



CERTALERT

Newsletter on Educator Certification Issues from the Bureau of Educator Preparation, Certification, Support and Assessment, Division of Teaching and Learning, Connecticut State Department of Education.

NCLB and the District HOUSSE Plans

Beginning in school year 2006-07, all individuals teaching in Connecticut public schools at the elementary, middle or high school level, including those teaching special education, must be determined to be “highly qualified” under the No Child Left Behind Act (NCLB). “Highly qualified” educators, according to the federal definition, either:

- passed the state subject area assessment;
- hold an undergraduate or graduate major; or
- hold an advance certification such as National Board Certification in each core academic area he or she teaches.

Those currently teaching who cannot document their “highly qualified” status in one of these ways for one or all of the core academic areas they teach, may demonstrate they are “highly qualified” in that subject through the district’s High Objective Uniform State Standard of Evaluation Plan (HOUSSE Plan).

EVALUATION UNDER THE HOUSSE PLAN

All teachers who require evaluation to be considered “highly qualified” must be evaluated between January 2002 and June 30, 2006. The evaluation must determine whether a teacher is competent in all core academic content areas currently taught, and must be conducted by appropriately qualified holders of an intermediate administrator certificate (#092). We recommend:

- Evaluation of elementary teachers by elementary principals with knowledge of elementary curriculums.
- Evaluation of middle and high school teachers by administrators with subject-matter knowledge in the core academic areas to be evaluated OR by a collaborative team of (1) department chairs “highly qualified” in each of the core academic content areas the teacher is teaching and (2) an appropriate administrator.

To ensure the evaluation process is standardized throughout the state, it is critical that each district evaluate subject-matter competency based on the Common Core of Teaching (CCT), using both:

- foundational skills and competencies; and
- discipline-based professional standards.

PORTABILITY

The “highly qualified” determination must be portable; individual evaluations must be available to other districts. We recommend that evaluators sign a certificate indicating the

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SUBSCRIBE





Welcome to the inaugural edition of *CertAlert*, a biannual publication on educator certification from the Connecticut State Department of Education's Bureau of Educator Preparation, Certification, Support and Assessment. This publication will help inform K-12 education administrators about timely certification issues that impact current and future educators in the state.

High certification standards, equitably applied, ensure maintenance of a high quality educator workforce. To this end, I hope readers—including superintendents, assistant superintendents, principals, human resource personnel, and others—find this newsletter a useful resource. It is not intended to provide comprehensive details. Rather the information and links are meant to highlight issues of importance, and serve as a guide to locating helpful information. Please let me

know how we can improve the newsletter and help you access the information you need. I look forward to hearing from you. 

ABOUT THE CHIEF

EDUCATIONAL BACKGROUND

Holds an MBA with an emphasis in management and a law degree.

STATE SERVICE

Seventeen years of service at the State Department of Education. Served as education consultant responsible for substance abuse and violence prevention for 15 years. Appointed Bureau Chief in 2002.

GOALS

- Provide excellent service to help high caliber educators obtain and maintain their Connecticut educator certification.
- Support the development of high quality educators to meet the needs of Connecticut's PK-12 students.
- Contribute to increasing the diversity in the cultural backgrounds of educators in the state.



- Simplify certification regulations while maintaining the core value of providing a high quality education for all students.

CONTACT INFORMATION

nancy.pugliese@po.state.ct.us

NCLB and the District HOUSSE Plans *continued from previous page*

individual's "highly qualified" status, place it in the teacher's employment file, and provide a copy to the evaluated educator. However, it is the decision of each hiring district whether or not to accept a previous district's determination of "highly qualified" status.

All teachers hired on or after July 1, 2006, must be "highly qualified" in the content area(s) they will teach prior to being hired. Therefore, in each core academic area they are being hired to teach, they must: (1) hold an undergraduate or graduate major; OR (2) have a master's degree or an advanced certification (such as National Board Certification); OR (3) have successfully passed a state standardized content-knowledge test; OR (4) have previously been determined "highly qualified" via another district's HOUSSE plan.

SPECIAL EDUCATION

IDEA provides some flexibility for special education teachers hired after July 1, 2006. In order to hire a special education teacher as a primary teacher of core academic content knowledge in either a resource room or self-contained classroom, that person must be "highly qualified" in one of the following core academic content areas: reading/language arts/English, mathematics, or science. Special education teachers then have up to two years to become "highly qualified" in the additional core academic subjects they teach. Districts may choose to use their HOUSSE process to designate special education teachers as "highly qualified" in additional content areas.

For more information about the HOUSSE Plan, please refer to the Commissioner of Education's Circular Letter C-9, available

HOUSSE TIMELINE

Summer 2005: Identify teachers who require HOUSSE evaluation. Special attention to:

- Special education teachers;
- Middle grades teachers in a departmentalized setting;
- Holders of endorsements #001, #002, #005, #006, #013; and
- Teachers certified prior to 1990.

2005-06 School Year: Evaluate teachers using the HOUSSE plan.

Summer 2006: Report to SDE the outcome for each teacher evaluated.

at <http://www.state.ct.us/sde/circ/circ04-05/toc04-05.htm>. Information about highly qualified status can also be found in circular letter C-6. If you have questions, please email teacher.cert@po.state.ct.us. 

Important: Check Student Teaching Placements

Due to restrictions by Connecticut General Statutes, out-of-state teacher preparation programs (including online teacher preparation programs) are NOT authorized to place students in Connecticut to complete student teaching, clinical practices or other field placements, unless the institution has been approved to do so by the Connecticut Department of Higher Education (DHE).

In extenuating circumstances (such as medical need, unexpected family circumstances or other emergencies), the

Connecticut DHE may grant approval for an individual from an out-of-state program to complete student teaching, provided the student's out-of-state institution has formally requested that an accredited Connecticut educator preparation program provide on-site supervision and meet all specified conditions. The formal written agreement between the institutions must be approved by the Connecticut DHE prior to placement.

School district staff are responsible for ensuring that all student teachers are

appropriately placed within their district. Please be sure that you know the name of the institution where the candidate is completing the actual teacher preparation program, not just the supervising institution. If the teacher preparation program is located out-of-state, the candidate must show evidence of the DHE waiver prior to beginning the student teaching placement. For additional information, contact the Connecticut DHE, 61 Woodland Street, Hartford, CT 06105-2326 • (860)947-1800 • www.ctdhe.org.

New Alternate Route Reading Program

To address the need for reading specialists, the Connecticut State Departments of Education and Higher Education have joined with Albertus Magnus College to offer a new alternate route program: *Advanced Alternative Preparation for Literacy Specialist in Reading/Language Arts Certification (AAP)*. Candidates for the #102 remedial reading and remedial language arts endorsement attended classes at Albertus Magnus over the summer of 2005, and will attend nine follow-up sessions throughout the 2005-06 school year. They will complete several practicums,

and meet again in the summer of 2006 for a final practicum and culminating project. The first cohort of twenty-four includes elementary and secondary teachers from across the state, including the technical high schools, charter schools, and urban, suburban and rural districts.

The program scope and sequence were developed over the past two years with assistance from the State Department of Education, the Department of Higher Education, professors in reading/language arts, and district reading consultants. The

program is a blend of the practical and theoretical, with a heavy concentration on practice in various settings. Pre-requisites for participation require that each candidate hold a valid Connecticut certificate, a master's degree and five years of recent teaching experience, and document the support of his or her district.

For more information, contact Dr. Joan Venditto, Program Director, Albertus Magnus College, at (203) 773-8550 or jvenditto@albertus.edu.

2005–06 Shortage Areas

The Connecticut State Department of Education has identified teacher shortage areas in the following certification endorsements:

- Bilingual Education (PK-12)
- Remedial Reading/Language Arts
- Comprehensive Special Education (K-12)
- Science (7-12)
- English (7-12)
- Speech and Language Pathology
- Intermediate Administration or Supervision
- TESOL (PK-12)
- Mathematics (7-12)
- World Languages (7-12)

For more information on teacher incentives for those teaching under these

endorsements, visit <https://portal.ct.gov/-/media/SDE/Circular-Letters/circ04-05/c11.pdf>. For information on other types of educator incentives, go to www.csde.state.ct.us/public/der/teacherrecruitment/scholarships.htm.

Continuing Education Units (CEUs)

Social Security Number Policy Change

In the past, participant social security numbers were required on CEU certificates. Effective July 1, 2005, all approved CEU providers, including local boards of education, may elect to utilize only the last four digits of social security numbers to identify participants in professional development activities for which CEUs are earned. The list of CEU providers (businesses and organizations) is available at <http://www.state.ct.us/sde/dtl/cert/ceutoc.htm>

Regulatory Changes to be Proposed

The Bureau is in the process of updating the current *CEU Procedures Manual* and *CEU Guidelines* found on our website at the above address. Although the documents currently posted have expired, CEU providers should continue to use the versions on the website until they are replaced with the updated versions. An addendum to these publications will be released this fall with more current contact

information and other minor updates. In addition, an advisory committee is being formed to consider proposal of more extensive revisions to the type and number of CEUs required for Connecticut professional educator certificate holders. For more information about participation in this process, please email teacher.cert@po.state.ct.us.

E-Learning Opportunities

The US Department of Education (USDE) is now offering professional development in the form of e-learning opportunities that several states, including Connecticut, have approved as CEU equivalents. In Connecticut, a district CEU coordinator may grant CEU equivalents for learning experiences which directly contribute to teacher competence and student learning. The professional development activities offered through the USDE may be used independently by teachers or in a faculty or team setting. Please visit the USDE

website for more information at <http://www.ed.gov/teachers/how/tools/initiative/index.html>. 

WHO MUST EARN CEUs?

CEUs Required

- Holders of professional level certificates currently serving in a contracted position in a Connecticut public school requiring an endorsement on that certificate

CEUs NOT Required

- Substitute teachers
- Tutors
- Retired teachers
- Holders of initial or provisional certificates
- Educators not currently working under their certificates in a Connecticut public school

Unique Endorsements for Dance & Theatre Arts Certification

Effective July 1, 2005, the Connecticut State Department of Education (CSDE) is offering unique endorsements (#110) in dance and theatre arts. While these endorsements are available to individuals who meet the educational criteria, they are not required for those presently teaching dance and theatre arts. Certified physical education teachers may continue to teach dance, and certified English teachers may continue to teach theater arts. However, whether the new endorsements will be

required upon implementation of the next set of certification regulations is under consideration.

Detailed information about certification in dance and theatre arts is available on the CSDE arts education web page, which is accessible from the agency's website—www.state.ct.us/sde—by clicking on “Curriculum,” then “Arts” and selecting your choice under “Prospective Arts Teachers” for the established criteria.

Teachers who already hold a valid Connecticut certificate in another academic area may apply for a cross endorsement in dance or theatre arts if they have completed at least 30 semester hours of credit at a regionally accredited institution in the subject requested. Questions may be emailed to teacher.cert@po.state.ct.us. 

Change in DSAP Policy

Requirements of the No Child Left Behind Act (NCLB) have sparked changes in State Department of Education policy concerning the issuance of Durational Shortage Area Permits (DSAPs).

Enrollment in a Planned Program

As of September 1, 2005, individuals enrolled in a planned program of study in Connecticut under a DSAP will be required to be supervised by the higher education institution for one year to fulfill the student teaching requirement. DSAPs will no longer be issued to individuals attending *out-of-state* institutions or to individuals who have met all certification requirements with the exception of Praxis II or the ACTFL assessment. This new policy will not affect individuals who were issued a DSAP prior to September 1, 2005.

DSAPs for Certified Teachers Seeking Cross Endorsement

Effective September 1, 2005, districts seeking a DSAP for currently certified teachers for cross-endorsement purposes will be required to provide district level support and supervision for all individuals who have not fulfilled the Praxis II or ACTFL assessment requirements.

Endorsements for remedial reading/remedial language arts (#102) and integrated early childhood/special education (#112 & #113) require planned programs. Therefore, all DSAP applicants in these areas must enroll in Connecticut planned programs, even if they hold a valid Connecticut certificate.

Additional Reminders

- DSAPs will not be issued to individuals who have met all certification requirements with the exception of Praxis II or ACTFL.

INSTITUTIONS PROVIDING DSAP SUPERVISION

The following institutions have agreed to supervise DSAP holders, and therefore, are approved to enroll DSAP candidates. Information about which programs are offered at each institution is available at http://www.state.ct.us/sde/dtl/cert/guides/ap_ed_prep_prgms.pdf

- Central Connecticut State University
- Eastern Connecticut State University
- Fairfield University
- Quinnipiac University
- Saint Joseph College
- Southern Connecticut State University
- University of Bridgeport
- University of new Haven
- Western Connecticut State University (School Counselor Program Only)
- Yale University

- Please discard old applications. Only the current ED177 application form (REV. 4/03) will be accepted.
- To renew, DSAP holders enrolled in a planned program must submit a signed planned program enrollment form each year (ED177 Attachment – Part B or Part C). This is not required for DSAP holders adding a cross endorsement to a valid Connecticut certificate.
- Official transcripts are required for issuance of a DSAP and updated transcripts are required for renewal of a DSAP.
- Teachers serving under a DSAP are required to complete at least nine

semester hours of credit per year. In general, DSAPs will not be renewed if the required credits have not been completed. Special circumstances causing a hardship must be documented.

- The effective date of a DSAP will be the date the application is received in the Bureau, provided eligibility requirements have been met by that date.
- DSAPs cannot be backdated. Districts must apply for renewal prior to the expiration of the current DSAP.
- DSAPs are not portable. DSAP holders are authorized to teach only the subject for which the DSAP is issued, only in the district that requests the DSAP.
- If a teacher working under a DSAP is released from employment before the expiration of the permit, the district must notify the Bureau of Educator Preparation, Certification, Support and Assessment in writing so that the DSAP may be nullified.
- DSAPs may only be used for individuals serving in contracted teaching positions. They should not be requested for tutors, long-term substitutes, or other such positions.

These changes are intended to improve the quality of support for DSAP holders, and ensure that Connecticut public schools are in compliance with federal legislation. For more information, contact Paul Briganti at paul.briganti@po.state.ct.us. 

Staff News

Goodbye to a valued colleague

After 18 years as a certification specialist at the State Department of Education, **Julie Gottlieb** has moved to the Connecticut Technical High School System to work on both certification and parent involvement issues. While we miss Julie's wealth of knowledge, we are glad she is still accessible to us and happy for her that she is closer to home and to her beloved dogs.

Welcome to new staff

Katie Moirs joined the Bureau of Educator Preparation, Certification, Support and Assessment in June of 2004 after five years working on the BEST program, and a year in the area of school improvement. She

earned a Ph.D. in cognitive psychology from the University of Iowa, as well as a master's degree in applied experimental psychology and program evaluation. She currently serves as the Bureau's Higher Education Program Approval Coordinator.

Wendy Harwin served the state department of education for five years as project coordinator of the Connecticut School-Family-Community Partnerships Project. A certified adult educator, Wendy also worked for six years as a paralegal and has a master's degree from Georgetown University. She joined the Bureau in May 2004. Currently she processes short forms and other certification applications, and

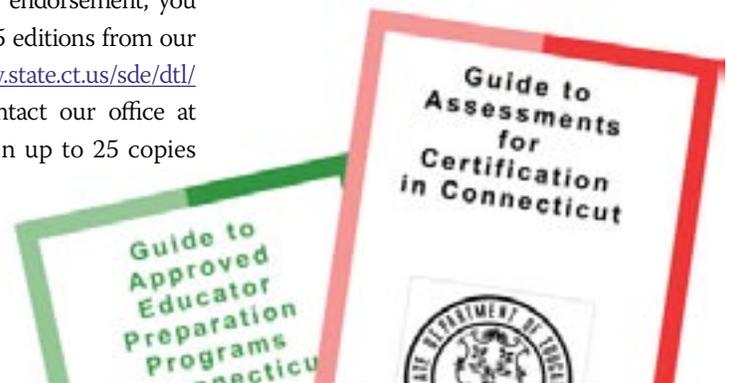
serves as assessment and publications coordinator for the Bureau.

Robert Szczepanski joined the Bureau of Educator Preparation, Certification, Support and Assessment this fall to begin training as a certification consultant. A certified elementary school teacher, Robert served as a 5th grade teacher in the New Britain school district before moving to teach in Florida. He earned a BA in elementary education and an MS in technology education from Central Connecticut State University. Welcome! 

They're Here!

The new Guides have arrived! The *Guide to Assessments for Certification in Connecticut* and the *Guide to Approved Educator Preparation Programs in Connecticut* have been updated and revised. Changes include slightly larger text to make them easier to read. If you want to know which higher education institutions in Connecticut currently offer a program to prepare students as Spanish teachers, or what Praxis II test is now required

for the special education endorsement, you may obtain the May 2005 editions from our website at <http://www.state.ct.us/sde/dtl/cert/pubktoc.htm>, or contact our office at (860) 713-6709 to obtain up to 25 copies by mail. 



Certification Events

Orientation to Certification workshops provide school district administrators up-to-date information about the application process and requirements for Connecticut certification. The presentations are an excellent training tool for district personnel new to positions directly involved with hiring certified staff. Watch this space for dates and locations of early spring 2006 workshops.

New Teacher Orientations bring certification staff into Connecticut's higher education institutions to talk with students about to graduate from educator preparation programs. Understanding certification procedures helps those about to enter the profession more easily obtain and maintain their educator certificates. The sessions provide useful tips, allay anxiety, and

include opportunities to get answers to individual questions. Certification officers may contact their short form consultant or Helen Jabs (teacher.cert@po.state.ct.us) to schedule a New Teacher Orientation at a convenient time. 

The BEST Program

Promoting Standards-Based Professional Development

Connecticut's Beginning Educator Support and Training Program is better known as BEST. The mission of the BEST program is to ensure all Connecticut students are taught by highly competent and caring teachers who hold high expectations of their students. BEST is a program of both support and assessment for new teachers. Beginning teachers are supported by trained, experienced teachers serving as mentors or mentor team members. In their second year, beginning teachers submit a content-specific portfolio documenting a series of lessons. These portfolios are evaluated by highly trained, experienced educators in the same content area. Successful completion is required for certification.

Standards-based professional development for beginning teachers and the experienced teachers who support or evaluate them is a critical component of BEST. Professional development for beginning teachers supplements school- or district-based mentorship. Professional development for mentors and support colleagues helps develop skills required to coach new teachers.

Teachers and administrators who serve as portfolio scorers receive over 50 hours of rigorous training to ensure consistency in evaluation. Training for administrators focuses on the importance of supporting new teachers and incorporating multiple sources of evaluative evidence (including student work). This training is one way the BEST program ensures a high caliber work force of educators for Connecticut's children.

More information

Schedules, registration for professional development, and publications such as the Guide to the BEST Program, portfolio handbooks, the Common Core of Teaching, and portfolio exemplars are found at <http://www.ctbest.org>. If you have questions, go to the "Frequently Asked Questions" at <http://www.state.ct.us/sde/dtl/t-a/best/faqs/faqs.htm> or contact Beverly Hartstone, BEST Program Manager, at beverly.hartstone@po.state.ct.us. 

DID YOU KNOW?

There are more than 44,000 teachers in Connecticut:

- 2,800 are 1st year teachers
- 2,600 are 2nd and 3rd year teachers
- 3,700 are mentors or mentor team members
- 700 serve as portfolio scorers and/or teacher-trainers
- 7,000 are trained mentors or assessors not currently serving
- 12,000 are BEST graduates not trained as mentors or scorers

Over 60% of Connecticut's teacher workforce has received BEST Program standards-based training!

2005 PROFESSIONAL DEVELOPMENT

BEGINNING TEACHERS:

Online Seminars: Discipline-specific learning units designed to support beginning teachers by encouraging collaboration with mentors and others. Topics relate to effective planning, instruction and assessment. Access the seminars by clicking "online seminars" at www.ctbest.org.

In-Person Seminars: Regional, discipline-specific seminars on effective teaching and student learning in the context of portfolio preparation provide opportunities to deepen understanding of Connecticut's teaching standards and portfolio requirements.

Online Communications: The BEST Connections website, www.ctbest.org, provides information, registration, and links. Sign up here to receive timely emails with important reminders, information about training opportunities, and resources and tips for instructional improvement and portfolio preparation.

MENTORS, SUPPORT COLLEAGUES AND ADMINISTRATORS

Initial Support Teacher Training: A three-day training for teachers selected by their districts as BEST mentors.

Portfolio Support Training: A one-day training for trained mentors, colleagues, and administrators on linking professional teaching standards and portfolio tasks, documenting effective instruction, and supporting development of BEST portfolios.

Mentor Seminars: A three-part seminar series to help trained mentors enhance their coaching skills.

Discard Out-Dated Application Forms

Please be advised that the Bureau no longer accepts forms with revised dates of 1999 and earlier. Please discard all previous

application forms and use only applications with revised dates of 2003 or later. If you have any questions, the updated forms are

available on our website at <http://www.state.ct.us/sde/dtl/cert/toccert.htm>. 

Information by Phone: NEW HOURS

SUPERINTENDENTS' LINE

The Bureau offers a dedicated phone line for the use of superintendents and their designees ONLY (e.g. human resource directors or others responsible for hiring). The line is staffed by Maureen Richardson.

PUBLIC PHONE LINE

The public phone line—(860) 713-6969—is usually staffed by five Bureau consultants at a time. Please remember that consultants who answer this line respond to general questions only. They can usually answer questions about status, application process, or missing credentials. They have access to the Bureau's database, but not to the documents that make

up the candidates' files. Specific questions must be submitted in writing either by mail, fax or email (see last page for contact information). Requests for course approval must be submitted in writing.

INTERACTIVE VOICE RESPONSE SYSTEM

Many questions can be answered without the help of Bureau staff. The Interactive Voice Response System (IVR) is available 24 hours a day, 7 days a week. By calling (860) 713-6969, applicants or districts can get general information about the status of an application.

Pressing "2" when the IVR answers provides

callers who enter a social security number with the current certification status of an applicant. If that applicant has an application pending, it may list the current certificate as expired, but if the application was received by the Bureau before the expiration date, in most cases this is corrected once the applicant is found to be eligible. No lapse in certification necessarily occurs.

By pressing "3" when the IVR answers, callers who enter a social security number hear the status of the most recent application. However, if a renewal application, for example, has not yet been received, the system may list the most recent application as granted, since the most recent application entered in the system would then be for the previous, expiring certificate. Listening to the information provided by both options is advisable to avoid such misunderstandings. 

PHONE LINE HOURS					
	Monday	Tuesday	Wednesday	Thursday	Friday
Superintendents' Line	8 am-4 pm	8 am-12 pm	8 am-4 pm	8 am-12 pm	8 am-4 pm
Public Line	12-4 pm	12-4 pm	not available	12-4 pm	12-4 pm

Long-Term Substitute Regulations

Several districts have recently raised questions about substitute authorization. All substitute teachers not certified in the subject they are teaching must be properly authorized by the State Department of Education if they serve more than 40 days in the **same** assignment during any school year.

Connecticut regulations require that long-term substitutes hold a bachelor's degree and have completed 12 semester hours of credit in the area or subject of their

assignment. If the assignment is in an elementary classroom, the credits must be in elementary education or focused specifically on that age group (e.g. child development). A bilingual education assignment requires credit in bilingual, subject-related and/or age-appropriate professional course work matching the assignment.

Districts must submit an ED 175 *Application for Extension of Substitute Teacher Authorization beyond the 40-Day Limit*

with the candidate's official transcripts and a letter describing the steps taken to fill the position with an appropriately certified educator. This must be documented with copies of vacancy postings and newspaper ads. Candidates who completed course work outside the United States must also submit an official evaluation of their foreign credentials by a state-approved evaluating agency in lieu of official transcripts. The list of approved agencies may be found on Fact

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REMINDER: LONG-TERM SUBSTITUTE REGULATIONS ► *continued from previous page*

Sheet #112 at <http://www.state.ct.us/sde/dtl/cert/facts01/factsde2.htm>. All applications are available at <http://www.state.ct.us/sde/dtl/cert/toccert.htm>.

The effective date of the substitute authorization is normally the date that the

application is received in our office. The expiration date is always June 30 of the school year in which the application was submitted. Regulations offer long-term substitute authorization as a last alternative when no certified candidate is available. This authorization is not meant to be

issued for the same candidate for the same classroom for more than one school year.

For questions about long-term substitute authorization, contact Arlene Morrissey at arlene.morrissey@po.state.ct.us. 📧

Limits on Vocational-Technical Endorsements

Please ensure all hiring personnel are fully aware that endorsements specific to the Connecticut Technical High School System (CTHSS) authorize educators for positions in the CTHSS schools *only*. Endorsements previously referred to collectively as

Vocational Technical endorsements (#090, #091, #082, #108 and #109) do NOT authorize service of any kind in other school systems. If you have questions about the appropriate endorsements required for specific teaching assignments,

please forward a written job description for the position to the Bureau of Educator Preparation, Certification, Support and Assessment by fax (860) 713-7017 or email teacher.cert@po.state.ct.us. 📧

Mandated Reporters

During the last year, media reports of arrests for inappropriate conduct with students have been all too frequent. All educators are required by Connecticut state statutes to report suspected abuse or neglect. Please remind those in your district of the following obligations.

Who is a mandated reporter?

Mandated reporters include, but are not limited to, any registered nurse, licensed practical nurse, dental hygienist, psychologist, coach of intramural or interscholastic athletics, school teacher, school principal, school guidance counselor, school paraprofessional, school coach, social worker, physical therapist, mental health professional, any person who is a licensed or certified emergency medical services provider, any person who is a licensed or certified alcohol and drug counselor, any person who is a licensed marital and family therapist, any person who is a licensed professional counselor,

any person paid to care for a child in any public or private facility, child day care center, group day care or family day care licensed by the state, and any employee of the Department of Children and Families. —*Connecticut General Statutes 17a-101(b)*

What Should Be Reported?

Child Abuse: Any child or youth with a physical injury that is not the result of an accident, or an injury which does not seem to fit the explanation for that injury, or who shows signs of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment.

Child Neglect: Any child or youth who has been abandoned or is being denied proper care and attention, physically, educationally, emotionally or morally, or who is being permitted to live under conditions, circumstances or associations injurious to his/her well-

being, or who has been abused.

—*Connecticut General Statutes 17a-101(a)*

Mandated reporters with reasonable cause to suspect a child has been abused, neglected, or placed in imminent risk of serious harm must report by telephone or in person to the Connecticut Department of Children and Families (DCF) or a law enforcement agency as soon as practical, but not later than twelve hours after having had such reasonable cause. Within 48 hours of making an oral report, a written report must be submitted to DCF. For more information, go to <http://www.state.ct.us/DCF>.

Educators must especially be reminded that the standard is “reasonable cause to suspect or believe.” They should not wait for proof. It is not the responsibility of the mandated reporter or district to prove the suspicion. The report will be investigated by DCF, and a determination made by that agency.

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MANDATED REPORTERS ► *continued from previous page*

If a mandated reporter has reasonable cause to suspect or believe that any child has been abused or neglected by a staff member of a public or private school or facility or institution that provides care for the child, and he/she is also employed by that institution, in addition to reporting to DCF, he/she must submit a copy of the

written report to the person in charge of the facility (the superintendent in the case of a public school system). Once a report has been filed, school district administrators have additional responsibilities prescribed by Connecticut General Statutes.

For more information on mandated

reporters and reporting requirements, go to http://www.state.ct.us/sde/equity/titleIX/Mandatory_Reporting_5-3-05.pdf. Questions about mandatory reporting requirements should be directed to the Department of Children and Families at (800) 842-2288. 

COMPLIANCE

2004-05 Compliance Report

“No teacher, supervisor, administrator, special service staff member or school superintendent shall be employed in any of the schools of any local or regional board of education unless such person possesses an appropriate state certificate, nor shall any person be entitled to any salary unless such person can produce such certificate dated previous to the first day of employment...”

Connecticut General Statutes section 10-145(a)

The 2004-2005 school year compliance report was sent out January 20, 2005, to all school districts, charter and magnet schools and special education facilities. It included:

- **A cover letter and District Instruction Sheet**
Provide explanations and instructions.
- **Compliance Survey**
Lists educators who do not hold appropriate certification to match their assignment code. Mismatches must be corrected by the district.
- **Expiring Certificates Report**
Identifies educators with expired

certificates or those that will expire in the next 18 months.

- **Staff File Report**
Lists all educators employed by the district and their current certification status.
- **District Assignment Code List**
Assists districts in determining the proper assignment code for each position. Please note, new assignment codes were added this year in response to need identified from last year's compliance review process.
- **Certification Endorsement Code List**
Lists each certification endorsement and the subject, area and/or grade range it authorizes.

Please remember that Connecticut General Statutes require anyone who is serving in an assignment requiring certification be authorized by a subject and grade appropriate certificate, or through a long-term substitute authorization, a durational shortage area permit (DSAP) or other permit. **Service without appropriate certification is illegal and affects the educator's teacher retirement credits.**

Assignment codes #990, for unlisted teaching assignments, and #995, for unlisted non-teaching assignments, should be used only in rare instances where no other appropriate assignment is available. Job descriptions must be submitted for all educators listed as serving in an unlisted teaching or non-teaching assignment.

Thank you in advance for your continued cooperation. This process assures equity and maintains the high quality of teaching in Connecticut. It also serves as an important check to help districts avoid inadvertent errors that might cause retirement difficulties for valued staff later in life. For questions on certification or compliance issues, please contact Kathleen Wedge at kathleen.wedge@po.state.ct.us. Questions regarding the staff file (ED-163) should be directed to Barbara Canzonetti at (860) 713-6818 or barbara.canzonetti@po.state.ct.us. 

Where to Go for More Information

Connecticut State Department of Education

State Department of Education home page:
<http://www.state.ct.us/sde>

Certification main page:
<http://www.state.ct.us/sde/dtl/cert/index.htm>

How to become a teacher in CT:
<http://www.ctcert.org>

Applications may be obtained at:
<http://www.state.ct.us/sde/dtl/cert/toccert.htm>

Curriculum information:
<http://www.state.ct.us/sde/dtl/curriculum/index.htm>

Teacher incentives/scholarship information:
<http://www.csde.state.ct.us/public/der/teacherrecruitment/scholarships.htm>

Commissioner's circular letters:
<http://www.state.ct.us/sde/circ/circ04-05/toc04-05.htm>

On Continuing Education Units (CEUs):
<http://www.state.ct.us/sde/dtl/cert/certoc.htm>

Guide to Approved Educator Preparation Programs in Connecticut and *Guide to Assessments for Certification in Connecticut*:
<http://www.state.ct.us/sde/dtl/cert/pubktoc.htm>

Connecticut Department of Higher Education

Links to community colleges and other institutions of higher education. Includes links to information about financial aid and to the ARC program.
<http://www.ctdhe.org>

Connecticut Teachers' Retirement Board (TRB)

Information about teacher retirement including benefits calculator and statistics.
<http://www.state.ct.us/trb>

Connecticut Department of Children and Families (DCF)

Includes information about helping children, contacting DCF, and reporting abuse:
<http://www.state.ct.us/dcf>

US Department of Education

Highlights information about new e-learning opportunities for teachers (see article p4).
<http://www.ed.gov/teachers/how/tools/initiative/index.html>
(Scroll down to "e-learning" and click on "Get Professional Development Now".)

National Association for the Education of Young Children (NAEYC)

Provides information on whether a child care center is NAEYC accredited. (Past experience of holders of endorsements #112 and/or #113 at NAEYC accredited centers may count toward advancement of a certificate to the provisional level.)
www.naeyc.org/accreditation/center_search.asp

National Board for Professional Teaching Standards

National Board Certification is voluntary and complements, but does not replace, state licensing. A symbol of professional excellence, it provides opportunities for teachers to gauge their skills and knowledge against objective, peer-developed standards of advanced practice. In Connecticut, National board certification fulfills all course work and testing requirements for certification in the state. An educator who holds national board certification and has taught for three years in the past ten is issued a provisional level certificate with the appropriate endorsement. No testing or additional course work is required. If that educator has also completed 30 semester hours of credit beyond their bachelor's degree, he or she is eligible for a professional level certificate.

<http://www.nbpts.org>



CERTALERT

Newsletter on Educator Certification Issues from the Bureau of Educator Preparation, Certification, Support and Assessment, Division of Teaching and Learning, Connecticut State Department of Education.

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