

Introduction

This document captures proposed changes in the early childhood certifications, currently Integrated Early Childhood/Special Education, Birth–Kindergarten (#112) or Integrated Early Childhood/Elementary Education N-3 and Special Education N-K (#113). The intent is to address the full early childhood, early intervention and education professional span in one certificate.

Part VI subpart A of the Regulations of the Connecticut State Agencies is amended to read as follows:

Section 1. Section 10-145d-429 is amended to read as follows:

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,] 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.

Section 2. Section 10-145d-430 is amended to read as follows:

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.]

Section 3. Section 10-145d-431 is amended to read as follows:

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

Not later than July 1, 2026, the Connecticut Educator Preparation and Certification Board shall develop and approve guidelines 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.

[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 course work 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 course work 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 course work 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 course work 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.】

Section 4. Sections 10-145d-432 and 10-145d-433 are repealed.