

Not later than July 1, 2025, the Connecticut Educator Preparation and Certification Board, established pursuant to section 10 of this act, shall develop standards and proposals for regulations and legislation regarding...

All proposals to submit to CBE should be in by May 12th for CEPCB meeting.

Anything highlighted in yellow are answers to the questions posed to SDE.

	Public Act Language Sec 12(a) 1-6	Legislative Summary	CPRL Report	Questions/Notes
1	<p>(1) the evaluation criteria that will be used to assess proposals from local or regional boards of education, regional educational service centers and educator preparation programs for alternative pathways for educators to progress from an initial educator certificate to a professional educator certificate or to be issued a cross endorsement that will enable such educators to teach in content areas or grades beyond their initial certification areas,</p> <p>Summary:</p> <p>Evaluation criteria for proposals for alternative pathways from initial to professional cert. or for cross endorsements.</p>	<p>(1) criteria for assessing school boards', regional educational service centers', and other entities' proposals for alternative pathways for educators to (a) progress from initial certificate to professional certificate or (b) receive a cross endorsement that will allow them to teach in content areas or grades beyond their initial certification endorsement areas;</p> <p>Pg 7) Starting July 1, 2024, the act requires SDE to issue a cross endorsement to any person who holds an initial, provisional, or professional educator certificate and scores a satisfactory evaluation on the appropriate SBE-approved subject area assessment. The act specifies that this provision does not apply to the endorsement areas of special education, teaching English to speakers of other languages, bilingual, remedial reading and remedial language arts, or school library media specialist. Under prior law, SDE only had to do so for endorsement areas corresponding to a teacher shortage area.</p>	<p>No repealed regulations address subsection (a)(1), as the possibility of developing alternative pathways for educators to progress from an initial to a professional certificate or to be issued a cross-endorsement had not previously been contemplated within Connecticut's policy framework.</p>	<p>Are there any EPPs, RESCs, or BOE that are doing alternative pathways already from initial to professional?</p> <ul style="list-style-type: none"><li>• NO not currently.</li><li>• The educator sets their own path.</li><li>• Masters allows you to focus on a special area. Better at teaching their subject as a result.</li><li>• More flexible now than before. Prior had to be in your content, now it is not.</li><li>• A masters holds this as a profession not just a job.</li></ul> <p>Are there any EPPs, RESCs, or BOE that are doing alternative pathways for cross-endorsement?</p> <ul style="list-style-type: none"><li>• These are approved programs by SBE/CEPCB. Non credit bearing.</li><li>• ACES ARCTEL (bilingual/TESOL)ACES ARCLMS (School library media)Library Media Specialist, CREC AARC (sped). Remedial reading</li></ul>

				<p>and remedial language arts offered by Albertus Magnus.</p> <ul style="list-style-type: none"><li>• Our universities in CT offer master’s level coursework specifically aligned with cross-endorsement requirements for specific endorsement areas. These are not planned programs requiring an institutional recommendation for certification, but they are specific pathways to add an endorsement based on coursework and testing.</li></ul> <p>Thoughts:</p> <ul style="list-style-type: none"><li>• Masters and offer 30 credits beyond (previous option)?</li><li>• Are there any other possible options for people to show advanced study alternate routes? (doesn’t exist)</li><li>• Don’t fully remove provisional for those who currently hold. Make sure language is there to support it.</li></ul>
2	<p>(2) the manner in which degrees from educator preparation programs approved by the State Board of Education will align with the revised endorsement codes under section 10-145d of the general statutes, as amended by this act,</p> <p>Summary:</p>	<p>(2) how well degrees from SBE-approved educator preparation programs will align with the revised endorsement areas under § 2;</p> <p>Pg 6) The act also makes the following endorsements for grades 7 to 12 valid for grades 4 to 12, regardless of when they were issued: biology, business, chemistry, earth science, English, French, German, general science,</p>	<p>The sunseting of sections <a href="#">10-145d-444 through 10-145d-450</a> implicates subsections (a)(2) and (a)(3). These regulations, which cover the requirements for obtaining a <b>Middle Grades certificate</b>, were identified for repeal on account of the Act expanding the grade-span validity of secondary academic certificates to grades</p>	<p>How do they (codes) currently align?</p> <ul style="list-style-type: none"><li>• Secondary endorsements were formerly grades 7-12, but teachers were always eligible to teach down to the 5th grade in departmentalized setting. Secondary endorsements now cover grades 4-12.</li></ul>

	<a href="#">Alignment of degrees from EPPs and endorsement codes</a>	history and social studies, Italian, Latin and classical humanities, Mandarin Chinese, mathematics, Portuguese, physics, Russian, Spanish, and any other world language.	4–12.	<ul style="list-style-type: none"><li>• Middle grades endorsements cover grades 4-8. These endorsements are still in place, and we recommend they remain in place. This allows elementary teachers to expand their certifications, and allows educators from other states who hold middle school endorsements in another state transition to CT (allows for greater flexibility).</li></ul> <p>What would make sense from an SDE standpoint?</p> <ul style="list-style-type: none"><li>• What is the current process of determining alignment? SDE</li><li>• Already aligned. But PreK alignment may be needed. Already developing Birth to grade 3.</li><li>• Two certificates are very closed off.<ul style="list-style-type: none"><li>◦ 112 Integrated Early Childhood/Special Ed,s Birth to K</li><li>◦ 113 Integrated Early Childhood, PreK-K and Elem., 1-3 r</li></ul></li></ul>
3	(3) the adequacy and relevance of existing certification endorsement areas,  Summary:  <a href="#">Adequacy/relevance of existing</a>	(3) the adequacy and relevance of current subject endorsement areas for educator certification;		<a href="#">Endorsement codes.</a> <ul style="list-style-type: none"><li>• Think middle endorsements</li><li>• There are some that aren't offered anymore but can be renewed.</li></ul>

	endorsement areas			<ul style="list-style-type: none"><li>• Should some automatically transition to a different code at renewals to phase the old out?</li><li>• Middle School/HS ones are tricky to merge as they offer different services. And content mastery now.</li><li>• How can we help districts to understand</li><li>• There is only one EPP who offers a middle school program. Other EPP programs cover the cert current cert range.</li><li>• Arguments for: when districts are posting they don't post for all the old endorsement codes.</li></ul> <p>Are there any areas that require endorsement that we don't have yet?</p> <ul style="list-style-type: none"><li>• ASL? No teacher prep programs in CT. Then have to cross endorse. We do have it under 024 other world languages (write in). We don't have a program, but we do have that endorsement.</li><li>• STEM endorsement? You can teach stem under math/science. Other states are doing that.</li><li>• Math Specialist Endorsement, like the reading specialist 102?</li><li>• Mindful of SPED certs as there are FED &amp; State laws to coordinate.</li></ul>
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4	<p>(4) the implementation of the standards for educator preparation programs developed by the <a href="#">Council for the Accreditation of Educator Preparation</a>.</p> <p>Summary:</p> <p>Implementation of EPP standards developed by CAEP</p>	<p>(4) implementing the Council for the Accreditation of Educator Preparation (CAEP) standards for educator preparation programs;</p> <p>Pg 7) Beginning July 1, 2025, the act requires that any elementary education teacher preparation program leading to certification be aligned with the professional standards and competencies for early childhood educators developed by the National Association for the Education of Young Children (NAEYC).</p>	<p>The repeal of sections <a href="#">10-145d-9 and 10-145d-10</a> implicates subsection (a)(4) of the Act. Those sections established a host of procedures and standards for EPPs that have been overridden on account of the state’s partnership with CAEP. <a href="#">Special Act 16-22</a> 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. With respect to these repealed regulations, the Certification Board 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.</p>	<p>Requesting Lauren Tafrate (SDE) to attend the next meeting.</p> <p>Are there any programs that don’t require CAEP standards implemented?</p> <p>Is there any existing standards or legislation regarding CAEP standards for implementation?</p> <p>Are there any EPP programs that are not CAEP approved for certification?</p> <ul style="list-style-type: none"><li>• <i>CAEP’s scope of accreditation is the accreditation and pre accreditation of educator preparation providers (EPPs) that offer bachelor’s, master’s, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2020)</i></li><li>• Note: CAEP would be more flexible over time.</li><li>• In statute (Special Act 16-22 are fleeting, for a shorter period of time) “Not later than December 31, 2016, the Department of Education and the Office of Higher Education shall enter into an agreement with the Council for the Accreditation of Educator Preparation for the purposes of accrediting and establishing</li></ul>
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				<p>standards for programs of educator preparation leading to professional certification, under chapter 166 of the general statutes, offered at public and independent institutions of higher education in the state.”</p> <ul style="list-style-type: none"><li>Does anything need to be done? Do we affirm?</li></ul>
5	<p>(5) the necessity of the temporary ninety-day certificate issued under section 10-145b of the general statutes, as amended by this act,</p> <p>Summary:</p> <p>Necessity of temporary 90-day certificate</p>	<p>(5) the need for the temporary 90-day certificate;</p> <p>Pg 4) Prior law allowed teacher certification through ARC programs but required these candidates to also satisfy the requirements of a temporary 90-day certificate or a resident teacher certificate (see Background – Temporary 90-Day Certificate). <b>The act eliminates this requirement.</b></p> <p>Pg 6) Background – Temporary 90-Day Certificate</p> <p>Those seeking a temporary 90-day certificate must (1) hold a bachelor’s degree from an accredited institution with a major either in, or closely related to, the endorsement area being sought or have at least the required number of subject credit hours; (2) pass the appropriate teacher assessment; and (3) successfully complete a state-approved ARC program. In addition, the (1) local board must submit a request to the State Department of Education (SDE) with a plan to supervise the 90-day</p>	<p><a href="#">Sections 10-145-414 and 10-145d-427(m-n)</a> address the temporary 90-day certificate and thus implicate subsection (a)(5). It is important to note, however, that those regulations were repealed because the requirements for educators to obtain a temporary 90-day certificate are covered in <a href="#">Section 10-145b(c) of the statutes.</a></p>	<p>This is only for ARC graduates? (yes)</p> <ul style="list-style-type: none"><li>True for Charter Oak State College and office of higher ed.</li></ul> <p>What is the purpose?</p> <ul style="list-style-type: none"><li>The current approved ARC programs in the state were approved with the temporary 90 day certification as a part of their program. If the ARC were to change their program requirements to not include the temp 90 certificate, they will need to seek approval from the SBE/Ed Prep Cert Board. The ARC programs in the state do not provide a long enough student teaching experience.</li></ul> <p>What is the program length and student teaching in ARC?</p> <ul style="list-style-type: none"><li>9-12 months of the program. Student teaching is not 10 weeks. OHE ARC practicum is 40 consecutive school days. That is why it can’t go to an</li></ul>

		certificate holder and (2) applicant must have an overall GPA of at least a B and present evidence of experience working with children. The law allows the education commissioner to waive the last two requirements for good cause.		<p>initial, which is why they must serve under the 90 day then move to initial.</p> <p>What is the length of student teaching for other EPP graduates? Is it comparable to other EPP programs do we even still need it?</p> <ul style="list-style-type: none"><li>Programs are required to offer a 10 week student teaching placement; however, most CT programs include 12-16 week student teaching placements.</li></ul>
6	<p>(6) the design and development of a state-wide data dashboard that enables longitudinal monitoring of educator workforce data.</p> <p>Summary:</p> <p>Design/development of state-wide data dashboard to enable longitudinal monitoring of workforce data</p>	(6) the design and development of a statewide data dashboard that enables longitudinal monitoring of educator workforce data.	No repealed regulations address subsection (a)(6). However, <a href="#">section 10-146h</a> of the general statutes – which remains good law – requires the Department of Education to report to the General Assembly annually on “the quality of teacher preparation programs leading to professional certification offered at institutions of higher education in the state.” This report must include, but need not be limited to, (1) information and data relating to the extent to which graduates of such teacher preparation programs help their students learn, including, but not limited to, data relating to the academic achievement and progress of the students of such graduates, (2) measures for assessing the classroom teaching performance of such graduates, (3)	<p>Request to meet with Ajit Gopalakrishnan.</p> <p>EdSight: Already exists</p> <p>What other things would we want EdSight to study?</p> <ul style="list-style-type: none"><li>CPRL report is 1-7 of the items.<ul style="list-style-type: none"><li>Classroom students. It isn’t up for all. Secondary ed will have a big group of educators who wouldn’t have tests that are submitted this year. A new teacher could only have that in their 3rd year. Which is why it may not be consistently enforced.</li></ul></li></ul>

			retention rates in the teaching profession of such graduates, (4) survey results from such graduates and the employers of such graduates regarding such teacher preparation programs, (5) data relating to the employment of such graduates in a teaching position, (6) certification issuance rates, including first-time pass rates for such graduates, and (7) recommendations regarding the recruitment of minority teachers and administrators. In particular, the statutory requirement that the state report on the “academic achievement and progress of the students of [EPP] graduates” appears not to have been consistently enforced since the statute’s enactment.	
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