

VIII.B.

Connecticut State Board of Education Hartford

**To Be Proposed:
January 14, 2026**

Resolved: That in accordance with Section 10-150c(b)(1) of the Connecticut General Statutes, the State Board of Education [“SBE”] hereby approves the Proposed Regulatory Revisions submitted by the Connecticut Educator Preparation and Certification Board and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this fourteenth day of January, Two Thousand Twenty-Six.

Signed: _____

Charlene M. Russell-Tucker, Secretary
State Board of Education

This proposal is submitted by the Connecticut Educator Preparation and Certification Board pursuant to Section 10-150c(b)(1) of the Connecticut General Statutes (C.G.S.), which provides: “Any such standard or proposal developed by the Connecticut Educator Preparation and Certification Board shall be submitted to the State Board of Education for review. The State Board of Education shall approve or reject any such standard or proposal not later than sixty days after receipt of such standard or proposal. If such standard or proposal is approved, such standard or proposal shall be implemented.” This proposal is not submitted by the CSDE. At its November 5, 2025, meeting, the Legislation and Policy Development Committee members who were present unanimously voted to refer this to the full State Board as required by Section 10-150c(b)(1), for its consideration.

Background

The Connecticut Educator Preparation and Certification Board (CEPCB) was established pursuant to Public Act 24-41, §§10, *et seq.* which is now codified as C.G.S. §§10-150b, *et seq.*, and which granted the CEPCB with authority to develop standards and proposals for regulations and legislation regarding educator preparation and certification as set forth in C.G.S. §10-150c. In addition to creating the CEPCB, Public Act 24-41, specifically Section 51 thereof, called for the repeal of the following regulations as of July 1, 2026.

Sections 10-145d-9(b) to 10-145d-9(e), inclusive, 10-145d-9(g)(1), 10-145d-9(i), 10-145d-10(a) to 10-145d-10(b)(9), inclusive, 10-145d-10(c) to 10-145d-10(g), inclusive, 10-145d-11, 10-145d-400a(a) to 10-145d-400a(d), inclusive, 10-145d-401(a), 10-145d-401(c), 10-145d-402, 10-145d-403(b), 10-145d-403(g), 10-145d-404 to 10-145d-406, inclusive, 10-145d-407(a), 10-145d-407(b), 10-145d-407(d), 10-145d-407(f), 10-145d-407(h), 10-145d-407(i), 10-145d-409 to 10-145d-415, inclusive, 10-145d-417, 10-145d-419, 10-145d-420(f), 10-145d-421(b), 10-145d-422, 10-145d-423(a), 10-145d-426, 10-145d-427, 10-145d-434, 10-45d-435(b), 10-145d-436 to 10-145d-438, inclusive, 10-145d-441 to 10-145d-453, inclusive, 10-145d-472 to 10-145d-474, inclusive, 10-145d-476 to 10-145d-479, inclusive, 10-145d-481, 10-145d-482(c), 10-145d-482(d), 10-145d-483, 10-145d-484, 10-145d-535 to 10-145d-537, inclusive, 10-145d-539 to 10-145d-542, inclusive, 10-145d-608 and 10-145d-609.

In accordance with the legislative authority delegated to it, the CEPCB is recommending the retention, with revisions as noted, of certain of those foregoing regulations that are currently scheduled for repeal. Furthermore, the CEPCB has detailed in this report the specific sections of the regulations about which the CEPCB is seeking the State Board of Education’s concurrence pursuant to C.G.S. §10-150c(b)(1).

With respect to the proposed retention and revision of these specific regulations, the CEPCB notes that the Connecticut Advisory Council for Teacher Professional Standards (CACTPS) has drafted and obtained approval from the CEPCB for proposed replacement regulations for the Code of Professional Responsibility for Educators. Additionally, in collaboration with the Birth-to-Grade-3 Taskforce, certain of these revised regulations capture proposed changes for early childhood certifications aimed at “enabling educators to broaden their scope of practice to meet more students’ needs”. The intent is to address the full early childhood, early intervention, and education professionals span into one certificate.

Additional regulations were identified to be reinstated as revised in order to:

- conform to statute,

- update requirements for assessments,
- amend the expanded grade range of certificates,
- remove loopholes in certification,
- modernize means of submitting documentation,
- protect the certification of educators whose endorsement area is no longer available,
- reflect current practices of the Bureau of Certification, and
- increase flexibility for educators, prospective educators, and the districts that hire them.

Of particular note, reinstating regulations Sec. 10-145-412(a)(3)(A) would allow the Transcript-Experience Pathway to continue for educators. This pathway currently accounts for about 15% of all initial certifications in the state. The legislative proposal for Transcript-Experience Pathway was already jointly approved by the CEPCB and the Legislative Policy Development Committee (LPDC).

These regulations were developed in collaboration with the Office of Early Childhood, Birth to Grade 3 Taskforce, State Department of Education, Bureau of Certification, CACTPS, CEPCB, and CPRL.

Regulations of the Connecticut State Agencies
Title 10 Board of Education Regulations
State Educator Certificates, Permits and Authorizations

[...]

Sec. 10-145d-400a is repealed on July 1st, 2026 and shall be replaced by:

Sec. 10-145d-400a. Code of professional responsibility for teachers

(a) Preamble

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, are standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the education profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the education profession, and the community. The code recognizes the responsibility of educators to the public, their colleagues and all staff members to foster high standards for educators, advance learning in the profession, encourage diversity and equity in curriculum and staffing, and promote a quality education for all.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all educators licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "educator" means a person who is applying for, who holds or who is employed under a state issued certificate in the profession of education, or other equivalent certificate, issued by the state board of Education.

(b) To the student: The professional educator, in full recognition of their his or her obligation to the student, shall:

- A. Respect, recognize and support students by taking into account their individual characteristics, including but not limited to age, gender, culture, setting, ability, and socioeconomic context;
- B. Engage students in the pursuit of truth, knowledge and wisdom and provide access to points of view without deliberate distortion of subject matter;

- C. Nurture in students lifelong respect and compassion for themselves and the diversity of other human beings;
- D. Foster in students the full understanding, application and preservation of democratic principles and processes;
- E. Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be productive and contributing members of society;
- F. Assist students in the formulation of positive goals;
- G. Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
- H. Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
- I. Remain steadfast in guaranteeing equal opportunity and access for a quality education for all students by ensuring that no student is discriminated against or unfairly excluded from participation in any program, denied benefits, or granted any unwarranted advantage;
- J. Maintain the confidentiality of all information concerning students and utilize such information only when compelled or directed by federal or state law or professional practice
- K. Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse.

(c) To the profession: The professional educator, in full recognition of their obligation to the profession of teaching, shall:

- A. Conduct themselves as a professional realizing that their action reflects directly upon the status and substance of the profession;
- B. Maintain the principle of academic freedom in student discovery;
- C. Engage in professional practices to ensure the highest possible standards for students;
- D. Engage in ongoing professional learning;
- E. Encourage the participation of educators in the process of educational decision-making;
- F. Promote the employment of only qualified and fully licensed educators;
- G. Encourage promising, qualified and competent individuals to enter the profession;
- H. Refrain from accepting any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions; Decline any gratuity, gift or favor that would alter professional decisions or actions;

- I. Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and utilize such information only when compelled or directed by federal or state law or professional practice;
- J. Obtain and maintain appropriate licensure without falsification or misrepresentation of their professional qualifications or competencies;
- K. Foster a respectful, collaborative, and harassment-free professional environment that prioritizes student safety, achievement, and well-being, supports educator development, and upholds professional responsibilities;
- L. Take responsibility and credit only for work actually performed or produced, and acknowledge the work and contributions from other sources.

(d) To the community: The professional educator, in full recognition of the public trust vested in the profession, shall:

- A. Be cognizant of the influence of educators upon the community at large, and therefore shall refrain from knowingly misrepresenting facts or making false statements;
- B. Encourage all educational stakeholders to exercise their responsibility to be involved in the formulation of educational policy;
- C. Promote the principles and ideals of democratic citizenship;
- D. Advocate for equitable educational opportunities for each child;
- E. Refrain from misusing their position for personal gain.

Part II

General Conditions

Sec. 10-145d-401. Personnel required to hold certificates or permits

- (a) No person shall be eligible to serve for a board of education in the position of superintendent, administrator, teacher, special service staff member, or other position for which certificates or permits are issued, unless such person holds a valid Connecticut certificate or permit appropriate for such position [, except as otherwise provided in subsection (c) of this section].
- (b) Appropriate certification is required for any person in the employ of a board of education who:
 - (1) Is not directly supervised in the delivery of instructional services by a certified professional employee in a position requiring certification; or,

- (2) Is responsible for planning of the instructional program for a student; or,
- (3) Evaluates student progress; or,
- (4) Does not receive specific directions from their supervising teacher or administrator that constitute a lesson plan for each lesson.

[c) Persons employed continuously by one approved private special education facility prior to September 1, 1980, shall not be required to hold appropriate certification so long as they remain employed in the same position by the approved private special education facility.]

[...]

Sec. 10-145d-402. Application procedures

Application for state certificates and permits shall be executed on forms furnished by and filed with the Department. Additional documents and materials shall be submitted in accordance with Section 10-145d-403.

[...]

Sec. 10-145d-403. Documentation and materials required of applicants

In application for a certificate or permit, an applicant, in addition to meeting the specific requirements of each endorsement area, shall submit the following, as appropriate, to the Department:

[...]

(b) Application fee:

- (1) Upon application for a certificate in accordance with these regulations, there shall be paid to the Board by or on behalf of the applicant a fee as established by the Connecticut general statutes, except that persons holding standard or permanent certificates on July 1, 1989, who apply for professional certificates to replace their standard or permanent certificates, shall not be required to pay an application fee.
- (2) Upon request for a duplicate copy of any such certificate there shall be paid to the Board a fee as established by the Connecticut general statutes.
- (3) If the Department is unable to provide the number of assessments required to complete the beginning educator program, the applicant shall be eligible for a onetime extension of the initial educator certificate, at no cost to the applicant, in order to complete the assessment requirements.
- (4) There shall be no fee charged to remove a deficiency from a certificate.

[...]

(g) Evidence that the applicant has a high school diploma or its equivalent;

[...]

Sec. 10-145d-404 Assessment requirements

[(a) PRAXIS I. Essential Skills Requirement in Reading, Writing and Mathematics.

(1) Except as provided in Section 10-145d-405, subsection (a) (1) of Section 10-145d-417 and 10-145d-427 any person who does not hold a valid certificate shall be required to submit official verification of one of the following:

(1) Satisfactory scores on all components in one administration of the Connecticut Competency Examination for Prospective Teachers (CONCEPT) from any administration on or prior to December 31, 1994, or, satisfactory scores on all components of the PRAXIS I from any administration on or after January 1, 1995; or

(2) A combined score of 1,000 or more on the Scholastic Aptitude Test (SAT), with no less than 400 on either the verbal or the mathematics subtest; or

(3) A total score on the Prueba de Aptitude Academica (PAA) equivalent to a combined score of 1,000 on the SAT, with neither the mathematics nor the verbal subtest below the equivalent of 400 points and a minimum score of 510 on the English as a Second Language Achievement Test (ESLAT) or the Test of English as a Foreign Language (TOEFL); or

(4) A minimum score on the English and mathematics subtests of the American College Testing Program Assessment equivalent to a combined score of 1,000 on the SAT, with neither the English nor the mathematics subtest below the equivalent of 400 points.]

[(b) **Subject-area knowledge.**] Except as provided in Section 10-145d-610, as appropriate, any person who does not hold a valid certificate and any person wishing to receive an additional endorsement to an existing certificate, shall be required to submit official verification of a satisfactory evaluation on PRAXIS [II, CONNECT], ACTFL, or other subject-area knowledge assessment as appropriate. Subject-area knowledge assessment shall be required [in the following areas: agriculture, vocational agriculture, art, biology, business education, chemistry, earth science, elementary education (not including the endorsement which covers only pre-kindergarten and kindergarten), English, French, general science, German, health, history and social studies, home economics, technology education, Italian, Latin, mathematics, music,

physical education, physics, Spanish, special education, and] in any [other] area as made available by the Board.

[(c) Professional knowledge.]

- (1) To receive a provisional educator certificate, an applicant shall, except as otherwise provided by subdivision (2) of this subsection, be required to successfully complete the BEST assessment, if available. The time limit for the assessment may be extended upon a showing of good cause in accordance with Section 10-145d-427; or
- (2) The requirement of successfully completing the BEST assessment shall not apply to any person who has completed at least 30 school months of successful teaching in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought, in a public or nonpublic school approved by the appropriate governing body during the 10 years immediately preceding the date of certification application or to a person who served successfully under a provisional teaching or provisional educator certificate for a board of education for the school year immediately preceding application for a provisional educator certificate, or to a person who has previously held Connecticut certification and is eligible for reissuance of such certificate in accordance with Section 10-145d-415 (a) (3) or subsections (s) and (t) of Section 10-145d-427.]

Sec. 10-145d-407. Responsibilities of employing agents of boards of education

Employing agents of boards of education shall be responsible for the following activities with respect to the certification of individuals employed or to be employed:

- (a) Determine, before issuing a contract, that the candidate holds a valid certificate or permit appropriate to the position to be filled;
- (b) Supervise, either directly or through a designated representative, persons holding initial educator, interim educator, [provisional teaching,] provisional educator, professional educator, temporary 90 day certificates, durational shortage area permits, and coaching permits by regularly observing, guiding and evaluating the performance of assigned duties by such certificate and permit holders;

[...]

- (d) Submit a signed statement or electronic attestation as defined by the agency to the Department, for each person presently or previously employed by the school district who applies for certification requiring such statement, certifying to the applicant's assignment and dates of service, and indicating whether the service was successful. If

the experience was not successful, the employing agent shall specify the reasons as to why the experience was deemed not successful;

[...]

- (h) Determine before issuing a contract to a bilingual educator that the candidate is bilingual in the language used in the program and in English.

[...]

- (i) Determine before employing a substitute teacher that the candidate holds a valid bachelor's degree, except as otherwise provided in subsection (f) of Section 10-145d-420.

[...]

Part III

Types of Certificates

Sec. 10-145d-409. Validity of certificates [issued prior to July 1, 1989]

Prior to November 1, 1960, a permanent teaching certificate was issued to qualified applicants by the Board. During the period from November 1, 1960, to July 1, 1989, two types of certificates were issued by the Board: (1) provisional teaching and (2) standard teaching. Provisional teaching certificates issued prior to July 1, 1989, will continue to be valid until their dates of expiration. After July 1, 1989, standard and permanent certificates shall no longer be valid. A person holding standard or permanent certificates on July 1, 1989, shall, upon application, receive a professional educator certificate to replace said standard or permanent certificates.]

During the period from July 1, 1998 to June 30, 2025, three types of certificates were issued by the Board: (1) initial educator, (2) provisional educator, and (3) professional educator. Provisional educator certificates issued prior to July 1, 2025 will continue to be valid until their dates of expiration.

Part III

Types of Certificates

Sec. 10-145d-410. Certificate types

The following certificates shall be issued by the Board: initial educator; interim educator; temporary 90-day; [provisional educator] and professional educator[; and certificate of eligibility]. An applicant who has met the assessment requirements, as appropriate, and the specific requirements as hereinafter stated shall be entitled to receive one of the certificates described in Sections 10-145d-[411] 412 through 10-145d-[417] 414, inclusive [.] and 10-145d-417.

[...]

Sec. 10-145d-412. Initial educator certificate

(a) Conditions for issuance.

(1) The initial educator certificate shall be issued to any applicant who has met the assessment, preparation, and eligibility requirements, as appropriate.

(2) The applicant shall hold a bachelor's degree and have completed either as part of or in addition to the bachelor's degree program in accordance with Section 10-145d-408 a planned program of preparation in the field and at the grade level for which certification is requested, except as otherwise provided in Sections 10-145d-477, 10-145d-497, 10-145d-511, 10-145d-516, 10-145d-526, 10-145d-552 and 10-145d-589. Such program shall have been completed at an approved institution and shall be approved by the Board or other appropriate governing body in the state in which the institution is located for the preparation of educators in the requested field, subject area or grade level. On and after July 1, 1993, each applicant for certification shall have completed a subject-area major, as appropriate.

(3) An applicant who has not completed a required planned program of preparation in the field, subject area or grade level for which certification is requested may submit the following in lieu of the college or university recommendation for certification:

(A) Evidence of 20 school months of successful teaching or service in the subject area or field appropriate to the subject area or field for which the initial educator certificate is sought, except that substitute teaching may not be considered towards meeting this requirement, as evidenced by a signed recommendation from the employing agent, in the following:

(i) The same public school system, approved nonpublic school or nonpublic school approved by the appropriate governing body in another state or for purposes of obtaining adult education certification in accordance with Sections 10-145d-594, 10-145d-599 and 10-145d-604 of the regulations in the same cooperating eligible entity pursuant to Section 10-69 of the Connecticut general statutes; or

(ii) A state education agency as a professional or managerial staff member, in accordance with Section 10-145d-530 and 10-145d-574; or

(iii) A state education agency as a managerial staff member, in accordance with Section 10-145d-585.

(B) Evidence of having served successfully under a temporary 90-day certificate and having met the assessment requirements, as appropriate, and the following requirements:

(i) Submission of a request from the employing agent of the board of education that an initial educator certificate be issued, and a statement from such employing agent attesting to the existence of a plan for the supervision of such initial educator certificate holders;

(ii) Presentation of a signed recommendation from the employing agent of the board of education attesting to successful teaching, under the temporary 90-day certificate; and

(iii) Evidence that the applicant has received orientation, including instruction in board of education policies and procedures, provided by the employing board of education.

(4) The applicant shall be required to complete a course of study in special education comprised of not fewer than 36 [clock] hours, which shall include [study in understanding] (i) instruction on the growth and development of exceptional children, including [handicapped and] children with a disability, gifted and talented children and children who may require special education, and (ii) methods for identifying, planning for and working effectively with special needs children in the regular classroom.

(A) [On and after July 1, 1996, an] An applicant who holds certification in one endorsement area shall be required to fulfill this special education course requirement to obtain certification in the following additional endorsement areas: reading and language arts consultant, intermediate administration or supervision, superintendent of schools, speech and language pathology, school nurse teacher, school dental hygienist-teacher, school counselor, school psychology, school social work.

(B) An applicant who fulfills all requirements for issuance of the initial educator certificate but lacks a course of study in special education, may be issued an interim educator certificate with a deficiency, provided such applicant completed a teacher preparation program either in the state prior to July 1, 1987, or outside the state, or completed the necessary combination of professional experience or course work.

This deficiency in a special education course of study shall be satisfied prior to receipt of further certification.

(C) An applicant who fulfills all requirements for issuance of the initial educator certificate but lacks a course of study in special education, may be issued an interim educator certificate valid for one year and reissued for a second year, provided the applicant is applying for certification in an area for which a bachelor's degree is not required. This deficiency in a special education course of study shall be satisfied prior to receipt of further certification.

(5) The applicant who holds or previously held a durational shortage area permit, and who was not required to fulfill [the CONNTENT,] Praxis [II, CONNECT] ACTFL, or subject-area assessment requirement, as appropriate, for issuance of such permit, shall be required to fulfill the [CONNTENT, Praxis II, CONNECT] subject-area assessment requirement, as appropriate, to obtain initial educator [or provisional educator] certification.

[...]

Sec. 10-145d-414. Temporary 90-day certificate

(a) Conditions for issuance.

The temporary 90-day certificate shall be issued to any applicant who successfully completes a board-approved alternate route to licensure program, as available, in the endorsement areas of elementary education, middle grades education, secondary academic subjects, special subjects or fields, special education, early childhood education, and administration and supervision or in the certification endorsement areas corresponding to teacher shortage areas, when the following conditions are met:

(1) The employing agent of a board of education makes a written request for the issuance and attests to the existence of a special plan for supervision of temporary 90-day certificate holders; and

(2) The applicant meets the following requirements, except as otherwise provided in subdivision (3) of this subsection:

(A) Holds a bachelor's degree from an approved institution with a major in or closely related to the endorsement area in which the requesting board of education is placing the applicant or in the case of secondary or special subject or field endorsement area, possesses at least the minimum total number of semester hours of credit required for the content area;

[(B) Has achieved a passing score on CONNCEPT or Praxis I-CBT or its equivalent, in accordance with subsection (a) of Section 10-145d-404;]

[(C)] (B) Has achieved a passing score on [Praxis II or CONNECT,] content area assessments as appropriate, in accordance with subsection (b) of Section 10-145d-404;

[(D)] (C) Presents a written application on such form as the Department shall prescribe;

[(E)] (D) Has successfully completed the alternate route to certification program in the subject or field for which the applicant has been prepared;

[(F)] (E) Possesses an undergraduate college overall grade point average of at least "B, or, if the applicant has completed at least 24 semester hours of graduate credit, possesses a graduate grade point average of at least "B" and

[(G)] (F) Presents supporting evidence of appropriate experience working with children.

(3) The Commissioner may waive the requirements of [(F) or (G)] (E) or (F) or both of subdivision (2) of this subsection upon a showing of good cause.

(b) Any person serving under a temporary 90-day certificate [shall] may participate in the beginning educator induction program [BEST] as appropriate, specifically designed by the Department for holders of temporary 90-day certificates.

[...]

Part IV

Special Authorizations

[...]

Sec. 10-145d-420. Substitute Teacher Authorization

- (a) A substitute authorization shall only be required for a person employed by a board of education for [40] 60 school days or more in the same assignment, in a school year, except if such substitute holds either a valid Connecticut certificate, a standard or permanent certificate which has not been converted, or a certificate of eligibility, provided any certificate held is subject and grade appropriate;
- (b) In order to obtain a substitute authorization, a board of education shall submit a request to the Department. The Department shall issue such authorization, provided the substitute meets all applicable qualifications and the employing board of education attests that an appropriately certified person is not available and states the steps taken to secure a certified person for the position; a substitute teacher extension shall not be valid for more than one school year in any one district;
- (c) A long term substitute employed by a board of education for [40] 60 days or more in the same assignment, in a school year, shall have a minimum of 12 semester hours of credit in the area or elementary grade levels to be taught;
- (d) A board of education may employ a non-degreed substitute in subject areas for which a bachelor's degree is not required for a period of up to [40] 60 days in a school year. When a board employs such a non-degreed substitute for [40] 60 days or more in the same assignment, in a school year, such board shall submit a special request and obtain the approval of the Department prior to employment beyond [40] 60 days in the same assignment;
- (e) A board of education may not employ a substitute for administrative, supervisory or special service positions; and
- (f) A superintendent may make a request to the Commissioner for a waiver for employing a substitute teacher without a bachelor's degree. Upon determination of good cause, the Commissioner or his designee may grant such waiver.

[...]

Sec. 10-145d-422. Durational shortage area permit – [reissue] reissuance

Durational shortage area permits shall be reissued no more than [two] four times, with one additional reissuance with evidence of hardship in accordance with the following conditions:

(a) The employing agent of a board of education requests reissuance of the permit and states that the permit holder has served successfully under the permit.

(b) If appropriate, the permit holder is enrolled in a planned program leading toward certification in the field for which the permit is issued:

(1) If enrollment in a planned program is a condition for issuance of the permit, the permit holder shall submit evidence from the college or university of good academic standing and completion of at least nine additional semester hours of credit in the planned program prior to the permit reissuance. The Department may defer during the first or second reissuance, for good cause shown, the nine semester hours of credit, provided the deferral is requested in writing by the employing agent of the board of education and is accompanied by sufficient evidence to justify the request; or

(2) If enrollment in a planned program is not a condition for issuance of the permit, the permit holder shall submit evidence from the college or university of completion of at least nine additional semester hours of credit prior to the permit reissuance. The Department may defer during the first or second reissuance, for good cause shown, the nine semester hours of credit, provided the deferral is requested in writing by the employing agent of the board of education and is accompanied by sufficient evidence to justify the request.

(c) The permit holder has successfully completed the beginning educator induction program [the BEST assessment] as may have been made available by the Board. If the permit holder meets all requirements in the endorsement area for which the permit has been issued, except to successfully complete the beginning educator induction program [the BEST assessment], an initial educator certificate may be issued.

Part V

Reissue and Cross Endorsement of Certificates

[...]

Sec 428(a)(4) Cross endorsements

[...]

(I) For an endorsement to teach bilingual education to english language learners, 18 semester hours of credit, completed at [one] no more than two regionally accredited [college or university] colleges or universities, including study in each of the following: first and second language acquisition including language and literacy development; linguistic and academic assessment; cross cultural sensitivity and communication and implications for instruction; strategies for modifying english content area instruction; methods of teaching english as a second language,

methods of teaching bilingual education; and demonstration of competency in english and the world language to be taught. this endorsement shall authorize service as a bilingual teacher in grades pre-K - 12. [A bilingual educator who obtained a certificate in bilingual education through the deferral route, in accordance with subsection (a)(2) of Section 10-145d-477, shall hold a provisional educator certificate before adding an additional endorsement.]

Part VI

Early Childhood, Elementary or Middle Grades Certificates

A Early Childhood

Sec. 10-145d-429. When required

This certificate, or another certificate appropriate to the grade level of the students to be taught, shall be required for anyone employed as a teacher of Birth-Grade 3 (infants, toddlers, [nursery school,] early education and preschool, and kindergarten[, and grades one] through grade three) in the employ of a board of education. This certificate ensures the use of inclusive, developmentally appropriate practices in public education settings that serve birth- through school-age children, up through grade 3.

Sec. 10-145d-430. Validity of certificates

(a) This certificate shall authorize the teaching of all early elementary academic subjects and art, health, music, physical education, and technology in the grade levels under this endorsement [except that on and after July 1, 1995], provided, however, that it shall not authorize the teacher under this endorsement to be the sole provider for art, health, music, or physical education. A person holding a Birth-Grade 3 certification endorsement shall be authorized to provide instruction for birth through school age children, up through grade 3, in an integrated (general/special education) classroom. [Early childhood certificates shall be endorsed for particular levels of teaching, according to the recommendation of the preparing institution. The recommendation shall be based upon the program of preparation and the grade levels for which the institution is approved and for which the applicant completed requirements.]

(b) On and after July 1, 2028, the State Board of Education shall no longer issue any new educator certificates in the endorsement areas of Integrated Early Childhood/Special Education, Birth-Kindergarten or Integrated Early Childhood/Elementary Education N-3 and Special Education N-K, and may only reissue certificates in these endorsement areas to certificate holders whose certificates were issued prior to July 1, 2028. [Endorsements may be made in any of the following or combinations of the following classifications:

(1) On and after July 1, 1995, and prior to July 1, 1998;

(A) Pre-kindergarten and kindergarten;

(B) Birth through kindergarten;

(C) Nursery through grade three;

(2) On and after July 1, 1998;

(A) Birth through kindergarten

(B) Nursery through grade three

(c) On and after July 1, 1995, an endorsement for birth through kindergarten authorizes the holder to teach students in both special and regular education settings pursuant to subsection (b) of Section 10-145d-431; and

(d) On and after July 1, 1995, an endorsement for nursery through grade three authorizes the holder to teach nursery through kindergarten students in both special and regular education settings and to teach grade one through grade three students in regular education pursuant to subsection (b) of Section 10-145d-431.]

Sec. 10-145d-431. Certification [Initial educator certificate] requirements

Not later than July 1, 2026, the Connecticut Educator Preparation and Certification Board shall approve guidelines to be developed by a stakeholder working group consisting at least of representatives from the Connecticut State Department of Education, the Connecticut Educator Preparation and Certification Board, the Connecticut Office of Early Childhood, and the Early Childhood Higher Education Consortium—specifying the requirements relating to the issuance of educator certificates in the endorsement area of Birth-Grade 3. Such guidelines shall include a requirement that any program of teacher preparation leading to certification in the endorsement area of Birth-Grade 3 adheres to professional standards and competencies for early childhood educators developed by the National Association for the Education of Young Children and the Early Interventionist/ Early Childhood Special Educator Standards.

[To receive an initial educator certificate for early childhood teaching with an endorsement in birth through kindergarten and nursery through grade three:

(a) On and after July 1, 1995, an applicant shall present evidence of meeting the following requirements in addition to meeting the assessment requirements, as appropriate:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a minimum of 15 semester hours of credit in human growth and development, including typical and atypical development, psychology of learning, and family studies. This may be completed as part of a subject-area major or general academic courses;

(b) Has a minimum of 39 semester hours of credit in general academic courses in five of the six areas listed below. A survey course in United States history, comprised of not fewer than three semester hours of credit shall be included.

(1) Natural sciences;

(2) Social studies;

(3) Fine arts;

(4) English;

(5) Mathematics; and

(6) Foreign language;

(c) Has completed a subject-area major consisting of one of the following:

(1) A major awarded by an approved institution in any one subject area except that a major in professional education may not be accepted in fulfillment of this requirement; or

(2) A 39-semester-hour-credit interdisciplinary major consisting of a concentration of at least 18 semester hours of credit in human growth and development, including typical and atypical development, psychology of learning and family studies, with the remainder distributed among no more than three additional subjects related to human growth and development, except that a major or coursework in professional education may not be accepted in fulfillment of any portion of this requirement; and

(d) Has a minimum of 36 semester hours of credit in professional education in a planned program of study and experience in early childhood education to be distributed among each of the following:

(1) Foundations of education. This group includes areas such as philosophy of education; history of education; and comparative education;

(2) Curriculum and methods of teaching. All applicants shall: complete (A); for birth through kindergarten shall complete (B); and kindergarten through grade three shall complete (C);

(A) This group shall include coursework in:

(i) Curriculum and methods for typical and special-needs children, taught in a manner that would facilitate the understanding of children with special-needs in a least-restrictive environment, and shall consist of coursework in integrated curriculum and strategies for developmentally appropriate nursery-kindergarten programs, to include study in each of the following areas, with at least six credits in the area (*) of which at least three credits shall be in methods of teaching language arts:

(ii) *Learning and teaching of language arts, children's literature, mathematics, science, social studies, expressive arts, health/safety through an integrated curriculum; or developmentally appropriate curriculum for early childhood; or integrated early childhood curriculum;

(iii) Observation and assessment of development in young children and planning individualized programs;

(iv) Classroom organization and facilitating play; or effective teaching and organizational skills in an environment with play; or role of play and the learning environment;

(iv) Early childhood program models, and issues including family and professional collaboration and diversity;

(vi) Program adaptations for children with special needs; or teaching strategies and related services for children with special needs; or program planning for children with special needs; and

(B) This group shall consist of coursework in facilitating development and programming for normal and special-needs infants and toddlers with study in at least three of the following four areas:

(i) Infant/toddler development and assessment; or assessment of behavior and development in infants and toddlers;

(ii) Curriculum development for infants and toddlers; or appropriate environment and the role of play;

(iii) Infant/toddler program models, issues and collaborations; or programs for infants and toddlers with parent and professional support;

(iv) Adaptations for infants and toddlers with special needs; or adapting the infant/toddler environment for children with special needs; or

(C) This group shall consist of course work in:

(i) Curriculum and strategies for developmentally appropriate practices in the primary grades including study in:

(ii) Learning and teaching of language arts, children's literature, mathematics, science, social studies, the arts, health/safety, physical education; or curriculum for the primary grades; and two

of the following:

- (1) Assessment of learning in the primary grades; or evaluation of primary-grade children for program planning;
- (2) Classroom organization and management using media technology; or effective teaching and classroom organization with media technology;
- (3) Elementary school models, programs, issues, collaborative efforts; or primary-grade program models and partnerships;
- (4) Strategies for integrating children with special needs; or adapting curriculum and strategies for primary-grade children with special needs; and
- (3) Field experiences should include observations and limited participation teaching prior to full-time student teaching and practicum. All students shall complete (A) and (B) totaling at least six, but not more than 12 semester hours of credit.
 - (A) Supervised student teaching or practicum in a pre-kindergarten or kindergarten, including children with special needs; and
 - (B) for birth through kindergarten supervised student teaching in a program serving infants and toddlers, including children with special needs; for nursery-grade three supervised student teaching in grades one, two or three.]

[...]

B
Elementary

Sec. 10-145d-434. When required

This certificate, or another certificate appropriate to the grade level of the students to be taught, shall be required for anyone employed by a board of education, as a teacher in prekindergarten through grade six.

Sec. 10-145d-435. Validity of certificates

- (a) This certificate shall authorize the teaching of all elementary academic subjects and art, health, music, physical education and technology in the grade levels under this endorsement in the grade levels of the endorsement; except that on and after July 1, 1995, it shall not authorize the teacher under this endorsement to be the sole provider for art, health, music or physical education. Elementary certificates shall be endorsed

for the grade levels in accordance with the recommendation of the preparing institution. The recommendation shall be based upon the program of preparation and the grade levels for which the institution is approved and for which the applicant completed requirements.

(b) Endorsements shall be valid for teaching in grades prekindergarten through six, inclusive. [may be made in any of the following or combinations of the following classifications:

- (1) On and after July 1, 1993 and prior to July 1, 1998: Kindergarten through grade six;
- (2) On and after July 1, 1998: Grade one through grade six, except that a holder of this endorsement may teach kindergarten;
- (3) on and after July 1, 2003: kindergarten through grade six.]

[...]

Part VII

Middle Grades

Sec. 10-145d-444. When required

This middle grades certificate, or a secondary academic certificate is required for anyone employed by a board of education as a teacher of these subjects in a middle school setting.

Sec. 10-145d-445. Validity of certificates

Middle grades certificates are valid for teaching endorsements in specific subject areas. When departmentalized instruction is offered in an elementary school, the subject area endorsement is valid for such instruction in grades five and six, and when departmentalized instruction is offered in a foreign language in an elementary school, the endorsement is valid for such instruction in grades four, five and six.

Part VIII

Secondary Academic

Sec. 10-145d-449. When required

This certificate, or another certificate appropriate to the subject and grade level to be taught, shall be required for anyone employed by a board of education as a secondary teacher in grades [seven] four through 12. An elementary or middle grades certificate endorsed for grades seven and eight shall authorize the teaching of all secondary academic subjects in grades seven and

eight. This certificate shall also authorize the teaching of appropriate secondary academic subjects in the adult education high school credit diploma program.

Sec. 10-145d-450. Validity of certificate

Secondary academic certificates for grades [seven] four through 12 are valid for endorsed subjects, unless otherwise specified. [When departmentalized instruction is offered in grades below the seventh, a certificate may be considered valid for such instruction in grades five and six in the endorsed subjects only. When departmentalized instruction is offered in a foreign language in an elementary school, the endorsement is valid for such instruction in grades four, five and six.]

G Remedial Reading and Remedial Language Arts

Sec. 10-145d-481. Validity of certificates

- (a) Certificates shall be endorsed for grades [1] prekindergarten-12.
- (b) This certificate, or another appropriate certificate, also shall cover the teaching of developmental reading and language arts at the grade levels for which the certificate is endorsed. A secondary English certificate also may cover the teaching of developmental reading and language arts in grades four [five] through 12. An elementary teaching certificate may cover the teaching of developmental reading and language arts at the grade levels for which the certificate is endorsed.

[...]

Part XII

Special Education: Blind, Partially Sighted or Hearing Impaired

[...]

B Comprehensive Special Education

[...]

Sec. 10-145d-539. Validity of certificates

The comprehensive special education certificate shall be endorsed for prekindergarten through grade 12.

[...]

Part XVI

Discontinued Endorsements and Prior Authorizations

A **Discontinued Endorsements**

Sec. 10-145d-608. Endorsements previously issued, but no longer available

A number of certification endorsement categories which were previously issued are no longer available on new certificates. Existing certificates bearing those endorsements will continue to be valid in all endorsed subject areas, fields and grade levels, as long as the certificate remains in effect.

Recommended to Repeal

Public Act 24-41 did not include these regulations in its list of provisional certificates to sunset, but the public act has made them obsolete. They should be repealed.

Regulation	Title
10-145d-432	Provisional educator certificate requirements for early childhood education
10-145d-462	Provisional educator certificate requirements for school library media
10-145d-488	Provisional educator certificate requirements for agriculture or aquaculture
10-145d-493	Provisional educator certificate requirements for health occupations education
10-145d-498	Provisional educator certificate requirements for trade and industrial occupational subjects in comprehensive high schools
10-145d-502	Provisional educator certificate requirements for marketing education
10-145d-507	Provisional educator certificate requirements for cooperative work education
10-145d-512	Provisional educator certificate requirements for occupational subjects in vocational-technical schools
10-145d-517	Provisional educator certificate requirements for trade-related subjects in vocational-technical schools
10-145d-522	Provisional educator certificate requirements for practical nurse education in vocational-technical schools
10-145d-527	Provisional educator certificate requirements for health occupations in vocational-technical schools
10-145d-531	Provisional educator certificate requirements for vocational-technical school administrator
10-145d-549	Provisional educator certificate requirements for school nurse-teacher
10-145d-553	Provisional educator certificate requirements for school dental hygienist-teacher

10-145d-557	Provisional educator certificate requirements for school counselor
10-145d-561	Provisional educator certificate requirements for school psychologist
10-145d-565	Provisional educator certificate requirements for school social worker
10-145d-566e	Provisional educator certificate requirements for school marriage and family therapist
10-145d-570	Provisional educator certificate requirements for reading and language arts consultant
10-145d-575	Provisional educator certificate requirements for intermediate administrator or supervisor
10-145d-580	Provisional educator certificate requirements for department chairperson
10-145d-586	Provisional educator certificate requirements for superintendent of schools
10-145d-590	Provisional educator certificate requirements for school business administrator
10-145d-595	Provisional educator certificate requirements for high school credit diploma programs
10-145d-600	Provisional educator certificate requirements for external diploma program and noncredit mandated programs
10-145d-605	Provisional educator certificate requirements for teaching English to non-English speaking adults