

WHO WE ARE

The Connecticut Council for Education Reform (CCER) advocates for Pre-K-12 education policies and practices that narrow the achievement gap so all Connecticut students can access and succeed within a 21st-century education system. We do this by collaborating with educators, employers, and community members across the state.

WHAT WE'VE ADVANCED

- ▶ Increased reciprocity for out-of-state educators
- ▶ Improved efforts to recruit educators of color to the teaching profession
- ▶ Adoption of the Connecticut Core Standards
- ▶ Redefinition of high-quality professional learning for educators
- ▶ Reform of educator preparation
- ▶ Approval for new alternate routes to educator certification
- ▶ Improvements to the educator evaluation and support process
- ▶ Advancement of Turnaround School efforts
- ▶ A statewide increase in public school graduation rates to 87%
- ▶ Establishment of the Office of Early Childhood

WHAT GUIDES US

- ▶ **Focus on Talent:** We believe schools must prepare all students to become thriving citizens and professionals, and we are committed to recruiting, preparing, and supporting educators to deliver on that promise.
- ▶ **Emphasize Coherence:** We should consider how enacting one set of policies/actions makes realizing other policies/actions more possible and meaningful.
- ▶ **Scale Best Practices:** The priorities assume examples of positive growth and outcomes exist in some schools and districts, and that the state's role is to understand how certain schools and districts working with historically underserved students are closing the achievement gap while others are not. We are attempting to study, learn from, optimize, and most importantly—scale—what's already been proven to have impact.
- ▶ **Respect Connecticut's Fiscal Reality:** In 2019, the state will continue to face serious fiscal constraints. Our recommendations will focus on optimizing present resources rather than seeking new funding sources.



POLICIES WE SUPPORT

Students must have access to an excellent education that prepares them to thrive in and contribute to our economy and society.

Funding & Outcomes Correlation

A public-facing, tiered statewide system that annually:

- ▶ Reviews, ranks, and differentiates support and distribution of state/federal funding for all districts and schools based on demonstrated progress in narrowing the achievement gap
- ▶ Audits funding and student outcomes in the Commissioner's Network schools and Alliance Districts

Public-Private Partnerships

Require secondary and post-secondary schools to partner with employers in developing career pathway programs, including apprenticeship programs, that prepare students for careers in local industries.

Students' Career Readiness

Include a quality indicator in Connecticut's Next Generation Accountability System that assesses district/school performance on the "career readiness" of students.

Expansion of Wraparound Services & Extended Learning Time

Schools leverage community resources to address a wider range of student needs and provide programming and adult supervision to allow for extended learning time.

Access to Quality Early Childhood Programs

The Office of Early Childhood expedites the timeline for fully implementing a Quality Rating and Improvement System and look for ways to expand access to high-quality Pre-K.

Educators must be diverse, well-prepared, and equipped to deliver on the promise of an excellent education for all students.

Principal Leadership Development

Elevate a statewide focus on principal recruitment, preparation, and great leadership practices that:

- ▶ Expand district homegrown pipelines that accelerate the transition of exceptional candidates into school leadership
- ▶ Hold preparation programs accountable to graduates' school results on student growth and achievement
- ▶ Designate "distinguished" principals, and incorporate their practices into broader leadership development efforts

High-Quality Development for Turnaround Teachers

Require that Alliance Districts use Title I and II dollars to improve instructional quality, by:

- ▶ Adopting research-based, Connecticut Core Standards-aligned math and literacy curricula
- ▶ Scheduling regular professional development opportunities for elementary and secondary teachers to collaboratively plan across grade levels

New Pathways to Teacher Shortage Areas

Expand Alternate Route to Certification programs that expedite the preparation and placement of mid-career professionals into Pre-K-12 shortage areas within our highest-need schools/districts. Emphasize ARCs that appeal to STEM industry professionals. Focus on recruiting educators of color and work towards increased reciprocity for out-of-state teachers.

Diverse Educator Workforce

Include a quality indicator in Connecticut's Next Generation Accountability System that assesses district/school progress toward recruitment and retention goals for a diverse educator workforce, with emphasis on the Alliance Districts.

**Have questions?
Want to get involved?**

Contact Shannon Marimòn,
Executive Director at
shannon.marimon@ctedreform.org