

IX.A.

CONNECTICUT STATE BOARD OF EDUCATION Hartford

TO BE PROPOSED:

September 4, 2019

RESOLVED, That the State Board of Education, pursuant to Section 10-145d-9(g)(1)(A) of the Regulations of Connecticut State Agencies, grants full continuing approval to the Capitol Region Education Council (CREC), Advanced Alternate Route to Certification (AARC) program leading to a cross endorsement in comprehensive special education, for the period October 1, 2019, through September 30, 2026, with annual progress monitoring conducted using program key assessment performance data, for the purpose of certifying graduates from the CREC AARC program, and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this fourth day of September, Two Thousand Nineteen.

Signed: _____
Dr. Miguel A. Cardona, Secretary
State Board of Education

Hartford

TO: State Board of Education

FROM: Dr. Miguel A. Cardona, Commissioner of Education

DATE: September 4, 2019

SUBJECT: Continuing Approval of Educator Preparation Provider, Capitol Region Education Council, Advanced Alternate Route to Certification Program for Cross Endorsement in Comprehensive Special Education

Executive Summary

Introduction

This report presents evaluation findings for the continuing approval review of the Capitol Region Education Council (CREC), Advanced Alternate Route to Certification (AARC) program leading to a cross endorsement in comprehensive special education, conducted during March 2019. In addition, the Commissioner's recommendation for continuing approval for CREC AARC is presented.

History/Background

Section 10-145b(c)(1)(B)(iv) of the Connecticut General Statutes authorizes the establishment of alternate route to certification (ARC) programs that are approved by the Connecticut State Board of Education (CSBE). CREC, one of six regional educational service centers established under Connecticut General Statutes in 1966, was granted approval through the CSBE in 2006 to offer an ARC program leading to a cross endorsement in comprehensive special education for licensed, experienced Connecticut educators. CREC AARC, which accepts 25-30 educators annually, is a 14-month program consisting of three phases of study combining classroom learning, field-based experiences, and job-embedded training to prepare candidates for the role of special educator. CREC AARC is currently fully approved through the SBE to September 30, 2019.

Based on the work of the CSBE-appointed Educator Preparation Advisory Council (EPAC), Connecticut has recently transitioned to a new model for educator preparation provider (EPP) program approval, including ARC programs. CREC AARC is now on a seven-year approval cycle, and for continuing approval, required to submit to the CSDE for review an Institutional Report that describes program modifications (e.g., new courses) and provides program information relative to four evaluation categories:

1. Program Curriculum and Clinical Experiences
2. Candidate Assessment and Performance Data
3. Program Faculty/Instructors
4. Program Resources

Additionally, CREC AARC will be monitored annually by the CSDE using performance data from program key assessments.

CREC AARC submitted to the CSDE for review its first Institutional Report based on the new CSDE program approval model during winter 2019. Report data from key assessments indicate that program candidates are mostly at or above target performance for program key assessments measuring content knowledge, and pedagogical knowledge and skills, aligned with the Council for Exceptional Children (CEC) standards. Other report highlights include the description of remediation strategies to support candidate learning and to ensure that candidates reach the proficiency levels required by national standards; as well as, key program changes based on candidate performance data that have strengthened the alignment between national standards, core curriculum and key assessments.

During a meeting on May 17, 2019, the CSDE Review Committee (Attachment A) unanimously recommended full continuing approval (Attachment B) for CREC AARC for seven years.

Recommendation and Justification

I recommend that CREC AARC be granted full continuing approval for the period October 1, 2019, through September 30, 2026.

Follow-up Activity

CREC AARC will be monitored annually by the CSDE using performance data from program key assessments until the next full review scheduled for spring 2026.

Prepared by: Katie Moirs, Ph.D., Program Approval Coordinator
Bureau of Educator Effectiveness

Approved by: Christopher M. Todd, Bureau Chief, Talent Office

Attachment A**CONNECTICUT STATE DEPARTMENT OF EDUCATION
Educator Preparation Program Approval Review Committee**

Name	Affiliation	Representation	Term Ending
1. Stephanie Storms	Fairfield University	Higher Education	March 2, 2022
2. Tamika La Salle	University of Connecticut	Higher Education	Jan. 3, 2020
3. Catherine O'Callaghan	Western Connecticut State University	Higher Education	Jan. 3, 2020
4. Julie Sochacki	University of Hartford	Higher Education	Jan. 3, 2020
5. Megan Mackey	Central Connecticut State University	Higher Education	March 2, 2022
6. Joseph Bonillo	Waterford Public Schools	K-12	Jan. 3, 2019
7. Thomas Danehy	Area Cooperative Educational Services	K-12	Jan. 3, 2020
8. Ana Ortiz	Oxford Public Schools	K-12	Jan. 3, 2020
9. Shuana Tucker	New Britain Public Schools	K-12	Jan. 3, 2020
10. Evette Avila	Hartford Public Schools	K-12	Jan. 3, 2020
11. Michael Livingston	Capitol Region Education Council	Community	March 2, 2022
12. Shannon Marimon	Connecticut Council for Education Reform	Community	March 2, 2022

**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 five years, or for a period of time to bring the program into alignment with the five 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 five year 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.