

CONNECTICUT STATE DEPARTMENT OF EDUCATION

ADVISORY COMMITTEE for EDUCATOR CERTIFICATION REGULATION REVISION

Tuesday, November 18, 2008

8:30am – 1:00pm

ITBD

New Britain, CT

MINUTES

Members Present

Moderator: Paula Schwartz, Karen Baldwin, Earle Bidwell, Linette Branham, Carol Clifford, Jackie Colon, Ania Czajkowski, David Erwin, Janet Finneran, Roch Girard, Linda Goodman, Bob Hale, Robert Hiscox, Margaret Liu, Kelly Lyman, Edward Malin, John Mattas, John Mattera, Mary Monroe-Kolek, Teddy Sablon-Tauris, Jacqueline Wasta, Jonas Zdanys

Members Absent

Steven Adamowski, Karen Baldwin, Joanne Ellsworth, Margaret Mary Fitzgerald, Andrew Lachman, V. Everett Lyons, Marion Martinez, Mark McQuillan, Carole Pannozzo, Jay Voss

Staff Present

Sharon Fuller, Marlene Lovanio, Georgette Nemr, Nancy Pugliese, Anne Louise Thompson

Call to Order

The meeting was called to order at 8:45am

Overview of Meeting Agenda

The agenda for the meeting was distributed.

Review of Revised Minutes from October 28, 2008

- Minutes reflected changes suggested at last meeting. Earle Bidwell made motion to approve minutes with Dave Erwin seconding. All in favor.

Review of Minutes from November 6, 2008

- Ania Czajkowski was in attendance.
- Grade Span of K-6/6-12 - Schools with 5-8 configuration would benefit from flexibility of the overlap. There is a need for a simple waiver system to give school's maximum flexibility particularly with those configuration.
- Special education and intervention specialist – RESCs and classroom settings do not need specialists to work directly with low functioning students, but bachelor level teacher could oversee paraprofessionals who work with students. The case manager/specialist would still be needed for PPT process and planning purposes. Generally agreement that one endorsement would suffice.
- Motion made to accept as amended by Bob Hale, seconded by Mary Kolek. All approved, abstention – Linda Goodman

Discussion after minutes

Elementary subject area major: Nancy Pugliese discussed the elementary subject area major emphasizing the expanded option of an interdisciplinary major. Ed Malin pointed out that current regulations give higher ed. the ability to accommodate people entering the profession as a second career. New language should try to accommodate these people in a similar way. Some universities have 10% of their education students coming through this method, while others do not.

Increasing allowable teacher preparation coursework prior to admission: as a way to recruit more teachers, there was agreement that this should be expanded to allow up to 12 credits prior to admission into a teacher preparation program. Students benefit from field experiences in programs, as well as through service learning opportunities. The issue is that some people may not pass Praxis I for entrance to the program, but may have already taken multiple courses. Let individual institutions decide how many credits will be allowed prior to admission, up to the 12 credits.

Grandfathering: will ensure that holders of active certificates previously issued prior to implementation of new regulations will be “grandfathered” and continue to serve under these endorsements. In some cases, there will need to be transition time for those in the midst of achieving professional certification level. There needs to be a plan in place to communicate this information to all people in different scenarios. It was suggested that SDE combine information with TRB communication. The new system at SDE will enable better communication between teachers and the department. Those currently holding special education certification will only have to comply with CEU requirement. There will be opportunities for veteran teachers to acquire the pre-service competency skills.

Early Childhood Ages birth to three: offered as a cross-endorsement only requiring graduate coursework or passing the DDS assessment. No comment.

Gifted and Talented cross endorsement: It was recommended that G&T teachers not be required to hold this but that obtaining it may be optional. Many liked the flexibility, especially as it improves the marketability of candidates.

Instructional Technology cross-endorsement: It was pointed out that the required coursework listed could change over the next 10 years as field is rapidly changing. Perhaps there is a way to generally identify skills without being so specific. Again many thought this should be optional and not required. Some suggested the name be changed to avoid confusion to: Information Communication Technology to eliminate confusion with Education Technology (formerly Industrial Arts). The issue of the 20% job requirement should also be reviewed.

Math Specialist advanced endorsement: certification was generally seen as a positive approach for not interested in pursuing the 092. Elementary people would need the nine credits in math. Language should be modified to say program supervision, as opposed to supervision of staff. Districts can build upon these types of positions. Some of the job responsibilities are not unique to this position, but are qualities for all teachers. There was concern that those presently in these types of positions should be able to use professional development opportunities to fulfill the requirements. Some sort of caveat or “grandfathering” to address current teachers serving in these types of positions. Endorsement builds capacity of teacher leadership.

Science Specialist advanced endorsement: certification for specialist endorsements should be boilerplate at the front end and more specific at the end. It would lend consistency to reviewing these types of certification. The effort to create these certifications was applauded by many as a way to use master teachers more effectively. The feedback from teachers was positive.

Dance and Theater initial program endorsement: it was suggested that we treat this area like current vocational endorsements in trade areas, so that those with or without a bachelors would qualify. In some small districts, one person teaches dance, theater and PE. Develop performing arts endorsement with interdisciplinary major. Endorsement might hinder bringing master dance or theater professionals to serve kids. Allow enrichment courses to be taught by master artist/performer. Offer ARC for dance and theater for master performers. Must ensure quality and disposition to teach children. Need multiple pathways into field and need to define what master performer means.

Teacher testing: CSDE plans to explore development of new test to assess competency of teachers in the same areas as identified in the pre-service competencies. Will test those competencies that are measurable and related to instruction, assessment and behavior.

Other comments: consider changing name of “intervention specialist” to special education teacher. John Mattas and Carole Clifford proposed that teachers in resource room or self-contained setting or special education facility should hold special education endorsement and that it should be an endorsement obtainable as an initial endorsement, not an advanced endorsement.

The meeting was adjourned at 12:00 noon.

Respectfully submitted,

Paula Schwartz