



Center for Public  
Research and Leadership

Monday, December 9, 2024

# CEPCB Meeting 2

## Repealed Regulations Under Public Act 24-41

# 1

# Introduction

# About CPRL

The Center for Public Research and Leadership (CPRL) at Columbia University develops the next generation of leaders while supporting the education sector in transforming public school systems into learner-centered organizations that provide every student exceptional learning experiences.

Since its founding in 2011, CPRL has **developed nearly 700 leaders** from dozens of law, business, education, policy, and data science graduate programs, and **provided research, policy, and legal expertise to hundreds of school systems and education organizations** across the U.S. and internationally.

CPRL's emphasis on **broad community and family participation** and **collaborative problem-solving** ensures that its recommendations, supports, and tools leverage diverse perspectives and strengths, are customizable to local communities, and promote equity and lasting change.

# About The CT Innovation Cohort

The CT Innovation Cohort, first launched by CPRL in Summer 2021, is a group of Connecticut school systems and advisory partners committed to **advancing system transformation** that enables schools and educators to equitably serve students.

Cohort school systems represent district and charter systems in Connecticut eager to implement improvements at the local level, including by **taking advantage of new flexibilities in state policy**.

Over the past 3+ years—in partnership with a Cohort Advisory Council composed of **education, educator preparation, law, business, policy, and community experts** throughout the state—CPRL and Cohort members have collaborated with staff, students, communities, and one another to reimagine the ways in which local systems and the state can support exceptional learning experiences for every student.

# CT Innovation Cohort 2024-2026

The CT Innovation Cohort 2024-2026 works at all levels of the education system to **professionalize teaching and to recruit, support, and sustain the educator workforce** needed to prepare CT's students for thriving lives of choice in our rapidly changing world.

Key objectives of the 2024-2026 Cohort are to:

- Achieve demonstrable progress on outcomes related to a more **diverse, better prepared, and sustainable** educator workforce.
- Generate proof points on how to **solve persistent staffing challenges in ways that modernize** the state's educator workforce, and support every student's learning and growth.
- Support enhancements to the state's **educator preparation and certification frameworks that professionalize** teaching.

# 2024 - 2026 CT Local Systems

Achievement First

Danbury

Elevate

Guilford

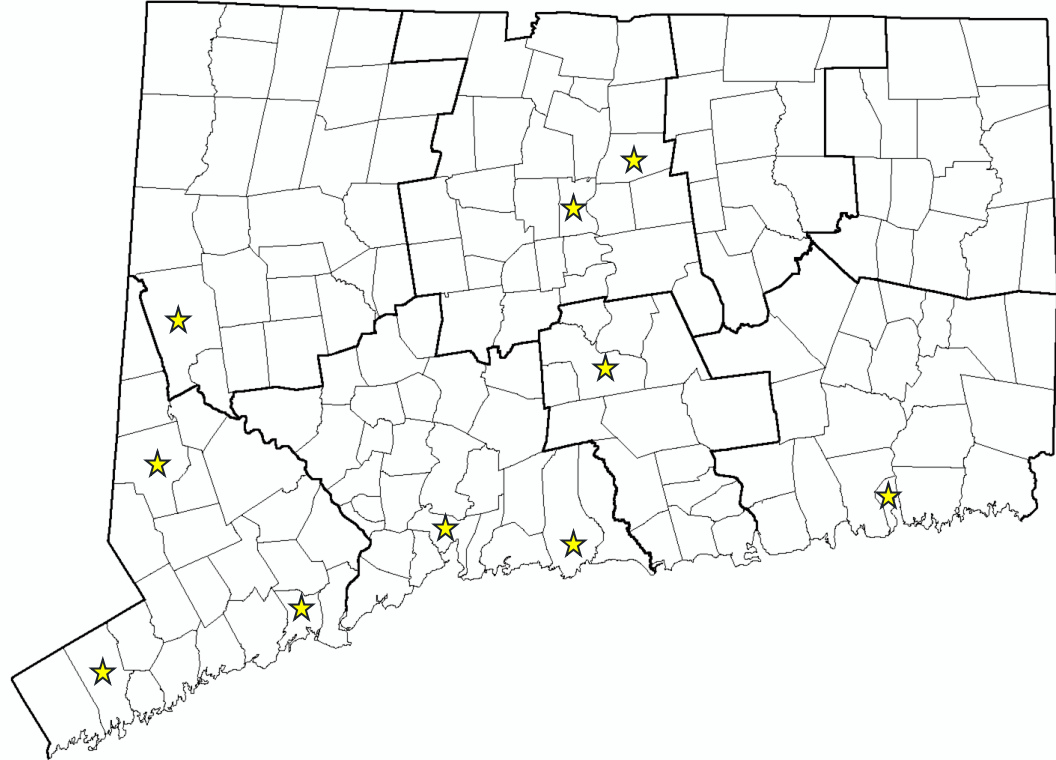
Middletown

New London

New Milford

Stamford

South Windsor



★ Participating System

# CPRL and The CECC

- The CT Innovation Cohort's participatory, solutions-oriented process helped inspire the launch of a formal, state-level commission — **the Connecticut Educator Certification Council ("CECC")**.
- The CECC's goal was to **modernize and align Connecticut's educator certification processes** with the challenges of the moment, so that Connecticut could continue to attract and retain the highest quality professionals for employment in all of our public schools.
- **CPRL, alongside various CT Innovation Cohort members, were also members of the CECC.**
- Over the past year, the CECC **built toward consensus on an overarching policy vision** that formed the basis of a legislative package introduced during the Connecticut General Assembly's 2024 session.
- That legislative package culminated with the passing of **Public Act 24-41** which, among other key changes, established the Connecticut Educator Preparation and Certification Board.

# 2

## CEPCB Responsibilities and Authority



# Background of The CEPCB

1. The CEPCB arose out of a CECC recommendation to create a state-level board to support **implementation of Connecticut's updated certification system** and to ensure **ongoing monitoring and improvement** of the state's approach to preparation and certification.
2. A key principle that guided the CECC in its recommendation was to ensure that the way the board functions enables the teaching profession to:
  - Leverage both national research and practitioner experiences;
  - Strive for coherence across issues areas impacting the state's pre-service and in-service educators;
  - Engage in continuous improvement based on evolving knowledge, conditions, and needs; and
  - Maintain the trust of diverse stakeholders.
3. This signals a shift away from a prescriptive and rigid approach, towards an educator preparation and certification system that is **flexible, nimble, and responsive to the rapidly evolving needs of both educators and students.**

# CEPCB Responsibilities

- The CEPCB is responsible for modernizing CT's educator preparation and certification system to ensure that it can **attract and retain effective and diverse educators** in the state's public schools. Public Act No. 24-41 (10)(a)
  - The Board is tasked with developing **standards** and proposals for **regulations or legislation** relating to educator preparation and certification. Public Act No. 24-41 (10)(b)
- Upcoming Deadline: 1/31/2025
  - (i) Review existing regulations and statutes related to educator preparation & certification to identify **obsolete or conflicting provisions**, (ii) review the state's approach to assessing whether candidates have demonstrated **minimum content knowledge** within their endorsement areas, and (iii) develop **recommendations for alternatives** for candidates to demonstrate minimum content knowledge. Public Act No. 24-41 (13)(a)
  - Submit a report to the State Board of Education (SBE) & General Assembly outlining findings and recommendations. Public Act No. 24-41 (13)(a)

# CEPCB Authority

- The CEPCB and SBE each have the authority to develop standards and proposals for regulations and legislation relating to educator preparation and certification. Public Act No. 24-41 (11)(a)(1)
  - **Any standard or proposal for law/regulations developed by the CEPCB must be submitted to the SBE for review.**
  - **Likewise, any standard or proposal for law/regulations developed by the SBE must be submitted to the CEPCB for review.**
- Approved proposals for regulations shall be adopted by the SBE in accordance with the applicable regulatory process. Public Act No. 24-41 (11)(3)
- Approved legislative proposals shall be submitted to the relevant standing committee of the General Assembly. Public Act No. 24-41 (11)(4)

# Legislation vs. Regulations vs. Guidance

- **Legislation**

- An **act passed by a majority vote of the General Assembly** and signed into law by the Governor. Conn. Const. art. III, § 1, Conn. Const. art. IV, § 15
- Legislation prevails when there is a conflict between legislation and regulations/guidance.

- **Regulation**

- An agency statement that **implements legislation/statutory requirements**. Conn. Gen. Stat. Ann. § 4-166
- Generally, regulations require a public notice and comment period, and must be approved by both the Attorney General and the Legislative Regulation Review Committee (LRRC).

- **Guidance**

- Two basic types, **neither of which goes through the formal rulemaking process**. IIB-023, Admin. Conf. of the U.S.
  - Interpretive guidance: advising the public of how an agency **understands/interprets statutes or regulations**.
  - Policy Statements: advising the public of how an agency **proposes to exercise its duties**.

# 3

## Regulatory Review

# Regulatory Review

- Section 13 of Public Act 24-41 (the “Act”) obligates the CEPCB 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” by January 31, 2025.
- To assist with the CEPCB’s review efforts, the final text of the Act enumerates, in Section 51, a host of regulations that will be repealed effective July 1, 2026.

# Overview

A

Repealed Educator Certification Regulations

B

Repealed Educator Preparation Regulations

C

Repealed Regulations Possibly Requiring Reconsideration

A

# Certification Regulations



# Categorization of Certification Regulations Identified for Repeal

1

Regulations Superseded by Public Act 24-41

2

Duplicative or Overridden Regulations

3

Prescriptive Program Requirements

4

Obsolete Terminology and Outdated Regulations

## 1

## Regulations Superseded by Public Act 24-41

- Provisional Certificates
  - Public Act 24-41 eliminates the provisional certification tier effective 7/1/25, leading to the repeal of regulations addressing the requirements for obtaining a provisional certificate
- Regulations conflicting with the Act's two-tier licensure framework
  - Public Act 24-41 extends the period of validity for an initial certificate to 10 years, which overrides regulations that speak to a shorter period of validity
- Regulations conflicting with the Act's changes to the grade-span validity of elementary and secondary certificates
  - Public Act 24-41 makes an endorsement to teach elementary education valid for grades PreK–6 and an endorsement to teach secondary content areas valid for grades 4–12
  - Accordingly, the Act repeals regulations that established eligibility criteria for certificates that allude to outdated grade spans

## 2

## Duplicative or Overridden Regulations

- Prior to the enactment of Public Act 24-41, the educator certification regulations had not been amended since 1998. A host of intervening legislative actions over the past quarter-century had rendered many of these regulations invalid. Public Act 24-41 consequently identified for repeal a number of provisions that had already been mooted by acts of the General Assembly.
- Examples include
  - Regulations addressing coursework, student teaching, and assessment requirements for prospective teachers
  - Regulations addressing how educators maintain their professional licensure
  - Regulations concerning eligibility for special education and bilingual education endorsements

## 3

## Prescriptive Program Requirements

- The deliberations of the CECC led to a consensus that Connecticut should shift away from a prescriptive stance on the coursework offered to teacher candidates within approved Educator Preparation Programs. To afford EPPs greater flexibility to address the evolving needs of their students, the CECC determined that teacher candidates would be better served within a system that relies on evidence-based standards and associated guidance.
- Accordingly, regulations that set forth specific distributional coursework requirements related to the issuance of initial teaching certificates were identified for repeal.
- CEPCB is responsible for establishing new EPP program approval standards by the time these regulations are repealed in July 2026.

## 4

## Obsolete Terminology and Outdated Regulations

- Certain regulations were repealed due to their use of anachronistic language (e.g., references to the Adult Education endorsement or the BEST program)
- Others were time-bound provisions that lapsed or which govern programs that ceased to exist (e.g., provisions that pertained to special education employment prior to 1980 or contracts for coaches from 1998–1999)

**B**

# Educator Preparation Regulations

# Categories

1

Regulations to be Updated to Align with Existing Policies

2

Regulations to be Updated to Align with CEPCB's Responsibilities

3

Regulations Subsumed by Previously Enacted Statutes

## 1

## Regulations to be Updated to Align with Existing Policies

- Special Act 16-22 required the Department of Education and Office of Higher Education to enter into an agreement with the Council for the Accreditation of Educator Preparation (CAEP) to establish standards for EPPs leading to professional certification.
- Accordingly, Public Act 24-41 repealed regulations that established such standards prior to the formalization of the state's relationship with CAEP
  - Examples:
    - Regulations setting forth standards for continuing program approval
    - Regulations establishing standards related to EPP curriculum, evaluation, student admission, and faculty qualifications
- The CEPCB will advise on whether to propose new legislation or regulations that codify existing CAEP requirements or, alternatively, to allow CAEP requirements to stand in place of the repealed regulations.



## 2

## Regulations to be Updated to Align with CEPCB's Responsibilities

- CEPCB is required under Public Act 24-41 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.”
- Prior to the regulations outlining program approval standards being phased out, CEPCB will be required
  - To propose new standards for initial program approval, and
  - To formalize the standards for continuing program approval criteria in line with CAEP's seven-year accreditation cycle and based on CAEP's final accreditation decisions.

## 3

## Regulations Subsumed by Previously Enacted Statutes

- Regulations that pertain to the methods according to which EPPs assess the quality of their programs have been subsumed by C.G.S. 10-146h (which requires the Department of Education to submit a comprehensive annual report on EPP quality) and CAEP Standard 5 (which requires EPPs to maintain a data-based system for program performance assessment and improvement).

C

# Repealed Regulations That May Warrant Reconsideration

# Regulations for Reconsideration

- 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:
  - 10-145d-400a(e) (governing the review and revision of the Code of Professional Responsibility for Teachers, which had previously been the responsibility of the Connecticut Advisory Council for Teacher Professional Standards (CACTPS))
  - 10-145d-413 (key question: will interim certificates still be issued at the initial level after the elimination of the interim provisional certificate?)
  - 10-145d-422(a-c) (key question: on what conditions should a Durational Shortage Area Permit (DSAP) be reissued?)

# Questions?

# Thank you!

