



## **CONNECTICUT STATE DEPARTMENT OF EDUCATION**

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U. S. Department of Education Title II (HEA) State Grant

Special Project Performance Report

### **Teacher Preparation and Induction in Connecticut and England**

#### **Introduction**

The U. S. *Higher Education Act Title II Teacher Quality Enhancement Grant* (20 U. S. C. 1001 et seq, 1998) underscores the importance of improving "the quality of the current and future teaching force by improving the preparation of prospective teachers and enhancing professional development activities." As a recipient of the Title II State Grant, CSDE is committed to developing the ability of higher education faculty and public school teachers and administrators to re-conceptualize teacher preparation program designs (both traditional and alternate route) so that they are based on standards and competencies. We are also committed to establishing guidelines for the assessment of standards and competencies used by the teacher preparation programs, that are aligned with the teacher induction program Beginning Teachers Support and Training Program (BEST) <[http://www.state.ct.us/sde/der/publications/teacher\\_assessment/index.htm](http://www.state.ct.us/sde/der/publications/teacher_assessment/index.htm)>.

As we examined effective models of teacher induction programs, we noted that the United Kingdom<sup>1</sup> also made "high status" and "high standards" a goal for its teacher training and induction programs [U. K. Department for Education and Employment (DfEE), 1998]. There appears to be similar challenges and efforts in the redesign and assessment of programs.

At the first ever meeting of the G-8 Education Ministers in the summer of 2000, then-U. S. Secretary of Education Richard Riley and the seven other Education Ministers agreed to encourage international cooperation to further promote the exchange of teachers, administrators and students. Secretary Riley made an emphasis on the need to improve teacher quality from a global perspective: "It reaffirmed my belief that the United States must have a clear and strong commitment when it comes to sharing students, teachers and methods of learning." (U. S. Department of Education, 2000). The commentary on the November 22, 2000 issue of *Education Week* also emphasized that "a modest investment of additional resources to support more systematic learning from and with educators abroad would pay off in better understanding of our own educational challenges" (Peterson, T. K., Ginsburg, A. L., Garcia, L. Y. & Lemke, M., 2000).

As the world becomes smaller, there is an acute need in preparing teachers with a global perspective. The current teacher preparation and induction guidelines and program designs in the most of the U. S. states and the U. K. discourages students and teachers to participate in international professional development exchanges and study abroad programs. According to the list of available programs at the institute of International Education (IIE), there is only one U. S. teacher professional development

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<sup>1</sup> In this document, the United Kingdom (U. K.) refers to the United Kingdom of the Great Britain and Northern Ireland, which includes England, Northern Ireland, Scotland, and Wales. England only refers to

program sponsored by Toyota. We believe that it is important to consider teacher standards and competencies in the area of international understanding when we redesign program models.

Because of the common interest in addressing each other's teacher induction and preparation standards, The U. S. Department of Education approved the agreement between CSDE and St. Martin's College (SMC) in England (the largest teacher training college in England, see [www.ucsm.ac.uk](http://www.ucsm.ac.uk)) to explore future collaboration opportunities. This project has also received a strong endorsement and support from England's Teacher Training Agency (TTA) as Prime Minister Tony Blair has declared that his government's priorities are "education, education, and education."

The outcome of the project is threefold:

1. To identify a mechanism for SMC to provide technical assistance to Connecticut on the implementation of a standards based teacher preparation program;
2. To provide information and technical assistance from CSDE to SMC on developing a standards based beginning teacher support and assessment program;
3. At the conclusion of the two aforementioned efforts, this project will establish ways to facilitate the exchange of students in teacher preparation programs between Connecticut and at SMC. The Connecticut-SMC collaboration and the models of student exchanges developed will be disseminated through the websites of U. S. and CSDE.

The deliverable for 2000-2001 fiscal year include the following:

1. Identify experts from England and invite them to attend the State Grant workshops in December 2000, February 2001, and May 2001, to share England's standard based teacher preparation model.
2. Identify follow-up opportunities to continue St. Martin's technical assistance to Connecticut.
3. Present the policy analysis, standards, development and implementation procedures on the BEST program to appropriate personnel at England's TTA and SMC in April 2001.
4. Identify for the next year, a process to facilitate the exchange of students in teacher preparation programs in CT and the UK.

### **Project Status**

1. *Identify experts from England and invite them to attend the State Grant workshops in December 2000, February 2001, and May 2001, to share England's standard based teacher preparation model.*

During FY 2000, CSDE and SMC successfully identified experts from England and invited them to present their experience at the State Grant workshops in December 2000 and February 2001. In December 2000, Chris Carr, the Principal and Chief Executive Officer of SMC presented an overview and history of educational reform in England with the particular focus on the national standards for teacher training and curriculum. Dr. Neil Simco, Director and Professor of Primary Teacher Training at SMC, presented information on how schools are inspected by the Office of Standards in

Education (Ofsted) and how they hold schools accountable by linking school funding with inspection results.

In February, 2001, Patricia MacPherson, Associate Head for the Department of Education at SMC, presented information on the fairness and consistency in student assessment with a particular focus on regional differences in assessing standards. Judith Green, Deputy Head-Teacher for Anchorsholme County Primary School in Blackpool <[www.anchorsholme.blackpool.sch.uk](http://www.anchorsholme.blackpool.sch.uk)>, discussed alternative routes of becoming teachers and the partnership in teacher training between local schools and institutions of higher education.

**2. *Identify follow-up opportunities to continue St. Martin's technical assistance to Connecticut.***

CSDE and SMC WILL disseminate information about the English experience through CSDE's website. The CSDE website will also include links to the English Teacher Training Agency and related teacher training and assessment standards websites. In addition, CSDE and SMC will co-present two sessions at the next Title II Project Director meeting in San Diego, CA. The SMC presentation will focus on the English experience of developing teacher quality and the CSDE/SMC co-presentation will focus on the collaboration.

**3. *Present the policy analysis, standards, development and implementation procedures on the BEST program to appropriate personnel at England's TTA and SMC in April 2001.***

In April 2001, SMC and England's TTA organized a symposium for a delegation of Connecticut educators to develop an understanding of the English teacher induction program and to share the Connecticut teacher induction model (BEST). A group of critical personnel from teacher training faculty members, schoolteachers, administrators, and policy makers, were invited to attend a symposium and a technical assistance workshop on Connecticut's BEST program, presented by the Connecticut delegation.

The Connecticut team is consisted of the following people: two CSDE staff members, a superintendent, a beginning teacher portfolio assessor/past teacher union president, a faculty member from a teacher preparation program, and a third year teacher who just successfully completed the state's teacher induction requirements.

The following is the agenda of the symposium as well as the participant list.

Date and Time	Event	Facilitator(s)/Host(s)
<b>Wednesday, April 4</b>		
8:45 AM- 11:45 AM	Arrive at school for program including: <ul style="list-style-type: none"> <li>• Tour of school</li> <li>• A presentation on school's ethos, catchment, focus etc</li> <li>• A question and answer session on partnership and mentoring in the urban setting</li> </ul>	Carole J. Thomas
12:00PM	Urban Learning Foundation for briefing on their work /role in Initial Teacher Training.	Neil Simco; Jennie Mechti, Head of Initial Teacher Education; Paul Taylor, School Relations Officer
1:30 PM-2:30 PM	Buffet lunch at TTA	John Carr Frank Martin Jill Staley Frankie Sulke
2:30 PM-4:30 PM	Presentation on UK Government's Role and Policy in Teacher Induction, Partnership and Regulatory Issues	John Carr Frank Martin Jill Staley
<b>Thursday, April 5</b>		
2:15 PM-2:30 PM	Welcome to SMC	Tony James

2:30 PM-3:30 PM	Case Study of an ITT Student at SMC, Year 1-4	Owain Evans
6:15 PM- 8:15 PM	Dinner and Meet the Principal	Chris Carr Hilary Alcock Judith Green Pat MacPherson Neil Simco

**Friday, April 6**

9:30 AM-12:00 PM	Partnership Model of Initial Teacher Training in England at Anchosholme County Primary School, Blackpool	Judith Green
2:00 PM-2:45 PM	Partnership Model of Initial Teacher Training in England: Theory and Practice	Tony Ewens
2:45 PM-4:15 PM	Discussions on Teacher Induction in the US and UK and Exploration of Follow-Up Collaboration between SMC and CT	Tony Ewens et. al., and CT Participants
6:30 PM-9:00 PM	Reception and Dinner	His Honour Judge and Mrs. A. J. Proctor, the Honorary Recorder of Lancaster

**Saturday, April 7**

8:30 AM-11:30 AM	BEST Programme in CT*  *The audience are specially invited by SMC to attend this day's sessions. They include faculty members from institutions of higher education, public officials, school administrators and teachers.	Ray Pecheone and CT Participants
11:30 AM-12:45 PM	Follow-Up Discussions of Teacher Induction Between U. S. and U. K.	All Participants
12:45 PM-2:00 PM	Lunch and Informal Discussions	All Participants
7:00PM-?	Reception, Dinner and Closing Keynote	Hilary Alcock Chris Carr John Thorley Members of SMC Board of Governors

**Facilitators, Hosts and Participants:**

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The collaboration between CSDE and SMC holds significant promise for the enhancement of the professional preparation of pre-service teachers and the professional development of certified educators in the United States and the United Kingdom. Initial meetings held in London and Lancaster provided opportunities for professional dialog around educational philosophy, existing programs and procedures, contextual obstacles, and long-term goals. These discussions resulted in a shared conclusion that fundamental

similarities between the two systems will allow for parties to learn from the strengths of the other.

*The English System*

Teacher candidates at SMC begin their clinical experiences in public schools during their first term and each term thereafter. They spend approximately 100 days in selected schools as part of their Initial Teacher Education program. In Connecticut, teacher candidates spend the first two years immersed in general education and content specific coursework. Contact time with children in public school settings is limited or nonexistent. Admission to the professional program occurs at the end of the second year. It would be useful to explore modifications to this system that would allow for immediate and intense guided practical experiences beginning the first year. Contextual roadblocks to implementation include rigid curriculum guidelines for the initial college years, faculty load issues that might limit supervisory availability, and the lack of sufficient public school teachers with the experience and training to assist novices.

Anchorsholme Country Primary School illustrates a professional development school model that American higher education professionals might find informative. In partnership with SMC, the Anchorsholme teachers are all trained for a wide range of mentoring responsibilities. They assist future teachers in various experiences ranging from one day per week introductory placements to nine-week block placements (student teaching). The on-site teachers carry the preponderance of responsibility for instructional support and evaluation. The university liaison (“link tutor”) serves as a consultant to provide administrative support and facilitate consistency.

Headmaster Mike Bryan describes this partnership with the college as a meaningful way to provide professional development throughout the span of a teacher's career. The Training School designation promotes teachers to model effective instruction, analyze instruction with novice teachers and facilitate professional reflection. To institute this model, American universities would have to shift the locus of control for these experiences to carefully identified schools where the teachers serve like adjunct faculty. The university would provide more support and training for their cooperating teachers; well-trained teachers, in turn, would carry more of the responsibility for the novices. Children in the schools would benefit from a well-trained and energized staff.

Another important strength of the English system is the *Career Entry Profile* that is submitted by the newly qualified teacher at the completion of the teacher preparation program. This is a well-designed professional goal-setting process that is carried with the individual to the first year of teaching. During the first year, goals and strategies are monitored and re-assessed. The individualized nature of this process has potential for powerful professional growth. Currently most U. S. systems do not provide a formal structure for connecting the completion of the professional preparation program to on-going, individualized professional development for teachers. Contextual roadblocks to this process stem from the variation in programs across states and across districts within states. It would seem possible, however, to create a form of standardized goal-setting that would be adaptable to various settings.

Clearly, England is very serious about the preparation of their new teachers and about the first year teaching experience of those teachers, particularly in the induction year experience. Mentoring new teachers is a requirement established by the national

standards. Simco (2000) states that Newly Qualified Teachers (NQT's) in England are provided induction support and monitoring in relation to targets they help to develop for their first year of teaching. They receive support from an induction mentor; they are observed while teaching; there is an ongoing review of progress; and there are opportunities for the observation of experienced teachers. The NQT's are expected to have a 90% teaching load. All new teachers in their first year of teaching have an average of a half-day per week released time to observe other teachers, to meet with colleagues, and to complete the paperwork requirements of obtaining a license. This is indicative of the commitment made to the inductees.

This induction year carries with it a high stakes testing component, because if the standards are not met, the NQT will not be allowed to continue his/her teaching career. Three formal assessment meetings during the school year determine the meeting of these standards.

One of the important roles for the school superintendent is to create a climate conducive to learning not only for students but also for teachers. Four faculty members from Quarry View Junior School made this point in dramatic fashion that the bonds developed in helping inductees remain strong throughout the teachers' careers. The success of a school is measured, in part, by the success of the inductees. With an increasing shortage of viable candidates, it is important for schools to help new recruits obtain their licenses. In England, veterans and second and third year teachers all work to help their newest staff members.

The 90% teaching load would be particularly beneficial in the U.S. context. The first year of teaching is extremely important in the professional development of teachers

and Connecticut could do a better job to structure the beginning teacher's first year experience. It is currently very common for first year teachers to be assigned the "worst classes," to not have a classroom and therefore "teach from a cart," to have multiple duties, and to have minimal support. Connecticut must work with districts to ensure all schools design an induction year program that is beneficial and appropriate for the first year teacher. That program should include a reduced teaching load.

First and second year teachers need a strong mentoring experience, with on-going opportunities to observe veteran teachers and receive multiple formal assessments with precise feedback. It would seem that England is ensuring that this occurs during the initial year of teaching.

England also has a Flexible Route to Teaching that is similar to our Alternate Route to Certification (ARC) program. Their program has a rigorous application process. There is an interview, a subject area interview, and the teaching of a sample lesson to demonstrate that the candidate has rapport with children. Then an individual program is designed for the candidate.

#### Connecticut BEST Program

BEST is a teacher induction program that "puts the needs of new teachers front and center" (Archer, 2000). Educators in England can benefit from the BEST program in several ways. The most important is the *holistic* nature of the portfolio process. Higher education in Connecticut has evolved to prepare teachers who are able to look at planning, teaching, assessing student learning, and professional reflection as a tightly woven continuum. The authentic nature of the portfolio drives professional preparation

experiences and evaluations. Universities are continuing to modify their programs to emphasize these connections.

The evaluation process for NQT's in England is designed to examine more discrete teaching skills. It would be useful for our British colleagues to explore instructional development tasks that integrate a variety of teaching competencies in authentic contexts. Difficulties to address include the following:

- English law mandates the current process.
- The current process must be completed within one year. Adding additional layers to be completed within such a short time frame may be difficult.

Another strength of the BEST program is the *discipline specific focus* on pedagogy and student learning as assessed through the portfolios. This design strengthens the power of the process as it validates the unique nature of each subject area. British educators would benefit from further exposure to the portfolio process as it is evidenced in various content areas. One obstacle is the large amount of time that must be allotted to the development and maintenance of a program of this scope

The one aspect of BEST that would be the most appropriate for England is that our high stakes testing component occurs during the second year of teaching. This was a decision that was made during the development of BEST after much discussion and input. First year teachers in Connecticut are expected to have a strong support component. During the second year they develop their teaching portfolio, which is then graded. A failing grade requires a second portfolio during their third year of teaching. A failing grade on the second portfolio results in the teacher losing his or her license to

teach in the State of Connecticut. In England, however, all of the high stakes testing occurs during the first year.

Obviously, the BEST Assessment Portfolio could be beneficial to England. The Portfolio is proving to be an invaluable professional development experience that not only involves the second year teacher, but that ideally involves many staff members. The other important aspect of the Portfolio is the assessment process for the “grading” of the portfolio. This process provides an excellent opportunity for experienced teachers to receive beneficial professional development activities they will enhance their understanding of teaching and learning.

***4. Identify for the next year, a process to facilitate the exchange of students in teacher preparation programs in CT and the UK.***

This process will take place in the summer of 2001. Dr. Abigail Hughes, Associate Commissioner for Evaluation and Research (CSDE), and Dr. Raymond Pecheone, Chief for the Bureau of Program and Teacher Evaluation (CSDE), in collaboration with Dr. Neil Simco, Director of Primary Education at SMC and Jill Staley, Acting Director for Teacher Training Strategies at TTA, will explore the feasibility of conducting a teaching portfolio pilot study in England.

Dr. Hilary Freedman, Chief for the Bureau of Teacher Certification and Professional Development (CSDE), in collaboration with England’s TTA and SMC, will identify a group of teacher preparation experts to examine the portability of credits for student teaching and course experiences in Connecticut and England.

From the district level, Anchorsholme County Primary School in Blackpool, England and Ivy Drive School in Bristol, Connecticut, have established an electronic pen-

pal program for teachers and students. This indicates the beginning of student-to-student communication that could potentially continue over the course of a lifetime.

In addition, Connecticut will focus on the following areas of collaboration:

- Provide on-going professional development opportunities for teacher and administrators to visit each other's schools. A group of teachers from the Quarry View Junior School will visit Connecticut's Bristol School District in October 2001. The teachers will write a report on their perceptions about the BEST program.
- Provide opportunities for CSDE representatives to receive additional professional development in the St. Martin's pre-service curriculum and the implementation of the TTA's Career Entry Profile.
- Provide opportunities for Connecticut to learn more about the first year teaching experience in England at all grade levels. Connecticut needs to learn more about the mentoring process, the process of developing targets, and then how the growth towards meeting those targets is measured. Connecticut needs to learn more about how the first year teacher is supported, particularly in those instances when a new teacher is having some difficulties.
- Encourage Connecticut school leaders to take a more proactive role in designing the induction process for first and second year teachers. This group would include Superintendents, Principals, and Department Chairs.

### **National Implications**

CSDE and SMC will explore ways to systematically disseminate information about their learning and policy implementation experience through websites and publications of textbooks and monographs. CSDE and SMC have been approached by Learning Matters, Ltd., an academic book publisher in Exeter, England <<http://www.learningmatters.co.uk/>>, to discuss future publication possibilities. CSDE will make staff time available to provide consultation and technical assistance in teacher preparation and induction standards to other states through the endorsement of U. S. Department of Education.

During the visit to Manor Infant School in London, the expression “relentless and ruthless” was used to describe that school’s commitment to the induction of its new teachers. It is the belief of Connecticut participants that all educators need to be relentless and ruthless in enhancing teacher quality in Connecticut. Tony Ewens, from the Department of Education at St. Martin’s College, made the following comments to the Connecticut participants: “Being reflective does not guarantee effectiveness and thus quality. Being effective does not guarantee reflection, and thus a main stimulus of growth and development. A partnership model of Teacher Education appears to offer a good way forward for developing and supporting the effective, reflective practitioner.” (Ewens, 2001). Connecticut’s Common Core of Teaching and Learning (CSDE, 1999) has determined to enhance the alignment between teacher preparation and induction with high standards.

## References

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(see: <http://www.ed.gov/PressReleases/04-2000/0419.html>)

Appendix

**A Beginning Teacher's Perspective<sup>2</sup>**

Janice F. Jones

English Teacher, Harding High School

Bridgeport, Connecticut

*“Teaching is like no other career. It gives you the opportunity to influence young minds, to shape lives for the better. It will change your life too. You’ll find it intellectually stimulating, creative and endlessly varied. Can you light a fire? Those who can, teach.”*

These words were inscribed on a teacher recruitment brochure that I read while on a recent trip to Great Britain. They reminded me of all the reasons why I became a teacher. I became a teacher because I, too, wanted to shape dreams, inspire minds, and change lives. There really is no other profession like teaching. What other profession gives its practitioners the opportunity to make a difference, sometimes a very profound difference, in the lives of young people? What other profession enables its practitioners to aid young people in reaching their individual potential? What could be more fulfilling, or honorable, than the immense satisfaction that comes along with knowing you have helped a young person to grow and achieve?

Much of what I have just said may seem idealistic and sentimental. And, truth be known, it is! But, that idealism, that sentimentality, that desire to make a difference in a

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<sup>2</sup> As a third year English teacher at Harding High School, Jones passed the BEST requirements in flying colors. Her enthusiasm and commitment in teaching were evident during the symposium. CSDE would like to include her report in its entirety in the Title II (HEA) State Grant Annual Performance Report as an illustration of the importance of mentoring and supporting beginning teachers.

young life are what lead so many into the teaching profession in the first place. Some might ask, why then do so many of these people leave the profession within the first three years of their career? Why are countries all over the world grappling with the problem of teacher shortages and looking for ways to recruit, nurture and retain new teachers? And, how do we solve these problems?

The answers to these questions may not be as complex as one might think. Failing schools and low test scores have made “high expectations” and “high standards” aimed at improving student achievement the goal of school systems worldwide. With tough standards and expectations, however, there also comes a greater need for teacher support. Providing beginning teachers with a structured support system is crucial. Having people there to support new teachers as they begin their careers is critical. For, it is during these early stages of professional development that teachers are the most vulnerable. It is during these early stages of development that idealism and sentimentality are met with a reality that at times can be disconcerting. The reality is that teaching involves a lot of hard work and can often be quite isolating. This is especially true in school systems where there is not a structured mentoring/support system. It is this isolation, lack of support that causes many teachers to leave the profession.

Connecticut, a state noted for making “high expectations” and “high standards” goals for its teachers, has seen and understood the connection between teacher development and student achievement. The state has addressed the issue of teacher development by instituting a comprehensive Beginning Educator Support and Training (BEST) program that has become a model for educational experts and policymakers across the United States.

Like Connecticut, the United Kingdom has made “high expectations” and “high standards” goals for its teachers. Also, like Connecticut, the United Kingdom has a structured support system that is an intrinsic part of their teacher preparation and induction program. The system includes a structured mentoring system that begins during initial teacher training and continues through the induction year. During that induction year, newly qualified teachers are provided with a designated induction tutor. They can also expect an individualized program of structured monitoring, review and support.

Looking at the British system from the perspective of a third year teacher who has just completed Connecticut’s induction program, I noted two things that could be beneficial in the U.S. context. First, prospective teachers in Britain are placed in the classroom much earlier in their training than their American counterparts. This is important because it prepares the future teacher much earlier for the realities of the classroom and also equips them with methods for addressing these realities. Second, first-year teachers in Britain have their workload reduced by ten percent. This is done so those new teachers will have time to observe more senior teachers and travel to other schools thereby enhancing their professional development.

Although the English preparation and induction program is very similar to Connecticut’s program there are two important differences. First, newly qualified teachers in Britain have only one year to earn permanent certification. Connecticut teachers, in contrast, undergo a three-tiered teacher certification system that includes levels of beginning, provisional, and professional certification. The Connecticut licensing process requires that all beginning teachers successfully complete the state’s

BEST program before being granted provisional certification. Teachers also have to obtain a master's degree before securing professional certification. Second, teacher portfolios are not a part of the British induction process. Incorporating a longer initiation process and a portfolio component into the British induction program could be beneficial in two respects. It could be used as a further means of strengthening and assessing the development of newly qualified teachers. And even more, it would give newly qualified teachers more time and methods for self-evaluation and self-reflection.

Self-reflection and self-evaluation are important aspects of professional development, for they aid teachers in developing an awareness of the processes they themselves use in reading, writing, and learning. It is awareness that teachers can then apply to the processes they use when instructing their students. While being reflective does not necessarily guarantee effectiveness, and thus quality, it cannot be denied that the ability to reflect on one's teaching frequently does reinforce, improve, and solidify professional knowledge and pedagogical skills.

Admittedly, there are some technical challenges that would have to be overcome in trying to apply each other's strong points in the other's context. First, in the U.S. it would be difficult to get teacher trainees into the classroom any earlier. This is especially true of students who attend regular four-year colleges and universities as opposed to those who attend teachers colleges. The average four-year college/university does not require its students to declare a major until near the end of the sophomore year, and teacher trainees cannot be placed in classrooms until they are identified as such. Moreover, teachers entering the profession through alternate routes to certification would present additional problems to resolve. Second, current teacher shortages and financial

restraints would make it very difficult to reduce a first-year teacher's workload by ten percent. And, even if school system did have the manpower for such an endeavor, many would still have to overcome contractual constraints that prohibit reduced workloads and/or part-time positions.

Similarly, in Britain, teacher preparation and induction standards are established at the national level. As such, any implementation of a two or three year induction program that also included a portfolio as a means of assessment would first have to receive governmental approval. Such a substantial change in national policy might not be an easy thing to achieve. Second, even if the government did approve of a national implementation of such a program, they would still need to address some of Connecticut's original issues such as determining how the portfolios would be assessed, who would be doing the assessing, and what criteria would delineate acceptable performance.

Given the possible challenges in applying each other's strong points in other's context, a natural next step would be a continued close collaboration between the two nations. One way of continuing this collaboration might be to extend an invitation to the British to visit Connecticut's State Department of Education to further discuss the possible implementation of portfolios in their induction process. It also might be advantageous to discuss the establishment of a teacher exchange program between the two nations.

It is important to note, however, that any benefits that arise from collaboration between the two nations will all be for naught if they are not shared with a larger audience. These are difficult times in which to be an educator. Issues of school funding

and teacher salaries, and of student achievement and teacher accountability are well documented in the popular and educational press. But, where are the success stories? Like Connecticut, many states are working tirelessly to improve the quality of their students' education. Where are those stories? We have to start documenting and sharing our successes not just the highly publicized problems. We need to entice education-friendly publications and other media allies to become our public relations intermediaries. Educators need to be given an authentic forum in which to collaborate with lawmakers in identifying programs that need to be funded, proposals that need to be passed or defeated, and bills that will better help teachers help students meet the high expectations that we mutually hold for them. Are these propositions idealistic? Yes. But they are not unrealistic or unattainable. If the goal of educational recruitment is to attract and retain the very best, then we have to do a better job of sharing our successes. For it is only by sharing our successes that policymakers and the public will gain faith in educators and trust that "those who can, teach."