

**STATE OF CONNECTICUT**  
**CONNECTICUT EDUCATOR PREPARATION AND CERTIFICATION BOARD**

Monday, May 12, 2025 1:00 p.m. - 4:00 p.m.

450 Columbus Blvd.

Plaza North Conference Room C and D

<https://youtu.be/J6FAdJRecfk?si=0N3T-N5lNNQcbkNu>

**MINUTES**

**Call to Order:** 1:07 p.m.

**Attendance:**

*Attendees (in person):* Sarah Lahr Fitzsimons, Margaret Gustafson, Dr. Cynthia Ritchie, Jennifer Rodriguez, Elsa Batista, Sinthia Sone-Moyano, Shannon Marimon, Patrice McCarthy

*Attendees (virtual):* Kristen Basiaga, Jennifer Delaney, Dr. Rebecca Good, Dr. Anne Dichele, Dr. Katherine Roe, Bob Sartoris, Tiffany Caouette

*Guests:* Ajit Gopalakrishnan, Malik McKinley, Lauren Tafrate, Ryan Colwell, Dr. Paige Bray, Tong Hui Koh, Scheherazade Salimi, Dr. Kaylan Ricciardi, Julianne Frost

*Absentees:* Jenny Graves

**Review and Approval of Minutes (April 21, 2025):** Approved with the modification to CAEP and Praxis.

**Announcements:**

**Administrator Hiring Process Update**

- We do not have anyone hired full-time. Two finalists are going through the process with the HR Department. Chloe Cummings and Natasha Dunaway will be working collaboratively with this group for the time being.

**Proposal Update (EC)**

- Jennifer Rodriguez met with Representative Leaper, Senator McCrory, Dr. Roe, and CPRL.
  - Senator McCrory has a priority he would like to see the Board address that is specific to alternative route programs having an additional year under a mentor or supervision of an admin or superintendent [after completing tasks and coursework].
  - This information was provided to Kristen Basiaga, Chair of the 13(a) ad hoc committee.
  - Senator McCrory and the education community seem amenable to adopt our language and move it forward.
  - **Action Item:** At the conclusion of this meeting, Jennifer Rodriguez will request an additional meeting to give Senator McCrory a follow-up.

**Presentations/Q&A:**

**Performance Office: Data Update on Bridges Pilot & Report to satisfy 12(a) 6**

- CSDE receives educator preparation and workforce data from the following sources: Connecticut Educator Certification System (CECS), Educator Data System (EDS), Title II – Educational Testing Service (ETS), Public School Information System (PSIS), Teacher Course Student (TCS), and Teacher Education and Mentoring (TEAM).

- CSDE publishes numerous reports (e.g. FTE Staffing Levels, Educator Vacancy Dashboard, Educator Attrition Dashboard, Educator Diversity Dashboard, Educator Preparation Provider (EPP) Dashboard) that publicly display a range of indicators about Connecticut's educator workforce and educator preparation programs.
  - Chloe Cummings handles the reports in the department. She is the main point of contact for every question and will redirect as needed.
  - When a report is released, a notification is sent to the Commissioner's superintendent list, which includes superintendents and Board of Education partner organizations.  
**Action Item:** Ajit Gopalakrishnan will add the Certification Board to the Commissioner's superintendent list to receive notifications, when appropriate or maybe in all cases.
  - Everything in this report is available publicly, except the Active Endorsements Report and TEAM Survey Feedback.
  - The Classroom Teacher Attendance report is a requirement. There is a lot of complex guidance on it. We do not collect it at the individual teacher level.  
**Action Item:** Ajit Gopalakrishnan will send Chloe Cummings a follow-up that she can forward to the Board to see the full details guidance for that reporting.
  - Our dashboard was one of the more robust ones in comparison to other states. New York recently reached out to us to find out how we went about building ours.  
**Action Item:** Ajit Gopalakrishnan will check the dashboards for Delaware, Washington, California, and Louisiana.
- When an indicator or data element is not suitable for public reporting, the CSDE has initiated evaluations and studies to generate the requisite information to inform decision making. These efforts have been completed without any additional appropriation. An additional appropriation will be necessary to collect and report annually on an employer survey.
  - Dr. Katherine Roe questioned whether any work has been done on providing more [student impact data] to fulfill our CAEP guidelines.
  - Lauren Tafrate commented on the complexity in the [non teacher union states] where they are doing the data sharing. We only have certain tested subjects. The state would have to have a data sharing agreement for sharing student performance data back to EPPs.  
**Action Item:** Ajit Gopalakrishnan we will reach out to Boston University's Wheelock Center and see if it is possible to provide institutional level feedback on student outcomes.
- Margaret Gustafson inquired on the TEAM report for the Legislator's mentoring request.
  - Lauren Tafrate provided clarification on TEAM and mentoring.
  - Educators complete five team modules. The EASTCONN dashboard is a mechanism for the mentor and the mentee to document the goal they are working on and when they complete each module.
  - TEAM is three years of mentoring. All beginning educators are assigned a mentor for the duration of the TEAM process. They are expected to complete it in two years, but they get an additional year if there are extenuating circumstances.
  - TEAM begins once they are employed under the initial educator certificate in a public school.
  - SDE (Dr. Kaylan Ricciardi) does not recommend that educators do TEAM under a DSAP. We try our best to ensure that they are at least serving under the initial when they begin TEAM.
  - Sinthia Sone-Moyano recommended having the TEAM Program Manager, Ashley Wright, give the Board an update.
- Rebecca Good moved to submit the report to fulfill 12(a) 6 with any follow-up that is sent to the Board.
  - Dr. Cynthia Ritchie seconds.
  - Vote: All in favor, motion passes.

- Over 2,000 tests are bridge eligible and fewer than 400 individuals (approximately 15-20%) have registered for the bridge. These are test takers whose scores are within one standard error of measure (SEM).
- ETS to Board: How can we increase the numbers of individuals who are eligible for the bridge?  
Test takers are notified automatically by ETS once they get their score report and shown they are within one standard error of measure (SEM). The success rate is high and feedback from those who take it is very positive. There is no cost for them to take it.
  - Rebecca Good: As a Board, we are asking ETS to provide EPPs the list of test takers, within their EPPs that are eligible for a bridge or module, on Tuesdays and Fridays. The list will not be student by student. We also want ETS to provide the marketing material so that we send our students to the proper locations to ensure they can take this option, reminding them that it is free. ETS needs a better display on the website. It is hard to access that for students. A webinar would be a great idea and TEACH Connecticut should also be marketing. We believe these things will help close the 80% gap.
  - **Action Item:** Sinthia Sone-Moyano will talk to Dr. Shuana Tucker about adding marketing to TEACH.org.
  - **Action Item:** Before the June meeting, Ajit Gopalakrishnan/ETS will bring updated data that is broken out for pre-November 1st vs November 1st and afterwards.

#### ECE/SDE/CPRL Presentation (Birth to 3rd Grade Certification Proposal)

- The intent of the presentation today is to present a draft that addresses the full scope and span of early childhood, early intervention, and education professional ECE span within the context of potentially one certificate.
  - Scheherazade Salimi: This creates the new endorsement area, grandfathered the people who had 112 and 113, and then requires the Certification Board to come up with the new guidelines for the new endorsement area.
- Dr. Cynthia Ritchie: Do other states have a certification that begins at birth?
  - New York has a Birth to Grade 2.
  - Relay's entire ECE program is Birth to Grade 3 because multiple states do it. Connecticut does not.
  - We have 112 in this state, which is Birth to K (with and without disabilities). Our early childhood certificates are Birth to K and Pre-K to K elementary. In the state of Connecticut, there are two programs that offer programming for 112 and three for 113.
  - A lot of our educators often seek programming outside of Connecticut. There are programs around the country that do Birth to Grade 3 (with or without disabilities). We have institutions in this state that have strong early childhood programming. They might not have an educator preparation program, but they have strong established departments.
- Jennifer Rodriguez: We will move this to our June meeting agenda.

#### CAEP Agreement Update

- CAEP agreement expires November 2025. It is signed by the President of CAEP and the Commissioner three months prior to the expiration.
- CAEP reevaluates their standards every seven years. The current standards are: (1) Content and Pedagogical Knowledge; (2) Clinical Partnership and Practice; (3) Candidate Recruitment, Progression, and

Support; (4) Program Impact; (5) Quality Assurance System and Continuous Improvement; (6) Fiscal and Administrative Capacity; and (7) Record of Compliance with Title IV.

- In the current system, the evaluation team is a CAEP Only Team, which is comprised of five EPP faculty and PK-12 practitioners. Choices for program review options are Specialty Program Review with National Recognition and CAEP Evidence Review of Standard 1.
- **Action Item:** Lauren Tafrate will send Chloe Cummings a copy of the previously signed MOU in place for the past five years and the current draft. Chloe Cummings will forward to the Board for review.
- Jennifer Rodriguez: We will put this as an agenda item for discussion at the June meeting. The signage is in August.

### **Updates from Ad Hoc Committees:**

#### Public Act Sec. 12(a) (1, 3, 6): Standards and Proposals for Regulations and Legislation

- (1) Patrice McCarthy moved to approve the criteria for endorsement and cross endorsement as listed in tables on page 3 and page 9 with the names adjusted or titles adjusted.
  - Sarah Lahr Fitzsimons and Margaret Gustafson seconded.
  - Vote: All yes except 1, motion passed.
- (3) We are still working on the draft of proposed language for regulatory legislative general guidance related to endorsements.
- (6) We voted to move the report from the Performance Office forward with any additional information.

#### Public Act Sec. 13(a)(3): Review and Reporting on Educator Preparation and Certification

- Although we do not have a specific item that has been approved by the ad hoc committee, we looked at 3 proposals and had a good, productive discussion.
- Kristen Basiaga's personal proposal:

I move that the CEPCB creates an alternative minimum for content knowledge assessment that would be available for prospective educators who:

- Have met all other requirements for initial certification except passing the content knowledge assessment,
- Achieve a score within three standard error measurements (SEM) or 15% of the cut score, whichever is the larger

These prospective educators may apply for a waiver through the State Department of Education. The prospective teacher will submit evidence showing:

- having met all other requirements for initial certification,
- an attempt at passing the standardized, minimum content area assessment, achieving a score equal to or within three standard error measurements SEM of the cut score,
- 10 full months (1 year) of successful, appropriate, full-time teaching experience completed at a Connecticut public school while holding a temporary teaching certificate, and
- attestation from district superintendent or designee.

Upon review of evidence, the SDE will consider the minimum content knowledge fulfilled.

- Kristen Basiaga moved to table the motion for the June meeting.
  - Elsa Batista seconded.
  - Vote: All in favor.
  - **Action Item:** Chloe Cummings will send Malik McKinley an invite to the next 13(a) ad hoc meeting to further explain SEM and how the process works.

Public Act Sec.13(b)

- Does not require a substantial amount of discussion or action taken on it so we can table this to the next meeting or Jennifer Rodriguez can send a general e-mail update.

**Public Participation:**

- Dr. Ravit Stein from EASTCONN proposed the definition of a Board-Certified Behavior Analyst's service be broadened to include the 50 months of service in public schools as Licensed Behavior Analysts through the Department of Public Health. Additionally, a pathway for professional growth [eligibility for 092] is important for BCBAs who participate in education.
  - Jennifer Rodriguez moved to have CPRL assist the Board in researching this particular topic of broadening the regulations that allow BCBAs and/or other areas to enter into 092 program as a criteria.
  - Dr. Cynthia Ritchie seconds.
  - Vote: In favor – 7 Opposed – 0 Abstentions – 2 Motion carries.
- Ernest Bailey from Educators for Excellence voiced his concern with the teacher shortage and interest in the expansion of certification pathways.
- Janelle Lawrence from Higganum, CT voiced the challenges of her ongoing certification journey.

**Adjournment:** 4:22 p.m.