

Summary of Educator Preparation and Certification Regulations Repealed Under Public Act No. 24-41

Overview

Public Act No. 24-41 (the “Act”) establishes timelines on which the Connecticut Educator Preparation and Certification Board (CEPCB) must submit a series of reports to the State Board of Education and the General Assembly’s Education Committee. These reports — which cover a range of topics including potential alternative pathways for educators to demonstrate minimum content knowledge, obtain a cross-endorsement, or progress from an initial to a professional certificate — must outline the CEPCB’s findings and include recommendations for legislative or regulatory action.

No later than January 31, 2025, the CEPCB is expected to “conduct a review of the existing regulations and statutes relating to educator preparation and certification and to identify obsolete or conflicting provisions of such regulations and statutes.”¹ Based on input from the Connecticut Educator Certification Council (CECC), whose consensus-building work informed the substance of the legislative proposal ultimately codified within the Act, the legislature has conducted a preliminary review of this nature and has enumerated an extensive list of regulations to be repealed effective July 1, 2026.² The purpose of this memo is to assist the CEPCB in the fulfillment of its statutory obligation by providing additional information about the regulations that have already been identified for sunset in 2026.³

¹ Public Act No. 24-41 § 13

² Public Act No. 24-41 § 51

³ It should be noted that the scope of this review was confined to the regulations pertaining to the preparation and certification of PreK–12 teachers. It did not encompass regulations pertaining to administrators or other school support personnel.

Certification Regulations

The certification regulations slated for repeal in 2026 fall into four general categories. Specifically, the legislature moved to repeal regulations that (1) were superseded or made obsolete by provisions embedded elsewhere in the Act, (2) were perceived either as (a) duplicative in light of other existing statutes or policies, or (b) obsolete on account of policies having been adopted since the last revision to the regulations in 1998, (3) pertained to prescriptive input measures that constrain the ability of Educator Preparation Programs to design programs that best meet the emerging needs of their students,⁴ or (4) contained outdated terminology that no longer has a place within Connecticut’s teacher certification framework or applied to a specific temporal window that has since closed.

(1) Regulations Superseded or Obviated by Public Act No. 24-41

As outlined in Table 1 below, numerous regulations were rendered obsolete by Public Act No. 24-41, either because they pertain to the provisional certification tier that was eliminated by the statute or because they conflict with the Act’s revised approach to initial certification, discontinued endorsement areas, and endorsement grade spans.

Provisional Certificate Phase-Out

A number of regulations were deemed obsolete on account of the Act’s moratorium on the issuance of provisional educator certificates after July 1, 2025, a statutory shift that simplifies Connecticut’s educator certification structure from a three-tier to a two-tier system.⁵

Reimagined Certificate Requirements

Certain regulations were designated for repeal because they conflict with the Act’s new standards for initial certification including the new 10-year period of validity.

Endorsements and Grade Span Changes

Section 2 of Public Act 24-41 widened the grade spans for which endorsements permit teachers to teach certain subjects. Specifically, elementary education certificates now extend down into pre-kindergarten, and endorsements for grades 7-12 now extend from grades 4-12. Accordingly, sunsetted provisions include regulations that would be made redundant by language in the new legislation or which contain grade spans incompatible with the new Act’s controlling language.

Table 1. Certification Regulations Repealed on Account of Having Been Superseded or Made Obsolete by Public Act No. 24-41

⁴ CEPCB is responsible for establishing new standards for EPP program approval prior to the repeal of these regulations in July 2026.

⁵ § 1 (e)(2)

| Reason for Repeal | Section(s) | Analysis of How the Regulation Has Been Superseded or Made Obsolete by Public Act No. 24-41 |
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| Regulations address provisional certificates, which were eliminated in Public Act 24-41 | 10-145d-410 | The list of “Certificate Types” includes the provisional educator certificate, which will no longer be issued by CSBE. |
| | 10-145d-413 | Interim educator certificates will no longer be issued at the provisional level. Consideration of how the CEPCB should deal with the issue of interim certificates at the initial level is addressed in the final section of this memo. |
| | 10-145d-415 | The provisional educator certificate has been eliminated. |
| | 10-145d-427(b-t) | Subsections of the regulation concerning the “reissuance and extension of certificates” that pertain to the provisional certificate are no longer relevant. |
| | 10-145d-437, 10-145d-442, 10-145d-452, 10-145d-473, 10-145d-478, 10-145d-483, 10-145d-536, 10-145d-541 | Sections outlining the requirements related to obtaining a provisional educator certificate within various endorsement areas are no longer relevant. |
| Regulations no longer valid based on the codification of a new two-tier licensure framework in Public Act 24-41 | 10-145d-412(a–c) | Sections 2 and 6 of Public Act 24-41 set forth the requirements for obtaining an initial educator certificate. The Act extends the period of validity for an initial certificate to 10 years, superseding the 3-year period provided in the regulations. The regulations also make an outdated reference to the BEST program. |
| Regulations that conflict with the changes to endorsement breadth | 10-145d-419, 10-145d-434, 10-145d-435(b) | These regulations cover the grade-span validity of elementary certificates. The Act amends Section 10-145d(f) by expanding the grade-span validity of an |

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| codified in Public Act 24-41 | | elementary education endorsement to include kindergarten and prekindergarten. |
| | 10-145d-444 through 10-145d-450 | These regulations cover the requirements for obtaining a Middle Grades certificate. The Act amends Section 10-145d(f) by expanding the grade-span validity of secondary academic certificates to grades 4–12. |
| | 10-145d-481 | The grade-span validity of the remedial reading endorsement in the regulation covered Grades 1–12. With the Act having expanded the grade-span validity of an elementary certificate down to PreK, the regulations should be revised to ensure educators on remedial reading endorsements can work with students in those grades. |
| | 10-145d-608, 10-145d-609 | Section 4 of the Act overrides the regulations pertaining to discontinued endorsements by providing that any certificate holder whose endorsement has been revised “shall not be required to submit an application for the issuance of any such revised endorsement and shall be allowed to provide instruction in any course in which the subject matter content of such course corresponds with such revised endorsement. On and after July 1, 2026, the State Board of Education shall assign such revised endorsement upon the issuance or reissuance of any professional educator certificate.” |

(2) Duplicative and Overridden Regulations

Other regulations were highlighted for repeal by the legislature because they were deemed duplicative of, or overridden by, statutes or policies that predate Public Act 24-41.

Table 2. Certification Regulations Repealed on Account of Being Made Redundant or Obsolete by Policy Shifts Prior to the Enactment of Public Act 24-41

| Repealed Section | Section Name | Citation to Policy That Makes Regulation Redundant or Obsolete⁶ |
|--------------------------|---|--|
| 10-145d-401(a) | Personnel required to hold certificates or permits | This regulation establishes licensure as a prerequisite to employment for personnel including superintendents, administrators, and teachers. Section 10-145 establishes certification as a prerequisite to employment for all personnel enumerated in the regulations. |
| 10-145d-402 | Application procedures | Sections 10-145d-403(a, c-f) of the Regulations set forth application procedures in greater detail than in 10-145d-402, thus rendering this section superfluous. |
| 10-145d-403(b, g) | Documentation and materials required of applicants, in addition to meeting the specific requirements of each endorsement area | These regulations address application fees and education requirements for teaching candidates. Application fees are addressed in section 10-145b(j); Section 10-145b establishes a BA requirement for teaching certificates. |
| 10-145d-404; 10-145d-405 | Assessment requirements & exemptions | These regulations address assessment requirements and exceptions for prospective teachers, which are covered in Section 10-145f. |
| 10-145d-406 | Acceptability of course work | This regulation addresses coursework requirements for candidates pursuing certification, which are covered in Section 10-145b. |
| 10-145d-407(a-b, d, h-i) | Responsibilities of agents employing agents of boards of education | a: This regulation establishes certification as a prerequisite to employment, a requirement addressed in Section 10-145. |
| | | b: This regulation requires boards of education to supervise and evaluate teachers. Section 10-151b imposes an obligation on all boards of education to evaluate teachers in their employ. |

⁶ Unless otherwise noted, citations are to sections of the Connecticut General Statutes.

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| | | <p>d: This regulation requires an employment agent to submit a statement to the Department certifying the applicant's service when they are applying for certification, a requirement covered in Section 10-145d-403(e) of the Regulations (a section that has not been identified for repeal).</p> <p>h: This regulation addresses certification requirements for bilingual teachers, which are set forth in Section 10-145h.</p> <p>i: This regulation addresses education requirements for substitute teachers. Section 10-145 provides that substitute teachers must possess a Bachelor's degree.</p> |
| 10-145d-412(d) | Initial educator certificate | This regulation addresses student teaching requirements for educators pursuing an initial certificate, an area addressed in Section 10-145a(i). |
| 10-145d-414, 10-145d-427(m-n) | Temporary 90-day certificate | These regulations set forth the requirements for educators to obtain a temporary 90-day certificate, an area addressed in Section 10-145b(c). |
| 10-145d-417(a), 10-145d-438, 10-145d-443, 10-145d-453, 10-145d-474, 10-145d-479, 10-145d-484, 10-145d-537, 10-145d-542 | Professional educator certification requirements (elementary; foreign language; secondary; TESOL; bilingual; remedial reading; Comprehensive Special Education; Blind, Partially Sighted, or Hearing Impaired) | These regulations set forth the requirements related to the issuance of a professional educator certificate. Section 10-145b(g) requires candidates for professional certification to hold a master's degree in an appropriate subject matter area, overriding various sections of the regulations that would allow a candidate to qualify for a professional certificate after completing 30 hours of graduate credit. |
| 10-145d-417(b) | Professional educator certificate | This regulation addresses how educators in possession of a professional certificate can maintain their licensure status. Section 10-154b(h)(2) establishes how professional certifications can be maintained following their issuance. |

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| 10-145d-417(c-d) | Professional educator certificate | These regulations address continuing education requirements for professional certificate holders. Section 10-145b no longer mandates continuing education. |
| 10-145d-420(f) | Substitute teacher authorization | This regulation establishes a mechanism for superintendents to request a waiver of requirement that substitute teachers hold a Bachelor's degree. Section 10-145 provides that a superintendent may make a request to the Commissioner for a waiver when employing a substitute teacher without a bachelor's degree. |
| 10-145d-427(a) | Reissuance and extension of certificates | This regulation addresses how teachers whose certificates have lapsed may apply for them to be reissued, a process covered in Section 10-145f(b)(3). |
| 10-145d-427(u-x) | Reissuance and extension of certificates | These regulations address continuing education requirements for professional certificate holders. Section 10-145b no longer mandates continuing education. |
| 10-145d-436(a, d); 10-145d-441(a, b, d); 10-145d-451(a); 10-145d-472(a); 10-145d-477(c); 10-145d-482(d); 10-145d-535(a) | Initial educator certificate requirements (elementary; foreign language; secondary; TESOL; bilingual; remedial reading; Blind, Partially Sighted, or Hearing Impaired) | These regulations set forth the requirements for a teacher to obtain an initial educator certificate, an area addressed in Section 10-145b. Certification requirements related to the education of students with disabilities are outlined in Section 10-145b(d). |
| 10-145d-476 | Validity of bilingual education certificates | This regulation contemplated bilingual endorsements as being valid for Grades PreK-12. Section 10-145h(d) limits the elementary bilingual education endorsement to grades K-9. Section 10-145h(e) instructs the Commissioner to approve guidelines for secondary bilingual cross-endorsements, and CSDE has set forth the requirements for secondary bilingual humanities (#991) and secondary bilingual STEM (#992) cross-endorsements. |
| 10-145d-477(a-b, d) | Initial educator certificate requirements (bilingual) | These regulations address certification requirements for bilingual teachers, which are set forth in Section 10-145h. |

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| 10-145d-539 | Comprehensive special education | This regulation stipulated that holders of a Comprehensive Special Education certification would be endorsed to teach in Grades 1-12. Section 10-145d(f)(2) specifies that endorsements to teach comprehensive special education shall be valid for grades prekindergarten to twelve, inclusive. |
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(3) Prescriptive Coursework Requirements

CECC deliberations yielded a consensus that the State should move away from prescriptive coursework and distributional requirements for EPPs that prevent them from fashioning programs that best meet the evolving needs of their students, and instead should move towards a system of providing standards and associated guidance for programs based on emerging evidence. Accordingly, the following regulations were identified for repeal: 10-145d-436(b–c, e), 10-145d-441(c), 10-145d-451(b–c), 10-145d-472(b–d), 10-145d-482(c), 10-145d-535(b–d), and 10-145d-540. The CEPCB is now responsible for establishing new standards for EPP program approval prior to these regulations being sunset in 2026.

(4) Obsolete Terminology and Outdated Regulations

The final set of certification regulations identified for repeal were deemed either irrelevant due to the lapse of time since their initial promulgation (10-145d-401(c) (pertaining to special education employment prior to 1980), 10-145d-407(f) (covering contracts for coaches between 1998 and 1999), 10-145d-409 (pertaining to licenses issued prior to 1989), 10-145d-411 (pertaining to certificates of eligibility, which ceased to be issued after 1998), and 10-145d-423(a) (covering permits for coaches between 1998 and 1999)) or obsolete on account of their inclusion of anachronistic language (10-145d-421(b) (referring to the BEST program), 10-145d-426 (referring to an Adult Education endorsement that is no longer issued)).

Preparation Regulations

The educator preparation regulations repealed by Public Act 24-41 generally fall into three buckets: (1) those which need to be updated to align with existing statutes, policies, and accreditation requirements; (2) those which need to be updated to align with CEPCB’s role in implementing the Act’s provisions on program approval; and (3) those subsumed within another statute.

(1) Regulations to be Updated for Alignment with Existing Policies

Special Act 16-22 required the Department of Education and the Office of Higher Education to enter into an agreement with the Council for the Accreditation of Educator Preparation (CAEP) for the purposes of accrediting and establishing standards for programs of educator preparation leading to professional certification. Accordingly, Public Act 24-41 identifies for repeal a number of regulations that purported to establish such standards prior to the formalization of the state’s partnership with CAEP. In general, the CEPCB will likely need to determine whether to propose new legislation or regulations that functionally codify existing CAEP requirements or, alternatively, to allow those CAEP requirements to stand in place of the repealed regulations.

Table 3. Preparation Regulations Repealed on Account of Misalignment with Existing Policies

| Section | Section Name | Analysis of Where Existing Regulations Are Misaligned with Existing Connecticut Policies |
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| 10-145d-9 | Procedures | b1-b2: The regulations pertaining to accreditation should be updated to reflect the current requirements in place for Connecticut EPPs. |
| | | c: The regulations pertaining to a written request for continuing approval should be updated to reflect the current process for continuing program approval as pegged to the CAEP accreditation process. |
| | | d(1-4): The self-examination report regulations have functionally been subsumed within the CAEP Self-Study Report process, which now applies to all EPPs. These should be updated to align with the current accreditation and continuing approval process or otherwise eliminated. |
| | | e(1-2): The site visit regulations should be updated to reflect the Site Visit protocols outlined in CSBE’s Partnership Agreement with CAEP or otherwise eliminated. |
| | | g(1): The regulations that set forth standards for continuing program approval should be aligned with the existing crosswalk that outlines the relationship between CAEP accreditation decisions, SBE decision categories, and Review Committee recommendations. |

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| 10-145d-10 | Standards | a, b(1, 3-9): The regulations concerning EPP curricular standards, which were purportedly valid only until June 30, 2003, when promulgated, have been superseded by Special Act 16-22, which tasks CAEP with establishing standards for EPPs. |
| | | c1:-2 The regulations calling on EPPs to establish systematic evaluation procedures have been subsumed within CAEP Standard 5 and should be updated to align with CAEP standards or otherwise eliminated. |
| | | d: The regulations concerning student admission criteria have functionally been subsumed within CAEP Standard 3 (Candidate Quality, Recruitment, and Selectivity), and should either be updated to reflect those standards or otherwise eliminated. Other regulations pertaining to student teaching (CAEP Standard 2) and candidate support (CAEP Standard 3) have also been subsumed within CAEP’s framework. These regulations should be updated to align with CAEP standards or otherwise eliminated. |
| | | e-f: The regulations pertaining to faculty and administrator qualifications and responsibilities have functionally been subsumed within CAEP Standard 6 and should either be updated to reflect those standards or otherwise eliminated. |
| | | g: The regulations pertaining to faculty and administrator qualifications and responsibilities have functionally been subsumed within CAEP Standard 6 and should either be updated to reflect those standards or otherwise eliminated. |
| 10-145d-11(a) | Educator preparation program approval standards | The regulations refer to NCATE standards, which are no longer in effect. The regulations should be updated to reflect the state’s ongoing partnership with CAEP. |

(2) Regulations to be Updated to Reflect CEPCB’s Responsibilities Related to Program Approval

Public Act 24-41 empowers the CEPCB to “develop standards regarding the criteria to be used when reviewing educator preparation programs and alternate route to certification programs for new or continuing program approval.” These standards must include a requirement that all programs obtain

continuing program approval every seven years in alignment with CAEP’s accreditation cycle and specifies that the standard for conferring continuing approval *shall* be based on CAEP’s final accreditation decisions. Accordingly, the statute repeals the educator preparation approval standards previously embodied in the regulations effective July 1, 2026. In the intervening time period, the CEPCB is expected to develop new approval criteria.

Table 4. Regulations to be Updated to Reflect the CEPCB’s Responsibilities Related to Program Approval

| Section | Section Substance | Required Update |
|------------------|---|--|
| 10-145d-9(i) | Commissioner may initiate a site visit for “just cause” | The Act empowers the CEPCB to develop standards regarding new and continuing program approval to devise a methodology for determinations regarding continuing program approval based on final CAEP accreditation decisions. Consistent with these responsibilities, the CEPCB should articulate new standards for initiating site visits that could impact an institution’s approval status. |
| 10-145d-10(b)(2) | Educator preparation program standards | The regulations previously called for programs to conduct self-examinations at least every five years and should be amended to align with the seven-year CAEP accreditation cycle. |
| 10-145-d-11(b) | Educator preparation program approval standards | The Act calls on the CEPCB to develop new standards for initial and continuing program approval. |

(3) Regulations Subsumed by Previously Enacted Statutes

Connecticut General Statutes Section 10-146h requires that the Department of Education submit an annual report on teacher preparation program quality to the General Assembly that includes, but need not be limited to, the following (1) information relating to students’ progress and academic achievement, (2) measures for assessing program graduates’ teaching performance, (3) retention rates for program graduates in the teaching profession, (4) survey results from graduates and their employers, (5) employment data for graduates of these programs, (6) certification issuance rates for program graduates, and (7) recommendations for recruiting minority educators into the profession. In combination with CAEP Standard 5, which requires EPPs to maintain a data-based system for performance assessment and improvement, this section functionally subsumes the regulations in sections 10-145d-10(c)(3-6) pertaining to the methods according to which EPPs assess the quality of their programs. These sections have consequently been repealed under the new Act.

Repealed Regulations That May Warrant Reconsideration

Finally, several regulations identified for repeal during the bill-drafting process may warrant reconsideration based on the final text of Public Act No. 24-41. Specifically, the CEPCB may want to evaluate the manner in which the following regulations fit within the governance framework established by the Act:

- Section 10-145d-400a(e) governs the review and revision of the Code of Professional Responsibility for Teachers. It allocates the authority to review the Code of Professional Responsibility to the Connecticut Advisory Council for Teacher Professional Standards (CACTPS). With this regulation having been identified for repeal, the CEPCB should assess where that authority should lie.
- Section 10-145d-413 established standards for interim certificates at both the initial and provisional levels. With that regulation having been repealed, the CEPCB should assess whether, and under what conditions, interim certificates should continue to be issued at the initial level under the new framework established by the Act.
- Section 10-145d-422(a-c) established standards for a Durational Shortage Area Permit (DSAP) to be reissued. While the regulations covering the initial issuance of a DSAP have not been identified for repeal, the CEPCB should assess the conditions under which a DSAP may be renewed, remaining mindful of the need to update obsolete references to the BEST program.