

State of Connecticut
Educator Preparation and Certification Board

TO: Clerk of the Senate
Clerk of the House of Representatives

FROM: Connecticut Educator Preparation and Certification Board

DATE: June 1, 2026

SUBJECT: Report on Standards re: Criteria for Reviewing Educator Preparation Programs and Alternate Route to Certification Programs for Program Approval Pursuant to Connecticut General Statutes §10-150f (Public Act 24-41§14)

In accordance with Connecticut General Statutes (C.G.S.) Section 10-150f, the Connecticut Educator Preparation and Certification Board (CEPCB) is hereby submitting its Report on Standards re: Criteria for Reviewing Educator Preparation Programs and Alternate Route to Certification Programs for Program Approval. The CEPCB's approach to meeting its statutorily imposed mandate is as follows: the board collaborated with Columbia University's Center for Public Research and Leadership (CPRL) to organize a Core Working Group initially. Following the creation of the Core Working Group, the CEPCB in collaboration with CPRL established endorsement-specific sub-working groups including the Programs Approval Working Group which will be discussed at length here. The Program Approval Working Group was developed methodically by EPP representative members of the CEPCB, Two Connecticut State Department of Education (CSDE) certification consultants, four other EPP leaders comprised of a mix of private, public and alternate route programs which were approved by the CEPCB. Subgroups were established for content-specific deliberation by local professionals in their respective areas of remedial reading, special education, Bilingual/TESOL, ELA, and others.

All guidelines for proposals regarding EPP program design are aligned with CAEP's standards regarding understanding and application of critical concepts, principles of the learner/learning, respective content areas, instructional practice (InTasc), and professional responsibility. CSDE/Eval Instrument Program covers the breadth and depth of content knowledge, and skills described by the Connecticut Common Core of Teaching (CCT) and by national content-specific standards.¹

The EPP Program Approval working group commenced its work in the fall of 2025 and currently meets weekly.

Areas of focus include:

¹ CT Educator Preparation Program Approval slide deck 17 - CPRL

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- A revised approach to the existing course and credit checklists. The group considered the current checklist structure to be confusing and overly prescriptive. The group agreed that EPP's should ultimately choose to structure the components of its degree programs rather than CSDE.
- The group evaluated existing General Education requirements that EPPs currently use. Alternative methods of updating this checklist were discussed by the Group
- Professional Education requirements that overlap across endorsements generally were established as foundations of education, educational psychology, a minimum of six credits of student teaching and a minimum of two courses of study in Special Education.
- Certification Exam Requirements are changing such that current language is no longer accurate. The CEPCB will need to amend the current language of the statute across all checklists to ensure that the checklists reflect the board's approval of alternative ways of assessing educator content knowledge. By refraining from naming specific tests, the proposed amendment to certification exam language will eliminate the necessity to update the requirements each time the State of Connecticut approves a new test. Additionally, the proposed language would expand the definition of "assessment" to include portfolios, observations, and other modes of evaluation that the State of Connecticut may approve going forward, in addition to standardized tests. This proposed language will align with the language of C.G.S. §10-145f **Testing for Prospective Teachers.**

Once all the EPP Program Approval Group has completed its comprehensive evaluation and prepared its final recommendations for updating the guidelines, this information will be forwarded to the Core Working Group. The Core Working Group will in turn submit the final draft to the CEPCB Regulations Ad Hoc Committee. The final stage of the process will be the CEPCB evaluate, deliberate on the proposed guidelines/regulations and proceed to a vote.