

**A GUIDE TO
THE BEST PROGRAM
FOR BEGINNING TEACHERS**

**Connecticut State Department of Education
Bureau of Curriculum and Teacher Standards
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**A Guide to the BEST Program for Beginning Teachers
1999-2000**

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Introduction

The Beginning Educator Support and Training (BEST) Program is a comprehensive induction program of support and assessment for beginning teachers. Beginning teachers must successfully complete BEST Program requirements in order to be eligible for the provisional educator certificate.

The purpose of *A Guide to the BEST Program for Beginning Teachers* is:

- to provide beginning teachers with critical information relating to BEST Program requirements;
- describe the rights and responsibilities of beginning teachers participating in the BEST Program; and
- delineate the types of support that are available to beginning teachers to meet these requirements.

Why is the BEST Program So Important?

The mission of the BEST Program is to ensure that every Connecticut student is taught by a highly qualified and competent teacher. The BEST Program helps ensure that all beginning teachers have opportunities to strengthen their knowledge of subject matter and instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

The promotion of high standards for teachers has been an integral component of Connecticut's education reform agenda since the mid-1980s. The Education Enhancement Act of 1986 was highly successful in raising standards for teacher education and licensing as well as increasing teacher salaries to the highest in the nation. This "balanced equation" of higher teacher salaries matched by increased professional standards has been highly successful in attracting more academically qualified individuals into Connecticut's schools.

The centerpiece of Connecticut's teacher improvement initiatives has been the Beginning Educator Support and Training (BEST) Program, a comprehensive three-year induction program for teachers once they are hired in Connecticut public schools. Connecticut's innovative work in the area of beginning teacher portfolio assessments and induction models has attracted national attention, through Connecticut's participation in the Interstate New Teacher Assessment and Support Consortium (INTASC). INTASC promotes a portfolio-based induction and licensing system for beginning teachers similar to the Connecticut model. The September, 1996 Report of the National Commission on Teaching and America's Future cited that teachers in Connecticut were "among the best prepared in the nation."

Connecticut's Definition of Effective Teaching Practice

Connecticut's Common Core of Teaching (CCT) defines the knowledge, skills and competencies that teachers need to attain in order to ensure that students learn and perform at high levels. The *CCT* is used across the career continuum of teachers:

- to ensure prospective teachers are knowledgeable about effective teaching practice prior to recommendation for initial certification by a Connecticut institution of higher education;
- to evaluate the competence of beginning teachers assessed for certification purposes through the Beginning Educator Support and Training (BEST) Program; and
- to serve as the foundation upon which local districts establish their teacher evaluation and professional development plans.

The *CCT* includes: (1) **foundational skills and competencies** that are common to all teachers from pre-kindergarten through grade 12; and (2) **discipline-specific professional standards** that represent the knowledge, skills and competencies that are unique for teachers of elementary education, English language arts, history/social studies, mathematics, music, physical education, science, special education, visual arts and world languages.

The BEST teaching portfolios have been designed to assess the foundational skills as well as discipline-specific standards identified in *Connecticut's Common Core of Teaching* by examining teaching over a 7-10 day unit of instruction. The *Connecticut Competency Instrument (CCI)*, which is used as the assessment instrument for those content areas in which a portfolio has not yet been developed, was designed to evaluate those foundational skills and competencies that are observable in a single lesson.

The Linkage Between Effective Teaching and Improved Student Learning

We believe that student learning is directly related to teacher competence and that teachers, like students, must be continual learners. As a result, the central focus of BEST Program professional development offerings for beginning teachers (e.g., Connecticut Competency Instrument Clinics, Portfolio Clinics, Beginning Teacher Seminars) is to provide meaningful learning experiences which enable beginning teachers to continuously raise their expectations for their students' achievement and for their teaching. In addition, these sessions provide practical strategies to enhance the capabilities of beginning teachers to increase student learning.

Beginning teachers need to be knowledgeable about key Department policy documents and policies which define expectations for student performance:

- Connecticut's Common Core of Learning (CCL): which clearly established high expectations for the learning of all of Connecticut's children.
- The Connecticut Framework: K-12 Curricular Goals and Standards, which establish student content and performance standards across all disciplines by grade span (e.g., Kindergarten through grade four, grade four through grade eight, grades nine through twelve); and
- Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT), which provide indices of actual student performance.

CHAPTER 1: REQUIREMENTS OF THE BEST PROGRAM

This chapter will assist beginning teachers in understanding:

- BEST Program requirements, including the specific requirements for teachers based on their teaching assignment and certification endorsement area;
- timelines for completing the BEST Program;
- the process for being registered in the BEST Program;
- who to contact for assistance;
- responsibilities and rights of beginning teachers; and
- special requirements for graduates of the Alternate Route to Certification Program.

The sections in this chapter include:

Section A: Who Must Participate in the BEST Program?

Section B: BEST Program Requirements

Section C: Annual Registration in BEST

Section D: BEST Program Contacts/Resources

Section E: The Rights and Responsibilities of Beginning Teachers in the BEST Program

Section F: Special Requirements for Graduates of the Alternate Route to Certification (ARC) and Holders of Durational Shortage Area Permits

Section A: Who Must Participate in the BEST Program?

Beginning teachers who:

- are employed as teachers in a Connecticut public school¹ or an approved special private special education facility;
- **hold one of the following certificates:**
 1. **initial educator certificate**
 2. **interim initial educator certificate**
 3. **temporary 90-day certificate**
 4. **durational shortage area permit**
- are full-time or part-time;
- are hired under a *long-term substitute status* (provided they are teaching under *a valid certificate* as noted above and in the corresponding endorsement area of that certificate).

¹ Public schools include charter schools, magnet schools, Regional Educational Service Centers, and schools operated by the Department of Corrections, Department of Mental Retardation, and Department of Children and Families

Note that holding a valid certificate is a condition for both employment as a teacher and participation in the BEST Program.

Where do I go for help?

- If you are uncertain about your status in the BEST Program, you should contact your BEST Program District Facilitator. The *BEST Program District Facilitator* is the teacher or administrator in the local district appointed by the superintendent to coordinate the implementation of the BEST Program in the local school district. A directory of BEST District Facilitators can be found in Appendix 1.
- If you are not holding a teaching certificate or your certificate has lapsed, please contact the Bureau of Certification and Teacher Preparation immediately at (860) 566-5201.

Section B: BEST Program Requirements²

There are three categories of participation in the BEST Program (see figure 1):

I. Portfolio Induction Program: for teachers of--

elementary education, English language arts, mathematics, music, physical education, science, social studies, special education, visual arts and world languages (including middle grades teachers teaching these subjects). Participation is over a two year period with a third year provided, if necessary, to complete the portfolio assessment. (ARC graduates and holders of DSAPs, should refer to Figure 2 on page 12, for a complete description of special requirements.) ***How to use this Guide:*** Please read *all* three chapters carefully.

II. Connecticut Competency Instrument (CCI) Induction Program: for teachers of--
bilingual education, business education, health, home economics, technology education, TESOL, and vocational agriculture. Participation is over a one year period with a second year provided if necessary to complete the CCI assessment. (ARC graduates and holders of DSAPs, should refer to Figure 2 on page 12, for a complete description of special requirements.) ***How to use this Guide:*** Carefully read Chapters *1 and 2 only*. A copy of the *CCI Assessment Supplement* for participants of the CCI Induction Program will be sent to you along with your registration confirmation letter.

III. Support Only Induction Program: for teachers of--
agriculture, partially sighted, hearing impaired, blind, marketing education, remedial reading and remedial language arts, occupational and trades-related subjects in vocational-technical schools, occupational and trades-related subjects in a comprehensive high school. Participation is over a one year period.
How to use this Guide: Please read *chapters 1 and 2 only*.

² The participation requirements described in this edition of the *Guide* are in effect for beginning teachers first hired and registered in the BEST Program during the 1999-2000 school year. Beginning teachers previously registered in BEST (including second and third year participants) must complete the program requirements in effect at the time they were first registered in the program.

Figure 1: BEST Participation Categories**I. PORTFOLIO INDUCTION PROGRAM**

*BEST Program Requirements for Teachers of Elementary Education, English Language Arts, Mathematics, Middle Grades, Music, Physical Education, Science, Social Studies, Special Education, Visual Arts and World Language**

Year One	Year Two	Year Three (if needed)
<p>School-based support:</p> <ul style="list-style-type: none"> Support by mentor or support team. <p>State-based support:</p> <ul style="list-style-type: none"> Discipline-specific seminars Connecticut Competency Instrument (CCI) Clinics <p>Assessment activity:</p> <ul style="list-style-type: none"> Science safety assessment activity for science teachers only. 	<p>School-based support (optional):</p> <ul style="list-style-type: none"> Support by mentor or support team. <p>State-based support:</p> <ul style="list-style-type: none"> Discipline-specific seminars Portfolio Clinics <p>Assessment:</p> <ul style="list-style-type: none"> Submission of a teaching portfolio by May 1. 	<p>State-based support:</p> <ul style="list-style-type: none"> Portfolio conferences for beginning teachers not meeting the portfolio standard in Year two. <p>Assessment:</p> <ul style="list-style-type: none"> Re-submission of a teaching portfolio if not accepted in Year two.

**Beginning teachers of world language are currently participating in pilot studies of the discipline-based portfolio.*

II. CCI INDUCTION PROGRAM

BEST Program Requirements for Teachers of Bilingual Education, Business Education, Health, Home Economics, Technology Education, TESOL, and Vocational Agriculture

Year One	Year Two
<p>School-based support:</p> <ul style="list-style-type: none"> Support by mentor or support team. <p>State-based support:</p> <ul style="list-style-type: none"> Connecticut Competency Instrument (CCI) Clinics <p>Assessment Activity:</p> <ul style="list-style-type: none"> Connecticut Competency Instrument (CCI) assessment of classroom teaching through submission of videotapes. 	<p>School-based support (optional):</p> <ul style="list-style-type: none"> Support by mentor or support team. <p>Assessment:</p> <ul style="list-style-type: none"> Continuation of CCI assessments, if needed.

III. SUPPORT ONLY INDUCTION PROGRAM

BEST Program Requirements for Teachers of agriculture, partially sighted, hearing impaired, blind, marketing education, remedial reading and remedial language arts, occupational and trades-related subjects in a comprehensive high school.

Year One
<p>School-based support:</p> <ul style="list-style-type: none"> Support by mentor or support team

State-based Support:

- Connecticut Competency Instrument (CCI) Clinics

Section C: Annual Registration in BEST

It is the responsibility of the school district to register beginning teachers in the BEST Program each year within **10 days** of hire or assignment to a school district. Registration occurs on an annual basis, until beginning teachers have met all BEST Program requirements.

Beginning teachers receive a **registration confirmation letter** from the Connecticut State Department of Education, confirming that they have been registered or re-registered in the program by their districts. This letter contains the following critical information, based upon the data provided by the school district:

Name
 Social Security Number
 District
 School
 Date of registration in BEST
 Primary certification endorsement area
 Primary teaching assignment
 Mentor or support team leader

This information must be accurate and updated as appropriate, as it affects the category of BEST Program participation to which beginning teachers are assigned, the address to which materials and information will be sent, and communications to the school district about the status of beginning teachers in the BEST Program.

Where do I go for help?

If you do not receive a registration confirmation letter from the CSDE, you should contact your BEST District Facilitator to ensure that you have been registered in the BEST Program. Registration confirmation letters will be sent to you at your school address and should be received within approximately one month of registration.

If the information on the registration confirmation letter is incorrect, you must complete the “BEST Data Change Form” (enclosed with your registration confirmation letter) and submit it to your District Facilitator.

Section D: BEST Program Contacts and Resources**Connecticut State Department of Education (CSDE):****Bureau of Curriculum and Teacher Standards (BCTS)**

- **BEST Program Office:** You may contact the BEST Program Office at **(860) 566-2098**, with questions regarding your program participation status, requirements of the program, support issues, or to report change in employment/school address.

- The BCTS staff also includes a **Project Leader and one or more Teachers-in-Residence** representing each subject area included in the Portfolio Induction Program: elementary, English language arts, mathematics, music, physical education, science, social studies, special education, visual arts and world languages. These individuals are readily available to assist and advise you in program participation related to the Portfolio Induction model. A list of Project Leaders and Teachers-in-Residence can be found in Appendix 2.

Bureau of Certification and Teacher Preparation

- Call the Bureau of Certification and Teacher Preparation for questions about your certification status and application process at (860) 566-5201.

Regional Educational Service Centers (RESCs):

- **EASTCONN** Regional Educational Service Center serves as CSDE's central administrator of the BEST Program. Program registration confirmations, scheduling of CCI assessments, and many other BEST Program services and correspondence are handled by EASTCONN. EASTCONN can be reached at their toll-free help-line at (888) 531-9910. An EASTCONN representative will be able to answer or channel all your questions appropriately.
- **ACES, CES, CREC, Education Connection, and LEARN:** These are the five additional RESCs. Each have representatives on staff that serve as BEST Program liaisons to mentors, assessors and district facilitators. The RESCs also provide the following services to beginning teachers: CCI Clinics, CCI Assessment conferences, Portfolio Preparation Clinics, and Portfolio Conferences. A list of the RESCs can be found in Appendix 3.

Section E: The Rights and Responsibilities of Beginning Teachers in the BEST Program

The successful induction of new teachers into the profession as well as meeting requirements for ongoing teacher certification requires a sharing of responsibilities between the local school district, state, and the beginning teacher.

The Rights of Beginning Teachers

- **School-based support:** assignment of a mentor or support team within 10 days of commencing teaching; provision of instructional support specific to one's content area or discipline.
- **State-based support:** provision of professional development through CCI clinics or discipline-specific workshops; conferences/training sessions for individuals who do not successfully complete the Connecticut Competency Instrument (CCI) assessment or portfolio assessment.
- **Regular contacts with a mentor or support team member:** at least bi-weekly meetings or other form of contact with the mentor or a support team member.

- **Availability of released time:** local district provision of at least eight half days to observe or be observed by their mentors or support team members or for professional development-related activities.
- **Knowledge of district policy regarding use of BEST Professional Development Funds:** The state provides funds to districts to support beginning teachers participating in the BEST Program. Some approved uses of these stipends are to fund released time, professional development activities, purchase of instructional materials, and honoraria for mentors. Check with your District Facilitator to find out how these funds are used in your district.
- **Application for an exemption from the BEST assessment:** If a beginning teacher's teaching assignment is so unique that the requirements of the BEST portfolio assessment or Connecticut Competency Instrument (CCI) assessment cannot be met, the beginning teacher in conjunction with the BEST District Facilitator may apply for an exemption. See chapter 3, Section D for a more detailed explanation of BEST Program assessment exemption policies and procedures for the portfolio program. Refer to the CCI Assessment Supplement for procedures for a CCI exemption.

Where do I go for help?

Your first point of contact for problems or issues with the BEST Program is the District Facilitator. You should contact that individual if you have not been assigned a mentor or support team within 10 days of commencing teaching, or if you are not receiving the assistance you need from your mentor or support team. Your principal is also responsible for ensuring that you are provided with appropriate instructional support by your mentor or support team, and facilitating opportunities for mentors and support team members to meet on a regular basis.

If after contacting both your District Facilitator and principal, you are still not receiving the support you need to successfully complete the BEST Program, you should contact EASTCONN at 888-531-9910. EASTCONN will refer you to alternative forms of regionally-based support, depending upon what your specific needs are. In addition, BEST Program teachers-in-residence can also be of assistance in referring you to content-specific sources of support both in and outside your district.

The Responsibilities of Beginning Teachers:

- Maintain a **valid Connecticut teaching certificate**: do not let your certificate lapse! **Both your employment and BEST participation is dependent upon holding a valid certificate.**
- Know your **program status** and what you must do to **successfully complete** the BEST Program within the appropriate time frame, as well as the consequences of non-participation.
- Know who your **District Facilitator** is. The BEST Program district facilitator is responsible for coordinating the implementation of the BEST Program within your school district.
- Verify, *on an annual basis*, that the information shown on your **BEST Registration confirmation letter** is correct.
- Once registered in BEST, **inform the BEST Program Office at (860) 566-2098, of any changes** in teaching assignment, school assignment, name or employing school district.
- Utilize the **resources available in your district** such as your mentor or support team, principal, department chair or supervisor, colleagues trained as BEST assessors, other beginning teachers who have recently completed the BEST Program.
- Utilize **resources provided by CSDE** such as Connecticut Competency Instrument (CCI) clinics and discipline-specific support seminars to strengthen your knowledge of instructional strategies and your students as learners as well as to prepare for the BEST assessments.
- If you are an ARC graduate or holder of a DSAP, be familiar with any additional BEST Program requirements (see below).

<p>Section F: Special Requirements for Graduate of the Alternate Route to Certification (ARC) and Holders of Durational Shortage Area Permits (DSAPs)</p>

ARC or DSAP beginning teachers must meet the following additional requirements in order to be eligible for the provisional educator certificate:

- (1) **School-based support:** ARC beginning teachers are provided with a school-based mentor or support team for a *two-year period*. Beginning teachers holding a DSAP are provided a mentor until such time as the beginning teacher is issued a provisional educator certificate.
- (2) **Formative Connecticut Competency Instrument (CCI) Assessment:** During the first 90-day period during which beginning teachers hold a temporary 90-day certificate or DSAP, a *formative* CCI assessment will be conducted for purposes of providing preliminary performance report to the teacher. This assessment does *not* impact the certification decision and is for formative purposes only.

For beginning teachers in the CCI Induction Program: Note that CCI assessments after the first 90 days of teaching are summative and will count toward the final CCI performance standard.

- (3) 30 hours of professional development: A minimum of 30 hours of professional development prior to application for the provisional educator certificate. Beginning teachers must submit an attestation to the Bureau of Certification by the superintendent of schools verifying completion of the 30 hours of professional development.

The **first 15 hours** must be completed in the BEST Program by attending:

- Connecticut Competency Instrument (CCI) clinics [9 hours]; and
- Discipline-specific support seminars [a minimum of 6 hours]

Note that if discipline-specific support seminars are not available to teachers in a particular content area or discipline, these required six hours may be satisfied by professional development activities offered by the school district or other qualified provider.

The **second 15 hours** of professional development must be completed through the employing school district or through other providers.

Figure 2 on page 12, summarizes BEST participation requirements for ARC and DSAP beginning teachers in both the Portfolio and CCI Induction Models.

Figure 2: BEST Program Participation Requirements for Graduates of the Alternate Route to Certification (ARC) and Holders of Durational Shortage Area Permits (DSAPs)

I. PORTFOLIO INDUCTION PROGRAM:

BEST Program Requirements for ARC and DSAP Beginning Teachers Of Elementary Education, English Language Arts, Mathematics, Middle Grades, Music, Physical Education, Science, Social Studies, Special Education, Visual Arts and World Language³

Year One	Year Two	Year Three (if needed)
<p>School-based support:</p> <ul style="list-style-type: none"> Support by mentor or support team <p>State-based support</p> <ul style="list-style-type: none"> 15 hours of professional development requirement met by attending: Discipline-specific seminars and/or CCI clinics <p>Assessment activity:</p> <ul style="list-style-type: none"> Connecticut Competency Instrument Assessment (formative)—within first 90 days of teaching. Science safety assessment activity for science teachers only 	<p>School-based support :</p> <ul style="list-style-type: none"> Support by mentor or support team (<i>required</i>) <p>State-based support:</p> <ul style="list-style-type: none"> Discipline-specific seminars Portfolio Clinics <p>Assessment:</p> <ul style="list-style-type: none"> Submission of a teaching portfolio by May 1. <p><i>Note: an additional 15 hours of professional development are required prior to the date of application for the provisional educator certificate.</i></p>	<p>State-based support:</p> <ul style="list-style-type: none"> Portfolio conferences for beginning teachers not meeting the portfolio standard in year two <p>Assessment:</p> <ul style="list-style-type: none"> Re-submission of a teaching portfolio, if not accepted in Year two.

II. CONNECTICUT COMPETENCY INSTRUMENT (CCI) INDUCTION PROGRAM

BEST Program Requirements for ARC and DSAP Beginning Teachers Of Bilingual Education, Business Education, Health, Home Economics, Technology Education, TESOL, And Vocational Agriculture

Year One	Year Two
<p>School-based support:</p> <ul style="list-style-type: none"> Support by mentor or support team <p>State-based support:</p> <ul style="list-style-type: none"> 15 hours of professional development, the requirement of which is partially fulfilled by attending Connecticut Competency Instrument (CCI) clinics <p>Assessment activity:</p> <ul style="list-style-type: none"> Connecticut Competency Instrument Assessment (videotape)—including a formative assessment within the first 90 days of teaching. 	<p>School-based support (required):</p> <ul style="list-style-type: none"> Support by mentor or support team <p>Assessment:</p> <ul style="list-style-type: none"> Continuation of CCI assessments, if needed. <p><i>Note: an additional 15 hours of professional development are required prior to the date of application for the provisional educator certificate.</i></p>

³ Beginning teachers of world language are currently participating in pilot studies of the discipline-based portfolio assessment.

CHAPTER 2: SUPPORT FOR BEGINNING TEACHERS

This chapter describes the support component of the BEST Program by outlining its goals and the kinds of school and state-based support available to beginning teachers. The sections in this chapter include:

Section A: The Goal of BEST Program Support

Section B: School-Based Support for Beginning Teachers

1. What is the role of the mentor or BEST support team?
2. Responsibilities of the individual mentor or support team
3. Examples of instructional support provided by the mentor or support team

Section C: State-Based Support for Beginning Teachers

1. State support related to the CCI
2. State support related to the BEST teaching portfolio

Section A: The Goal of BEST Program Support

The mission of the BEST Program is to ensure that every Connecticut student is taught by a highly qualified and competent teacher. Accordingly, BEST Program support is designed to:

- Ensure that beginning teachers have opportunities to strengthen their knowledge of subject matter and instructional strategies as well as enhance their understanding of students as learners;
- Prepare beginning teachers to successfully develop and demonstrate the foundational skills and competencies as well as discipline-specific teaching standards as defined by *Connecticut's Common Core of Teaching*;
- Assist beginning teachers in understanding the school and district's curricular goals and standards, as well as state standards for student achievement, as defined by the *Connecticut's Common Core of Learning*, *Connecticut Framework: K-12 Curricular Goals and Standards*, and Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT); and
- Provide the foundation for a process of lifelong learning and professional growth.

Ultimately, the goal of the BEST Program support is to help beginning teachers improve the effectiveness of their instruction, thereby leading to improved student learning.

Many school-districts have developed their own processes for inducting beginning teachers into the school or district, such as holding regularly scheduled meetings with beginning teachers, hosting monthly “breakfasts” with the principal and new staff, orienting beginning teachers to the community, or inviting beginning teachers to observe curriculum committee or other staff meetings. The district induction process may involve many different individuals, such as the principals, department chairs, middle school team leaders, the district’s staff development director or professional development coordinator, or other staff members.

BEST Program Support is designed to complement the local district’s induction process and ensure that beginning teachers have minimum levels of school-based support provided by a trained mentor or support teams assigned to the beginning teacher during their first year.

There are two types of support provided in the BEST Program:

- (1) School-based support; and
- (2) State-sponsored support.

Section B: School-Based Support in BEST

This section will focus on school-based support, which is provided either by an individual mentor or a “support team.”

Minimum levels of school-based support required through the BEST Program:

- assignment of a **mentor** or **support team** within 10 days of commencing teaching
- **regular contacts** with the mentor or support team members (at least bi-weekly meetings)
- local district provision of at least **eight half-days** to observe or be observed by their mentors or support team members or for professional development-related activities.

1. What is the Role of the Mentor or BEST Support Team?

A **mentor** is an accomplished teacher who has been selected by the local school district and has completed BEST Program Support Teacher training. This individual is assigned to support a beginning teacher during their first year of participation in the BEST Program. The individual mentor is trained to provide instructional support to the beginning teacher as well as identify additional resources needed to ensure the beginning teacher develops competency in their teaching

A “**BEST support team**” is a group of educators led by a school staff member who has completed BEST Support Teacher training. A support team may support one or more beginning teachers at the district or building level. Other members of the team may include teachers in the same content area or grade level as the beginning teacher, a trained CCI assessor or BEST portfolio scorer, the principal, a department chair, a curriculum specialist, and past “graduates” of the BEST Program.

2. Responsibilities of the Individual Mentor or Support Team

Regardless of whether support is provided by a mentor or support team, the mentor or support team is responsible for assisting the beginning teacher in:

- Exploring a variety of teaching strategies that address diversity in students and their learning styles;
- Identifying the effective teaching strategies that conform to the foundational skills and competencies as well as discipline specific standards of the CCT; and
- Reflecting on the effectiveness of teaching and how well students are learning.

3. Examples of Instruction Support Provided by the Mentor or Support Team

(a) Gaining practice in how to document one’s teaching and reflect on practice

Beginning teachers who are participating in the Portfolio Induction Model are required to document their teaching over a 7-10 day period through submission of a BEST teaching portfolio during year two. In addition, many districts are adopting their own versions of “portfolios” for purposes of documenting teaching as part of the local district evaluation process.

Mentor and support teams can help beginning teachers develop the skills in collecting evidence of their teaching and student learning. Examples of documentation that can be collected include the following:

- lesson plans or plans for a unit instruction
- lesson logs including reflections on what went well with the lesson, what would be done differently;
- videotapes of lessons or lesson segments
- collection of examples of student work and analysis of student progress towards learning goals.

(b) Assistance in demonstrating those essential teaching competencies as defined by *Connecticut’s Common Core of Teaching and the Connecticut Competency Instrument*

Connecticut’s Common Core of Teaching (CCT) consists of both foundational skills and competencies and discipline-specific teaching standards. The Connecticut Competency Instrument (CCI) is a subset of those foundational skills and competencies that represent behaviors observable in the context of a single lesson.

Mentors and support team members are trained to assist beginning teachers in demonstrating the CCI competencies, whether as part of day-to-day classroom practice, in preparation for submission of a CCI videotape, or in anticipation of the local district evaluation.

The CCI provides a language for discussing effective teaching practice in the context of a single lesson. Beginning teachers should focus on mastering the essentials of classroom management, instruction, and assessment as defined by the CCI competencies during their first year of teaching.

In addition, mentors and support team members should assist beginning teachers in mastering a more broad range of teaching competencies as specified by the CCT. These competencies place greater emphasis on teacher content knowledge and the teaching of a specific discipline, and the impact of teaching on student learning. This requires beginning teachers and their mentors/support team members to focus on teaching over time (such as over a unit of instruction) and examine multiple sources of data about teaching, including lesson plans, student work, use of assessments and teacher reflection about teaching and learning.

(c) Assistance in planning lessons and units of instruction

Mentors/support team members are trained to guide beginning teachers in developing instructional objectives that are clearly stated and appropriate. For those beginning teachers who are assessed or evaluated using the portfolio and/or CCI, writing clear objectives that are observable within the context of the lesson is critical.

Mentors/support team members can also help focus planning of a unit of instruction around the following critical questions:

- how does the beginning teacher use his/her understanding of students to establish learning goals and objectives?
- are planned tasks related to instructional goals and objectives?
- what materials will be needed for the lesson or unit?
- how does the teacher make accommodations to meet students' needs and interests?
- what assessment strategies does the teacher plan to use and are they appropriate to goals and objectives?

(d) Providing feedback on instruction

Mentors/support team members may either observe a beginning teacher or view a videotape of teaching to provide feedback about the following critical questions:

- how well were the lesson elements tied together so that students could see a connection between lesson elements, as well as past and future learning?
- how effectively does the teacher initiate the lesson and provide closure to students?
- how well were lessons developed to move students towards achieving objectives?
- what was the teacher's and the students' role in classroom discourse?
- how effectively did the teacher monitor understanding and make adjustments as appropriate?

(e) Learning how to evaluate student work

Mentors/support team members can help beginning teachers select appropriate samples of student work that illustrates learning over time and direct attention around the following critical questions:

- how does the teacher evaluate student work and communicate criteria for success/and or results to students?
- how effective were the assessment strategies the teacher used to gather information about students and their learning?
- how did the teacher use student assessment results to modify instruction?

Where do I go for help?

If you have not been assigned to a mentor or support team and/or have not been meeting regularly with your mentor or support team members; or are concerned that you are not receiving appropriate support as described in this chapter, contact your BEST District Facilitator or principal.

If after contacting both your District Facilitator and principal, you are still not receiving the support you need to successfully complete the BEST Program, you should contact EASTCONN at 888-531-9910. EASTCONN will refer you to alternative forms of regionally-based support, depending upon what your specific needs are. In addition, BEST Program teachers-in-residence can also be of assistance in referring you to content-specific sources of support both in and outside your district.

C. State-based Support for Beginning Teachers

The state provides regional support to beginning teachers primarily through the provision of professional development and coaching sessions for individuals who need extra support in successfully completing either the portfolio or CCI assessment.

BEST Orientation Sessions are offered in the fall to assist first year beginning teachers in understanding the requirements of the BEST Program.

1. State Support Related to the BEST Teaching Portfolio

a. Discipline-specific beginning teacher seminars: A series of seminars are offered throughout the first and second year of a beginning teachers' participation in the BEST Program. They are conducted by exemplary teachers and teacher educators who are trained as portfolio scorers. These seminars are designed to lead beginning teachers through a series of explorations of effective teaching practice within their discipline and to assist beginning teachers in preparing for the portfolio assessment. *Note that if you are elementary or middle grades certified, and if you teach primarily one subject area (such as English language arts, history/social studies, mathematics or science), that you must attend the seminars that correspond to your primary teaching assignment.*

b. Portfolio Preparation Clinics: These clinics, which are offered regionally through the RESCs, are designed to offer small groups of beginning teachers an opportunity to "walk through" the process of compiling a BEST teaching portfolio. Trained portfolio scorers and previous graduates of the BEST Program are available as resources in these clinics.

c. Portfolio Assessment Conferences: Beginning teachers who do not meet the acceptable performance standard on the portfolio during their second year of teaching are eligible for in-person conferences with a trained portfolio scorer. These trained professionals will assist beginning teachers in understanding their performance in the portfolio assessment and preparing for a re-submission of the portfolio during year three.

Refer to the Beginning Teacher Guide for the Portfolio Induction model for more information on the portfolio assessment, discipline-specific seminar series, and Portfolio Assessment Conferences.

d. Graduate level courses for beginning and experienced educators: Courses that incorporate the content of the BEST Program discipline-specific seminars are being planned at several Connecticut colleges and universities.

2. State Support Related to the CCI

a. CCI Clinics: These clinics, which are offered either regionally through the RESCs or by trained school district personnel in some districts, are designed primarily to assist beginning teachers in the **CCI Induction Program** in preparing for the CCI assessment.

b. CCI Assessment Conferences: These conferences are designed to assist beginning teachers who receive one or more unacceptable rating on the CCI to prepare for future assessments.

Refer to the **CCI Assessment Supplement** for more information on the CCI, CCI clinics, and CCI Assessment Conferences.

IF YOU ARE A PARTICIPANT IN THE CCI INDUCTION PROGRAM, A COPY OF THE CCI ASSESSMENT SUPPLEMENT TO THIS GUIDE WILL BE SENT TO YOU WITH YOUR REGISTRATION CONFIRMATION LETTER. If you do not receive the supplement with your letter you may call EASTCONN (see phone number below) to request one.

Where can I go for help?

If you need registration material for CCI Clinics, discipline-specific seminars, portfolio clinics or want information on a how to schedule a CCI or Portfolio Assessment Conference, call EASTCONN at (888) 531-9910.

CHAPTER 3: THE BEST PROGRAM PORTFOLIO ASSESSMENT

Beginning teachers first registered in the BEST Program during the 1999-2000 school year who are teaching and are certified in the areas of elementary education, English language art, mathematics, physical education, science, social studies, special education, visual arts, and world languages⁴ must successfully complete the portfolio assessment as a participation requirement in the BEST Program.

IMPORTANT: *If you are middle grades and/or elementary certified, please note the following:*

- If you teach multiple subjects in a self-contained classroom, you must participate in the elementary education component of the BEST Program and you will complete an elementary pilot study portfolio at the end of your second year.
- If you teach primarily one or two subject areas (such as English language arts, history/social studies, mathematics or science) you must participate in the subject area component of BEST that corresponds to your *primary* teaching assignment, and you will submit a portfolio specific to that subject area at the end of your second year.

This chapter describes the BEST Program portfolio assessment process, of which successful completion is required for beginning teachers who are participating in the **Portfolio Induction Program**.

The sections in this chapter include:

- Section A: The BEST Program Portfolio Assessment**
- Section B: Scoring of the Portfolio Assessment**
- Section C: Standards of Performance for the Portfolio Assessment**
- Section D: Exemption Policy for the BEST Portfolio Assessment**
- Section E: Science Safety Assessment (science teachers only)**
- Section F: State-Support Related to the Portfolio Assessment**
- Section G: Portfolio Pilot Study Requirements**

⁴ The teaching portfolio for World language is still under development during the 1999-2000 school year. Beginning world language teachers will be participating in a pilot study of the world language portfolio. See Section G at the end of this chapter for information on pilot study requirements.

Section A: The BEST Program Portfolio Assessment

The BEST Program teacher portfolio assessments have been designed to assess the foundational skills and competencies as well as discipline-specific teaching standards identified in *Connecticut's Common Core of Teaching*. Beginning teachers submit a teaching portfolio documenting a unit of instruction during their second year of participation in the BEST Program. Teachers are asked to organize the unit of instruction around an essential concept within their discipline, engage students in an exploration of that essential concept in a series of lessons, assess student learning, and reflect on their students' learning and the quality of their teaching.

All portfolios, regardless of the content area, require the following documentation:

- Daily lesson logs over a 7-10 day unit of instruction;
- Videotapes of two lesson segments during the unit of instruction;
- Examples of student work; and
- Teacher commentaries on planning, instruction and assessment of student learning over time.

Portfolio handbooks in each disciplinary area provide information about the specific requirements of the portfolio. The handbooks are disseminated to beginning teachers at the *discipline-specific support seminars* or mailed to beginning teachers after registration in the BEST Program

A “**Sample Portfolio Framework,**” which illustrates the common elements of BEST teaching portfolios across content areas is included at the end of this chapter, Figure 3, page 27 This provides a summary of the specific requirements for the teaching portfolios in each disciplinary area..

Section B: Scoring of the Portfolio Assessment

The BEST teaching portfolios submitted during a beginning teacher's second year of participation in BEST are scored during the following summer. Portfolios are evaluated by pairs of experienced educators with extensive teaching experience in the same disciplinary area as the beginning teacher. Each assessor has participated in at least 50 hours of comprehensive training in the scoring of teaching portfolios and each have demonstrated reliability in scoring.

The portfolio evaluation process consists of four steps:

Collecting and recording evidence through note-taking. Assessors review portfolios for purposes of recording evidence.

Interpreting the evidence: Evidence is then organized around a series of **guiding questions**, which are derived from the discipline-specific professional teaching standards. The portfolio handbooks include the list of these guiding questions, so that beginning teachers are fully aware of the criteria by which their portfolios will be evaluated.

Evaluating the quality of the teaching documented in the portfolio: Assessors then identify patterns of evidence that are applied to a scoring rubric. The assessor then assigns an overall score to the portfolio.

Providing data for the portfolio score report: Assessors then complete an individual portfolio score report, which summarizes performance on the portfolio according to the scoring rubrics. This report is sent to beginning teachers in early September.

Section C: Standards of Performance for the Portfolio Assessment

Portfolio Performance Standards

In May, 1999, the State Board of Education established standards for evaluation of the BEST Teaching portfolios. Figure 4, on page 28 shows that the standards are based upon the foundational skills and competencies of the CCT related to teacher knowledge, planning, instruction and assessment as well as the discipline-based Professional Teaching standards.

Standards for completion of the BEST Program portfolios are as follows:

Acceptable Standard of Performance:

Level 4:	Demonstrates an <u>advanced</u> level of competence in meeting the standards.
Level 3:	Demonstrates a <u>proficient</u> level of competence in meeting the standards.
Level 2:	Demonstrates a <u>basic</u> level of competence in meeting the standards.

Consequence: eligibility for provisional educator certificate provided all other requirements are met.

Conditional Standard of Performance:

Level 1:	Demonstrates a <u>below basic</u> level of competence in meeting the standards.
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Consequence: eligibility for a third year in the BEST Program and re-submission of a teaching portfolio.

Unacceptable Standard of Performance

Evidence of a serious deficiency in the portfolio documentation resulting in an unscorable portfolio; *or* evidence of conduct in violation of the Code of Professional Responsibility for Teachers (Section 145d-400a of the Certification Regulations).

Consequence: eligibility for a third year in the BEST Program only if requested in writing by the superintendent of schools and upon a finding of good cause by the Commissioner of Education.

Portfolios Not Meeting the Acceptable Performance Standard: Any portfolio that does not meet the acceptable performance standard (as previously described) is re-scored by another pair of portfolio scorers to confirm the rating. Teachers who do not meet the portfolio standard of performance are eligible for an **in-person portfolio conference** with a portfolio scorer, who will provide individualized feedback about a beginning teacher's performance in the portfolio assessment.

Third Year: Beginning teachers who do not meet the portfolio standard during the second year of teaching have the opportunity to submit one or more portfolios during their third year of participation in the BEST Program. Portfolios of third year teachers are scored during the school year, with the final score report submitted to the beginning teacher and district prior to the end of the school year.

Section D: Exemption Policy for the BEST Portfolio Assessment

Beginning teachers whose teaching assignments are such that they cannot complete a portfolio according to the portfolio handbook guidelines may be eligible for an exemption from the portfolio assessment. Exemption requests are made through the BEST Program District Facilitator, who completes an application in conjunction with the beginning teacher and mentor/support team and provides documentation about the teaching assignment. Exemption requests are only made during a beginning teacher's second year in the BEST Program.

Exemption requests are reviewed by the BEST Review Committee and notification is provided to the District Facilitator and the beginning teacher if the exemption request is approved or denied.

Section E: Science Safety Assessment (*beginning teachers of science only*)

In addition to the portfolio assessment, beginning science teachers are required to participate in a Science Safety Assessment activity during the first year of teaching. The Science Safety Assessment serves as a means to evaluate teachers' knowledge of laboratory safety management. Details about this assessment will be mailed to each science teacher

Section F: State-Support Related to the Portfolio Assessment

Discipline-specific beginning teacher seminars: A series of seminars are offered throughout the first and second year of a beginning teachers' participation in the BEST Program. They are conducted by exemplary teachers and teacher educators who are trained as portfolio scorers. These seminars are designed to lead beginning teachers through a series of explorations of effective teaching practice within their discipline and to assist beginning teachers in preparing for the portfolio assessment. Note that if you are elementary or middle grades certified, and if you teach primarily one subject area (such as English language arts, history/social studies, mathematics or science), that you must attend the seminars that correspond to your primary teaching assignment.

The content and focus of the support seminars will vary depending upon the content area. However, the seminars generally include the following topics:

- Overview of the BEST Portfolio requirements, *Connecticut's Common Core of Teaching* and discipline-specific professional teaching standards.
- Discussion of what constitutes best professional practices within the field or disciplinary area, including national and state standards for students and teachers.
- Exploration of essential concepts within the discipline and how to engage students in inquiry-based learning;
- Examination of assessment practices and evaluation of student work;
- Planning and implementing a portfolio unit, including viewing model teaching portfolios.

Portfolio Preparation Clinics: These clinics, which are offered regionally through the RESCs, are designed to offer small groups of beginning teachers an opportunity to “walk through” the process of compiling a BEST teaching portfolio. Trained portfolio scorers and previous graduates of the BEST Program are available as resources in these clinics.

Portfolio Assessment Conferences: Beginning teachers who do not meet the acceptable performance standard on the portfolio during their second year of teaching are eligible for in-person conferences with a trained portfolio scorer. These trained professionals will assist beginning teachers in understanding their performance in the portfolio assessment and preparing for a re-submission of the portfolio during year three.

Beginning teachers who successfully complete the portfolio assessment, but who wish additional feedback on their performance may request a portfolio assessment conference, for which a fee must be paid either by the beginning teacher or the school district through BEST Professional Development Funds.

Section G: Portfolio Pilot Study Requirements for World Languages Teachers Only

Beginning teachers first registered in the BEST Program during the 1999-00 school year who are teachers of world languages must participate in a pilot study of the portfolio assessment as a requirement of the BEST Program (please see program requirements on page 9).

The purpose of a pilot study is to:

- develop and validate content-specific professional teaching standards;
- evaluate the effectiveness of portfolio tasks in eliciting evidence around planning, teaching and evaluation of student learning;
- develop criteria for scoring the portfolio; and

- establish the reliability and validity of the portfolio assessment.

Committees of teachers, administrators, and higher education faculty, as well as beginning teachers in the pilot studies, play crucial roles in developing teaching standards, assessment and support components for the induction process.

Types of Pilot Study Assignments and Assessment Activities

As part of the pilot study participation requirements, beginning teachers may be assigned one or more activities including:

- a series of portfolio tasks or exercises;
- keeping a journal of teaching
- completion of a full portfolio; or
- participation in research projects related to establishing the validity of the assessment.

Since the pilot study process is developmental, beginning teachers are expected to play an important role in helping the CSDE revise and improve the standards, develop the portfolio exercises and professional development activities for future implementation as part of the BEST Program. Through the completion of exercises, portfolios and participation in professional development activities, beginning teachers may be asked to:

- provide data that will be used to evaluate the appropriateness of the assessment process and teaching standards,
- identify areas of concern about the portfolio instructions,
- help determine whether the portfolio adequately provides an accurate picture of teaching, and
- suggest ways to improve the quality of the professional development workshops to support beginning teachers and their mentors.

Responsibilities of Beginning Teachers in a Pilot Study

- **attend content-focused support seminars:** designed to engage beginning teachers in activities, model lessons and discussions centered around the professional teaching standards and how these standards are reflected in effective instruction within their content area. These seminars also provide beginning teachers with initial information about what they must do to successfully complete their pilot study assignment or portfolio assessment.
- **meet a “completion standard”:** (described on next page) on pilot study assessment assignments or pilot portfolio assessment.

Pilot Study Portfolio Completion Standards

The completion standard has three components: comprehensiveness, adequacy, and timeliness of submission, all of which have to be met.

- (1) *Comprehensiveness*: all components of the teaching portfolio are present: lesson logs, videotape(s), student work, commentaries (as outlined in portfolio handbook guidelines);
- (2) *Adequacy*: the contents of the portfolio reflect that the beginning teacher has followed the portfolio handbook directions with regards to the period of time teaching is documented, the type of lesson and duration of lesson segments recorded on videotape, the nature and quantity of student work, and the content of the lesson commentaries (i.e., the teacher's narrative is consistent with the questions asked); and
- (3) *Timeliness of submission*: The portfolio must be received by the specified deadline (May 1, 2000). Exemptions to this deadline must be requested in writing to the CSDE project leader, and will only be granted upon a finding of good cause.
- (4) *Conduct in Accordance with the Code of Professional Responsibility for Professional Educators*: The teaching documented in the portfolio reflects professional and ethical conduct.

Consequences for failure to meet completion standard at the end of year two:

The beginning teacher will be required to participate for an additional year in the BEST Program and re-submit a portfolio during year two. A copy of the letter informing the beginning teacher that she or he has not met the completion standard will be sent to the BEST Program district facilitator and principal.

Consequences for failure to meet the completion standard at the end of year three:

The beginning teacher is considered to have "failed" the BEST Program and is not eligible for a re-issuance of the initial educator certificate. In order to be eligible to teach in the future in a Connecticut public school, the candidate must reapply for certification and submit evidence of significant intervening study and experience.

Figure 3

Connecticut State Department of Education
 Beginning Educator Support and Training (BEST) Program
 Sample Portfolio Framework

Sample Data Collection/Commentary

Sample Reflective Questions

Planning

- ◆ Select and describe a class of students.
- ◆ Document a unit of instruction.
- ◆ Write a short commentary to establish the context for instruction.

- ◆ What do you want your students to know and be able to do?
- ◆ Why is this important?
- ◆ How/why is this unit connected to prior and future instruction?

Teaching

- ◆ Select lessons and/or lab activities.
- ◆ Videotape the lessons or labs.
- ◆ Write a short commentary reflecting on the videos.

- ◆ How did the structure of the lesson create an environment for learning?
- ◆ What evidence of student learning do you have?
- ◆ What modifications did you make in your lesson? What would you do differently? Why?

Evaluating Student Learning

- ◆ Collect samples of students' work.
- ◆ Write a short commentary analyzing student achievement.

- ◆ What did you learn about the students' knowledge and skills from their performances?
- ◆ What did the students' performances tell you about your teaching?
- ◆ How will you modify your teaching based on this knowledge? Why?

Analyzing Your Teaching

- ◆ Analyze the effectiveness of your teaching based on the learning of your students.
- ◆ Describe at least one aspect of your teaching that you would like to improve.

- ◆ What did you learn from this unit about your students as learners and about yourself as a teacher?
- ◆ Overall, what changes would you make in your planning, instruction and/or assessment the next time you teach this unit? Why?

Figure 4

STANDARDS FOR EVALUATION OF BEST TEACHING PORTFOLIOS⁵**I. FOUNDATIONAL SKILLS AND COMPETENCIES OF CONNECTICUT'S COMMON CORE OF TEACHING (CCT)****I. Teachers have knowledge of:****A. Students**

1. *Teachers understand how students learn and develop.*
2. *Teachers understand how students differ in their approaches to learning.*

B. Content⁶

1. *Teachers are proficient in reading, writing and mathematics.*
2. *Teachers understand the central concepts and skills, tools of inquiry, and structures of the discipline(s) they teach.*

C. Pedagogy

1. *Teachers know how to design and deliver instruction.*
2. *Teachers recognize the need to vary their instructional methods.*

II. Teachers apply this knowledge by:**A. Planning**

1. *Teachers plan instruction based upon knowledge of subject matter, students, the curriculum, and the community.*
2. *Teachers select and/or create learning tasks that make subject matter meaningful to students.*

B. Instructing

1. *Teachers establish and maintain appropriate standards of behavior and create a positive learning environment.*
2. *Teachers create instructional opportunities that support students' academic, social and personal development.*
3. *Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry.*
4. *Teachers employ a variety of instructional strategies that enable students to think critically, solve problems, and demonstrate skills.*

C. Assessing and adjusting

1. *Teachers use various assessment techniques to evaluate student learning.*

II. (CCT) DISCIPLINE-BASED PROFESSIONAL TEACHING STANDARDS

(refer to *Connecticut's Common Core of Teaching* for standards for teachers of elementary education, English language arts, mathematics, music, physical education, science, social studies, special education, visual arts, and world language)

⁵ The CCT standards for teachers related to professional responsibility are not included in the portfolio scoring criteria.

⁶ Note that, prior to issuance of the initial teaching license, prospective teachers must demonstrate essential skills in reading, writing and mathematics through the PRAXIS I CBT examination, and content knowledge through the PRAXIS II content area examinations.

Appendix to the Guide to the BEST Program for Beginning Teachers

- Appendix 1: List of BEST Program District Facilitators*
- Appendix 2: Project Leaders and Teachers-in-Residence
- Appendix 3: Regional Educational Service Centers (RESCs)
- Appendix 4: Map of Connecticut/RESC Centers*

*Available through the BEST Program Office at (860)-566-2098

**Connecticut State Department of Education
Bureau of Curriculum and Teacher Standards
Raymond L. Pecheone, Chief
BEGINNING EDUCATOR SUPPORT AND TRAINING (BEST) PROGRAM
PROJECT LEADERS AND TEACHERS-IN-RESIDENCE AND BEST STAFF**

Elementary Education

Project Leader	To be announced	
Teacher-in-Residence	Mike Greenwood	(860) 566-1685

English Language Arts

Project Leader	Christine Sullivan	(860) 566-6585
Teacher-in-Residence	Joyce Klauck	(860) 566-1957

Mathematics

Project Leader	Mari Muri	(860) 566-4588
Teacher-in-Residence	Ken Sherrick	(860) 566-2925

Music

Project Leader	Scott Shuler	(860) 566-4565
Teacher-in-Residence	Barbara Potter	

Physical Education

Project Leader	Barb Westwater	(860) 566-5684
Teacher-in-Residence	Ed Manfredi	(860) 566-5684

Science

Project Leader	Michal Lomask	(860) 566-6557
Teacher-in-Residence	Larry Brown	(860) 566-1952

Social Studies

Project Leader	Gail Tomala	(860) 566-7584
Teacher-in-Residence	Alicia Willett	(860) 566-6587

Special Education

Project Leader	Georgette Nemer	(860) 566-7241
Teacher-in-Residence	Mimi Villanova	(860) 566-1960

Visual Art

Project leader	Scott Shuler	(860) 566-4565
Teacher-in-Residence	Marilyn Guerrera	(860) 566-4987

World Languages

Project Leader	Mary Ann Hansen	(860) 566-3873
Teachers-in-Residence	Emily Peel, Bev Canell, and Nancy Hernandez	(860) 566-5458

BEST Program Office**General Questions (860) 566-2098****BEST Program Manager**

Beverly Hartstone (860) 566-1963

BEGINNING EDUCATOR SUPPORT AND TRAINING (BEST) PROGRAM
REGIONAL EDUCATIONAL SERVICE CENTERS (RESC)

<u>RESC</u>	<u>Phone</u>	<u>Fax</u>
ACES 205 Skiff Street Hamden, CT 06517	(203) 407-4440	(203) 407-4590
CREC 111 Charter Oak Avenue Hartford, CT 06106	(860) 247-2732	(860) 365-8846
CES 25 Oakview Drive Trumbull, CT 06611	(203) 365-8800	(203) 365-8846
EASTCONN Windham Mills Bldg. 1 322 Main St. Willimantic, CT 06226	(888) 531-9910 or (860) 455-0707	(860) 456-7845
Education Connection 355 Goshen Road P.O. Box 909 Litchfield, CT 06759	(860) 567-0863	(860) 567-3381
LEARN 44 Hatchetts Hill Road P.O. Box 805 Old Lyme, CT 06371	(860) 434-4800	(860) 434-4837

Connecticut State
Department of Education

Division of Teaching and Learning
Abigail Hughes, Acting Associate Commissioner

Bureau of Curriculum and Teacher Standards
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Catherine Fisk
Coordinator, Educator Standards & Assessment Unit

Beverly Hartstone
Program Manager,
Beginning Educator Support and Training (BEST) Program

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