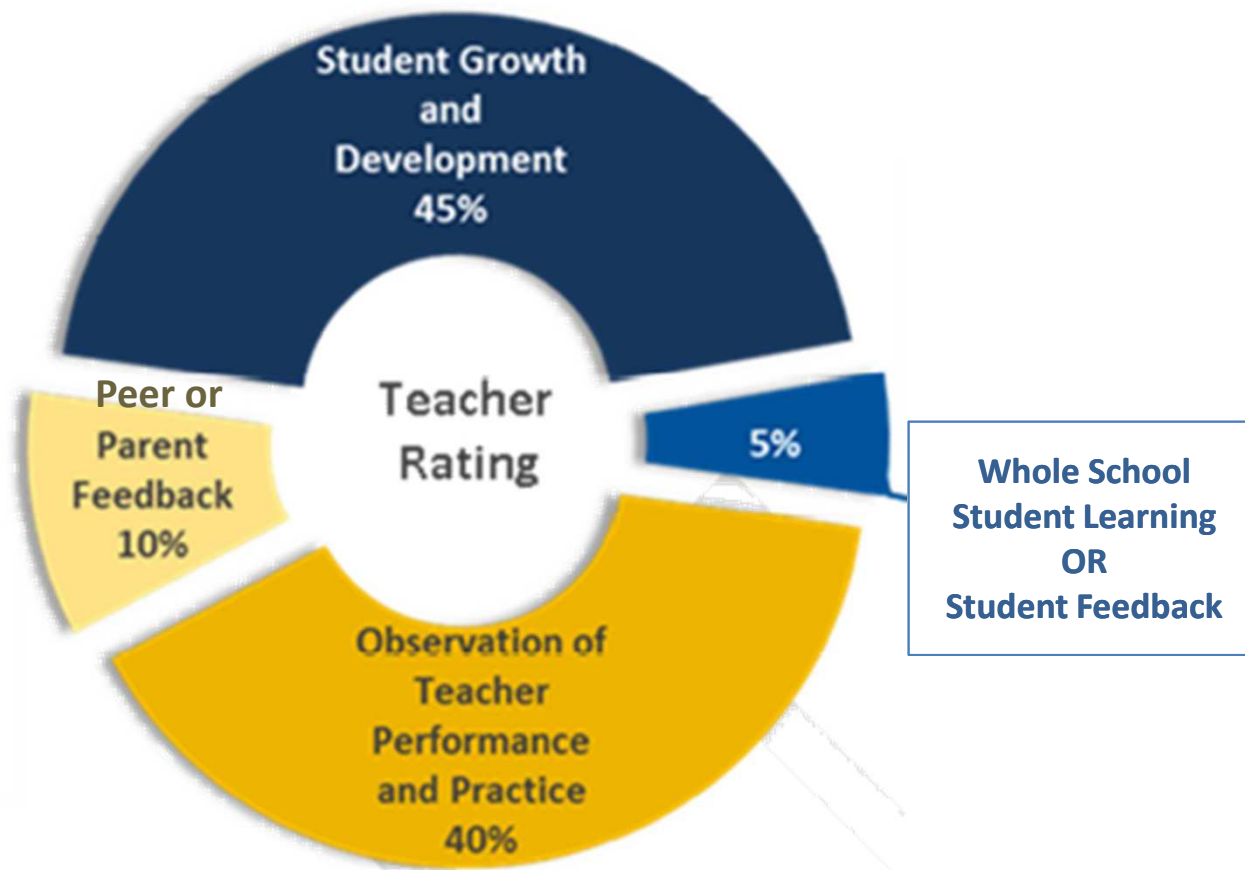
- Adopted by State Board of Education 6/27/12
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## State Model (SEED)

- Apply to both teachers and administrators
- Is a specific example of the guidelines available for Connecticut districts to adopt



# Teacher Evaluation Components

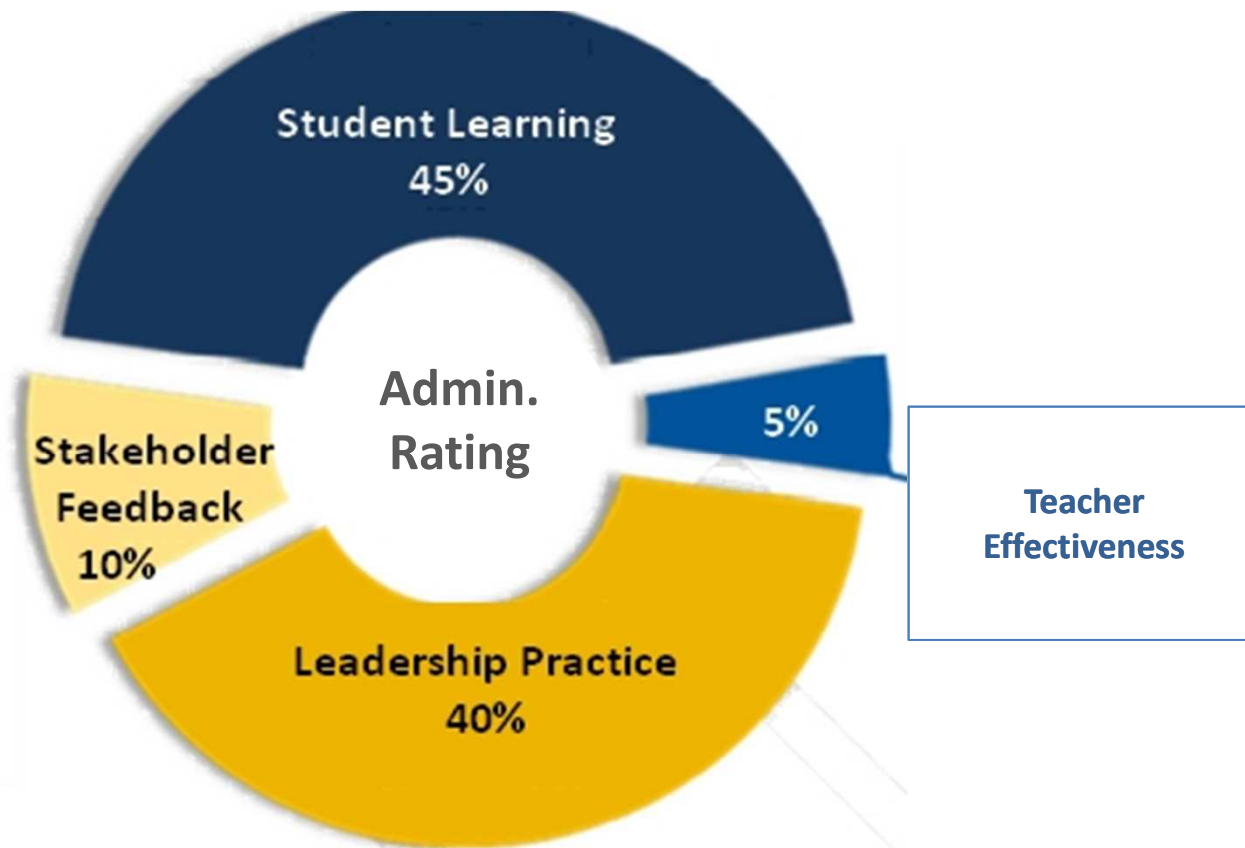


# Teacher Evaluation Components





# Administrator Evaluation Components



# Administrator Evaluation Components



# Teacher Evaluation Process

## Goal-Setting & Planning

- Orientation on process
- Teacher reflection and goal setting
- Goal-setting conference

**By November 15, 2012**

## Mid-Year Check-In

- Review goals and performance to date
- Mid-year conferences

**January/February 2013**

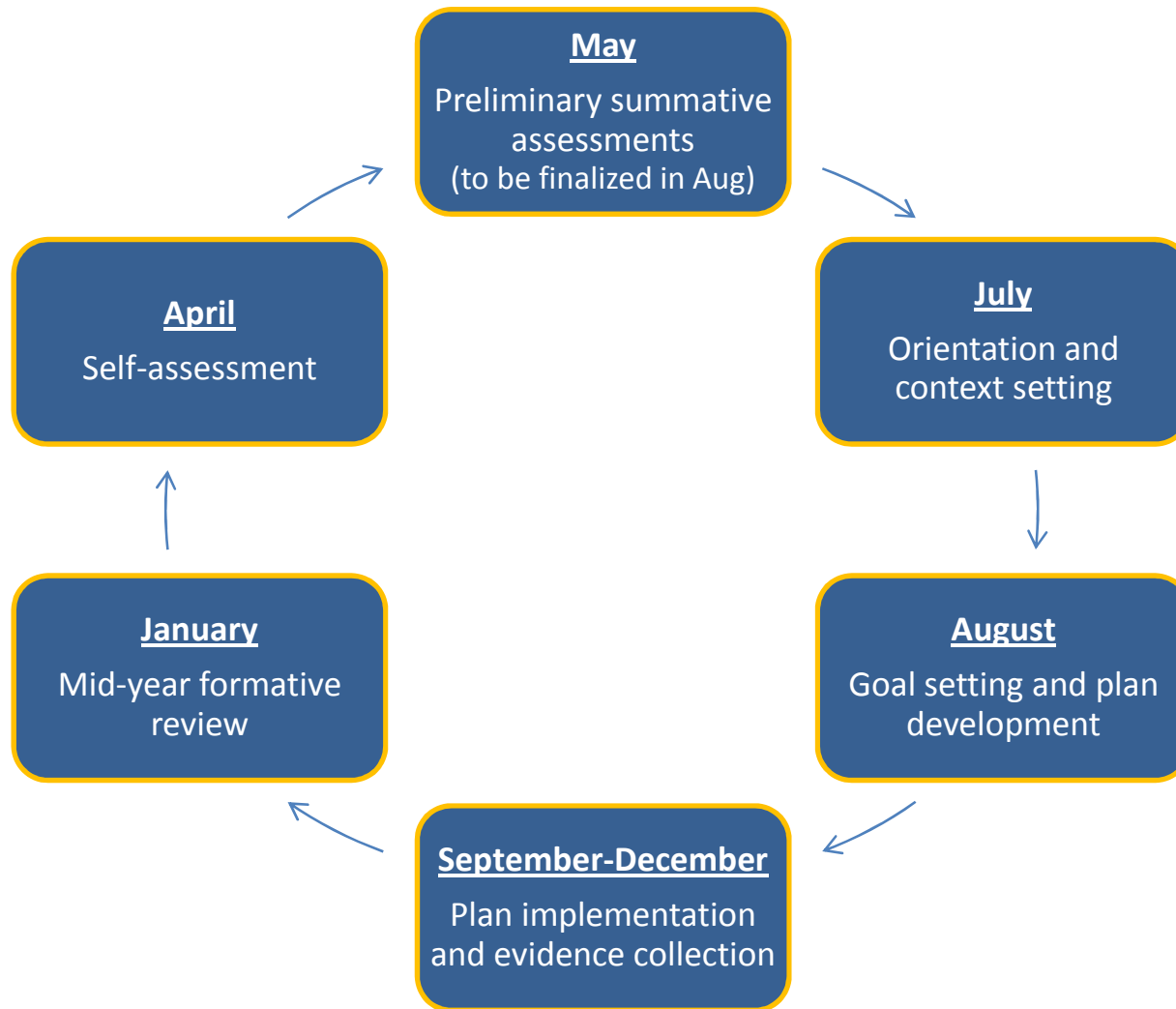
## End of Year Review

- Teacher self-assessment
- Scoring
- End of year conference

**By June 30, 2013**



# Administrator Evaluation Process



# Levels of Performance

|          |                       |   |
|----------|-----------------------|---|
| <b>4</b> | <b>Exemplary</b>      | <b>Substantially exceeded target/indicators</b>             |
| <b>3</b> | <b>Proficient</b>     | <b>Met targets/indicators</b>                               |
| <b>2</b> | <b>Developing</b>     | <b>Made progress but did not meet target/indicators</b>     |
| <b>1</b> | <b>Below Standard</b> | <b>Made little or no progress against target/indicators</b> |

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.



# Support & Development

## What is it?

- Evaluation-based Professional Growth Plan
- Improvement and Remediation Plan
- Career Development and Growth
- High quality professional learning

## What does it look like?

- Linked to outcomes of evaluation
  - student learning
  - observation of professional practice (aligned with CCSS instructional *shifts*)
  - results of stakeholder feedback
- Can occur at multiple points during the year
- Linked to levels of performance



# Educator Evaluation Pilot

- 10 districts/consortia of districts:
  - Bethany
  - Branford
  - Bridgeport
  - CREC
  - Columbia, Eastford, Franklin & Sterling
  - Litchfield and Region 6
  - Norwalk
  - Waterford
  - Windham
  - Windsor
- Piloting the state model, as well as district developed models
- Some districts will pilot Peer Assistance models



# The Neag Study on the Core Requirements

- The Neag School of Education at The University of Connecticut shall submit to the State Board of Education, not later than January 1, 2014, a study and recommendations concerning validation of the teacher evaluation and support program core requirements. The results of the study will help determine any changes needed to the Connecticut Guidelines (core requirements).
- Should pilot districts identify promising practices within the Core Requirements, to implement during the pilot that vary from the established guidelines, those practices must be approved by the State Department of Education in consultation with PEAC (Performance Evaluation Advisory Council) and be incorporated into the scope of the Neag study.





# Common Core State Standards & Smarter Balanced Assessments



# Common Core & Smarter Balanced

- **A Collaborative Effort:**
  - K-12 and higher education
  - Local school districts & the State Department of Education
  - Partner organizations: RESCs, CAS, CAPSS, CABE, SERC



# Common Core & Smarter Balanced

- **A Strategic Plan to Address Four Areas of Focus:**
  1. Instructional Practice and Materials
  2. Professional Learning
  3. Assessment
  4. Communications



# Focal Points for Implementing CCSS & SBAC

- **Instructional *Shifts*** (*rigor, understanding, fluency, application*)
  - ELA and mathematics
  - Literacy across the content areas
  - Help teachers develop deep understanding of the *shifts* and learn the skills necessary to teach to those *shifts* in their classrooms



# Focal Points for Implementing CCSS & SBAC

- **High quality curriculum aligned to CCSS**
  - Developed, adapted, or adopted by local school districts, consortia of districts, RESCs as well as other states and organizations
  - Reflecting the instructional *shifts* that the CCSS embodies
  - Vetted for quality using collaboratively developed criteria
  - Shared electronically using an easy-to-access platform



# Focal Points for Implementing CCSS & SBAC

- **SBAC and Benchmark Assessments**
  - Aligned to Common Core State Standards & Smarter Balanced assessments
  - Embedded in curriculum
  - Bank of assessment tasks for local school district use
- **Inventory of local school district readiness to administer assessments using technology**



# Focal Points for Implementing CCSS & SBAC

- **A Strong Communication Plan**
  - A narrative description of CT's approach to implementing CCSS
  - Clear outline of roles and responsibilities of all stakeholders/partners
  - Includes mechanisms for two-way communication
  - Widely shared with stakeholders
  - Continuously updated as new information is available
  - Advisory group representing local school districts and strategic partners



# Professional Learning





# Investing in Connecticut's Teachers & Leaders

“School systems that invest in professional learning and build coherence throughout the system demonstrate commitment to human capital development and acknowledge that investment in educator learning is a significant lever in improving student achievement.”

Learning Forward 2012



# The Vital Importance of Professional Learning

- Development of teacher and leader talent has never been more central to our success as a state
- With each reform initiative comes a responsibility to provide teachers and leaders with the knowledge and skills necessary to achieve our ambitious goals
- Development of teachers and leaders is a joint responsibility of SDE, local districts, and partner organizations



# Professional Learning: PA 12-116

## Features:

- 18 hours annually
- Preponderance of small group/individual
- Job embedded coaching and collaboration
- **Focus on development of shared understanding of effective teaching practices**
- **Aligned with the Common Core State Standards (CCSS)**
- **Based on the findings and results of performance evaluation (individual, team, school, district levels)**



# SDE Commitment to Professional Learning

**A portion of the \$2.5 allocated to the professional development aspect of the pilot evaluation system will be dedicated to directly support teachers and administrators.**



# SDE Commitment to Professional Learning

## Key Leverage Points

- **CCSS Focus on Instructional Shifts:**
  - RFP to engage strategic partners to:
    - Identify and share through an electronic platform sample lessons that embody the instructional *shifts*
    - Develop webinars that allow teachers and leaders from across the state to collaborate around high level instructional practice



# SDE Commitment to Professional Learning

## Key Leverage Points

- **Complementary Evaluator**
  - RFP to engage strategic partners to:
    - Develop a model and training for Complementary Evaluators as defined in SEED
    - Technical assistance provided to local school districts to implement Complementary Evaluator component in 2013-2014



# SDE Commitment to Professional Learning

## Key Leverage Points

- Leadership Academy
- Coaching Academy
- Comprehensive, Focused, and Aligned System for Professional Learning Informed by Educator Evaluation



# Developing Talent: A Shared Responsibility

**Strategic partnerships have never been more important.**

- **Role of the SDE:**

- Work with local school districts and partners to identify needs and establish priorities
- Set standards for quality work
- Engage local school districts and strategic partners
- Establish feedback loops
- Monitor quality over time





# ESEA Waiver Accountability



# No Child Left Behind Waiver

**Approved by the USDOE on May 29, 2012,  
the waiver enables the CSDE and districts to:**

- Use Title I funding more flexibly
- Replace adequate yearly progress (AYP) under NCLB with CT-designed annual performance targets
- Replace NCLB sanctions for schools and districts with more effective interventions



# Timeline

- AYP
- NCLB Sanctions

2010-11

2011-12

- New funding flexibilities
- AYP
- No NCLB Sanctions
- Baseline data for new performance targets (averaged with previous two years)

- New performance targets
- School Classification

2012-13



# Major Shifts

| <u>NCLB</u>   | <u>CT's new indicators</u>  |
|---|---|
| Target is Proficient                                      | <b>Target is – on average – at Goal</b>   |
| Get to 100% by 2014                                       | <b>Halfway to target by 2018</b>  |
| Only math and reading count                               | <b>Math, reading, writing, and science count</b>  |
| Only capture progress from Basic to Proficient            | <b>Count progress between all levels</b>  |
| School progress only measured by standardized test scores | <b>School progress also measured by high school graduation rates (4-year and extended)</b>        |
| Accountable for subgroups of students, “n” size = 40      | <b>Still accountable for subgroups of students, “n” size = 20; majority of subgroups approach</b> |



# Resources

## Materials on the CSDE Website

- July 23 Presentation
- Narrated Presentation
- Summary of Waiver Flexibilities
- District/School Profile Metrics—Explanatory Document

## Tools Under Development

- Talking Points for Administrators
- Computational Manual
- Reporting Site



# Turnaround



# Commissioner's Network

- May 2012 Districts with eligible schools were invited to submit a letter of intent to apply to the Commissioner's Network.
- 
- June 2012 Guidelines and applications for the Network were made available.
- 
- June 2012 Turnaround Committees formed.
- 
- July 2012 Operation and instruction audits were conducted of schools.
- 
- July 2012 Applications submitted.
- 
- August 2012 State Board approved applications for 4 schools.



# Commissioner's Network

4 schools to be part of the Commissioner's Network for school year 2012-13:

- Curiale School (Bridgeport)
- Milner School (Hartford)
- High School in the Community (New Haven)
- Stanton School (Norwich)





# Commissioner's Network

- Two districts expressed interest in applying for a planning grant to be in the Network in 2013-14
- **All districts with eligible schools will be given another opportunity to apply for a planning grant to join the Network in 2013-14**



# Alliance Districts

An iterative review and feedback process for Year 1 applications is underway

- Goal for district approvals is August 31st – some plans may require additional revisions
- CSDE approvals will authorize one year of Alliance District funds
- During 2012-13 school year, CSDE will engage in a more structured and supportive process for applications for Year 2 funds



# Additional Resources



# Additional Materials & Documents

## Today's Agenda & Presentation

### Common Core State Standards

<http://www.achievethecore.org/steal-these-tools>

### Educator Evaluation and Support

CT Guidelines for Educator Evaluation (Resolution)

Selection Form

SEED: Connecticut's System for Educator Evaluation and Development

### Turnaround

Press Release – SBE Approves Four Commissioner's Network Turnaround Plans

### Other Helpful Documents

Teacher of the Year Information

Teacher of the Year Memo to Teachers

Green Schools Brochure





## CONNECTICUT STATE DEPARTMENT OF EDUCATION

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