

VII.A.

Connecticut State Board of Education Hartford

To Be Proposed:

March 6, 2024

Resolved, That the State Board of Education (SBE), pursuant to Section 10-145d-9(g)(3)(A) of the Regulations of Connecticut State Agencies, grants full approval for the period March 6, 2024, through October 31, 2026, to the Capitol Region Education Council (CREC) with annual progress monitoring conducted using CREC's Council for the Accreditation of Educator Preparation (CAEP) annual report data in conjunction with the CSDE review committee until CREC's CAEP fall 2025 site visit, for the purpose of certifying graduates from CREC in the following new certification area and directs the Commissioner to take the necessary action.

Program	Grade Level	Program Level	Program Type
Mathematics	4-8	Initial	Alternate Route to Certification

Approved by a vote of _____ this sixth day of March, Two Thousand Twenty-Four.

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

**Connecticut State Board of Education
Hartford**

To: State Board of Education

From: Charlene M. Russell-Tucker, Commissioner of Education

Date: March 6, 2024

Subject: Approval of New Educator Preparation Program: Capitol Region Education Council, Alternate Route to Certification Program in Mathematics, Middle School, 4-8

Executive Summary

Introduction

Connecticut educator preparation providers (EPPs) and other organizations must be approved for new educator preparation programs through the Connecticut State Board of Education (CSBE). Those seeking approval for new programs are required to participate in a Connecticut State Department of Education (CSDE) evaluation process designed to guide and support new program proposals. The proposal then moves forward to the CSDE Review Committee (Attachment A), which makes recommendations to the Commissioner of Education regarding new program approval based on evaluation findings. This report presents a summary of evaluation findings for the Capitol Region Education Council (CREC) proposal for an Alternate Route to Certification (ARC) Program in Mathematics, Middle School 4-8, and includes the Commissioner of Education's recommendation for approval.

History/Background

CREC is one of six Regional Educational Service Centers (RESCs) established under Connecticut General Statute Section 10-66 a-n, which permits local boards of education to establish a RESC as a "public educational authority" for the purpose of "cooperative action to furnish programs and services." Since 1966, CREC has developed a wide array of cost-effective and high-quality programs and services to meet the educational needs of children and adults in Greater Hartford.

CREC is approved currently through the CSBE to offer an ARC cross-endorsement program for experienced educators leading to the special education (#165) endorsement, an ARC cross-endorsement in teaching the blind (#059) and an ARC residency program leading to initial certification in elementary education (#305) and comprehensive special education PK-12, (#165) entitled the Connecticut Teacher Residency Program. CREC is now seeking CSBE approval to offer an ARC residency program for initial certification in middle school mathematics, 4-8, entitled Connecticut Teacher Residency Program for Middle School Mathematics, that will specifically focus on addressing the significant shortage of certified middle school mathematics teachers and teachers of color through partnerships with school districts. The program will recruit candidates from existing non-certified staff working in partner districts. The program includes a full-time residency

with pay and benefits serving under a mentor teacher for the first academic year and then full-time employment as a middle school mathematics teacher in year two or upon meeting certification requirements. Candidates will learn the content and pedagogy in over 450 contact hours in courses that span two summers and the evenings during the residency as well as additional professional development through school-based professional learning. On November 1, 2023, CREC submitted to the CSDE for review, a proposal for an ARC residency program for middle school mathematics. The CSDE review and evaluation of new program proposals is an iterative process, designed to provide comprehensive but targeted feedback to the proposing institution based on evaluation findings to support further program development, if necessary, in these four areas:

- (1) design, scope and sequence, including coursework and fieldwork/clinical experiences;
- (2) candidate assessments, including data collection, analysis, and reporting methods;
- (3) faculty and instructor qualifications; and
- (4) resources to support training of program candidates and program viability.

The proposal was reviewed by an evaluation team consisting of K-12 and EPP representation, all trained in accordance with the CSDE review and evaluation process. On December 15, 2023, the evaluation team met to discuss and finalize evaluation findings. The evaluation team identified some areas for improvement (AFI) for the proposal and was unanimous in its decision that the proposal move forward to the CSDE Review Committee for consideration, with the requirement that the AFIs be addressed before the committee meeting. CREC submitted all required revisions to the CSDE on January 14, 2024, to the satisfaction of the evaluation team, with the Review Committee recommending full approval for the program.

Recommendation and Justification

Based upon evaluation team findings and the recommendation of the CSDE Review Committee, I recommend that the CREC ARC Program in Middle School Mathematics 4-8, be granted full approval for the period March 6, 2024, through October 31, 2026. If approved by the CSBE, the program will begin implementation during summer 2024 and be reviewed during CREC's next Council for Accreditation of Educator Preparation (CAEP) visit during fall 2025. In the interim, the CAEP annual report will provide data on an annual basis for all CREC alternate route educator preparation programs leading to initial licensure, including this new middle school mathematics program.

Follow-up Activity

If granted full approval by the CSBE, the Executive Director of CREC will be notified immediately so that the EPP may start recruiting for the summer 2024 cohort.

Prepared by: Lauren Tafrate, Associate Education Consultant, Talent Office

Reviewed by: Shuana K. Tucker, Ph. D., Chief Talent Officer, Talent Office

Approved by: Sinthia Sone-Moyano, Deputy Commissioner of
Educational Supports and Wellness

**Connecticut State Department of Education
Educator Preparation Program Approval Review Committee**

Name	Affiliation	Representation	Term Ending
1. Dorothea Anagnostopolous	University of Connecticut	Higher Education	September 5, 2026
2. Mel Horton	Sacred Heart University	Higher Education	March 31, 2025
3. Megan Mackey	Central Connecticut State University	Higher Education	March 31, 2025
4. Catherine O'Callaghan	Western Connecticut State University	Higher Education	September 5, 2026
5. Julie Sochacki	University of Hartford	Higher Education	September 5, 2026
6. Joseph Bonillo	Hartford Public Schools	K-12	September 5, 2026
7. Thomas Danehy	Area Cooperative Educational Services	K-12	September 5, 2026
8. Stacy McCann	Middletown Public Schools	K-12	September 5, 2026
9. Kevin Walston	Danbury Public Schools	K-12	September 5, 2026
10. Paul Whyte	New Haven Public Schools	K-12	September 5, 2026
11. Camille Cooper	Yale Child Study Center	Community	March 31, 2025
12. Shannon Marimón	ReadyCT	Community	March 31, 2025

**Regulations of Connecticut State Agencies for Educator Preparation Program Approval
Section 10-145d-9(g)**

Board action

After reviewing the recommendation of the Review Committee, the Commissioner shall make one or more recommendations to the Board. Based on the Commissioner's recommendation, the Board shall take one of the following actions.

(1) For programs requesting continuing approval:

- (A) Grant full program approval for seven years, or for a period of time to bring the program into alignment with the seven year approval cycle. The Board may require that an interim report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (B) Grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board may require an on-site visit in addition to this report.
- (C) Grant probationary approval for a time period not to exceed three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board shall require an on-site visit in addition to this report.
- (D) Deny approval.

(2) For new programs in institutions which have current approved programs:

- (A) Grant full program approval for a period of time to bring the new program into the seven approval cycle of all other programs offered by the institution. The Board may require that a written report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (B) Grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board may require an on-site visit in addition to this report.

(C) Grant probationary approval not to exceed three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board shall require an on-site visit in addition to this report.

(D) Deny approval.

(3) For new programs starting in institutions without other approved programs:

(A) Grant program approval for two years. The institution shall submit to the Review Committee, after two semester of operation a written report which addresses the professional education unit's progress in implementing the new program. The Board shall require an on-site visit in addition to this report.

(B) Following the on-site visit after two years of operation, grant full program approval for three years. The Board may require that a written report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.

(C) Following the on-site visit after two years of operation, grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board may require an on-site visit in addition to this report.

(D) Following the on-site visit after two years of operation, grant probationary approval for up to three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board shall require an on-site visit in addition to this report.

(E) Deny approval.